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Action Research paper:

Improving reading comprehension using SQ3R (survey, question, read, recite & review) method with
11th graders at CINDEA Nandayure, Nicoya Regional Office of Education 2021

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Abstract

This research is based in collected data, analysis and reflection of a problematic regarding reading comprehension capacities of eleventh graders from CINDEA Nandayure, Guanacaste, Costa Rica. One of the main goals of the study is to assess eleventh graders' reading comprehension progress based on the SQ3R method. The researchers elaborated a methodology that made use of qualitative, quantitative instruments and an action plan. The groups that participated in this study were divided in two: 7P.1 and 7P.2, which were segmentated for research purposes as control (7P.1) and treatment (7P.2) groups. The results collected from the diagnostic test were analyzed and reflected with the purpose of developing an action plan that could prepare learners for the National Linguistic Domain Test. As a matter of fact, the results in this study showed that the treatment group improved their score when the method was incorporated in their reading lessons, allowing researchers to conclude that the SQ3R method improve learners reading comprehension.

Resumen ejecutivo

Esta investigación esta basada en información recolectada, analizada y meditada sobre la problemática en la capacidad de comprensión de lectura de los estudiantes de undécimo año del CINDEA Nandayure, Guanacaste, Costa Rica. Uno de los principales objetivos de esta investigación es evaluar el progreso de los estudiantes en cuanto a su nivel de comprensión de lectura al aplicar el método de lectura SQ3R. Las investigadoras elaboraron una metodología que incluye instrumentos de índole cuantitativo y cualitativo, además de un plan de acción. Los participantes estan divididos en dos grupos: 7P.1 y 7P.2, los cuales para fines de esta investigación se encuentran segmentados como el grupo control (7P.1) y el grupo tratado (7P.2). Los resultados recolectados a partir de la prueba de diagnóstico fueron analizados y meditados con el fin de desarrollar un plan de acción que pudiese preparar a los estudiantes para la Prueba de Dominio Linguístico. Los resultados de esta investigación demostraron que el grupo tratado (7P.2) mejoró sus notas al incorporar el método SQ3R en sus lecciones, permitiéndole a las investigadoras concluir que el método SQ3R mejora las habilidades de comprensión de lectura de los estudiantes.

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Dedicatory

I dedicate this study to my family and loved ones. Especially to my mother, a thriver, who empowered and kept me motivated throughout this process. Same to my father, who shared with me his words of kindness and wisdom, showing me the path to find my true self in this sometimes confusing world.

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Jiam Khider

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CHAPTER 1

Introduction

1.1 Introduction

The necessity of learning a second language has globally increased during the last years, and English emerged as the foremost second requisite in education. Some other aspects such as finance, commerce, and travel had had an effect on governmental authorities' decisions, that is why they have made a great effort to improve the quality of the teaching and learning process in all institutions. English teaching is nowadays included from preschool through high school, and even on professional levels. However, deficiencies had been found in students' English proficiency regarding their receptive skills (reading and listening), as stated in *The Reading Process* "the teaching of reading needs to include a range of comprehension strategies" (Goodman K.S, 1997). As a result, this research focuses on implementing the SQ3R Method to take action and enhance students reading capacity. By and large, making an effort to recognize a situation and providing solutions to the existing weaknesses.

Learning a second language can be challenging for young learners, who are in big part some of the most interested in learning this new language because of employable and career aspirational reasons. Hence, high school learners included in this Action Research are part of CINDEA (Centro Integrado de Educación de Adultos) and were taken into consideration due to its level (11th graders) and cognitive capacity to be a subject of study in terms of reading comprehension. English competencies are divided into two receptive skills: reading and listening, and two productive skills: writing and speaking. Reading is in fact, one of the most relevant skills to achieve an acceptable English competence, having as the foundation the acquisition of vocabulary. Consequently, reading comprehension techniques used in the classroom while teaching should be appropriate to their specific learning needs, and must have the quality of being adaptable to the learners.

In advance, this research and its implications will be studied through an Action Research (A.R) Modality. Usually, Action Research is comprehended by 7 stages (selecting, clarifying, identifying, collecting, analyzing, reporting, and taking action) or 7 chapters. In the first chapter the problem will be addressed, being, in this case, the need of improving reading comprehension for the National Linguistic Domain Tests; additionally, the purpose, the objectives and research questions are stated. In the second one, clarifying theories that might help the investigators understand some of the definitions and research papers related to reading comprehension techniques and methods, teaching approaches, the SQ3R method, and Costa Rica's educational system background. Next, the third chapter consists of the research

design and specific methodology. In this chapter, readers will find a description of the research approach, the type of research selected, and the instruments used to collect data; besides that, readers will find a report of chosen context, setting, and participants. Thus, this chapter also includes the eight didactic plannings corresponding to the eight sessions that will be worked with the students. After this, the fourth chapter named findings is where all the data collected through instruments are analyzed according to the specific objectives and variables. In this chapter, the references cited in chapter 2 are also analyzed and compared/contrast with the obtained results. The fifth chapter, called reflections, shows as its name implies the investigators' reflections towards their findings and experiences. Next, the sixth chapter consists of reporting conclusions based on the results and the theory studies. Additionally, this chapter presents some of the strengths and limitations found. Finally, the last chapter is called recommendations. Consists of three parts: recommendations for colleagues, recommendations for students, and recommendations for principals or advisors.

Truly and to summarize, this project focuses on the use of strategies to improve reading comprehension in high school learners. Specifically, the SQ3R method, which stands for survey, question, read, recite and review. According to Craig (1984) “reading, then, is an activity, a process of confrontation between an individual and a text” (Craig, 1984) that is why a method such as SQ3R might encourage learners to read in an enriching manner. To abridge, The SQ3R presents itself as a great tool to create a reaction and therefore an improvement in student’s reading capacities. However, it is a major question whether or not it is efficient in the chosen population. Reading comprehension must not be taken for granted and that is why studies such as this one can help the prevalence of good reading habits. For this and other reasons, it is of great benefit to the population the inclusion of methods to make reading a fructifying experience.

1.2 Rationale

Reading comprehension is one of the primary skills that learners need to master if they want to succeed in learning a second language such as English. Reading helps learners to develop their competence in other skills like listening, speaking, and writing. Years ago, tests in the majority of public institutions in Costa Rica were focused on evaluating only this skill; however, at the end of the school process learners were not well prepared, parents, and society in general, began to wonder why learners were not able to speak or read in English after several years of studying the language.

In fact, in 2007 the national newspaper *La Nación* published an article called English Teaching (*Enseñanza del Idioma Inglés*) stating that only 3% of public institutions taught high levels of English; additionally, this newspaper suggested that “The Ministry of Public Education will have to make an effort far beyond obtaining more resources. A structural reform of the teaching process is required to get ahead” (September 17th). As a result, the approach used to teach English, Communicative Approach, was replaced by the Action-Oriented Approach, which includes a large change in terms of methodology. Brown (2001) stated that “reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies for most EFL learners who are already literate in a previous language” (Brown, 2015, p.107). Hence, the methodologies, strategies, or techniques applied while teaching reading comprehension must be purposely chosen.

This action research is focused on testing a reading comprehension method to improve the reading skill of students: the SQ3R method. SQ3R is an acronym for effective learning and reading integrated method in which learners practice different reading strategies such as scanning, skimming, structure recognition, graphic organizers, question generation, highlighting, reading aloud, summarizing, among others. SQ3R full meaning includes Survey, Question, Read, Recite, and Review, which are the basic steps of the method. This reading and studying method make the reading process less difficult and more interesting to learners. The different steps of the method will be used in this action research through the development of well-planned activities included in six didactic planning sessions, which will be conducted in asynchronous and synchronous means.

To this end, this action research will be of great benefit to the participants, who are learners that are close to applying a linguistic domain test, in which reading is one of the two

evaluated skills. Indeed, learners will learn to apply different reading techniques, improving significantly their comprehension of the language. Moreover, the educational significance of the project goes beyond, once the strategies are proved to be worthy, they can be used with other learners. Thus, the collected information on this project as well as the didactic resources will be shared with other English teachers, expanding the benefit to other teachers and learners from other institutions.

1.3 Purpose

This action research, which is going to be developed at CINDEA Nandayure with 11 graders aims to generate change by improving learners' reading skills by the use of the SQ3R method. Written comprehension is a basic pillar of the learning process of a language, and this action research will help the participants in a crucial point since they are senior students who are close to realizing a final English linguistic test, in which their reading skills will be evaluated.

Additionally, the researchers will assess, act and reflect on the progress of the participants, being able to provide results -based on evidence- about the effectiveness of the SQ3R method. Those results and some recommendations will be published at the end of this investigation, becoming an educational source of information for teachers.

1.3.1 General Objective

1. To improve reading comprehension by using SQ3R (survey, question, read, recite & review) method with 11th graders at CINDEA Nandayure, Nicoya Regional Office of Education, 2021

1.3.2 Specific Objectives

1. To determine learners' reading comprehension level of 11th graders at CINDEA Nandayure.

2. To apply a project using SQ3R activities to improve learners' reading comprehension.

3. To assess eleventh graders' reading comprehension progress based on the SQ3R method.

1.4 Research questions

Research questions are fundamental during any investigation, and they must be purposely chosen by researchers. Can J Surg (2010) states in its article *Research questions, hypotheses and objectives* that “interest in a particular topic usually begins the research process, but it is the familiarity with the subject that helps define an appropriate research question for a study”. This declaration confirms the necessity for testers to be fully involved with the participants and the environment in which the research will be conducted to choose appropriately the research questions.

The following research questions are related to the SQ3R method:

1. How does the use of the SQ3R method can develop English language learners' reading competence?
2. What factors do affect the implementation of the SQ3R method during the English lessons?
3. In what ways could the SQ3R method be applied during synchronous and asynchronous lessons?
4. How effective could the SQ3R method be for English learners to develop their reading competence?

1.5 Hypothesis

The formulation of a hypothesis must be the aftermath of an extensive recollection of information about the matter that is about to be researched. As stated by Rogers (2018)

“It is an idea that proposes a tentative explanation about a phenomenon or a narrow set of phenomena observed in the natural world. The two primary features of a scientific hypothesis are falsifiability and testability, which are reflected in an “If...then” statement summarizing the idea and in the ability to be supported or refuted through observation and experimentation.” (Rogers, 2018)

Hence, aims to provide a preview of the better outcome of the research and its efficiency. Finally, the hypothesis role in the research is to open a door in terms of possibilities on which a theory can be proven or not, becoming a “guess” regarding its factuality.

Taking into consideration the previous information, the hypothesis of this research proposes that the use of the SQ3R method enhances the development of English written comprehension of eleventh-grade learners from CINDEA Nandayure.

CHAPTER 2

Literature Review

2.1 Literature Review

Due to the increasing need to communicate with people from other cultures, human beings have realized the urgency of learning other languages besides the one spoken in their own country, and Costa Ricans were not the exception. Indeed, British Study Centres states in its article *Why Learning English is so Important?* that “many countries include English in their school syllabus and children are starting to learn English at a younger and younger age.” Likewise, nowadays a large number of people in this country are extremely concerned about the importance of acquiring at least a second language. Additionally, because English is considered the universal language, the need of mastering this language increases. As a consequence, Costa Rican’ educational programs have been modified through time with the idea of improving the teaching methods. It is also important to take into account that the quality of education not only depends on the resources available in the institution or on a well-developed curriculum, but it is the teachers, their techniques, methodology, and/or materials, along with the students, the ones that will build the quality of the class. However, all those factors need to be constantly studied to assure the quality of the education that learners received, and that is why the idea of evaluating the SQ3R method arises.

In this section, there will be an analysis of different researches and authors that provide theoretical support to the topic being developed in this project. In the first instance, the reader will find information about English language teaching in Costa Rica, its historical background, and some details about the approaches used in the last years by the educational system. Furthermore, the purposes of English Language Teaching according to the Ministry of Public Education, which is the governing body of the entire educational system in the country. In the second place, the reader will find relevant information and definitions regarding teaching reading in the ESL (English as a Second Language) classroom. Finally, the reader will find plenty of descriptions about the SQ3R method, including the definition and examples of each of its five components.

2. 1 English language teaching in Costa Rica

2.1.1 Historical Background

Costa Ricans became aware of the necessity of learning English a long time ago; in fact, it was in 1825 when the first steps were taken to incorporate English classes into the educational program of La Casa de Enseñanza de Santo Tomás, which was the first institution teaching English in the country. Aguilar (2005) found out in his research that:

“The interaction of native and non-native speakers of English has triggered several media outlets to evolve to fulfill the need of a local English network. Furthermore, the Costa Rican government has implemented several policies to establish English as the first foreign language because of the rapid growth of tourism and foreign investment in the country” (abstract).

The methodology used at that time was different from today’s methodology because it was based on the technique of memorizing the lessons. Alternatively, the weakness of this method was compensated with the time that students dedicated to the study of English. Up to this moment, English classes were only imparted in this public institution, but in 1854, some foreigners brought to the country a new teaching system: private classes, the idea of learning English, as well as the possibilities to do it, began to expand; nevertheless, not too many people could benefit from this private system because it was expensive.

Some years later, more educational institutions were created such as Colegio de Humanidades de Jesús in 1859, Colegio de Humanidades Páez in 1861, Colegio de Alajuela in 1866, which included English classes in their curriculum. At this point, educational institutions adopted a new educational method, Método Directo Alemán. This method established that the process of learning a second language must be equal to the process of learning the native language, which means that it should be spontaneous, with a lot of oral activities, without using translation, and little or no analysis of the grammar rules. After the implementation of this new method in the educational system, there is no evidence of changes in the methodology during the following two decades. It was until 1935 that there were several changes in the educational system which transformed the teaching of English in Costa Rica. Then in 1957, the University of Costa Rica opened the English major, which brings several advantages to the educational system because at this moment the country was able to give professional formation in the language.

During the following years, the educational system suffered some changes; after the Método Directo Alemán, it moved to the Audio-lingual method that emphasizes the development of skills in the four English areas (speaking, writing, reading, and listening). At this point, the necessity of speaking English to access better job opportunities influenced the creation of another English teaching approach: the Communicative Approach. Finally, the new Action-Oriented Approach was created as a response to the learners' (and their relatives) demand for an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a variety of contexts. In brief, Costa Rica is a country that is deeply concerned about the need of speaking English, and as a result, each day more and more people are learning this language.

2.1.2 Purposes of English Language Teaching (according to MEP)

As mentioned previously on this job, Costa Rica has been working hard to improve the quality of the English teaching process in public institutions; given that, several efforts have been made. In fact, since 2017 primary and secondary schools started with the implementation of new English programs, which are based on the latest Action-Oriented Approach. In 2018, the government declared English teaching as a National priority, creating at the same time the Alliance for Bilingualism (ABI); regarding this initiative, president Carlos Alvarado stated that “The challenge is to forge a true intersectoral alliance to extend the English proficiency and other languages as a state policy that ensures opportunities for universal access to people of all ages and from all territories,” (GlobeNewswire, 2018). Moreover, in 2020 English lessons were integrated into the preschool curriculum, providing children with different learning experiences from this very early stage.

In general, some of the purposes of teaching English as a foreign language are related to the ability to master the four English skills (writing, listening, speaking, and reading). Indeed, according to Thompson and Write (as cited by Abdullah), there are four aims of teaching English at school levels: “to recognize spoken English, to speak English, to recognize written English, and to write English.” (2015).

Costa Rica established the following purposes of education: “To educate citizens who love their country, to contribute to the full development of the human personality, to prepare citizens for a democracy, to encourage the development of solidarity and human

understanding, and to preserve and expand our cultural heritage.” (MEP,2016, p.15). These purposes apply to all subjects including English. Likewise, the new English curriculum, based on the Action-Oriented Approach, visualizes learners as active agents of changeable to:

Use knowledge, skills, and abilities beyond school contexts. Express their points of view. Practice peaceful conflict resolution and search for democratic solutions. Harmonize social and economic development and environmental sustainability. Take action in favor of the sustainability of local, national, and global resources. Be aware of a global world where national borders have become more diffused. Use ICTs and access to knowledge networks as tools for communication, innovation, and proactive social service. Reflect and use critical thinking processes. Be compassionate national and global citizens. Practice democratic principles such as freedom of expression and religion, respect for plurality, and cultural diversity (sexual, linguistic, and ethnic) as stated in the Costa Rican Constitution. Defend and protect Human Rights and be against all forms of discrimination. (MEP, 2016, p.13)

2.1.3 English teaching/learning approaches

Hoque (2016) defines a teaching approach as:

A set of principles, beliefs, or ideas about the nature of learning is translated into the classroom. An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learned. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

Some of the teaching approaches that have been used in Costa Rica through time are the following:

2.1.3.1 Grammar-Translation Approach

The Grammar Translation Approach was first used in 1920 and as its name refers, it was focused on the teaching of grammar and reading comprehension. As researched by Hago, “the biggest advantage of this method is understanding of the phraseology (expressions or phrases) i.e. abstract words, idioms, phrases, metaphors, similes, etc. since translation is

possible in this method. Hence students can have a better understanding of complicated concepts.” (2020, p.385),

On the other hand, he also found out that “students do not participate actively in the classroom, communication is not much focused, very little attention is paid to content and the focus is made on translation which is sometimes misleading.” (Hago, 2020, p. 385.). Because of that reason, the development of the speaking skill was not essential, as a result, students were instructed in their mother tongue and then they translated the exercises.

2.1.3.2 Direct Method

The Direct Method was created as a reaction to the Grammar Translation Approach. Nugroho (2010) “The direct method is a method of English in which the teacher teaches English directly without the use of medium language (mother tongue). In this method, the teacher does not use the learner’s mother tongue expression and translation.” (Nugroho, 2010, p.13h). Consequently, the method was focused on the development of oral skills, promoting the use of the target language during the lessons, and providing a meaningful learning process through demonstrations instead of standardized rules. The British Council affirms that “The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learned.” (Direct Method).

2.1.3.3 Audio Linguistic Method

The Audio Linguistic Method was also focused on the oral skill of the language. In the conference performed by Alemi, Maedeh, and Tavakoli (2016) they concluded that “This approach to learning is similar to the Direct Method, in that the lesson takes place entirely in the target language. Emphasis is on the acquisition of patterns in common everyday dialogue” (Alemi, Maedeh & Tavakoli, 2010, p.1.). However, this approach gave more importance to the grammar aspect and used to be more expository from the teacher. It is important to realize that this method uses the stimulus, response, and reinforcement methodology.

2.1.3.4 Cognitive Approach

The Cognitive Approach is similar to the Audio Linguistic Method since great importance is given to the development of oral skills; nevertheless, grammar rules are sometimes taught inductively by the teacher, or the students are induced to discover for themselves. Cerdas and Ramírez (2015) add an important characteristic of this approach by mentioning: "another important aspect is that pronunciation is downplayed because perfection is seen as unrealistic" (Cerdas & Ramirez, 2015, p.306).

2.1.3.5 Communicative approach

The Communicative Approach originated during the sixties by British linguists, and it became one of the most important approaches in the teaching of English. This approach is based "on the fact that the most important thing is to develop a communicative competence and to open learning processes for the teaching of the four linguistic skills, which grant that language and communication share a common set of principles" (Domian, Fonseca, Lara & Rodríguez, 2010, p.14). Indeed, this same approach aims to have a holistic view of the language, seeking to develop and assess the four areas of English: reading, speaking, writing, and listening. Contrary to the communicative goal of this approach, learners ending the secondary level used to apply to an English test where only the reading skill was evaluated; as a result, many teachers focused on developing reading skills, leaving the other areas of English in the background.

2.1.3.6 Humanistic Approach

The Humanistic approach brought a radical turn in terms of the teachers' role and the learners' role, giving voice to the student population so that they can express themselves more freely, give their opinions, and have a more active participation regarding their learning process. Teater (2015) provided findings stating that "Humanistic theories stress the ultimate good of humans and their potential, creativity, health, hope, meaning, connection, purpose, and ability to reach self-actualization, or for individuals to achieve their full potential" (Teater, 2015). In addition, this approach gives great importance to the environment that is

built within the classroom, exposing the need for a pleasant environment for the student population as the only way to encourage the students to achieve meaningful learning.

2.1.3.7 Action-Oriented Approach

The Action-Oriented Approach is a task-based learning approach and it has been used in all primary and secondary institutions. This approach aims to prepare learners for real-life situations, providing learners with authentic materials to work with. Kaliska (2016) found out in their paper that “Language action is seen as language tasks accomplished by learners in a given situational context. A learner is supposed to use the target language to achieve specific objectives within a given group of (native) speakers.” Thus, the specific goals are carefully developed so that they can be of great use in the task to be performed “the language learning/teaching process should aim at developing not only learners’ communicative competence but also action strategies that can be undertaken in any kind of circumstances” (Kaliska, 2016, p.31.)

Moreover, this new program uses scenarios to support learning and teaching, and to provide authenticity of situations, tasks, activities, promoting more group work. Besides, this new curriculum includes topics and vocabulary that students can use in real-life situations; it also includes the teaching of phonetics explicitly, and a mini-project at the end of each unit that has to be developed by the students. Indeed, in the new program, a great degree of autonomy is placed on the learner, and metacognitive knowledge has been taken into consideration.

Flavell, Schraw, and Dennison (1987) claimed that

Metacognitive knowledge refers to what individuals know about themselves as cognitive processors, about different approaches that can be used for learning and problem solving, and about the demands of a particular learning task. Metacognitive regulation refers to adjustments individuals make to their processes to help control their learning, such as planning, information management strategies, comprehension monitoring, debugging strategies, and evaluation of progress and goals.

Lastly, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies, promoting students to write authentic texts such as business cards, bus tickets, newspaper articles, book excerpts, wikis, others.

2.2 Teaching Reading Comprehension in the classroom

2.2.1 Acquiring second language reading skills

2.2.1.1 Vocabulary acquisition

Vocabulary acquisition is crucial in the process of learning a second language. It influences the capacity of a learner in the process of reading a text. English learners require meaningful vocabulary task-oriented activities. In addition, it is important to notice that learners have different forms of vocabulary as studied by Von Sydow, who stated:

Receptive and productive vocabulary are two terms important for a more global understanding of vocabulary learning. Receptive vocabulary, in broad terms, implies the understanding of the meaning of a word encountered in speech or writing. A productive vocabulary, in the same broad strokes, is the portfolio of words available within a learner's interlanguage for production. (Von Sydow, 2015, p.4.).

It is really important to keep learners motivated to enhance a real acquisition of vocabulary, for instance reinforcing both forms for an optimal acquisition.

2.2.1.2 Reading comprehension

Reading is a receptive skill that contemplates processing information, as stated by Kendeou, Timothy, Papadopoulos, et al (2015), "Reading comprehension is essential for successful functioning in our society. In virtually all instances, the goal of reading is to identify the meaning or message of the text at hand. Doing so involves the execution and integration of many processes." On the other hand, written comprehension is the ability to understand and interpret what is read. To be able to accurately understand written material, learners need to be able to decode what they read; make connections between what they read and what they already know; and think deeply about what they have read. In the case of

teaching English as a second language, it is really important to select interesting reading topics that match the age and level of the learners. According to Elleman and Oslund (2019) “early and sustained focus on developing background knowledge, vocabulary, inference, and comprehension monitoring skills is necessary to improve reading comprehension across grade levels”.

2.2.2 Reading comprehension teaching methods and techniques

The different methods and techniques used in the process of teaching reading are mostly the responsibility of the teachers. Kline, Deshler, and Schumaker (1992) claimed that “teachers were more willing to implement a reading strategy program based on theories from educational psychology when they had experienced its effectiveness.” Although the institution also has some responsibility for the methodology or approaches being used by teachers, most of the time it is the teaching staff who have the power to decide whether to use traditional methods or, on the contrary, direct the teaching process towards a renewed pedagogical practice. It means that teachers must be clear about what type of methods and techniques are appropriate for their specific population. Indeed, the selection of reading comprehension teaching methods or techniques is a didactic procedure with a specific educational purpose. Thus, the teaching techniques will vary according to the objective to be achieved. In addition, learners’ characteristics diversity such as their social class, age, gender, culture, and learning style among other characteristics will influence the pedagogical model used by the teachers. In brief, the best methods can fail if their application is carried out outside the appropriate school context because choosing a suitable method, technique, activity or material does not guarantee good learning, but rather a worthy environment must be built through the appropriate use and application.

2.2.2.1 Reading Comprehension Strategies

Many factors influence how people read; however, it is of great concern to identify the ways students approach their reading tasks. According to Brown (2007) strategies are the “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.”

(p.119). On the other hand, when using the reading skill, Pani (2004) defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read... Good readers apply more strategies more frequently ...and more effectively than poor readers.” (Pani, 2004) as a matter of fact, claiming that those who read constantly tend to apply strategies to enhance their reading experience and acquire knowledge more easily.

In the educational system and taking into account the fact that there is a tremendous amount of time spent in their lesson reading, this skill cannot be taken just as one to be developed during the first years of education. Formally, Cline, Johnston, and King (2006) summarized “reading as a process of decoding, understanding and deriving meaning from the written text. Some authors identify reading as a complex skill aimed at reading comprehension. (Cline, Johnstone, & King, 2006). Stating that reading is a process that depends on the reader’s autonomy when understanding the text, and how the meaning is acquired throughout their reading session.

When a student intends to acquire knowledge in a meaningful way, it does not only require them to go through that text phrasing the vocabulary in a pleasant way. Bloom and Krathwalh (1956) believed that “Effective reading comprehension can take place when readers actively interact with the text. Comprehension is a cognitive process, which refers to the understanding of knowledge and information “(Bloom & Krathwalh 1956). Hence, meaning that the text must be digested and assimilated, for instance, in the majority of cases reassured through reading comprehension strategies.

Strategies are of main concern to teachers when it comes to developing effective reading habits, therefore, they are crucial in helping students find meaning faster and accurately during short periods. Yang (2006) made a statement, saying that “reading strategies often help readers in building and maintaining meaning”. For instance, reading can be seen as a scaffolding process, which can easily rely on the effectiveness of the strategies implemented.

There are strategies to be considered when teaching reading, being the first one the identification of the main idea or activating, Harris and Sipay (1980) stated that “the main idea is defined as the most important thought expressed in a paragraph or passage (Harris & Sipay, 1980) being it the message stated for the reader, or the purpose of the text. The second

one Re-reading has to do with doing a second reading to find the meaning or what is hidden in the text. Paris, Lipson, and Wixson (1983) claimed that “Re-reading is one of the most effective types of reading strategies.” (Paris, Lipson & Wixson 1983)

However, the process of absorbing lifelong material is linked to cognitive aspects which have to do with how relatable the text is for the reader, as McEwan (2004) said “the inference is a metacognitive phenomenon and it includes various faculties used to arrive at inference making meaning (McEwan, 2004) for instance, something that can be easily remembered for the reader. However, the result depends on the analysis that can be created when the students develop critical conclusions of the text. Paris, Lipson & Wixson, 1983 believed that “Self-questioning refers to critical reading and post-reading activities. When readers learn to develop different questions for the text, their overall comprehension may improve. Good readers monitor and regulate their comprehension as they read “(Paris, Lipson & Wixson, 1983), moreover, a process of thinking and drawing conclusions that are ongoing during their time of reading.

Finally, it is important that students could acquire a closure of their reading, a wrap up on which they reassured what they just read so that students can easily develop “cognitive text processing” (Kintsch & Van Dijk, 1983) meaning that the text is completely assimilated and can be considered “digested”.

2.2.2.2 Reading techniques

Techniques are often applied to help students achieve a better level of appreciation of the text. However, the techniques to be used, several times, depend on the text and its complexity. According to a publication made by Monash University (2011) “to read effectively, you need to use different reading techniques for different purposes and texts. You should always read for a clearly defined purpose. It is also stated that students must have a clue before starting to read, on which they will predict what the text is about, also stated that skimming will help you grasp the general idea or gist of a text. You might quickly read the table of contents, the headings, or the abstract. You could also read the first and last paragraphs and the first and last sentence of each paragraph in a relevant section.

However, it is also important for students to find relevant information so that they can contextualize the text scanning allowing you to locate precise information. You might identify key terms or expressions which will alert you to where your subject is being addressed. You could then run your eyes over a text looking for these.” Later on, students can move on to the reading itself, in which they can absorb the text as a whole, just as a person who is not using techniques and just reading freely “Detailed reading allows you to critically consider aspects of the text. This may involve close reading of the entire text, or of important sections of the text.”

To finish with, the student proceeds to make sure that the text is read appropriately and fully understood. Accordingly, revision reading “involves reading rapidly through the material with which you are already familiar, to confirm knowledge and understanding”. All these steps are techniques that are provided to students to enhance their reading session making it time effective and for instance meaningful to readers. (Monash University, 2011)

2.2.2.3 Example

There are several ways in which the following skill can be executed, some of the techniques and strategies are used on a daily basis, sometimes without even being addressed. As exemplified by Ramírez et al (2013) performing syntax is a way in which students can apply some of these, he claims that “studies have consistently found the syntax to be related across languages. The syntax works in conjunction with vocabulary to guide the integration of text representation and semantic relationships to construct meaning (Ramírez et al., 2013). Hence, when students write summaries, essays, and critical responses about texts, they are developing their own opinion.

Another way in which students apply these techniques and strategies is when they are enhancing their listening skills. When students perform read-out-loud exercises or listen to their classmates, they are, in fact, training for better reading comprehension. Beeman (1993) concluded that” the effects of listening comprehension on reading comprehension are mixed across languages. Some researchers have reported L1 listening comprehension does transfer and contribute to L2 reading comprehension” (Beeman, 1993). However, this usually depends on the extent to which the students have developed audiolingual and the capacity of transferring it into their reading experiences.

2.3 The SQ3R Method

2.3.1 Background and definition

The word “method” according to Cambridge (2021) stands for a “particular way of doing something (Cambridge, 2021). The SQ3R method has been implemented throughout the years in different educational scenarios, due to the impact and relevance of preparing students properly to maximize the effects of reading-centered lessons. As stated in the article “A closer look to SQ3R” by Huber (2004) “since the 1940’s teachers in upper-grade classrooms have been asking students to “survey, question, read, recite and review” chapters in their content area textbooks.” (Huber, 2004, p. 108). Hence, being a method that has been put into practice for a considerable amount of years, it is still of major pertinence to have a full understanding of it.

The method was developed by Francis P Robinson, who was a psychologist and college teacher. Francis also taught military personnel, being this one of the determining factors in the SQ3R, since it inspired him to develop new methodologies, thanks to the increase in army textbooks. Furthermore, he wrote the book “Effective Study” on which he unveils the SQ3R technique and its implications, as stated by N. Stahl and S. Armstrong (2020):

“In the text, Robinson presented the research foundation for each of the components of this approach to studying. Although authors of other study methods texts from across the first half of the 20th-century book included a smattering of research studies as a foundation for recommendations, Robinson’s inclusion of research rationales and references in the text’s various editions took the field to a new level of scholarship”.(N. Stahl & S. Armstrong, 2020, p.22).

For instance, the book provides a great amount of reading specifications that go beyond the SQ3R method, positioning Robinson as a determinant figure in the educational world.

It is important to mention that there is another version of this method called SQ4R. In this method, the additional R can mean several things that you can do to add more power to your study method. Some of them are to write, record, reflect and respond. Finally, SQ3R is a reading method created to help process and increase the retention of written information.

2.3.2 Components of the SQ3R method

According to The Virginia Polytechnic Institute and State University (2021) and in addition Miller and Veach (2011) some definitions and examples of the SQ3R are:

2.3.2.1 Survey

2.3.2.1.1 Definition

It aims to allow students to scan the text to establish its purpose and get the main ideas. In this case, learners have to look for titles and headings, pictures, questions, bold or italicized print, footnotes, and introductory and ending sentences in each paragraph. This process defines readers' first impression regarding the text topic and helps to activate prior knowledge. It also allows learners to identify the main topics and concepts being developed.

2.3.2.1.2 Example

An example of surveying for reading is “Think aloud and model for students how to skim the text to determine the structure or organization of the chapter. This might include reading the introduction, looking at headings, reading the summary, or reading the questions at the end of the chapter.” Also, “each student prepares a sheet of lined paper folded vertically (tri-folded) so that the paper is divided into three columns; label them “Headings/Subheadings,” “Questions,” and “Notes.”

2.3.2.2 Question

2.3.2.2.1 Definition

It aids comprehension of the text. This time learners have to turn headings, titles, subheadings, and any illustration or graphic aid into questions. Learners also write down unfamiliar vocabulary words and determine their meaning.

2.3.2.2.2 Examples

A suggestion is to model with students how to turn each heading/subheading into a question. Students should record these questions in the question column and leave enough space underneath so that they have ample space in the note column to keep the questions and

notes aligned. A good rule of thumb is to leave two to three blank lines per paragraph for each section. For example, if the subheading has been turned into a question and the text passage underneath it is four paragraphs long, skip eight to twelve lines before students write the question for the next subheading, hence fully enhancing critical thinking and creating association processes.

2.3.2.3 Read

2.3.2.3.1 Definition

The purpose of this step is that learners get a deeper understanding of the text, so they will have to answer the previous questions written before. To accomplish this step, learners have to read actively the text again while taking notes or highlighting the main ideas that support their answers. Learners can generate additional questions as a reaction to unclear passages, confusing terms, and questionable statements.

2.3.2.3.2 Examples

One example is to read the section together, modeling fluency and vocabulary strategies. Stop often to think aloud while reading, in this way the learner can absorb knowledge by creating his cognitive connections and inferences.

2.3.2.4 Recite

2.3.2.4.1 Definition

This step consists of learners reading aloud the answers in which they have been working on. Reciting helps to put the information into long-term memory. During this step, teachers also have the opportunity to work with learners' speaking skills. Learners can also reread the text for unanswered questions.

2.3.2.4.2 Examples

Teachers should "Give an oral summary when finished with that section. Then, write aloud notes that will answer the question. Students should record this answer in their notes, as well

as other significant details that will help them better understand.” Hence, encouraging students to be more organized and keep notes close to them during their study sessions.

2.3.2.5 Review

2.3.2.5.1 Definition

This last step of the method is important because it allows learners to review the material, so they can better understand and remember it. In this case, learners can summarize the information learned by drawing flow charts, writing a summary, participating in a group discussion, or studying for a test. Teachers must check if the learners answer all the questions and understand the information.

2.3.2.5.2 Examples

It is crucial that “after completing the passage, think aloud to show students how to go back and review all of the headings/subheadings, questions, and notes from the reading.” So that their reading comprehension is fully guaranteed, therefore, summarizing the important details and reducing the risk of forgetting them.

As expressed, the present investigation provides English teachers, students of the English major, and any other reader enough information about how the SQ3R method works, and how to use it inside the classroom. In addition, the application of this method will permit factual testing, allowing us to see if it contributes to the development of the reading skill of learners of English as a second language. Furthermore, the student participants will be directly benefited from the project because they must apply a linguistic English test as a precondition to graduate. So far, this test includes reading and listening skills, meaning that through the development of this project, learners will be able to enhance one of the skills to be tested. Additionally, the results of this project may be valuable for many other students in the near future.

CHAPTER 3

Design and method

3.1 Type of research

Furthermore, to introduce this chapter is important to understand why the modality of Action Research was chosen. Firstly, the definition of Action Research is defined by Kemmis, Mc Taggart and Nixon (2014) as “a social practice, one general point of convergence among action research approaches, it is a new understanding of researchers and researched-in other terms- re-thinking the relationship between theory and practice and between theorists and practitioners” (2014, p.14). Therefore, meaning that action research cannot only researching a situation, it also opens the door to many solutions that could end up making an impact in the participants' lives.

Also, taking into consideration the action research characteristics makes sense to put into practice in a population where a participatory way of researching could bring tangible situations, which can be not only analyzed through chapters 1, 2, and 3 for the development of an action plan and in the final chapters the interpretations of the results, which will bring possible outcomes of whether or not the action plans resulted accountable for the contextualized population...

3.2 Research approach

This research will be settled under the mixed approach or mixed-method, on which the quantitative and qualitative approaches are mixed up when developing and applying instruments. According to Wisdom and Creswell (2013) “The term mixed methods refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry”. In addition, it is important to remark that quantitative instruments will contemplate a survey conformed by closed questions, plus an open question which will be analyzed using a qualitative approach. Furthermore, a diagnostic test to measure the students' reading comprehension level, a post-assessment, and finally an action plan.

3.3 Context

For this research, the context was of greater relevance, as stated by Hosier (2019) “Context also matters to those whose work may be informed by the study of research though research itself is not the direct object of study”. Hence, the application of this project takes place at CINDEA Nandayure, this is an educational institution located in the province of Guanacaste. Most of the students who enroll in this institution have never received English classes before or attended English lessons a long time ago; as a result, most of them have a low English level.

This investigation is limited on time and data because it will only include participants from two groups of eleventh grade, which are enrolled during the first semester of 2021.

3.3.1 Setting

3.3.1.1 Historical background of the institution

The CINDEA, Spanish initials for Centros Integrados de Educación de Adultos, are public institutions directed to people over 15 years old that have not finished primary or secondary education (conventional offering), or that decided to acquire a technical formation (non-conventional offering) to join the world of work. One characteristic that highly attracts students to enroll in this modality is the fact that they can save some time; indeed, secondary students can complete their baccalaureate degree in four years, completing seventh, eighth, and ninth grades in two years and tenth and eleventh grades in two more years. Moreover, these institutions belong to the formal educational modality, so assistance is obligatory to learners. In the case of CINDEA Nandayure, the institution involved in this action research was founded in 2007, and it offers both conventional and nonconventional education.

3.3.1.2 Mission of the institution

“Provide a supportive and collaborative environment where a total care education system and holistic formation can be developed, as well as the knowledge, competencies and the necessary skills students, need to continue their studies and enter the world of work, responding to their demands for permanent guidance, information, and training.”

3.3.1.3 Vision of the institution

“To be an institution that offers students a holistic and high-quality formation where students can develop and acquire knowledge, abilities, and values that allow them to continue their academic formation and successful incorporation into the society, being capable to use the different acquired competencies in different situations of their daily lives. It is our goal to be an institution that offers education of quality for life.”

3.3.2 Participants

The Participants or subjects of the study, according to Hosier (2019) are described as “one in which the products or processes of research are analyzed to better understand some aspect of research itself”. In this scenario, the population is also defined by Osikhotsali (2021) as “a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic.” (Osikhotsali, 2021). Thus, this research is centered on a distinct group of individuals that share some characteristics. The participants are eleventh-grade students from the CINDEA Nandayure institution, which were divided into two groups, 7P-1 and 7P-2. The initial 7P represents the seventh period in which the students are enrolled; taking into account that the program at CINDEA is completed in eight periods or semesters. Group 7P-1 had initially 26 students enrolled and 7P-2, 30 students, with a range of age that starts at 17 and/or finishes at 43. The majority of the students reside in the school vicinity; however, most of them have to take private or public transportation to attend their lessons. Since most of the students are adults, some of them are working and studying, and have socio-economic difficulties that compromise their study schedules.

It is important to clarify that from the total of 56 students, 39 students answered the survey, and only 32 students applied to the diagnostic test. Meaning that, to this point, the real number of participants in this research is 32 students (18 students from the 7P-1 group and 14 students from the 7P-2 group). Besides, participants are also categorized as part of the control group (7P-1) and as part of the treated group (7P-1).

3.4 Description of the instruments

According to the glossary of statistical terms (2000), a survey is defined as “an investigation about the characteristics of a given population utilizing collecting data from a sample of that population and estimating their characteristics through the systematic use of the statistical methodology.” (Glossary of Statistical Terms, 2000, p.7). Therefore, it was decided to use this instrument to obtain information regarding students’ reading comprehension level, activities and methods.

The instrument was developed via Google Forms and is composed of 12 closed questions and 1 open question. The questions’ variables were derived from the research objectives and questions, and hence, routed into each question.

The second instrument has to do with measuring the level of reading comprehension of the students. As stated by Disha in the article *Diagnostic Test: Concept, Construction and Barriers* “a Diagnostic test is a test used to diagnose strength and weakness of the learning in certain areas of study whereas diagnostic evaluation is centered on schooling processes such as the curriculum program, administration and so on”. As a result, a diagnostic test was developed taking into consideration student’s national curriculum, reading skills, and methods. Finally, the exam was applied via Google forms and was composed of 20 multiple choice questions; students asynchronously answered the test, which they had a week to answer.

3.4.1. Procedures of initial findings for the Survey

To collect quantitative and qualitative data about students’ reading comprehension level, activities and methods, a chart was developed before elaborating the survey question. The main reason for its previous examination was to declutter the research questions and objectives, to obtain variables to facilitate the elaboration of the instruments. In summary, the survey’s quantitative variables chart, containing 12 closed questions on which 39 responses were collected from group 7P1 and 7P2, will be detailed in the following tables:

For the qualitative stage of the survey a qualitative question was carefully developed, taking into account variable #3 (Methods):

3.4.1.1 Data Collection Analysis for the Survey (Tabulation)

The following information is the results of students' responses in a tabulated form, according to the quantitative and qualitative data collected:

Table #1

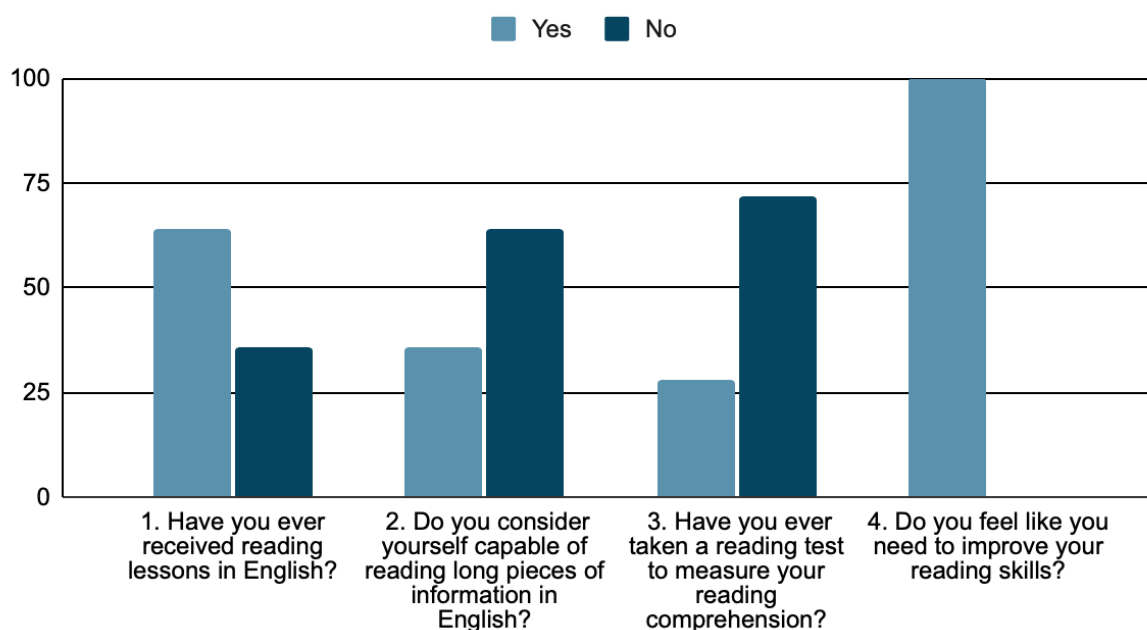
Students' Reading Comprehension Level

	Yes		No		Total	
	AF	RF	AF	RF	AF	RF
1. Have you ever received reading lessons in English?	25	64.%	14	35.9%	39	100%
2. Do you consider yourself capable of reading long pieces of information in English?	14	35.%	25	64.1%	39	100%
3. Have you ever taken a reading test to measure your reading comprehension?	11	28.%	28	71.8%	39	100%
4. Do you feel like you need to improve your reading skills?	39	100%	0	0%	39	100%

Source: Questionnaire applied to students at CINDEA Nandayure, 2021

Graph #1

Students' Reading Comprehension Level



Source: Table #1

Regarding students' reading comprehension level we understood:

In Question #1 was acknowledged that 25 students, 64.1% of the population have received reading lessons, however, 14 students, 35.9% of the sample, even though they have participated in the same English curriculum, stated that they have never received them. In summary, the majority of students stated that they have not received English lessons focused on reading comprehension.

According to Question #2, 14 students, 34.9% of the population considered themselves capable of reading long pieces of information in English and the other 25, 64.1% did not consider themselves capable. This means that the majority of the population felt incompetent when reading long pieces of information.

Regarding Question #3, about if they have taken a reading comprehension test to measure their capacities, only 11 students, 28.2%, answered they had, against 39, 71.8% who stated that they never had taken a measurement or placement test. In short, only a minor percent of the population has measured their reading comprehension level.

Regarding Question #4, 39 students 100% of the population answered that they need to improve their reading skills. Meaning that the whole population considered for this study felt the need of improving their reading skills.

Table #2

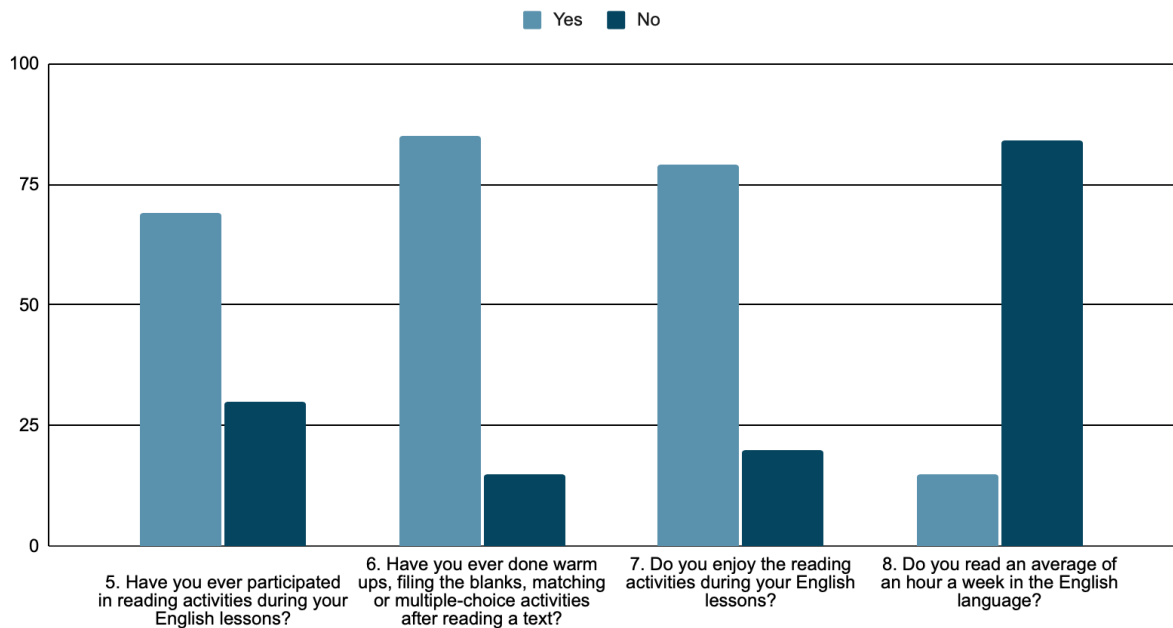
Students' Reading Activities Frequency

	Yes		No		Total	
	AF	RF	AF	RF	AF	RF
5. Have you ever participated in reading activities during your English lessons?	27	69.2%	12	30.8%	39	100%
6. Have you ever done warm-ups, filling the blanks, matching, or multiple-choice activities after reading a text?	33	84.6%	06	15.4%	39	100%
7. Do you enjoy the reading activities during your English lessons?	31	79.5%	08	20.5%	39	100%
8. Do you read an average of an hour a week in the English language?	06	15.4%	33	84.6%	39	100%

Source: Questionnaire applied to students at CINDEA Nandayure, 2021

Graph #2

Students' Reading Activities Frequency



Source: Table #2

Regarding students' reading activities frequency we discovered:

In Question #5, 27 students, 69.2% assured that they have participated in reading activities during their English lesson, against 12 students, a 30.8% that claimed that they have not engaged in these sorts of activities. In summary, the majority of students have participated at least once in reading activities during their English Lessons.

Regarding Question #6, 33 students 84.6% of the population answered that they have taken part in several mediation activities to reinforce their level of reading comprehension. However, 06 students 15.4% claimed that they never have done these sorts of exercises. In short, the majority of students recognized and have taken part in different activities presented in the survey.

As presented in Question #7, we asked students if they liked or disliked these sorts of activities, and the majority 31 students 79.5 %, answered that they liked or enjoyed these mediation activities, against a 08, 20.5% who answered that they disliked them. In conclusion, the majority of the students enjoyed the reading activities during their English lessons.

According to Question #8, when it comes to time spent reading, the majority of the students, 33, 84.6% claimed that they did not read more than an hour per week in the English language. On the other hand, 6 students, or 15.4% responded that they did. In summary, most of them did not read an average of an hour a week in the English language.

Table #3

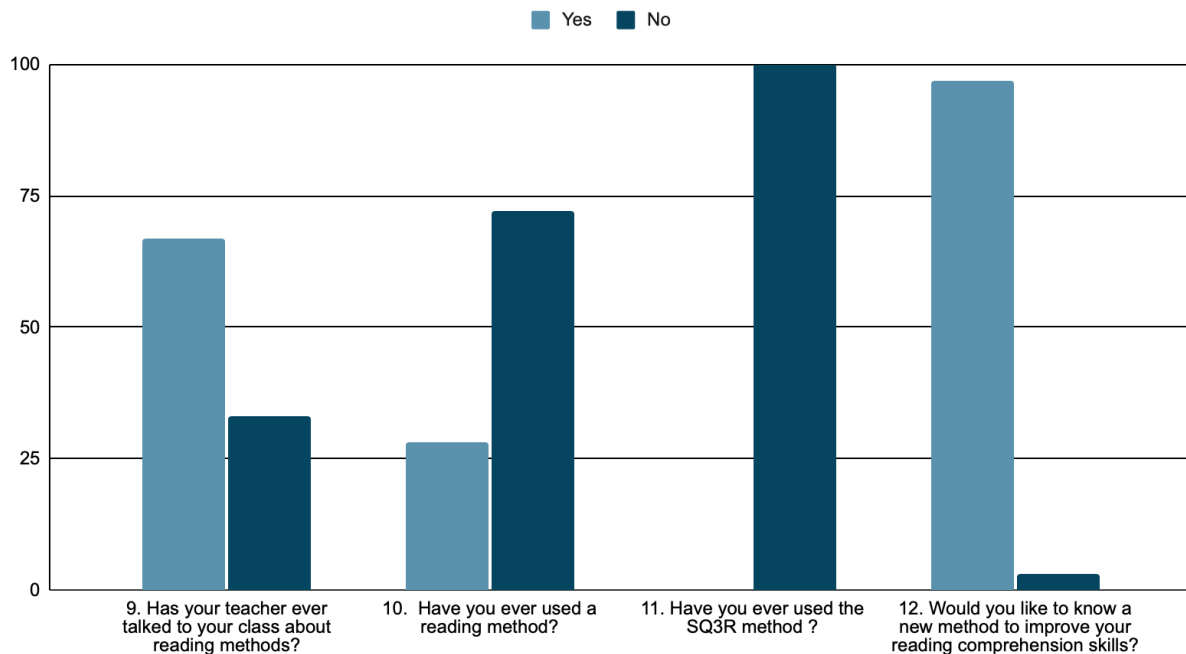
Students' Methods Acknowledgement

	Yes		No		Total	
	AF	RF	AF	RF	AF	RF
9. Has your teacher ever talked to your class about reading methods?	26	66.7%	13	33.3%	39	100%
10. Have you ever used a reading method?	11	28.2%	28	71.8%	39	100%
11. Have you ever used the SQ3R method?	0	%	39	100%	39	100%
12. Would you like to know a new method to improve your reading comprehension skills?	38	97.4%	1	2.6%	39	100%

Source: Questionnaire applied to students at CINDEA Nandayure, 2021

Graph #3

Students' Methods Acknowledgement



Source: Table #3

Regarding students' Methods Acknowledgement we found:

Regarding Question #9, 26 students, 66.7% have been instructed about reading methods through their English teacher, in contrast to 13 students, 33.3% that have never heard about them. In conclusion, the majority of the students have been informed of reading methods.

In Question #10 students were asked if they have ever used a reading method, of which 11 students, 28.2% answered that they have tried them, against 13 students, 71.8% have not. In short, the majority of the students have never tried a reading method.

As shown in Question #11, the students were asked specifically if they have tried the SQ3R method, and the 39 students, 100% answered that they have never used it. Meaning that students did not know the SQ3R method.

As expressed in Question #12, the students were questioned if they would like to know about a new method to improve their reading comprehension skills, on which 38 students, 97.4% answered that they would like to be informed, against 1 student a 2.6 % who answered

that he had no interest. In conclusion, the majority of the students were interested in learning a new method to improve their reading comprehension skills.

3.4.1.2 Analysis of the Opened Question (Qualitative Stage of the Survey)

Taking into consideration the qualitative answers provided for the opened questions by the population sampled, the majority of students made the following statements when asked about how they got prepared for their English examinations. The students claimed that they got prepared with help of the following methods: reading long texts, written practices, listening to audios, studying vocabularies, questionnaires, autonomous work guides, and using apps such as Duolingo.

They also claimed that paying attention in class, solving, and reviewing assigned practices helped them when studying at home. However, some students claimed that they disliked the language and did not prepare themselves before taking an English test. In conclusion, the majority of students got prepared before taking an English examination.

3.4.2 Procedures of initial findings for the Diagnostic Test

The objective of the Diagnostic Test was to develop a placement instrument regarding students' reading comprehension skills. The test consisted of twenty reading comprehension questions that learners had to answer using Google forms. While collecting quantitative data for the Diagnostic Test several limitations were found, most of them related to students' schedules and unanticipated events, such as rescheduling and canceling of lessons. The second limitation found, was that a great number of students have tight working agendas, therefore answering the test in the established time was rather impossible. On the other hand, using the app Flubaroo, greatly helped organize students' grades, as well as sending them their scores for further feedback.

The questions used for the diagnostic test were planned according to the MEP's 2005 program, considering the goals and objectives that students should already comprehend once starting their 10th year of study. Overall, the following specification chart describes the

learning goals that were taken into account for the diagnosis and the number of points per goal.

Specification Chart

Total points 20

Learning goals	Points per goal
1. Identifies events that will take place in the future.	10
2. Recognize words and names in context when skimming and scanning for information about tourism, brochures, tourism flyers, signs, and activity ads related to natural wonders in Costa Rica and places to visit.	5
4. Gather information to contrast events, understanding their time and place.	5

3.4.2.1 Diagnostic Findings

To tabulate the information gathered from the diagnostic test, learners' grades were categorized using a Likert Scale. The following table shows the way the grade range was distributed:

Table #4

Description & Grade Range

DESCRIPTION	GRADE RANGE
Outstanding	95-100
Excellent	90-94
Above average	80-89
Average	70-79
Below average	60-69
Weak	40-59
Very weak	0-39

The following table shows the results of participants' responses per group in a tabulated form taking into account the previous scale.

Table #5

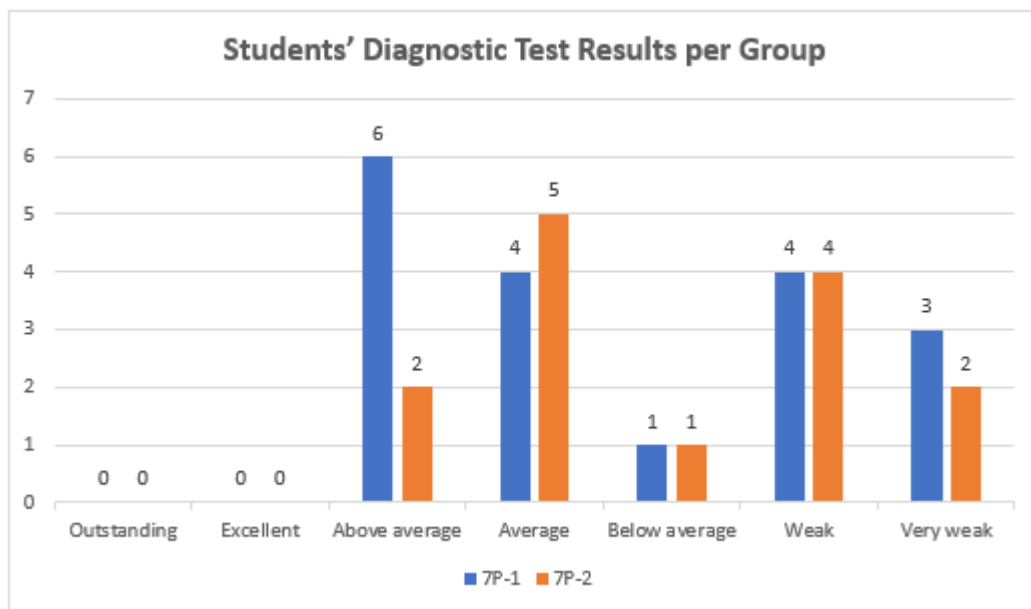
Students' Diagnostic Test Results per Group

	outstanding	excellent	above average	average	below average	weak	very weak
7P-1	0	0	6	4	1	4	3
7P-2	0	0	2	5	1	4	2

Source: Diagnostic test applied to students at CINDEA Nandayure, 2021

Graph #4

Students' Diagnostic Test Results per Group



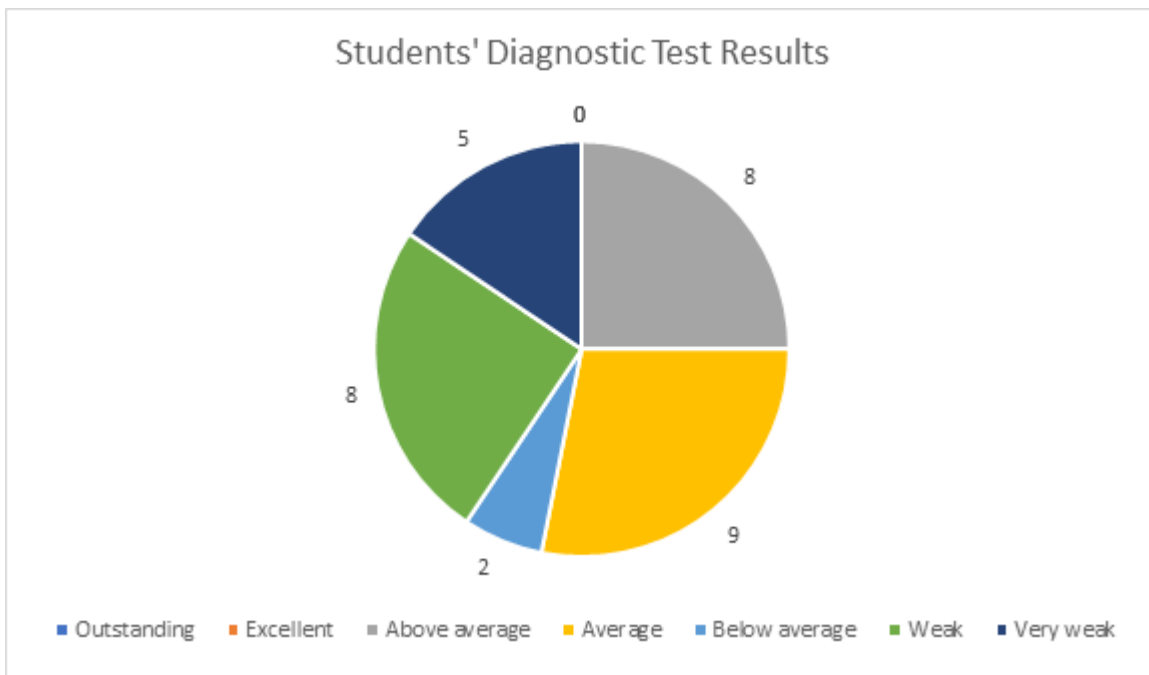
As graph #5 shows any of the students from the 7P-1 group got an outstanding or excellent grade, six students ranged above the average, four students got an average grade, one student is below the average, four students got weak/ poor grades and three students got very weak/poor grades. On the other hand, similar to the 7P-1, any of the students from the 7P-2 group got an excellent or outstanding grade; a fact that reveals the necessity of learners'

support to improve the skill. Moreover, only two students got above the average, five students got an average grade, four students got weak or poor grades and two students got very weak/poor grades.

It is also important to analyze the grades of the participants as a whole. The following graph shows a general view of participants' grades.

Graph #5

Students' Diagnostic Test Results



As presented in the graph the majority of the students ranked the lower four positions of the scale, meaning that most of them got below 80 on the test. Indeed, 24 of 32 students ranked below 80. Furthermore, a total of 13 students got poor grades.

In addition, due to the purpose of this Action Research regarding the effectiveness of the SQ3R method, it is really important to know the average grade on each of the groups, so that the control group (7P-1) and treated group (7P-2) final grades can be compared after applying the reading method on one of these groups.

The following table shows the average grades for each of the groups and the total average grade:

Table #6

Students' Diagnostic Test Results: Average Grades

Group	Average	Total average
7P-1	62	61
7P-2	59	

Source: Diagnostic test applied to students at CINDEA Nandayure, 2021

As is showed in table #6, the average grade of the 7P-1 group is 62; on the other hand, the average grade for the 7P-2 is 59, this average is even below 7P-1. Both averages can be considered low grades; indeed, the average of the two groups is 61. This gathered information is vital for the present Action Research because this data will be compared with the results students get after applying the planning session.

3.4.1.3 Post assessment

It is of major concern for the researchers to have a clearer idea of whether or not the action plan brought the desired outcome, for instance, having a final assessment on which the 7.p1 and 7.p2 will be compared on a final examination. The 7p.1 would be considered a control group, for the fact that it is not considered for the study as participants for the method applied. On the other hand, group 7.p2 is denominated as a treated group, for being a direct participant in the survey, diagnostic test, action plan, and post assessment, on which the method implemented, will be assessed in the form of a reading test which will contemplate the topics and skills that were considered for the action plans.

3.4.3 Validation of the instruments

The validation of the instruments was performed by the professors Didier Acuña Angulo, Yasmin Mayorga Leal, Willy Rivas, and Diana Sanchún Orozco, which are currently part of Universidad Latina's educational board.

3.5 Action Plan

The present Project contains eight different planning sessions. The first planning stands for the diagnostic test applied to the students, the next six planning lessons are divided into two different topics: Meals & Table Manners, and Science & Technology, both topics belong to the eleventh-grade program. The last planning refers to the post-test.

Because of the actual situation caused by Covid-19, the participants do not assist all weeks to high school; as a result, six of the planning lessons will be converted into two self-study guides (annexes 2 and 3). Some of the lessons will be worked synchronously with the participants in the class while others will be worked asynchronously.


Planning Session #1

Dirección Regional de Educación: Nicoya
Docentes: Laura Mayorga Chacón / Jiam khider Macías
Nivel : 7P (Undécimo)
New Citizenship

Centro Educativo: CINDEA Nandayure
Asignatura: Inglés_(Módulo 71)
Período lectivo: I semestre 2021

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION 60 minutes
Action		Diagnostic test Learners answer a reading comprehension diagnostic test, which is composed of 20 multiple-	60 minutes

<p>Research Diagnostic Test</p>	<p>Determine learners' reading comprehension level.</p>	<p>choice questions. This test is applied via Google forms. The teacher provides learners with the link via WhatsApp. The app Flubaroo is added to the google forms, so the learners receive into their emails their obtained grades right after applying to the test.</p> <p>Link: https://docs.google.com/forms/d/e/1FAIpQLSdXG9YeeW_m1fNwrZkHmoiTt4-9o8HsqYuf5PWlo2j7ai_WHw/viewform?usp=sf_link</p> 	
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Planning Session #2

Dirección Regional de Educación: Nicoya
Docentes: Laura Mayorga Chacón / Jiam Khider Macías
Nivel : 7P (Undécimo)
Cognitive target: MEALS AND TABLE MANNERS
New Citizenship

Centro Educativo: CINDEA Nandayure
Asignatura: Inglés (Módulo 71)
Período lectivo: I Semestre 2021

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION 60 minutes
		<p>Pre-teaching</p> <p>Routine:</p>	

Survey	<p>Apply an eating habit survey to know how healthy they are</p> <p>Break the ice between the learners and the researcher, while motivating them to</p>	<ul style="list-style-type: none"> Teachers will check attendance, checking in with the students on the Covid-19 preventive measures, posting and reviewing the target content and the class agenda. <p style="text-align: center;">Participating</p> <p>Warm-up:</p> <ul style="list-style-type: none"> Learners will answer a survey about what they ate yesterday to measure how healthy they are. The survey is composed of 13 Yes/ No questions, and each question is worth a maximum of one point. Learners have to write down their points and share their answers (total points) orally. The teacher projects the survey into the board and shows the results so that learners can compare their answers with the Healthy Scale. <p>Scale:</p> <table border="1" data-bbox="725 874 1456 1129"> <tr> <td>10-13 points</td> <td>Congratulations! You are very healthy!</td> </tr> <tr> <td>9-6 points</td> <td>Not bad! Keep trying</td> </tr> <tr> <td>6-0 points</td> <td>Oh, dear! Oh, dear!</td> </tr> </table>	10-13 points	Congratulations! You are very healthy!	9-6 points	Not bad! Keep trying	6-0 points	Oh, dear! Oh, dear!	<p>5 minutes</p> <p>10 minutes</p>
10-13 points	Congratulations! You are very healthy!								
9-6 points	Not bad! Keep trying								
6-0 points	Oh, dear! Oh, dear!								

participate.

How healthy are you?



Think about yesterday... Do the questionnaire. Fill in your answers then check your score.

Yesterday...	Yes	No
1. Did you have more than two pieces of toast for breakfast?	0	1
2. Did you have sugar in your tea or coffee?	0	1
3. Did you drink a glass of milk?	1	0
4. Did you drink more than five glasses of water?	1	0
5. Did you eat any fruit?	1	0
6. Did you eat any vegetables?	1	0
7. Did you eat any sweets or chocolates?	0	1
8. Did you eat any biscuits or cake?	0	1
9. Did you go for a run?	1	0
10. Did you do any exercise?	1	0
11. Did you get up before 8 a.m.?	1	0
12. Did you go to bed before 11 p.m.?	1	0
13. Did you watch TV for more than two hours?	0	1
TOTAL		

Engaging

Activation of the prior knowledge:

- Teachers will present six random food pairs and ask learners to think about their preferences. Teachers exemplify one personal preference “I prefer steak to spaghetti”. Teachers will write the example on the board, I prefer X to Y. Then, learners will share one preference using the pictures.

5 minutes

Food vs Food

Activate learners' prior knowledge about the target topic, and get them personally involved.

<p>Brainstorming</p>	<p>Introduce the learners to the topic by brainstorming vocabulary.</p>	<div data-bbox="629 215 1384 563" data-label="Image"> </div> <p style="text-align: center;">Written Comprehension</p> <p>Pre-reading: (SURVEY)</p> <ul style="list-style-type: none"> Teachers will write the title of the next reading on the board “Costa Rican eating habits” and ask learners some questions to initiate a brainstorming of vocabulary and ideas. Some questions could be: What do they understand about it? What are some Costa Rican eating habits? What do Costa Ricans usually eat for breakfast/ lunch? Teachers write down learners’ responses on the board. 	<p>5 minutes</p>
<p>Skimming the text</p>	<p>Get an overview of the text and its structure.</p>	<p>Reading for the first time: (QUESTION)</p> <ul style="list-style-type: none"> Teachers will provide learners with a printed copy of the reading and also project it into the board. Learners turn the title of the text into a question. Then, they skim (read briefly) the text and highlight the first sentence of each paragraph. Finally, learners 	

		<p>write down two questions about what they read (wh). Those questions will be answered at the end of the lesson.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Costa Rican eating habits</p> <p>In Costa Rican tradition, we eat breakfast early in the morning, lunch is around noon and supper is in the early evening. However, there is an extra meal in the middle of the afternoon known as 'coffee time.' Coffee is a big part of Costa Rican culture and taking a break in the afternoon is a way to relax and chat with friends and family. Also, people frequently eat snacks. These include gallos (filled tortillas), with meat and vegetables. The staple dish is rice and beans which are eaten for breakfast, lunch, and dinner. Costa Ricans eat a lot of meat - beef, chicken, pork. Eating fish is considered a luxury although fish marinated in lemon juice and spices is a cheap delicacy. Vegetables and fruits are also popular and cheap. Imported apples and grapes are considered a special treat. Lunches are usually the largest meal of the day but that doesn't mean that other meals are tiny in comparison.</p> <p>Mealtimes are considered an occasion for lively conversation and enthusiastic interaction with friends and family but table etiquette is important. If you are offered food or someone orders for you, it's important to accept the food and eat it. It's considered rude to refuse food from friends and hosts and expect to offend if you wave away a dish for any reason less than severe allergies.</p> <p>Both hands should be kept above the table, not in the lap. Eating with your hands is acceptable, depending on the formality of the dinner and the meal. Usually, you would be using a knife and fork.</p> </div>	15 minutes
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<p>Graphic Organizer</p>	<p>Identify details and place them on a graphic organizer.</p>	<div data-bbox="633 209 1845 743" style="border: 1px solid black; padding: 10px;"> <p>Making noises while you eat is impolite and despite the conversations going on around you, talking with a full mouth is very bad manners.</p> <p>The drinking age in Costa Rica is 18 years old and beer is the most popular drink in the country. Having drinks with dinner or while socializing is common but getting drunk is seen as impolite. If you do get drunk, you run the risk of being considered untrustworthy and lacking control.</p> <p>There are restaurants in all the major towns serving a variety of cuisines. Local food can be found in small 'sodas'. Popular restaurant dishes include olla de carne (soup of beef, plantain, yuca, nampi, and chayote), sopa negra (black beans and poached egg); and picadillo (meat and vegetable stew).</p> </div> <p>Reading for the second time: (READ)</p> <ul style="list-style-type: none"> • Learners scan the text looking for the specific information that completes the sentences on the following graphic organizer. Each sentence belongs to a specific paragraph 	<p>10 minutes</p>
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<p>Sharing elbows.</p>	<p>Get feedback from pairs, learners compare their answers.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Paragraph 1 •Eating fish is considered a _____.</p> <p>Paragraph 2 •It's considered _____ to refuse food.</p> <p>Paragraph 3 •Making noises while you eat is _____.</p> <p>Paragraph 4 • _____ is the most popular drink in the country.</p> <p>Paragraph 5 •Local food can be found in small _____.</p> </div> <p>Pair/Group feedback: (RECITE)</p> <ul style="list-style-type: none"> • Learners share their answers with their elbow-classmate; then some learners are chosen randomly to read the sentences aloud. 	<p>5 minutes</p>
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<p>Multiple choice</p>	<p>Recognize details in the text and explore new information taken from learners' questions.</p>	<p>Post-reading (REVIEW)</p> <ul style="list-style-type: none"> ● Learners try to answer the two questions written while reading the text for the first time. ● Learners answer two multiple-choice questions, they can review the reading if necessary to find the correct answers. <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <ol style="list-style-type: none"> 1. Costa Ricans eat a lot of: <ul style="list-style-type: none"> () Sushi and Salmon fish () Meat - beef, chicken, pork () Tacos and sandwiches 2. Mealtimes are considered an occasion: <ul style="list-style-type: none"> () to plan how to earn money. () to tell bad words and profanities. () for lively conversation and enthusiastic interaction with friends and family </div>	<p>10 minutes</p>
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Planning Session #3

Dirección Regional de Educación: Nicoya

Docentes: Laura Mayorga Chacón / Jiam Khider Macías

Nivel : 7P (Undécimo)

Cognitive target: MEALS AND TABLE MANNERS

New Citizenship

Centro Educativo: CINDEA Nandayure

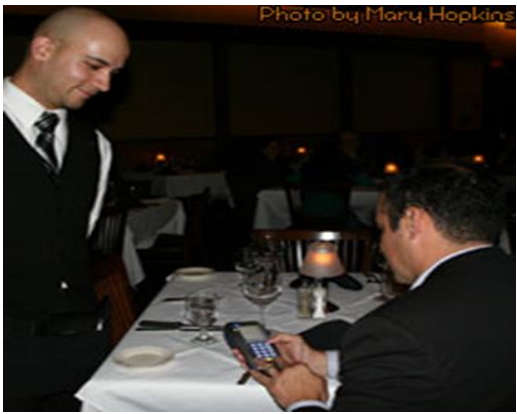

Asignatura: Inglés (Módulo 71)

Período lectivo: I Semestre 2021

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION 60 minutes
		<p>Pre-teaching</p> <p>Routine:</p>	

<p>Video: Dining Customs Around the World</p> <p>What would you like to order?</p>	<p>Get learners interested and relate to the topic with their own culture.</p> <p>Provide learners with a specific</p>	<ul style="list-style-type: none"> Teachers will check attendance, checking in with the students on the Covid-19 preventive measures, posting and reviewing the target content and the class agenda. <p style="text-align: center;">Participating</p> <p>Warm-up:</p> <ul style="list-style-type: none"> Learners will watch the video <i>Dining Customs Around the World</i>, and they will comment with the teacher about Costa Rican’s customs. <p>Link: https://www.youtube.com/watch?v=OIdYxMyZZm4</p> <div data-bbox="1070 762 1509 1043" style="text-align: center;"> </div> <p style="text-align: center;">Engaging</p> <p>Activation of the prior knowledge:</p> <ul style="list-style-type: none"> The teacher will show a PowerPoint presentation with some food vocabulary, modeling some sentences used to order in a restaurant “I would like---”. Then, learners 	<p>5 minutes</p> <p>5 minutes</p>
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<p>Observing pictures</p>	<p>grammar structure.</p> <p>Elicit learners thinking</p>	<p>are asked “What would you like to order?” and they take turns sharing answers.</p> <p>INTRODUCING I WOULD LIKE TO ORDER.pptx</p> <p>Written Comprehension</p> <p>Pre-reading:</p> <ul style="list-style-type: none"> • The teacher will project some pictures on the board. Learners take a look at the pictures and describe with one sentence what is happening in the pictures and/or any detail they can observe. (SURVEY) • Learners create a question for each of the pictures. (QUESTION) <div data-bbox="629 820 1845 1278" style="display: flex; justify-content: space-around;">   </div>	<p>10 minutes</p> <p>5 minutes</p>
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<p>Skimming</p>	<p>Help learners to get an overview of the text.</p>	<p>Reading for the first time: (READ)</p> <ul style="list-style-type: none"> ● Learners will Skim the text and answer four questions: <ol style="list-style-type: none"> 1. According to the pictures, what time do you think it is? 2. What kind of relationship do you think the guests have? 3. How many people do appear in the conversation? 4. What is another word for “server”? ● Then, learners try to answer the questions they formulated during the preview of the text. <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Server*: Would you like to order now?</p> <p>Bruce: Yes. I’d like a chicken sandwich and a salad.</p> <p>Server: Anything else?</p> <p>Bruce: No, nothing <i>else, thank you.</i></p> <p>Sara: I’ll have a ham and cheese sandwich with an order of fries.</p> <p>Server: Would you like something to drink?</p> <p>Sara: I’d like a large soda without ice, please.</p> <p>Bruce: Excuse me, I’d like something else, too. I’ll have a glass of water now, and I’d like soma coffee later</p> <p>Server: All right May I take your menus, please?</p> </div>	<p>10 minutes</p>
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Bruce: Sure, Thank you.

Later:

Sara: I need a different knife. The blade on this one is awful, I can't cut my sandwich with it.

Bruce: I'll call the waitress.

Server: How's your meal?

Bruce: It's delicious, but my friend would like a different knife.

Server: Yes, sir. I'll get that for you right now.

Server: Would you like to order dessert?

Sara: Yes, I'd like a piece of apple pie.

Server: I'm sorry. We don't have apple pie today. Would you like something else?

Sara: OK, I'll have the cherry pie then.

Server: Anything else?

Sara: No, nothing else for me. Anything else for you, Bruce?

Bruce: Just some coffee, please.

Pair/Group feedback: (RECITE)

Role play	Stimulate learners to use the target language in a common situation.	<ul style="list-style-type: none"> Learners will model the conversation with the teacher (from their seats). The teacher is going to play the role of the waitress, female learners are going to play the role of Sara, and male learners are going to play the role of Bruce. 							
Chart completion	Learners use specific words to complete text	<p>Reading for the second time: (REVIEW)</p> <ul style="list-style-type: none"> Learners read the conversation a second time, highlighting food vocabulary and paying attention to details on the conversation. Learners focus on Sara’s interventions and find the issue she had with the knife, answering the question “what problem did Sara have with her knife?” Learners complete a chart about the specific food and drinks each of the guests ordered. 	5 minutes						
		<table border="1"> <thead> <tr> <th data-bbox="629 932 1238 1023">SARA</th> <th data-bbox="1238 932 1845 1023">BRUCE</th> </tr> </thead> <tbody> <tr> <td data-bbox="629 1023 1238 1273"> She ate: _____ _____ _____ </td> <td data-bbox="1238 1023 1845 1273"> He ate: _____ _____ </td> </tr> <tr> <td data-bbox="629 1273 1238 1364"> She drank: </td> <td data-bbox="1238 1273 1845 1364"> He drank: </td> </tr> </tbody> </table>	SARA	BRUCE	She ate: _____ _____ _____	He ate: _____ _____	She drank:	He drank:	15 minutes
SARA	BRUCE								
She ate: _____ _____ _____	He ate: _____ _____								
She drank:	He drank:								

Judging time	Provide learners the opportunity to express final thoughts.	<table border="1" data-bbox="629 209 1845 352"> <tr> <td data-bbox="629 209 1238 352"> <hr/> <hr/> </td> <td data-bbox="1238 209 1845 352"> <hr/> <hr/> </td> </tr> </table> <p data-bbox="629 469 801 501">Post-reading:</p> <ul data-bbox="680 523 1816 555" style="list-style-type: none"> <li data-bbox="680 523 1816 555">● Learners comment with the teachers about the guests' table manners at the restaurant. 	<hr/> <hr/>	<hr/> <hr/>	5 minutes
<hr/> <hr/>	<hr/> <hr/>				

Planning Session #4

Dirección Regional de Educación: Nicoya

Docentes: Laura Mayorga Chacón / Jiam Khider Macías

Nivel : 7P (Undécimo)

Cognitive target: MEALS AND TABLE MANNERS

New Citizenship

Centro Educativo: CINDEA Nandayure

Asignatura: Inglés (Módulo 71)

Período lectivo: I Semestre 2021

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION 60 minutes
		<p>Pre-teaching</p> <p>Routine:</p>	

How to make Gallo Pinto?

- The teachers will ask learners “What ingredients do we need to make Gallo Pinto? ” How do we prepare it?”. Teachers write the questions on the board, leaving space to write the answers of the students. Additionally, teachers provide learners with a list of cooking verbs.



INTRODUCING

Written Comprehension

Pre-reading:

- Teachers will tell learners that they have to imagine they are going to prepare three different Costa Rican traditional meals: turnovers (can be called empanadas), the traditional “Casado”, and ceviche, so they will have to buy some ingredients at the store. Learners write three different ingredients (for each meal) they must need to add to their shopping list.

Making a shopping list

10 minutes

MY SHOPPING LIST

To prepare empanadas I will need ____	To prepare a Casado I will need ____	To prepare ceviche I will need ____
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

Reading for the first time: (SURVEY/QUESTION)

- Learners take a brief look at the text “Chocolate Chip Cookies” to get the gist of what the text is about. Then, learners complete a chart writing down the title and the headings. After recognizing the title and the headings learners will turn them into questions.

10 minutes

CHOCOLATE CHIP COOKIES

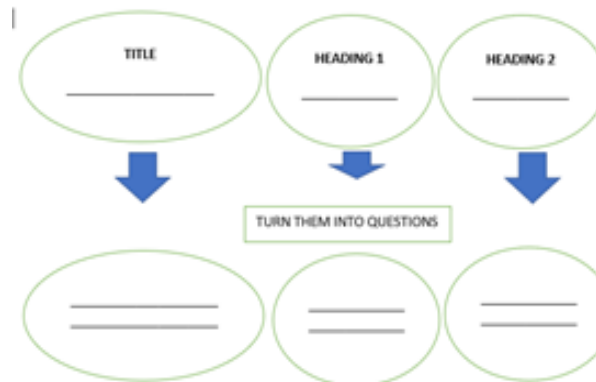
Ingredients

- 2 1/2 cups flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 1 cup butter
- 3/4 cup granulated sugar
- 3/4 cup packed brown sugar
- 1 teaspoon vanilla extract
- 2 eggs
- 1 package chocolate in small pieces (morsels)
- 1 cup chopped nuts



Directions

- Preheat oven to 375 degrees.
- Combine flour, baking soda and salt in a small bowl.
- Beat butter, granulated sugar, brown sugar and vanilla extract in a bowl until creamy.
- Add eggs one by one beating well.
- Pour the flour mixture into the large bowl. Stir in the chocolate morsels and nuts.
- Add a teaspoon of baking soda on greased baking sheets.
- Pour the mixture in rounded shapes and bake for 9 to 12 minutes or until golden brown.
- Finally, cool on baking sheets for 3 minutes; until they are completely cool. You can accompany them with some ice cream or milk.



		<p>Reading for the second time: (READ)</p> <ul style="list-style-type: none">Learners read the recipe again to find specific details, learners answer five multiple-choice questions, writing an X in the correct option. <div style="border: 1px solid black; padding: 10px;"><p>1. Based on the recipe, which of these steps is correct?</p><p><input type="checkbox"/> chop all the nuts and morsels</p><p><input type="checkbox"/> mix baking soda, flour, and salt</p><p><input type="checkbox"/> bake nuts in the oven for 2 minutes</p><p>2. This recipe calls for_____.</p><p><input type="checkbox"/> half cup nuts</p><p><input type="checkbox"/> two dozen eggs</p><p><input type="checkbox"/> two types of sugar</p><p>3. This recipe must be eaten?</p><p><input type="checkbox"/> hot</p><p><input type="checkbox"/> cold</p><p><input type="checkbox"/> chopped</p></div>	10 minutes
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		<p>4. Which ingredient is added in pieces?</p> <p><input type="checkbox"/> butter</p> <p><input type="checkbox"/> sugar</p> <p><input type="checkbox"/> nuts</p> <p>5. This dish is a delicious_____.</p> <p><input type="checkbox"/> beverage</p> <p><input type="checkbox"/> dessert</p> <p><input type="checkbox"/> dinner</p> <p>Pair/Group feedback: (RECITE)</p> <ul style="list-style-type: none">• Learners get in pairs and set their desks facing each other (maintaining the appropriate distance) to check multiple choice answers (last exercise). One student will ask the question and the other will recite the answer.	5 minutes
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		<p>Post-reading: (REVIEW)</p> <ul style="list-style-type: none"> Teachers will write the ingredients and the procedures to prepare a specific recipe. Learners have to guess the dish from the recipe. <div style="border: 1px solid black; background-color: #e1f5fe; padding: 10px; margin-top: 20px;"> <p><u>Ingredients:</u> flour, sugar, baking powder, salt, egg, milk, vegetable oil, bananas</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> Combine flour, sugar, baking powder, and salt. In a separate bowl, mix egg, milk, vegetable oil, and bananas. Stir flour mixture into banana mixture; batter will be slightly lumpy. Heat a lightly oiled griddle or frying pan over medium-high heat. Pour or scoop the batter onto the griddle, using approximately 1/4 cup for each pancake. Cook until pancakes are golden brown on both sides; serve hot. </div>	10 minutes
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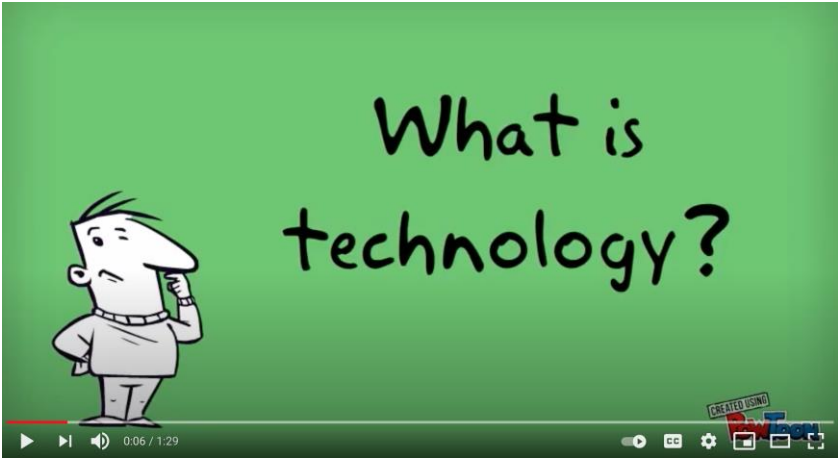
Planning Session #5

Dirección Regional de Educación: Nicoya
Docentes: Laura Mayorga Chacón / Jiam Khider Macías
Nivel : 7P (Undécimo)
Cognitive target: SCIENCE AND TECHNOLOGY
New Citizenship

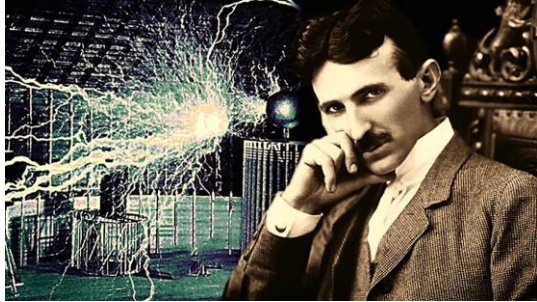
Centro Educativo: CINDEA Nandayure
Asignatura: Inglés (Módulo 71)
Período lectivo: I Semestre 2021

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION 60 minutes
		<p>Pre-teaching</p> <p>Routine:</p>	

<p>Let's understand what Technology means</p>	<p>Understand the main idea of short texts</p>	<ul style="list-style-type: none"> The teacher will check attendance, checking in with the students on the Covid-19 preventive measures, posting and reviewing the target content and the class agenda. <p style="text-align: center;">Participating</p> <p>Warm-up</p> <ul style="list-style-type: none"> The teacher shows L's a video that presents examples of technology throughout the years. <p>Link to video: https://www.youtube.com/watch?v=GiiZ81_uzK8</p> 	<p>5 minutes</p> <p>2 minutes</p> <p>3 minutes</p>
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Technology is everywhere!	Creates a relationship between the main ideas of a text to the context.	<p style="text-align: center;">Engaging</p> <ul style="list-style-type: none"> • Activation of the prior knowledge: The teacher asks Learners to answer the questions: What is technology? Is a chair and a table part of Technology? and writes the answers on the board. 	5 minutes
This is technology	Visualize technological devices.	<p style="text-align: center;">Introducing</p> <ul style="list-style-type: none"> • The teacher exhibits Learners a presentation showing some examples of technology. 	5 minutes
Tesla! What a genius.	Inferring content through pictures.	<p style="text-align: center;">Written Comprehension</p> <p>Pre-reading:</p> <ul style="list-style-type: none"> • (SURVEY): Teacher asks Learners to make couples. T presents a picture of Nikola Tesla and asks Learners to investigate and answer the questions: Who was Nikola Tesla? 	3 minutes

<p>Nikola's Famous Devices.</p>	<p>Match pictures to questions.</p>		<p>2 minutes</p>			
<p>Be the writer!</p>	<p>Predict what the text is going to be about.</p>	<ul style="list-style-type: none"> ● (QUESTION): Teacher presents Learners a picture of Nikola's Wireless Systems and shows students some written questions and asks them to pick the one that fits the picture. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">1. Is this a U.F.O?</td> </tr> <tr> <td style="padding: 5px;">2. Is this a Wireless Communication System?</td> </tr> <tr> <td style="padding: 5px;">3. Is this a World War II Station?</td> </tr> </table> <p>Reading for the first time (READ):</p> <ul style="list-style-type: none"> ● The teacher provides some titles for Learners to pick according to the Text. <ol style="list-style-type: none"> 1. World War II Environmental Effects 2. Poverty is an epidemic 	1. Is this a U.F.O?	2. Is this a Wireless Communication System?	3. Is this a World War II Station?	<p>3 minutes</p>
1. Is this a U.F.O?						
2. Is this a Wireless Communication System?						
3. Is this a World War II Station?						

3. Medical Devices

4. Wireless Electrical Communication

- L's answer the question (QUESTION STAGE) they picked previously and share if it was correct and matches the title.

1.

Nikola Tesla's obsession with wireless technology led to several inventions and theories that focused on transmitting data without wires.

While Guglielmo Marconi was first to send letters in morse code across the Atlantic, Tesla wanted to go further.

He boldly predicted that one day it would be possible to transmit telephone signals, documents, music, and video around the world using wireless technology.

While this was something that he never achieved in his lifetime, his prediction came true in the early 1990s with the invention of the world wide web.

2.

Another forecast for the future that Tesla made was in an interview with Collier's magazine in 1926.

Building on his idea of technology capable of transmitting images, music, and even video throughout the world, he coined the phrase 'vest-pocket' technology and possibly predicted the invention of the smartphone nearly 100 years before it became physically available.

On the technology, he said: 'We shall be able to witness and hear events... just as though we were present.'

3.

His interview with Colliers in 1926 was entitled 'When Woman Is Boss' and largely focused on how he thought that women would one day use wireless technology to gain better education, employment and eventually become the dominant sex.

While it's difficult to directly link technology to the social and political female emancipation of the past 100 years, it's clear that women are becoming world leaders in the areas of technology, such as CEO of Yahoo!, Marissa Mayer, and Sheryl

<p>Identify what's fake!</p>	<p>Recite the ideas out loud.</p>	<p>Sandberg, current chief operating officer of Facebook; and that women are using technology to raise awareness of global issues and movements, such as the #metoo campaign.</p> <p>4.</p> <p>In 1898, Tesla demonstrated wireless and remote-controlled 'tele-automaton', which most of us today would refer to as a remote-controlled toy boat.</p> <p>Harnessing the power of wireless communication, robotics, and logic gates he astounded onlookers with this new technology, and many people assumed there was a tiny monkey controlling it from the inside.</p> <p>Believing that there would one day be a role for remote-controlled machines, he wasn't that far off the developments in drone technology that we've seen in recent years.</p> <p>5.</p> <p>Tesla's main passion was electricity.</p> <p>He boldly proclaimed that 'the progress of the whole human race is regulated by the power available', and was referring to his belief that a free supply of electricity would help people struggling with poverty and a scarcity of resources.</p> <p>In 1901 he began building Wardenclyffe, a wireless communication tower on the East Coast of the United States, to transmit energy across the Atlantic. It was never finished.</p> <p>His investors at JP Morgan weren't happy about offering everything for free and his plan for energy and an early internet for the world came crashing down in 1902. Literally. The tower was blown up in an attempt to recoup the money from the scrap and the world had to wait another 90 years for a public world wide web.</p> <p>Source: http://www.bbc.co.uk</p> <p>Pair/Group feedback (RECITE):</p> <ul style="list-style-type: none"> ● Learners solve a True or False exercise and answer the questions when asked to. 	<p>12 minutes</p> <p>5 minutes</p>
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Organize the timeline	Scan text for solicited information.	<p>2. True or False? Correct the mistakes:</p> <p>a. Nicola Tesla predicted cell phones signals, music, and video sharing through the internet T/F</p> <p>b. Tesla did not predict the smart phones T/F</p> <p>c. He did not believe in women's equal rights. T/F</p> <p>d. He predicted the creation of drones T/F</p> <p>e. He built a wireless tower in 1901. T/F</p> <p>Reading for the second time (READ):</p> <ul style="list-style-type: none"> • The teacher asks learners to scan the text for specific information. • Learners put in order the following chart containing extracts of the article. <div data-bbox="728 730 1848 1161" style="border: 1px solid black; padding: 10px;"> <p>a. In 1901 he began building Wardenclyffe, a wireless communication tower</p> <p>b. On the technology, he said: 'We shall be able to witness and hear events... just as though we were present.'</p> <p>c. While this was something that he never achieved in his lifetime, his prediction came true in the early 1990s with the invention of the world wide web.</p> <p>d. His interview with Colliers in 1926 was entitled 'When Woman Is Boss'</p> <p>e. Nikola Tesla's obsession with wireless technology led to several inventions and theories that focused on transmitting data without wires.</p> </div>	10 minutes
Nikola is still relevant!	Find meaning in what was read.	<p>Post. reading (REVIEW)</p> <ul style="list-style-type: none"> • Teacher solicits students to answer: How did Nikola Tesla's discovery affect our lives? 	5 minutes

Planning Session #6

Dirección Regional de Educación: Nicoya

Docentes: Laura Mayorga Chacón / Jiam Khider Macías

Nivel : 7P (Undécimo)

Cognitive target: SCIENCE AND TECHNOLOGY

New Citizenship


Centro Educativo: CINDEA Nandayure

Asignatura: Inglés (Módulo 71)

Período lectivo: I Semestre 2021

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION 60 minutes
		<p>Pre-teaching</p> <p>Routine:</p>	

<p>E-learning a New Reality</p>	<p>Skim texts for main ideas</p>	<p>Reading for the first time (READ):</p> <ul style="list-style-type: none"> Learners will skim the text and answer the question: What do you think the text is about? <div data-bbox="725 432 1845 1350" style="border: 1px solid black; padding: 10px;"> <ol style="list-style-type: none"> Going to India to get help with your homework sounds rather extreme. Yet this is what over 2,000 students in the United States and elsewhere do –online – every day. New advances in technology make it possible for tutors in one country to help students who live thousands or kilometers away. The only necessity is that both have got access to a computer with Internet capability. Students and tutors can discuss material using an instant messaging service, but using a voice-over connection and a hands-free headset makes communication easier. So do digital “pencils” and writing pads, which look like enhanced mouse pads. Participants can write on these simulated whiteboards so that the data appears on both computer screens at the same time. Students can also use a scanner to transmit copies of tests or assignments received from their schools. The main advantage of this system is financial. Students can pay up to \$100 an hour for personal tutoring in the US. In contrast, one Indian company offers the option of either registering for a month and receiving an unlimited number of lessons for \$100 or paying \$2.50 for each hour. This brings the cost of a lesson down to approximately the price of a cup of coffee. Such affordable tutoring is welcome to many in the US today, where about one-third of secondary-school students fail to graduate. Tutors, who must have a university degree, find this arrangement to their advantage. Their training includes analyzing teaching methods, as well as learning about US educational curricula. They also learn about American English: they are taught to modify their accent so that they’re more easily understood by teenagers in the West, and they learn current US slang. In return, they are well paid by Indian standards, earning approximately \$300 a month. So if you need help in maths, science, or English, you may want to consider turning to a teacher in Bangalore or New Delhi. And when you pass your test, you will be happy to say “DHAN-YA-VAD” (thank you in Hindi).  </div>	<p>5 minutes</p>
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<p>Look for the device</p>	<p>Recite and create their ideas about the text.</p>	<p>Pair/Group feedback (RECITE):</p> <ul style="list-style-type: none"> • The teacher asks students to note down 1 technological device that is present in the reading. • Learners must send a picture of the device to their partner and ask the question: What is it used for? Partner must send the audio text back with the answer. <p>Reading for the second time (READ):</p> <ul style="list-style-type: none"> • The teacher asks learners to match the paragraphs with their main idea. 	<p>10 min</p>												
<p>What is the paragraph about?</p>	<p>Understand the paragraph's main idea.</p>	<table border="1" data-bbox="943 708 1845 1257"> <thead> <tr> <th data-bbox="943 708 1238 775">Paragraph Number</th> <th data-bbox="1238 708 1845 775">Main Idea</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 775 1238 842">()</td> <td data-bbox="1238 775 1845 842">Lessons are cheaper with Indian teachers.</td> </tr> <tr> <td data-bbox="943 842 1238 946">()</td> <td data-bbox="1238 842 1845 946">Finally, learning with Indians is a great option.</td> </tr> <tr> <td data-bbox="943 946 1238 1050">()</td> <td data-bbox="1238 946 1845 1050">Indian teachers are well trained. and must have a university degree.</td> </tr> <tr> <td data-bbox="943 1050 1238 1153">()</td> <td data-bbox="1238 1050 1845 1153">2,0000 students take online lessons with teachers in India every day to learn English.</td> </tr> <tr> <td data-bbox="943 1153 1238 1257">()</td> <td data-bbox="1238 1153 1845 1257">Technology advances make it easier to receive online lessons.</td> </tr> </tbody> </table>	Paragraph Number	Main Idea	()	Lessons are cheaper with Indian teachers.	()	Finally, learning with Indians is a great option.	()	Indian teachers are well trained. and must have a university degree.	()	2,0000 students take online lessons with teachers in India every day to learn English.	()	Technology advances make it easier to receive online lessons.	<p>15 min</p>
Paragraph Number	Main Idea														
()	Lessons are cheaper with Indian teachers.														
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()	Technology advances make it easier to receive online lessons.														

<p>What do I need to teach/online? Discuss.</p>	<p>Fully understand what was read.</p>	<p>Post. reading (REVIEW)</p> <ul style="list-style-type: none">• The teacher asks students to answer the following question <div data-bbox="725 368 1845 493" style="border: 1px solid black; padding: 5px;"><ol style="list-style-type: none">1. What technological devices do you need to study online?</div>	<p>5 min</p>
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Planning Session #7

Dirección Regional de Educación: Nicoya

Docentes: Laura Mayorga Chacón / Jiam Khider Macías

Nivel : 7P (Undécimo)

Cognitive target: SCIENCE AND TECHNOLOGY

New Citizenship

Centro Educativo: CINDEA Nandayure

Asignatura: Inglés (Módulo 71)

Período lectivo: I Semestre 2021

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION 60 minutes
		Pre-teaching Routine:	

Introducing														
<p>There are lots of electrical devices!</p>	<p>Have a better understanding of what is known.</p>	<p>Pre-reading (SURVEY):</p> <ul style="list-style-type: none"> ● The teacher shares a matching exercise with learners regarding technological devices and ways of communicating. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Match the appliances and electric devices of the left with the purposes of the right. So that each item goes with a purpose statement.</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">1. www</td> <td style="width: 50%;"><input type="checkbox"/> The World wide web</td> </tr> <tr> <td>2. Icon</td> <td><input type="checkbox"/> Programs on a computer.</td> </tr> <tr> <td>3. Virus</td> <td><input type="checkbox"/> It helps you to type words.</td> </tr> <tr> <td>4. Mouse</td> <td><input type="checkbox"/> Two or more linked computers.</td> </tr> <tr> <td>5. Network</td> <td><input type="checkbox"/> A picture representing a program.</td> </tr> <tr> <td>6. Software</td> <td><input type="checkbox"/> It helps to surf through internet pages.</td> </tr> </tbody> </table> </div>	1. www	<input type="checkbox"/> The World wide web	2. Icon	<input type="checkbox"/> Programs on a computer.	3. Virus	<input type="checkbox"/> It helps you to type words.	4. Mouse	<input type="checkbox"/> Two or more linked computers.	5. Network	<input type="checkbox"/> A picture representing a program.	6. Software	<input type="checkbox"/> It helps to surf through internet pages.
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3. Virus	<input type="checkbox"/> It helps you to type words.													
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5. Network	<input type="checkbox"/> A picture representing a program.													
6. Software	<input type="checkbox"/> It helps to surf through internet pages.													
		10 min												

Let's read minds!	Develop questions about readings.	<div data-bbox="725 209 1845 828" style="border: 1px solid black; padding: 10px;"> <p>7. hardware () A program that can harm your computer.</p> <p>8. keyboard () Refers to the physical components of a computer.</p> <p>9 Download Controls the location of the cursor on the screen.</p> <p>10. Internet Browse () Receive material from the internet to your computer.</p> </div>	10 min
Speed reading	Summarize short texts.	<ul style="list-style-type: none"> ● (QUESTION) The teacher asks learners to look up 1 word on each paragraph that is unknown to them and write the meaning. <p>Reading for the first time (READ): Learners read the text in 2 minutes and try to summarize the main idea in one sentence_____.</p>	10 min

Information Technology

If you want a brief history of information technology, here is one. Humans were the first "computers". Then machines were invented to carry out computational tasks. Now, these machines have given way to the new form of information technology. Information has become accessible from anywhere.

Information technology deals with the acquisition, processing, storage, and dissemination of vocal, pictorial, textual, and numerical information by a microelectronics-based combination of computing and telecommunications. Thanks to the continuous development of computers, the original computing systems became minicomputers and later personal computers took the lead.

Nowadays, mobile phones are dethroning the personal computer and computing is evolving faster to become disembodied more like a cloud, becoming accessible more easily whenever needed. Information technology in this sense has transformed people and companies and has allowed digital technology to influence society and the economy alike.

Taken from: www.myenglishpages.com

<p>Understand metaphors</p>	<p>Decode the meaning of figurative language.</p>	<p>Pair/Group feedback (RECITE): Teacher asks students to locate and decode the meaning of the statement,</p> <p>“Humans were the first "computers".</p> <p>Reading for the second time (READ): The teacher asks learners to complete a graphic organizer regarding the text and its paragraphs.</p>	<p>5 min</p>
<p>It’s all about the details!</p>	<p>Organize main ideas and summarize whole texts.</p>		<p>10 min</p>

<p>Let's pick the right statement!</p>	<p>Make connections about what has been read.</p>	<div data-bbox="651 220 1189 917"> <p>Name: <input type="text"/></p> <h2 style="text-align: center;">Main Idea and Details</h2> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Main Idea:</div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">↓</div> <div style="text-align: center;">↓</div> <div style="text-align: center;">↓</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Detail:</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Detail:</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Detail:</div> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-top: 10px;">Summary:</div> </div> <p style="font-size: small; margin-top: 10px;">© oakdome.com CCSS.ELA-Literacy.RI.3.2 - 4.2 - 5.2</p> <p>Post. reading (REVIEW)</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>1. Information technology is changing principally because of_____.</p> <p>a. the changing needs</p> </div>	<p>5 min</p>
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		<p>b.new technological advances</p> <p>2. According to the author the first computers were:_____.</p> <p>a. calculator</p> <hr/> <p>b. humans</p> <p>3. Development of information technology is the result of:</p> <p>a. advances in computing systems</p> <p>b. development of machinery in general</p> <p>4. Computing Systems Are Taking The Form Of Clouds Means:</p> <p>a. computers have become smaller</p> <p>b. computing power will be disembodied</p>	60 min
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Planning Session #8

Dirección Regional de Educación: Nicoya

Docentes: Laura Mayorga Chacón / Jiam Khider Macías

Nivel : 7P (Undécimo)

Cognitive target: SCIENCE AND TECHNOLOGY

New Citizenship

Centro Educativo: CINDEA Nandayure

Asignatura: Inglés (Módulo 71)

Período lectivo: I Semestre 2021

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION 60 minutes
		Post-test For the following test, both groups (7p1, 7p2, controlled and treatment) will answer 20	


multiple choice questions, regarding the previous units, on which they will have to use several of the techniques implemented during action plans. The examination will take place in the institution and will last 1 hour, and could extend more due to some students' curricular accommodations.

TASK #1 Read the text and write an **X** on the option that completes the sentence correctly.

FRIED RIPE PLANTAINS

INGREDIENTS

- Ripe plantains
- 5 tablespoons of vegetable oil



INSTRUCTIONS

- Heat vegetable oil in skillet over medium heat.
- Fully peel plantains, and cut them into approximately 1-inch wide pieces.
- Carefully place pieces of plantain in the skillet.
- Fry the plantains until they get golden brown.

Adapted from www.food.com

1. The first step is to _____.
- () fry the plantains
 - () cut the plantains
 - () heat the vegetable oil
 - () put the plantains in the skillet

2. After peeling the plantain, the next step is to _____.

- fry them
- cut them
- heat the oil
- cover them with oil

3. The last step is to _____.

- heat the oil
- add extra oil
- fry the plantains
- slice the plantains

TASK #2. Read the text and write an **X** on the option that completes the sentence correctly.

A PROVINCE WITH FLAVOR



In Guanacaste, corn is widely used as a base for most recipes. For example, chicheme is a fermented drink of indigenous origin prepared with white corn, ginger, and black sweets; chicha, a fermented drink, is made by using pujagua or purple corn, as a base. Corn is also used in many of the pastries and desserts in Guanacaste. Atol (a substance similar to oatmeal, with milk composed of purple corn and tapa de dulce) is a sweet concoction similar to honey. Other sweets include tanela (a white corn biscotto of sorts stuffed with cheese

and sugar) and rosquillas, corn patties stuffed with cheese and sugar. Also, some other exquisite local delights include pork in a corn soup dish and ajiaco (a typical food dish composed of corn, quelite leaves, and pork), and Frito (fried meat from a pig's head).

4. Chicheme and chicha are _____.

- rice-based drinks
- corn-based beverages
- made with tapa de dulce
- typical desserts in Guanacaste

5. Pujagua is necessary for making _____.

- chicha
- rosquillas
- atol
- many different desserts
- many different desserts

6. Tanelas and rosquillas _____.

- have pork meat
- are typical soups
- are made out of rice and corn
- have some ingredients in common

7. People from Guanacaste prepare _____.

- Frito with corn and rice
- ajiaco and Frito with pork
- desserts made out of rice

() most of their typical dishes with rice

TASK #3. Read the text and write an **X** on the option that completes the sentence correctly.

COSTA RICA STYLE WITH A CHORREADOR DE CAFÉ

We are all well acquainted with the traditional way of coffee brewing. Although coffee machines are quite popular throughout the country, many of us are still using the traditional chorreador de café. You will find those at the Central Market or just e-mail us, we usually have them in stock... ask for information at costaricatours@earthlink.net. The Costa Rican method is simple. All you need is a wooden stand with a round hole at the top. There you place a cloth filter to hold the ground coffee (two tablespoons of finely ground coffee per cup). Bring water to a boil and pour it down the filter and into the coffee pot, which has been placed underneath the cloth filter. It is critically important to bring the water to a boil; otherwise coffee will lose its aroma and flavor properties.

8. The use of chorreador de café is very _____ in Costa Rica.
() ancestral
() restricted
() uncommon
() inexpensive
9. The chorreador de café _____.
() is made by costaricatours@earthlink.net
() has a hole on the base

is made of wood

boils water

10. You need _____ to filter the coffee.

a round hold

a fabric bag

cold water

a coffeepot

TASK #4. Read the text and write an **X** on the option that completes the sentence correctly.

Business tech is dragging behind consumer tech, say some workers



Half of the workers say the technology their employer supplies is inadequate for efficient work practices. Technology at work must catch up with what we're using in our personal lives, according to 72% of today's workforce. The study,

which examined the attitudes and expectations of 5,000 workers and 2,500 teenagers on how revealed a large disconnect between the expectations of young people and the realities they will face at work. Today's workers consider

desk phones, printers, pens, and paper as essential workplace items, yet teenagers think very differently, the survey by Fuze showed.

11. The article implies that business's technology is _____ .

- obsolete
- up to dated
- at workers knowledge level
- too advanced for the employees

12. Technology at work should catch up with what is being used in the _____ of workers.

- personal lives
- wealthy companies
- technology factories
- working environment

13. Does the reality of tech usage at work fulfill the expectations of the young workers?

- Yes, it does.
- It doesn't say.
- No, it doesn't.
- Only in some companies.

TASK #5. Read the text and write an **X** on the option that completes the sentence correctly.

BRIDGING THE GAP

While the idea of **ditching** (to abandon or discard) their desk phones would be welcomed by most employees, the reality is far more complicated. Having invested a significant budget in existing communications systems, the idea of a total **overhaul** (reconditioning) can seem **daunting** (alarming, disconcerting, discouraging, frightening). Sticking to the **middle ground** seems a much safer option, building upon existing technologies without a complete infrastructure **overall** (generally in general). By providing all available options – desk phones, desktop computers, mobiles, online collaboration tools, and apps – businesses can address the demands of the new app generation while still providing existing employees with a system they already know. But is this the most effective approach, or just an ‘easy’ one-size-fits-all option? For most businesses, introducing new communication technologies such as VoIP and video calls is rarely enough. **Piling** (to gather or be gathered in a pile; accumulate) new technology on top of old simply results in additional IT management, poorer user experiences, and, ultimately, a disjointed communications approach.

14. The text main idea is that companies should_____.

- () hire old employees only
- () approach employees knowledge on apps
- () take advantage of new technologies

		<p><input type="checkbox"/>) recondition their communication systems</p> <p>15. According to the text what do companies normally do? They_____.</p> <p><input type="checkbox"/>) hire new employees</p> <p><input type="checkbox"/>) hire old employees to do the job</p> <p><input type="checkbox"/>) buy new communication systems</p> <p><input type="checkbox"/>) buy new technology but maintain the same infrastructure</p> <p>16. Why is it a burden for companies to keep up with new technology? Because_____</p> <p><input type="checkbox"/>) it is expensive</p> <p><input type="checkbox"/>) new technologies are expensive</p> <p><input type="checkbox"/>) the employees are not tech experts</p> <p><input type="checkbox"/>) the companies don't want new employees</p> <p>17. "Middle ground" in the article means_____.</p> <p><input type="checkbox"/>) half of the employees like new apps</p> <p><input type="checkbox"/>) half of the companies buy new apps</p> <p><input type="checkbox"/>) the employees don't have new apps</p> <p><input type="checkbox"/>) new technologies but old infrastructure</p> <p>TASK #6. Read the text and write an X on the option that completes the sentence correctly.</p> <p style="text-align: center;">Smartphone Taxi Service Hits Costa Rica By Zach Dyer</p>	
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Car service mobile apps like Uber have become one of the biggest trends in tech and transportation, and now Costa Rica has its own version: Easy Taxi. The app known as Easy Taxi isn't trying to disrupt the traditional car service so much as improve on it. Like other car service apps, Easy Taxi uses the smartphone's GPS location to signal nearby participating taxis that there's a fare waiting to get picked up. Once a driver accepts the fare, the rider can track the taxi's location on the app's map in real-time, along with the driver's picture, name, phone number, and make of the car. "It does away with a lot of the bad stereotypes of cab drivers, like lying about how far away they are and if their meter has been tampered with," Easy Taxi Costa Rica press representative Alfredo Martínez told The Tico Times in a telephone interview. Easy Taxi only works with certified red taxis, Martínez said, not independent drivers also known less politely as "pirate" taxis. The company conducts a physical review of the vehicles before certifying them, ensuring that they meet their quality standards. Users can indicate if they're paying with cash or credit on the app along with special requests.



18. The main goal of creating the Easy Taxi app was to:

- () Help taxi drivers make more money
- () Improve the speed of taxi service
- () Improve the quality in general of taxi service
- () Reduce violent crime in taxis

19. Easy Taxi is an app that works well for:

- () Reducing pirate taxi problems with tampered meters
- () Official taxis that might have tampered with meters
- () Unregulated drivers who are part-time taxi drivers

		<p>() Reckless and dangerous private drivers</p> <p>20. The article suggests that if a taxi driver knows EasyTaxi is being used then:</p> <p>() He may reduce the amount of time he works at night</p> <p>() He may have a better quality of service as a driver</p> <p>() He may make more money</p> <p>() He may have a nervous breakdown</p>	
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CHAPTER 4

Findings

4.1 Data Analysis

Von Sydow mentions in his work about Vocabulary Acquisition two relevant terms: receptive and productive vocabulary. He explains that “receptive vocabulary, in broad terms, implies the understanding of the meaning of a word encountered in speech or writing”. Additionally, he defines productive vocabulary as “the portfolio of words available within a learner’s interlanguage for production.” (2015, p.4.). Researchers found these two concepts really important during the whole process of the present work. Indeed, this action research focuses on the development of learners’ written comprehension through the use of the SQ3R method, in which the terms receptive and productive vocabulary gain a valuable meaning because they seem to be immersed on the method; showing how essential is for the learners to understand key vocabulary in order to comprehend texts. In fact, the first step of the method (Survey) can be linked to the acquisition of receptive vocabulary. During the application of this first step, several activities were applied, such as the use of pictures to activate prior knowledge as well as to introduce new vocabulary, brainstorming, and the skimming technique among other techniques that allowed learners to get an overview of the text and its structure. This process, as Von Sydow mentioned, enabled learners to understand the meaning of words. For instance, in session 3 learners had to take a look at some pictures and describe with one sentence what was happening, and in session 4 learners played a game called “Who wants to be a millionaire?”. While playing this game they had to read a list of ingredients and choose the option that corresponds to the Costa Rican recipe that contains those ingredients. The second step of the method (Question) can also be connected to the acquisition of receptive vocabulary. Indeed, during the development of this step researchers witnessed how learners enhanced their vocabulary through specific activities that later on helped them to have a better understanding of texts, turning this receptive skill into a productive one. Some of the successful activities used during this process were the turning of titles and headings into questions (session 4), choosing the question that fits the picture (session 5), creating questions for partners based on previous activities (session 6), and looking up unknown terms to write their meaning (session 7). Furthermore, the other three steps of the method (Read, Recite, and Review) can be associated with the use of productive vocabulary mentioned by Von Sydow. During the development of these three last steps, learners recognize details in texts, highlight specific vocabulary, establish paragraphs' main ideas and organized them, decode the meaning of figurative language, make summaries, scan texts, use the target language in common situations, complete the sentences, charts, and

graphic organizers, solve multiple-choice exercises, answer partners' questions, and explore new information making predictions and connections about what has been read. Researchers completely agree with the way Von Sydow organizes the process of vocabulary acquisition and its importance for learners to fully understand what was read. Besides the similarity between the Von Sydow classification and the SQ3R method, researchers also found a close relationship with the Action-Oriented Approach, in which the terms of receptive and productive vocabulary are also part of the pre-reading, reading for the first and second time, and post-reading processes.

Scott Paris, Marjorie Lipson, and Karen Wixson stated in their article *Becoming a Strategic Reader* that “When readers learn to develop different questions for the text, their overall comprehension may improve. Good readers monitor and regulate their comprehension as they read “(1983). The previous declaration took a great validity for the researchers due to the significance that “developing questions” had during the process experienced with the learners. One of the steps of the method used in this action research is denominated Question, in which, just like Paris, Lipson and Wixton stated, learners were taught to create their questions, sometimes as a way of predicting information and sometimes questions based on information of the text. This step of the method was one of the most relevant ones because researchers were able to see a great improvement in the learners' understanding of texts. Certainly, during the first session, the participants were asked to turn the title of the text into a question, and then, create two questions inspired by the reading; however, most of the learners found the exercise difficult, beginning from the point that they did not know how to change titles into questions because they seemed to lack the necessary grammar knowledge to complete the process. Additionally, when learners had to create questions based on texts they just read, they manifested they were not sure how to do it because they were used to answer questions but not to create them. Nevertheless, in the next sessions, researchers were able to notice the progress of learners in terms of reading comprehension and how useful was this part of the method due to the fact that it makes learners think and go beyond the literal meaning of words. In essence, researchers agree with Paris, Lipson, and Wixton when they talk about the importance of self-regulation and self-monitoring while reading; truly, researchers were able to confirm through the process of this action research the relevance of acquiring this skill.

Reflecting on the statement proposed by Domian et al (2010) "the most important thing is to develop a communicative competence and to open learning processes for the teaching of the four linguistic skills, which grant that language and communication share a common set of principles" (Domian, Fonseca, Lara & Rodríguez, 2010, p.14) considering their point of view, the sessions were adapted not only to reinforce the skill of study (reading) but to also reinforce the other 3 on their different stages. For instance, communicative competence was notably stimulated during the "Recite" and "Post Reading" stages starting in session 2 and ending up in the culmination of the action plan. These activities, in which students were encouraged to participate actively with the rest of the class (discussions, true or false statements, reflecting readings), provided input for students to develop more elaborated and analytical conversations, rather than just eliciting them to solve questionnaires individually. As a result, interaction among students, during these stages of the method, finished being a helpful tool not only in the reinforcement of their receptive skills but resulting in the encouragement of conversations that ultimately would help students to develop their communicative competence in advance.

Moreover, Kaliska expressed that "the language learning/teaching process should aim at developing not only learners' communicative competence but also action strategies that can be undertaken in any kind of circumstances" (Kaliska, 2016, p.31). In addition, due to the nature of the Action-Oriented Approach, students in Costa Rica's National Educational System had been encouraged and challenged to face strategies that would have a relevant impact when positioned in the outer world. Hence, this method had to be adapted to the PPP framework. To exemplify, researchers had to develop activities for the GTAS which contemplated all the stages of the SQ3R method, some of them to be resolved synchronously and others asynchronously. The majority of the activities implemented strategies that were meant not only to enhance their reading skills but to prepare students in task resolution and global topics, which were meant to be useful when developing social skills, such as "table manners and technology". As a result, students worked on their language competence and communication skills but also understood social subjects of great relevance. To finish with what concerns students, the SQ3R Method was easily adapted to the Action-Oriented Approach stages and provided activities that were purposeful not only in reading production at school but in social scenarios.

4.2 Post test Findings

The last instrument has to do with measuring the level of reading comprehension of the learners after applying the action plans with the treated group (7P-2) and comparing the results obtained by both groups, the treated group and the control group (7P-1). The Merriam-Webster Dictionary defines a posttest as “a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program”. This definition summarizes the purpose of the post-test of the present Action Research. Likewise, in congruence with the diagnostic test previously applied, the elaboration of the posttest took into consideration the National Curriculum, and it was composed of 20 multiple choice questions that assess the reading comprehension level of the participants; this final test was answered asynchronously. Additionally, it is important to clarify that two students that belong to the control group dropped out of school during the process, reducing the number of participants in this research to 32 students (16 students from the 7P-1 group and 14 students from the 7P-2 group).

To tabulate the information gathered from the post-test, learners' grades were categorized with the same Likert Scale used to organize the data from the diagnostic test, the description and grade range of this scale can be found in Table #4 (chapter II). The following table shows the post-test results per group in a tabulated form

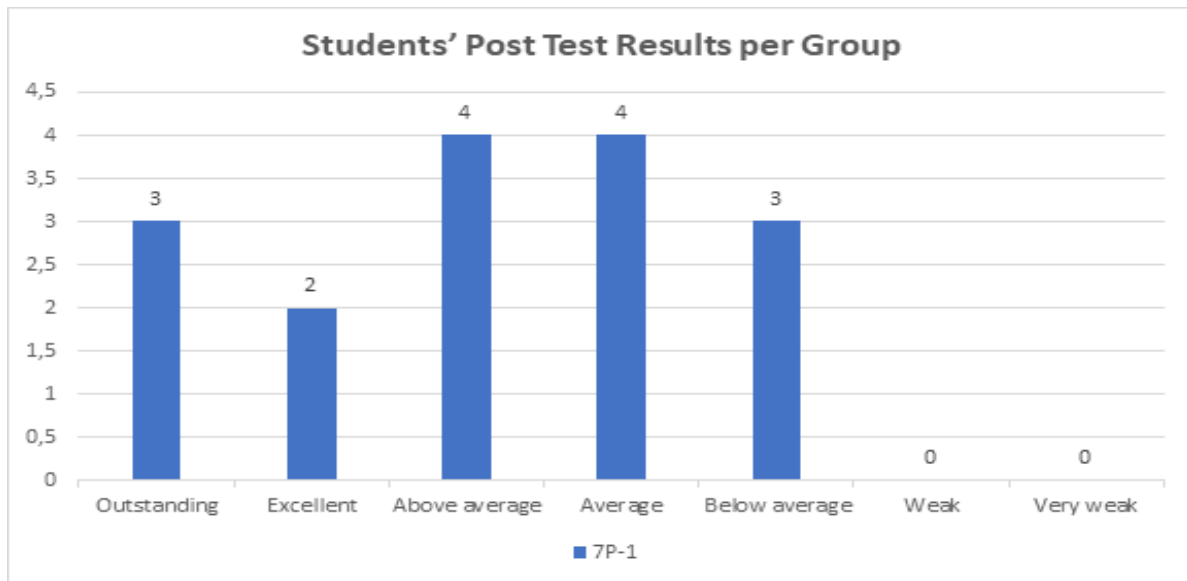
Table #7

Students' Post Test Results (Control 7P.1 and Treatment 7P.2 Groups)

	Outstanding	excellent	above average	average	below average	weak	very weak
7P-1	3	2	4	4	3	0	0
7P-2	7	2	2	2	1	0	0

Graph #6

Students' Post Test Results 7P-1 Control Group

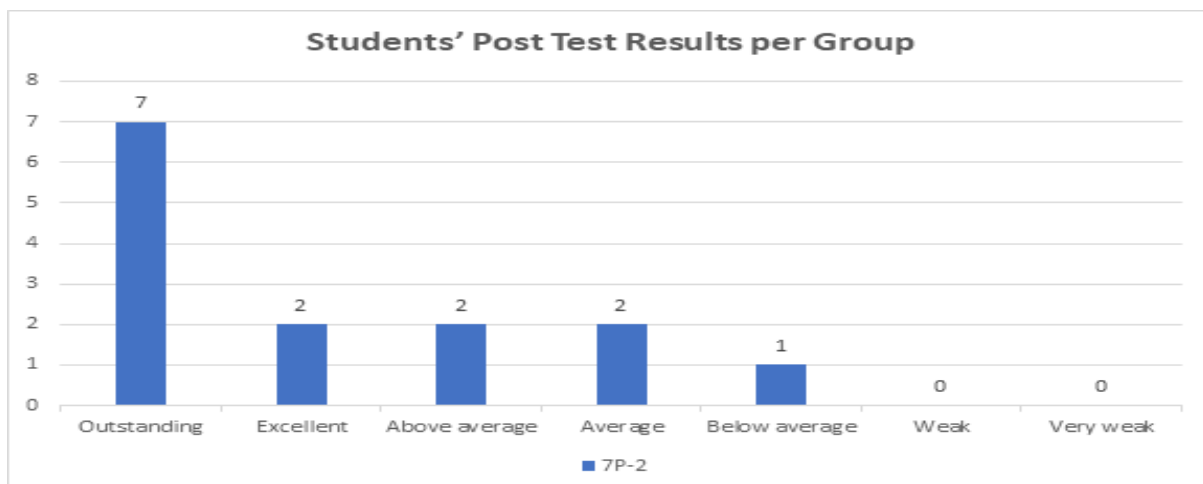


Source: Table #7

As graph #7 shows, three students from the control group (7P-1) got outstanding grades, two students got excellent grades, four students ranged above the average, four students got average grades, and three students were below the average; moreover, any student got weak/ poor grades.

Graph #7

Students' Post Test Results 7P-2 Treated Group



Source: Table #7

On the other hand, graph #8 shows that seven students from the treated group (7P-2) got outstanding grades, two students got excellent grades, two students ranged above the average, two students got average grades, only one student was below the average, and similarly to the 7P-1 group, any student from the 7P-2 group got weak or poor grades. This information allows researchers to validate the SQ3R method as an effective reading method that helped the participants of the treated group to improve their written comprehension skills. Indeed, the participants of the control group also showed an improvement in their reading skills, but lower than the treated group.

Table #8

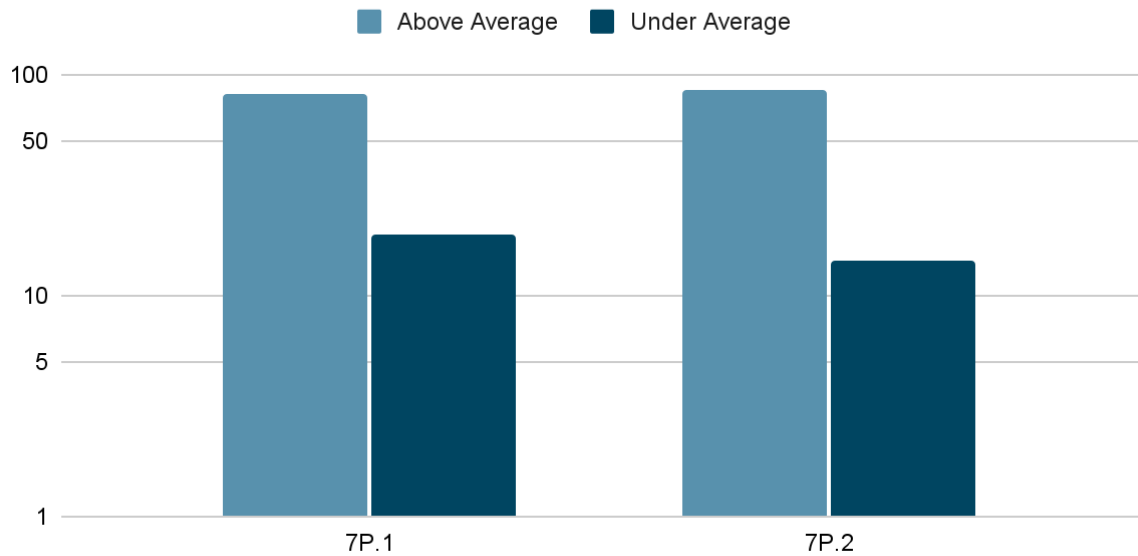
Students' Post Assessment Results Relative and Absolute Frequencies

	Above Average >70		Below Average 70<		Total	
	AF	RF	AF	RF	AF	RF
7P-1	13	81.2%	3	18.8 %	16	100%
7P-2	12	85.7%	2	14.3%	14	100%

Source: Post-test applied to students at CINDEA Nandayure, 2021

Graph #8

Students' Post Assessment Results Relative and Absolute Frequencies



In graph number #9 was researched that 7P.1 (the control group), which had 16 participants, 81.2% of students scored above 70 in their post-assessment testing, and 18.8% below. In comparison to the control group, the treatment group 7P.2 which had 14 participants, had a significant increase in the final results, on which 85.7% students scored above average and only 14.3% below 70, ending up with an overall improvement on their final score.

Furthermore, researchers use as a base to analyze the effectiveness of the SQ3R method the average grades the treatment group got on both the diagnostic and the post-test. The following table shows those results:

Treatment Group Diagnostic and Post-Test Average Grades

Table #9

Diagnostic test	Post-test
59	88

As is showed in table #9, the average grade of the treatment group 7P-2 in the diagnostic test was 59. However, after applying the different steps of the SQ3R method throughout synchronous and asynchronous sessions, learners demonstrated a better understanding of written texts; indeed, the whole treated group increased their grade on the post-test, obtaining an 88 as an average grade.

Researchers can conclude based on the evidence provided in this chapter that the use of the SQ3R method improves the reading comprehension level of the participants.

CHAPTER 5

Reflections

5.1 Reflections

Learning English as a second language in an environment where there are few opportunities to practice outside the classroom is by itself a big challenge, but one that is taken every day by thousands of learners, who are in this process due to many reasons and purposes. Most Costa Ricans have not had a good experience in terms of learning English, mainly because of the inappropriate use of methods and techniques by teachers. Teaching is an art, and teaching a language involves a large process that has to be cautiously developed. One of the first things English teachers have to learn, if they want learners to produce in the target language, is the proper way to teach the receptive skills: oral and written comprehension, so that learners can move forward in the learning process in a correct and scaffolding form. The present Action Research dealt with one of these important skills: reading comprehension; indeed, researchers made use of the SQ3R method and its different steps with the purpose of helping Eleventh graders from CINDEA Nandayure to improve this skill. Researchers found the method very beneficial for learners; in fact, some benefits confirmed by researchers regarding the use of the SQ3R method are:

- It increases learners' motivation because it empowers learners.
- It encourages participation and group work.
- It enhances learners' vocabulary acquisition.
- It creates an entertaining classroom environment.
- It provides a deeper understanding of texts.
- It activates knowledge and thinking even before learners start reading.
- It makes the reading process less difficult because of the scaffolding steps.
- It allows learners to review information as they are learning.

Researchers also realize the importance of vocabulary acquisition, and the role that this aspect plays in the process of understanding texts. Researchers were able to see in the first planning session the difficulties that some learners faced when they tried to read a text but did not know some basic vocabulary; on the other hand, researchers were also able to see how the first two steps of the method (survey and question), which are related to vocabulary acquisition, influenced the capacity of learners in the process of reading a text.

In addition, researchers were capable of taking advantage of the method stages, which ended up working as a complement to the original framework established by MEP. Hence, it

was understood that once the framework (AOA) was fully comprehended, the method as a complementary tool, could enrich the reading lessons, giving a clear north to both, teachers and students. However, the method could not benefit the educators who do not follow the framework in a strict and organized way, since it is based on structures it leaves little or no chance at all for spontaneous or unexpected reactions during the lessons. These sources of interaction among classmates/teachers would naturally occur in different scenarios, given the fact that students often feel the urge to express their thoughts; sometimes in longer segments of time. Considering those aspects, researchers were able to analyze and experience the implications of adopting a method to students who often have different learning styles, disparities in reading speeds, and little or no time to practice at home.

Speaking of different learning styles, researchers could see that the method would benefit students who did not possess the skills to fully comprehend a text. But, could this method benefit those students who already have a competent level of reading comprehension? Could a method take away the magic of immersing into a good piece of writing and all the creative processes that come when reading freely? The initial idea of teaching a method to students was to help them solve their school tasks and examinations efficiently so that they can eventually digest the strategies and use them subconsciously while reading. Therefore, for the method to prove long-term results and be used for a lifetime, students shall practice and incorporate it as a reading routine. Reading hygiene is not a requirement, however, for those who do not possess enough background knowledge or are just simply not interested in reading, it could become an aid to shorten and facilitate the process of acquiring new input.

Furthermore, researchers also learned that there was a characteristic that defined those who enjoyed reading and those who did not; motivation. Those students that seemed interested in reading were those who had intrinsic motivation to do so. For instance, investigators had to learn how to keep those who did not enjoy reading motivated, which can be tricky, but not impossible. The method itself was a great fuel, it challenged students to finish their GTAS on time and kept them reading during the whole lesson, by the end, students were able to complete the tasks by themselves. Another aspect that plays a huge part in motivation is the chosen material, investigators were able to identify that students enjoyed reading about trending topics, such as celebrities, sports, and even science. Picking the right text makes reading enjoyable and interesting for students. The same occurs with the activities, during the lessons, the investigators found out that reading classes often had the

reputation of being boring and passive, but a good lesson plan with interactive activities can make it more active and entertaining and even spot students' deficiencies and have segments of time for teachers to provide feedback.

Moreover, researchers found several drawbacks during the Action Research process that they believed made an impact on the results, and having a sanitary emergency (Covid-19) was one of them. Schedule changes, governmental measures, and variations between asynchronous and synchronous education modalities were sometimes confusing for researchers, teachers, and students. The researchers believed that one of the reasons that reinforced the government to take these measures was the distance that the pandemic created among teachers and students, which ended up leaving a huge gap between those who took advantage of the asynchronous lessons and those who did not. For example, they found that learners who did not complete their GTA's periodically ended up having high levels of stress and anxiety due to gigantic workloads, which ended up complicating the situation and schedules for both teachers and students. Sadly, not having enough time to complete the assignments is a common problem among adult learners, which often have demanding jobs and tight schedules, leaving them little or no time to study at home, and even at some stances with no more choice other than to drop out. For instance, investigators felt upset when students dropped out, however they understood that the global situation makes it impossible for some of them to continue enrolled.

To make a long story short, the action research allowed researchers to understand the importance of reinforcing reading comprehension using different methods and techniques. The method worked as a tool to comprehend the information faster; however, students should have it incorporated in their subconscious for better results, which combined with intrinsic motivation to read, could provide better outcomes. And finally, the researchers came into the conclusion that the method works best when both teachers and students are consistent in their use, regardless of the situation.

CHAPTER 6

Conclusions

6.1 Outcomes of research questions

Based on the results of the investigation carried out at Cindea Nandayure, researchers can conclude that appropriate use of the SQ3R method helps learners to improve their reading comprehension levels. Additionally, the five research questions in which the action research was founded provide researchers more opportunities for deep analysis.

The first research question refers to how the use of the SQ3R method can develop English language learners' reading competence. The implementation of the five different steps of the method: survey, question, reading, recite and review during the sessions worked with the learners allowed researchers to see the progress of learners and verify its effectiveness. In fact, at the beginning of the project learners seemed to be lost, mainly because most of them were used to answering literal questions from texts, instead of exploring the texts from different forms. However, after providing learners with different pre-reading techniques, which are included in the first two steps of the SQ3R method, such as brainstorming, skimming, creating questions, turning titles and subtitles into questions, and predicting, learners began to show a better understanding of texts. As a result, during the following sessions learners established the purpose and main ideas of texts more readily. Furthermore, while working with the third step of the method: read, learners were able to get a deeper understanding of texts; in this case, learners have to answer specific questions, sometimes created by themselves and sometimes provided by the researchers, to do it they have to read the texts actively, either taking notes or highlighting ideas to support their answers, hence, they even have the opportunity of generating new questions that could be shared with the teachers and classmates later. Along with this, researchers witnessed the importance of the last two steps of the method in the process of developing English language learners' written comprehension. Recite and review techniques such as completing graphic organizers, writing summaries, reading aloud, or participating in pair/group discussions allowed learners to put the information into long-term memory while enhancing their oral skills.

The second research question refers to the factors that affect the implementation of the SQ3R method during the English lessons. Researchers are convinced about the functionality of the method; however, several aspects limit meaningfully the final results.

Some of these aspects are the following:

- Learners' background knowledge regarding vocabulary
- Lack of knowledge regarding grammar structures
- Low critical thinking
- Learners' shyness
- Lack of motivation
- Socio-cultural factor
- Lack of time to practice at home

In effect, researchers agree that if learners had had a higher initial level, the method would have been easier to apply and the results would have been better. Nevertheless, the chosen population are mainly adults who have studied in an interrupted way; which means that the scaffolding process of learning since they had started high school hasn't been accomplished.

The third research question points to the ways that the SQ3R method can be applied during synchronous and asynchronous lessons. At the beginning of the project, researchers intended to be able to work all the lesson plans in person with participants; although learners were divided into two subgroups as one of the safety norms adopted by the institution to prevent covid-19, learners attended classes every other week, making it difficult for researchers to complete the process in asynchronous form. As a result, researchers decided to use the self-study guides (known as Guías de Trabajo Autónomo) as a means to work asynchronously with the participants; being able to avoid interruptions in the learning process. The SQ3R method proved to be flexible and adjustable to the different forms of teaching; indeed, two different self-study guides (see annexes) were prepared to work with the participants during six weeks, in which three lessons were developed synchronously and the other three lessons were asynchronous. In this form, researchers were able to integrate the teaching method and the topics that had to be covered according to the MEP program while participants were assessed in a formative and summative form simultaneously. The first session was very important for researchers because they taught learners the basics of the SQ3R method so that they can understand its different steps and learn to use some of the reading strategies such as skimming, completing graphic organizers, or creating their questions to which they were not habituated. Undoubtedly, the synchronous sessions were crucial for learners to work autonomously while developing part of the session plans. In

summary, researchers determine that the way the SQ3R method is composed allows teachers to work in different forms; nevertheless, the effectiveness of face-to-face learning cannot be compared to the benefits of distance learning in terms of learning a second language.

All things considered; the last research question reflects on the effectiveness of the SQ3R method among participants. This question is by far the most analytic and decisive of the research, as it attempts to resolve the conundrum, on which is at stake whether the method helped learners develop their reading competence or not. When contemplating students' overall performance during the lessons and final scores, researchers were capable of noticing an improvement regarding the treatment group, not only when checking the summative assignments, but in their capacity to concentrate during the reading sessions. Some of the skills that researchers found to be improved were critical thinking, reasoning, decoding, reading fluency, and organization. For instance, all of them being desirable attributes for readers. Even if these qualities were of great relevance, reading competence strives for an advanced way of understanding texts, in which the reader would not only remember important details of pieces of writings but desirably, they would be left with meaningful information that could be of significant use in their integration in society. In short words, this last grade of reading superiority was somewhat achieved by the use of the SQ3R method, but due to the limitations listed above (second research question), researchers came to the conclusion that learners must continue reading vigorously on a daily basis, and believed that having this practice in combination with the method, is a great ensemble when trying to enhance their reading competence.

6.2 General conclusions

According to the results, the application of the SQ3R method has shown important general subtractions regarding participants of the Cindea Nandayure study. Some of the main findings were:

- Institutions should encourage teachers regularly to investigate and update themselves about different teaching methodologies and especially reading techniques.
- It is of main concern for teachers to have a full understanding of the National Curriculum/Action-Oriented Approach, to be able to combine it with new methods and improve the four skills separately or mixed.

- Teachers can easily include new methodologies in their lesson plans without having to modify the framework structure.
- The material provided by instructors must be meaningful and enjoyable for students to keep them motivated.
- Students need a guideline to read more effectively, it helps them subtract main ideas faster and easier.
- Activating background knowledge, surveying and questioning are stages that prepare students for the further texts facilitating the process.
- Synchronous reading lessons are of great support when adapting to the method, however, the method worked as well in an asynchronous form.
- Students and teachers should consider a method that works for them and practice at home since English lessons themselves are not enough to master a good level of reading competence.
- Reading appropriately should be encouraged and instructed at all grades, teaching those different skills such as skimming and scanning for information.
- Didactic activities such as predictions, watching videos, filling gaps, self-questioning peer discussions, and graphic organizers, are great inclusions to assist students during their readings.
- Students shall develop the habit of reading at home, finding texts of interest with meaningful content that they can relate to.

6.3 Strengths

Based on the fact that strength is the capacity to overcome obstacles remarkably, researchers discovered the following qualities during the study:

- Researchers investigated a method that was unknown for the majority of the participants and ended up teaching them something new.
- The students had a genuine desire to improve their reading skills.
- The method hopefully would still be useful in the further years for the student's preparation of the National Linguistic Domain Tests.
- Researchers learned to work around the AOA and its versatility.

- Researchers and learners understood how important it was to have a reading method to shorten the amount of time needed by students to infer ideas.
- The method was easily adapted to the stages of the English National Curriculum.

6.4 Limitations

For this Action Research, investigators had to face some drawbacks. Some of the limitations that investigators overcame were:

- The global pandemic (Covid-19) had a devastating impact nationwide, therefore, strict measures were taken by the government which affected education firsthand.
- Some of the participants dropped out due to many reasons, but the lack of time to study and economic resources predominated.
- The level of reading comprehension of students was deficient since most of them had interrupted scholar years.
- Unstable academic schedules.
- Researchers found that it was hard for students to solve the GTA on time, due to their tight schedules.
- Researchers had to share the classroom with other teachers, making it hard for them to organize teaching resources.

CHAPTER 7

Recommendations

The present investigation achieved the objective of improving participants' reading comprehension levels by using the SQ3R method. The process in which the researchers have been through resulted in invaluable learning, which allows researchers to make the following recommendations:

7.1 Recommendations for colleagues.

- The first recommendation that researchers can make to colleagues is to work hard to keep learners motivated; motivation is one of the most powerful tools that any teacher has, and it will increase learners' opportunities for improvement.
- In the second place, it is recommended for teachers to use authentic material, texts should be selected purposely, taking into account several factors such as learners' general background, comprehension level, needs, age, interests, dislikes, cultural context, among others. Being assertive on this point, teachers can easily engage learners.
- It is also recommended for teachers to teach learners to use different reading strategies, even though they are not integrated into the program. The present project allowed researchers to see learners' lack of knowledge regarding the use of techniques to improve written comprehension.
- Another piece of advice for teachers is to use Questioning Techniques in the classroom; both teachers and students can benefit greatly from this practice because it usually empowers learners while teachers can assess learners' understanding, either for summative or formative evaluation.
- It is also important that teachers, as any other professional, maintain self-training for professional development, mainly in this technological world. Teachers should be kept updated in the different areas of education. Besides that, English teachers should always work to improve their skills.
- Likewise, a suggestion that researchers highlight is the relevance of making investigation part of the teaching and learning process. Teachers should test the methods they work with.
- Another recommendation for teachers is to use the CEFR bands as a base to set goals
- Finally, teachers must learn the different stages of the framework they are working with and do not skip any of them to save time. These stages are based on

investigations that already proved their effectiveness, so it is important to follow the process.

7.2 Recommendations for students.

- It is recommended for learners to find a way to keep in touch with the language outside the classroom, which could be through music, video games, movies, or readings. The lack of opportunities to use the language in real-life scenarios is one of the hardest elements of learning a second language; however, learners can take advantage of technology to fight that issue.
- It is also important for learners to continue using the method until the habit of having a reading routine is established. Learners should always have in mind that reading frequently improves their vocabulary and ability to communicate; as a result, the more they read the easier it will be.
- Another recommendation for students is to try to be consistent when reading, and do not let the assignments accumulate. This advice goes hand in hand with the importance of recurrent reading, helping to avoid the feeling of being under pressure.
- Combine the method with reading techniques such as skimming and scanning.
- Finally, learners can take the initiative and recommend to teachers about readings they like or are interested in.

7.3 Recommendations for principals or advisor

- One recommendation is to provide teachers with their proper classrooms, this will be beneficial for both teachers and learners because teachers can take advantage of time and arrange the classroom purposely. The current situation caused by covid-19 required teachers to move from one class to another while students stay in the class in most of the institutions; nonetheless, the situation has been the same for teachers at CINDEA Nandayure for a long time.
- Another important piece of advice for principals and advisors is to provide teachers with the necessary resources, mainly technological devices. Currently, there are a lot of web pages and apps that can be used by teachers and students to enhance English

teaching/ learning; however, it is necessary to have some basic instruments such as video beams, speakers, and high-speed internet that can be accessed for both teachers and students.

- Avoid class interruptions as much as possible. Most teachers agree that the school year ends up being short to cover all the content, explaining that they usually need more time than the established in the National Program to complete the activities, so it is important for teachers not to miss classes if it is not extremely necessary.
- Additionally, principals must help teachers to motivate the students. The institution itself has to be the first motivation for the student.

ANNEXES

Annex 1



Santa Cruz, 25 de febrero del 2021

Institución: CINDEA Nandayure. DRE de Nicoya
Director: Msc. Adolfo Arnesto Lezama

Estimado señor(a):

Reciba un cordial saludo de la **Universidad Latina de Costa Rica, Sede Santa Cruz**. Es nuestro deseo presentar a los estudiantes **Khider Macias Jiam**, cédula **0115070166**, carnet **20175030071**, y **Mayorga Chacon Laura Cristina**, cédula **0603660110**, carnet **20175030008** alumnos de esta Universidad en la Carrera de **Licenciatura en la Enseñanza del Inglés**.

El propósito fundamental de la Universidad Latina de Costa Rica es solicitar la autorización para que el estudiante pueda realizar un Proyecto Final de Graduación en el grado de Licenciatura en la Enseñanza del Inglés.

Los estudiantes tienen la oportunidad de poner en práctica los conocimientos adquiridos durante su recinto universitario y adquirir otros nuevos por medio de un Proyecto de Graduación, de manera que el estudiante se proyecte dentro del sector empresarial, además le da un conocimiento global del campo profesional que ha elegido.

Dentro de las generalidades del Proyecto de Graduación, la Dirección de la Escuela es la encargada de apoyar, coordinar y supervisar la labor del estudiante durante su período de proyecto. Una vez que la empresa acepte la solicitud de proyecto, deberá preparar un rol de trabajo, en busca de solventar alguna necesidad en las áreas de su Institución.

Atentamente,

HENRY SEGURA SANCHEZ (FIRMA)

Firmado digitalmente por HENRY SEGURA SANCHEZ (FIRMA)
Fecha: 2021.02.25 14:56:46 -06'00'



Ing. Henry Segura Sánchez
Director Ejecutivo de Sedes Santa Cruz y Cañas
Universidad Latina de Costa Rica
Telf. 2207-6235
Cel. 8866-1045

800-ULATINA | ulatina.ac.cr

SELF-STUDY GUIDE #1

Self-Study Guide UNIT: MEALS AND TABLE MANNERS	
CINDEA Nandayure Módulo 71. Nos comunicamos en otras lenguas Docente: Laura Mayorga Chacón Jiam Khider Macías	Nivel 7P Fecha de entrega: 15 / 04 / 2021 Fecha de devolución: 03 / 05 / 2021
Nombre del estudiante: _____ Group: _____	

1. Getting ready to do my self-study guide / Me preparo para hacer la guía Aspects to verify before I start working/ Pautas que debo verificar antes de iniciar mi trabajo:

- ❖ **Materials needed / Materiales o recursos que voy a necesitar:** Notebook, pencil, pen, eraser, highlighters, etc. Cuaderno, lapiz, lapicero, borrador, resaltadores, etc. **Computer & Internet access if possible** Computadora e internet si le fuera posible.
- ❖ **Conditions of the place to work / Condiciones que debe tener el lugar donde voy a trabajar:** Work in a place where you do your assignments and homework daily. Trabaje en el lugar donde comúnmente realiza sus asignaciones o tareas
- ❖ **Expected time to work this self-study guide / Tiempo en que se espera que realice la guía:** This self-study guide will take you around 60 minutes each week to be completed. Esta guía autónoma le tomará aproximadamente 60 minutos por semana para ser completada.



Recalling what I've learned. Voy a recordar lo aprendido y/o adquirir nuevos conocimientos.

Complete the chart "How healthy are you?", answering Yes or No. Complete el siguiente cuadro para ver que tan saludable llevas tu vida. Suma los puntos totales.



Think about yesterday... Do the questionnaire. Fill in your answers then check your score.

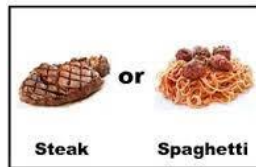
Yesterday...	Yes	No	
1. Did you have more than two pieces of toast for breakfast?	0	1	
2. Did you have sugar in your tea or coffee?	0	1	
3. Did you drink a glass of milk?	1	0	
4. Did you drink more than five glasses of water?	1	0	
5. Did you eat any fruit?	1	0	
6. Did you eat any vegetables?	1	0	
7. Did you eat any sweets or chocolates?	0	1	
8. Did you eat any biscuits or cake?	0	1	10-13 points
9. Did you go for a run?	1	0	9-6 points
10. Did you do any exercise?	1	0	6-0 points
11. Did you get up before 8 a.m.?	1	0	
12. Did you go to bed before 11 p.m.?	1	0	
13. Did you watch TV for more than two hours?	0	1	
TOTAL			



Semana del 12 al 16 de Abril

TASK #1 Indicaciones / Instructions	Look at the pictures and write sentences using the pattern "I prefer ___ to ___". Observe las imágenes y escriba oraciones siguiendo el patrón "Yo prefiero ___ a ___".
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For example:

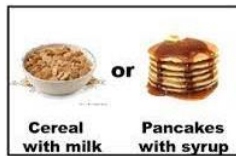


I prefer spaghetti to steak.

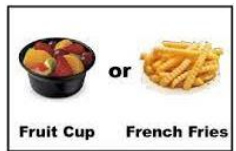
1.



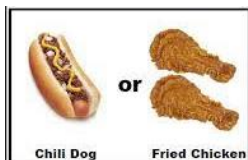
2.



3.



4.



<p>TASK #2 Indicaciones / Instructions</p>	<p>Written comprehension exercise. Follow each of the steps and complete the exercises. Siga cada uno de los pasos y complete los ejercicios.</p>
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Step 1. Answer the following questions. Responda las siguientes preguntas:

1. What do Costa Ricans usually eat for breakfast?
_____.
2. What are some Costa Rica eating habits?

_____.

Step 2. Read briefly the text "Costa Rican eating habits" and highlight the first sentence of each paragraph. Lea el texto brevemente y subraye la primera oración de cada párrafo.

Costa Rican eating habits

In Costa Rican tradition, we eat breakfast early in the morning, lunch is around noon and supper is in the early evening. However, there is an extra meal in the middle of the afternoon known as 'coffee time.' Coffee is a big part of Costa Rican culture and taking a break in the afternoon is a way to relax and chat with friends and family. Also, people frequently eat snacks. These include gallos (filled tortillas), with meat and vegetables. The staple dish is rice and beans which is eaten for breakfast, lunch and dinner. Costa Ricans eat a lot of meat - beef, chicken, pork. Eating fish is considered a luxury although fish marinated in lemon juice and spices is a cheap delicacy. Vegetables and fruits are also popular and cheap. Imported apples and grapes are considered a special treat. Lunches are usually the largest meal of the day but that doesn't mean that other meals are tiny in comparison.

Mealtimes are considered an occasion for lively conversation and enthusiastic interaction with friends and family but table etiquette is important. If you are offered food, or someone orders for you, it's important to accept the food and eat it. It's considered rude to refuse food from friends and hosts and expect to cause offense if you wave away a dish for any reason less than severe allergies.

Both hands should be kept above the table, not in the lap. Eating with your hands is acceptable, depending on the formality of the dinner and the meal. Usually, you would be using a knife and fork. Making noises while you eat is impolite and despite the conversations going on around you, talking with a full mouth are very bad manners.

The drinking age in Costa Rica is 18 years old and beer is the most popular drink in the country. Having drinks with dinner or while socializing is common but getting drunk is seen as impolite. If you do get obviously drunk, you run the risk of being considered untrustworthy and lacking control.

There are restaurants in all the major towns serving a variety of cuisines. Local food can be found in small 'sodas'. Popular restaurant dishes include: olla de carne (soup of beef, plantain, yuca, nampi and chayote), sopa negra (black beans and poached egg); and picadillo (meat and vegetable stew).

a. **Turn the title into a question.** Convierta el título del texto anterior en una pregunta.

Title	Turn it into a question
-------	-------------------------

Costa Rican eating habits	_____
---------------------------	-------

b. **Write two questions about what you read.** Escriba dos preguntas sobre lo que usted leyó.

1. _____



2. _____



Step 3. Read the text again and complete the sentences on the following graphic organizer. Each sentence belongs to a specific paragraph. Lea el texto nuevamente y complete las oraciones en el siguiente organizador gráfico, cada una de las oraciones pertenece a uno de los párrafos del texto.

Paragraph 1	•Eating fish is considered a _____.
Paragraph 2	•It's considered _____ to refuse food.
Paragraph 3	•Making noises while you eat is _____.
Paragraph 4	• _____ is the most popular drink in the country.
Paragraph 5	•Local food can be found in small _____.

❖ **Share your answers with your elbow-partner.** Comparta y compare sus respuestas con el compañero que este a su lado

Step 4.

a. Answer the two questions written in step 2 (part b). Responda las preguntas que escribió en el paso 2 parte b.

b. Complete the following multiple choice exercise, write an **X** on the option that completes the sentences correctly. Complete el siguiente ejercicio, marque con una **X** la opción que completa correctamente la oración.

1. Costa Ricans eat a lot of:

() Sushi and Salmon fish

() Meat - beef, chicken, pork

() Tacos and sandwiches

2. Mealtimes are considered an occasion:

() to plan how to earn money.

() to tell bad words and profanities.

() for lively conversation and enthusiastic interaction with friends and

family

Semana del 19 al 23 de Abril

➤ Watch the video *Dining Customs Around the World* on the following link.

Observe el video del siguiente link

<https://www.youtube.com/watch?v=0IdYxMyZZm4>

➤ Watch the power point presentation sent by the teacher in the whatsapp group, think you are in a restaurant and answer the following question. Vea la presentación de power point enviada al grupo de whatsapp por su docente y responda la siguiente pregunta siguiendo la estructura gramatical mostrada.

What would you like to order?

<p>TASK #3 Indicaciones /</p>	<p>Take a look at the pictures and describe with one sentence what is happening, then write a question for each one. Observe las siguientes imagenes y escriba una oración que las describa, luego escriba una pregunta para cada una de ellas.</p>
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Write a sentence that describes the pictures:

Write one question for each picture

1. _____

2. _____

<p>TASK #4 Indicaciones / Instructions</p>	<p>Written comprehension exercise. Follow each of the steps and complete the exercises. Siga cada uno de los pasos y complete los ejercicios.</p>
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Step 1. Skim the conversation below and answer the following questions. Lea brevemente la conversación y responda las siguientes preguntas:

1. According to the pictures, what time do you think it is?

_____.

2. What kind of relation do you think the guests have? _____.

3. How many people appear in the conversation? _____.

4. What is another word for "server"? _____.

- ❖ Answer the questions you formulated on task#3. Responda las preguntas que usted escribió en el task#3

Server*: Would you like to order now?

Bruce: Yes. I'd like a chicken sandwich and a salad.

Server: Anything else?

Bruce: No, nothing *else*, *thank you*.

Sara: I'll have a ham and cheese sandwich with an order of fries.

Server: Would you like something to drink?

Sara: I'd like a large soda without ice, please.

Bruce: Excuse me, I'd like something else, too. I'll have a glass of water now, and I'd like some coffee later.

Server: All right. May I take your menus, please?

Bruce: Sure, Thank you.

Later:

Sara: I need a different knife. The blade on this one is awful, I can't cut my sandwich with it.

Bruce: I'll call the waitress.

Server: How's your meal?

Bruce: It's delicious, but my friend would like a different knife.

Server: Yes, sir. I'll get that for you right now.

Server: Would you like to order dessert?

Sara: Yes, I'd like a piece of apple pie.

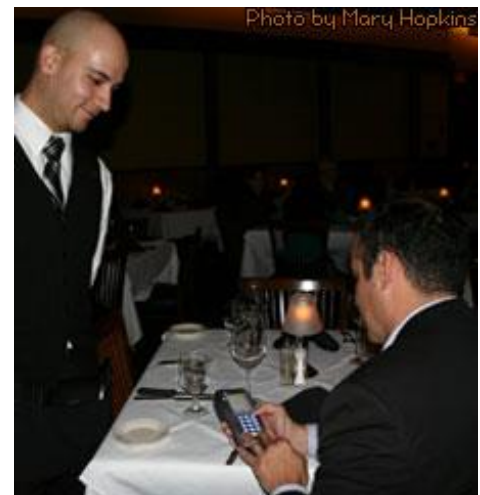
Server: I'm sorry. We don't have apple pie today. Would you like something else?

Sara: OK, I'll have the cherry pie then.

Server: Anything else?

Sara: No, nothing else for me. anything else for you, Bruce?

Bruce: Just some coffee, please.



❖ **If possible, practice reading aloud the conversation in class.**

Step 2. Read the conversation again and complete the following exercises. Lea nuevamente la conversación y complete los siguientes ejercicios.

- Highlight all food vocabulary.** Subraye en la conversación todas las palabras que son comida.
- Focus on Sara's interventions and find the issue she had with the knife, answering to the question.** Enfoquese en las intervenciones de **Sara** y

encuentre cual fue el inconveniente que ella tuvo. Responda la siguiente pregunta:

"what problem did Sara have with her knife?"

- c. Complete a chart about the specific food and drinks each of the guests ordered. Complete el cuadro con el nombre de las comidas y bebidas que cada uno de los comensales ordenó.

SARA	BRUCE
<p>She ate:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>He ate:</p> <p>_____</p> <p>_____</p>
<p>She drank:</p> <p>_____</p> <p>_____</p>	<p>He drank:</p> <p>_____</p> <p>_____</p>

Semana del 26 al 30 de Abril

- Access to the link or the QR code to play a game called "who wants to be a millionaire?". Read the list of ingredients and choose the option that corresponds to the Costa Rican recipe. Acceda al siguiente link o Código QR, lea la lista de ingredients en cada pregunta y escoja la opción que representa la receta que lleva esos ingredients.

LINK: <https://learningapps.org/watch?v=pox0n6nyn21>

QR code:



- Think about these two questions "What ingredients do we need to make gallo pinto?", "How do we prepare it?". Piensa estas dos preguntas: ¿Cuales ingredientes necesitamos para preparar gallo pinto? ¿Cómo lo preparamos?



grate



slice



peel



whisk



boil



fry



grill



bake



pour



scramble



simmer



spread



stir



taste



add



blend



roast



chop



steam



roll

<p>TASK #5 Indicaciones / Instructions</p>	<p>Imagine you are going to prepare three different Costa Rican traditional meals: turnovers (empanadas), "casado", and ceviche, so you will have to buy some ingredients. Write three different ingredients you may need. Imagine que va a preparar empanadas, Casado y ceviche. Haga una lista de tres ingredientes que necesitará comprar para su preparación. No repita ingredients.</p>
------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MY SHOPPING LIST

To prepare empanadas I will need _____	To prepare a casado I will need _____	To prepare ceviche I will need _____
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<p>TASK #6 Indicaciones / Instructions</p>	<p>Look at the recipe and complete step 1 and step 2. Lea la siguiente receta y complete los pasos 1 y 2.</p>
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CHOCOLATE CHIP COOKIES

Ingredients

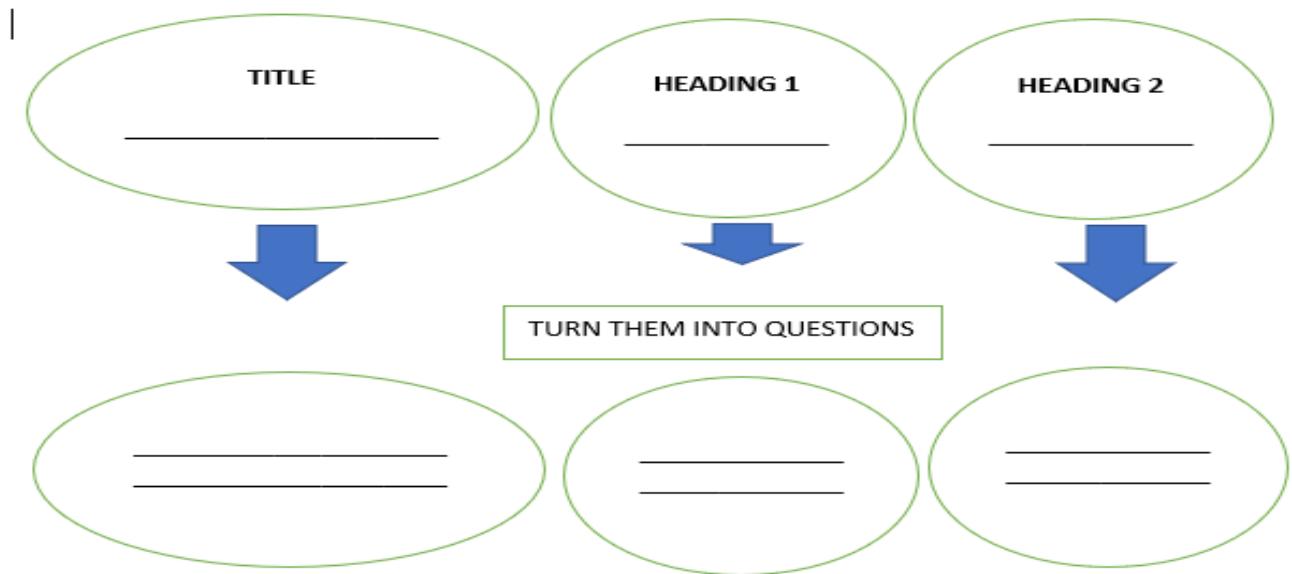
- 2 1/2 cups flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 1 cup butter
- 3/4 cup granulated sugar
- 3/4 cup packed brown sugar
- 1 teaspoon vanilla extract
- 2 eggs
- 1 package chocolate in small pieces (morsels)
- 1 cup chopped nuts



Directions

- Preheat oven to 375 degrees.
- Combine flour, baking soda and salt in a small bowl.
- Beat butter, granulated sugar, brown sugar and vanilla extract in a bowl until creamy.
- Add eggs one by one beating well.
- Pour the flour mixture into the large bowl. Stir in the chocolate morsels and nuts.
- Add a teaspoon of baking soda on greased baking sheets.
- Pour the mixture in rounded shapes and bake for 9 to 12 minutes or until golden brown.
- Finally, cool on baking sheets for 3 minutes; until they are completely cool. You can accompany them with some ice cream or milk.

Step 1. Take a brief look at the recipe. Then, complete a chart writing down the title and the headings. After that, turn them into questions. Dele un vistazo a la siguiente receta, luego complete el cuadro escribiendo el título y los subtítulos del texto, después convierta el título y los subtítulos en preguntas.



Step 2. Read the recipe and answer the multiple choice questions, writing an **X** in the correct option. Lea la receta nuevamente y complete el cuadro con X, marque la opción que responde correctamente la pregunta.

1. Based on the recipe, which of these steps is correct?
 - () chop all the nuts and morsels
 - () mix baking soda, flour and salt
 - () bake nuts in the oven for 2 minutes

2. This recipe calls for _____.
 - () half cup nuts
 - () two dozen eggs
 - () two types of sugar

3. This recipe must be eaten?
 - () hot
 - () cold
 - () chopped

4. Which ingredient is added in pieces?
 - () butter
 - () sugar
 - () nuts

5. This dish is a delicious_____.
- () beverage
 - () dessert
 - () dinner

❖ **If possible, check your answers with classmates.**

- ❖ **Take a look at the following recipe and try to guess the dish based on the ingredients and the procedure.** Lea la siguiente receta y trate de adivinar de que receta se trata basado en los ingredients y la preparación.

Ingredients: flour, sugar, baking powder, salt, egg, milk, vegetable oil, bananas

Instructions:

1. Combine flour, sugar, baking powder and salt. In a separate bowl, mix together egg, milk, vegetable oil and bananas.
 2. Stir flour mixture into banana mixture; batter will be slightly lumpy.
 3. Heat a lightly oiled griddle or frying pan over medium high heat. Pour or scoop the batter onto the griddle, using approximately 1/4 cup for each pancake. Cook until pancakes are golden brown on both sides; serve hot.
-

Annex 3

SELF-STUDY GUIDE #2

Self-Study Guide UNIT: SCIENCE AND TECHNOLOGY	
CINDEA Nandayure Módulo 71. Nos comunicamos en otras lenguas Docente: Laura Mayorga Chacón Jiam Khider Macías	Nivel 7P Fecha de entrega: 04 / 05 / 2021 Fecha de devolución: 21 / 05 / 2021
Nombre del estudiante: _____ Group: _____	

1. Getting ready to do my self-study guide / Me preparo para hacer la guía **Aspects to verify before I start working/** Pautas que debo verificar antes de iniciar mi trabajo:

- ❖ **Materials needed / Materiales o recursos que voy a necesitar:** **Notebook, pencil, pen, eraser, highlighters, etc.** Cuaderno, lapiz, lapicero, borrador, resaltadores, etc. **Computer & Internet access if possible** Computadora e internet si le fuera posible.
- ❖ **Conditions of the place to work / Condiciones que debe tener el lugar donde voy a trabajar:** **Work in a place where you do your assignments and homework daily.** Trabaje en el lugar donde comúnmente realiza sus asignaciones o tareas
- ❖ **Expected time to work this self-study guide / Tiempo en que se espera que realice la guía:** **This self-study guide will take you around 60 minutes each week to be completed.** Esta guía autónoma le tomará aproximadamente 60 minutos por semana para ser completada.



Recalling what I've learned. Voy a recordar lo aprendido y/o adquirir nuevos conocimientos.

Complete the chart "How healthy are you?", answering Yes or No. Complete el siguiente cuadro para ver que tan saludable llevas tu vida. Suma los puntos totales.

- **Watch the video on the following link.** Observe el video en el siguiente link: https://www.youtube.com/watch?v=Giiz81_uzK8



- **Answer the following questions.** Responda las siguientes preguntas:

What is technology?

_____.

Is a chair and a table part of Technology?

_____.



Pongo en práctica lo aprendido / Putting into practice what I learned

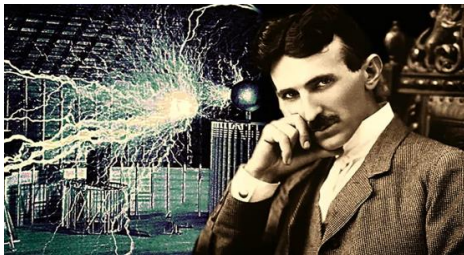
Semana del 04 al 07 de mayo

TASK #1

Indicaciones /
Instructions

Written comprehension. Follow the steps and complete the exercises. Siga los pasos y resuelva los ejercicios.

Step 1. Look at the picture and answer the following question. Observe la imagen y responda la siguiente pregunta.



Who was Nicola Tesla?

Step 2. Look at the picture and choose the question that fits the picture. Observe la siguiente imagen y escoja la pregunta que más se ajusta a la imagen. Marque con una X



1. Is this an U.F.O?
2. Is this a Wireless Communication System?
3. Is this a World War II Station?

Step 3. Read the text about Nikola Tesla, pick the title that fits the text and write it on the top of the reading. Lea brevemente el texto sobre Nikola Tesla, escoja el título y escríbalo en la parte de arriba del texto.

1. World War II Environmental Effects
2. Poverty is an epidemic
3. Medical Devices

4. Wireless Electrical Communication

Tittle

1.

Nikola Tesla's obsession with wireless technology led to several inventions and theories that focused on transmitting data without wires. While Guglielmo Marconi was first to send letters in morse code across the Atlantic, Tesla wanted to go further. He boldly predicted that one day it would be possible to transmit telephone signals, documents, music and video around the world using wireless technology. While this was something that he never achieved in his own lifetime, his prediction came true in the early 1990s with the invention of the world wide web.

2.

Another forecast for the future that Tesla made was in an interview with Colliers magazine in 1926. Building on his idea of technology capable of transmitting images, music and even video throughout the world, he coined the phrase 'vest-pocket' technology, and possibly predicted the invention of the smart phone nearly a 100 years before it became physically available. On the technology, he said: 'We shall be able to witness and hear events... just as though we were present.'

3.

His interview with Colliers in 1926 was entitled 'When Woman Is Boss' and largely focused on how he thought that women would one day use wireless technology to gain better education, employment and eventually become the dominant sex. While it's difficult to directly link technology to the social and political female emancipation of the past 100 years, it's clear that women are becoming world leaders in the areas of technology, such as CEO of Yahoo!, Marissa Mayer and Sheryl Sandberg, current chief operating officer of Facebook; and that women are using technology to raise awareness of global issues and movements, such as the #metoo campaign.

4.

In 1898, Tesla demonstrated a wireless and remote-controlled 'tele-automaton', which most of us today would refer to as a remote-controlled toy boat. Harnessing the power of wireless communication, robotics and logic gates he astounded onlookers with this new technology, and many people assumed there was a tiny monkey controlling it from the inside. Believing that there would one day be a role for remote-controlled machines, he wasn't that far off the developments in drone technology that we've seen in recent years.

5.

Tesla's main passion was electricity. He boldly proclaimed that 'the progress of the whole human race is regulated by the power available', and was referring to his belief that a free supply of electricity would help people struggling with poverty and

a scarcity of resources. In 1901 he began building Wardenclyffe, a wireless communication tower on the East Coast of the United States, to transmit energy across the Atlantic. It was never finished. His investors at JP Morgan weren't happy about offering everything for free and his plan for energy and an early internet for the world came crashing down in 1902. Literally. The tower was blown up in an attempt to recoup the money from the scrap and the world had to wait another 90 years for a public world wide web.

Step 4. Read the following sentences and choose if they are True or False according to the text. Lea las siguientes oraciones y escriba **True** si son verdaderas o **False** si son falsas de acuerdo al texto.

- a. Nicola Tesla predicted cell phones signals, music and video sharing through the internet. _____
- b. Tesla did not predicted the smart phones _____
- c. He did not believe in women's equal rights. _____
- d. He predicted the creation of drones _____
- e. He built a wireless tower in 1901 _____

Step 5. Order from 1 to 5 the following sentences according to their order in the text. Ordene las siguientes oraciones del 1 al 5 de acuerdo a su orden en el texto.

_____ In 1901 he began building Wardenclyffe, a wireless communication tower

_____ On the technology, he said: 'We shall be able to witness and hear events... just as though we were present.'

_____ While this was something that he never achieved in his own lifetime, his prediction came true in the early 1990s with the invention of the world wide web.

_____ His interview with Colliers in 1926 was entitled 'When Woman Is Boss'

_____ Nikola Tesla's obsession with wireless technology led to several inventions and theories that focused on transmitting data without wires.

Step 6. According to what you understand answer the following question using your own words. De acuerdo a lo que entendió del texto anterior responda la siguiente pregunta usando sus propias palabras.

How Nikola Tesla's discovery affected our lives?

Semana del 10 al 14 de mayo

- Watch the video on the following link and try to guess the tech devices.
Observe el video del siguiente link y trata de adivinar cuales son los dispositivos tecnológicos
https://www.youtube.com/watch?v=KzZCN_RyIMs



TASK #2 Indicaciones / Instructions	Written comprehension exercise. Follow each of the steps and complete the exercises. Siga cada uno de los pasos y complete los ejercicios.
---------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------

Step 1. Complete the matching exercise about technology using the app learning apps. Then create a question. Complete el siguiente asocie utilizando el app en el siguiente link, luego escriba una pregunta sobre la actividad realizada.

<https://learningapps.org/9729911>



Create a question for you partner about the activity you just did:

Step 2. Skim the text and answer the question below. Lea brevemente el texto y responde la siguiente pregunta.

What do you think the text is about?

1. Going to India to get help with your homework sounds rather extreme. Yet this is what over 2,000 students in the United States and elsewhere do –online – every day.



2. New advances in technology make it possible for tutors in one country to help students who live thousands or kilometres away. The only necessity is that both have got access to a computer with Internet capability. Students and tutors can discuss material using an instant messaging service, but using a voice-over connection and a hands-free headset makes communication easier. So do digital “pencils” and writing pads, which look like enhanced mouse pads. Participants can write on these simulated whiteboards so that the data appears on both computer screens at the same time. Students can also use a scanner to transmit copies of tests or assignments received from their schools.

3. The main advantage of this system is financial. Students can pay up to \$100 an hour for personal tutoring in the US. In contrast, one Indian company offers the option of either registering for a month and receiving an unlimited number of lessons for \$100, or paying \$2.50 for each hour. This brings the cost of a lesson down to approximately the price of a cup of coffee. Such affordable tutoring is welcome to many in the US today, where about one-third of secondary-school students fail to graduate.

4. Tutors, who must have a university degree, find this arrangement to their advantage. Their training includes analysing teaching methods, as well as learning about US educational curricula. They also learn about American English: they are taught to modify their accent so that they’re more easily understood by teenagers in the West, and they learn current US slang. In return, they are well paid by Indian standards, earning approximately \$300 a month.

5. So if you need help in maths, science or English, you may want to consider turning to a teacher in Bangalore or New Delhi. And when you pass your test, you will be happy to say “DHAN-YA-VAD” (thank you in Hindi).

Step 3. Answer the following questions based on the reading. Responda las siguientes preguntas basados en el texto.

- Which is one of the technological devices present in the reading?

- What is it used for?

.

Step 4. Match the paragraphs with the main idea. Asocie los párrafos con la idea principal de cada uno de ellos. (cada párrafo del texto se encuentra numerado, escriba el número correspondiente dentro del parentesis al lado de la idea principal)

Paragraph Number

Main Idea

()

Lessons are cheaper with Indian teachers.

()

Finally, learning with Indians is a great option.

()

Indian teachers are well trained. and must have a university degree.

()

2,0000 students take online lessons with teachers in India everyday to learn english.

()

Technology advances make it easier to receive online lessons.

Step 5. Answer the following question. Responda la siguiente pregunta

1. What technological devices do you need to study online?

Semana del 17 al 21 de mayo

- Access to the link and play a kahoot game about information technology. Acceda al siguiente link y diviértase jugando con información sobre tecnología.

<https://create.kahoot.it/details/b0dec2fb-0be7-4980-afeb-9dc2963c22b1>



Technology Vocabulary

TASK #3 Indicaciones / Instructions	Written comprehension exercise. Follow each of the steps and complete the exercises. Siga cada uno de los pasos y complete los ejercicios.
---------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------

Step 1. Match the appliances and electric devices of the left with the purposes of the right. So that each item goes with a purpose statement. Asocie el vocabulario sobre aparatos electrónicos de la izquierda con el objetivo de cada una de ellas, escriba el número dentro del paréntesis.

- | | |
|---------------------|----------------------------------------------------------|
| 1. www | () The World wide web |
| 2. Icon | () Programs on a computer. |
| 3. Virus | () It helps you to type words. |
| 4. Mouse | () Two or more linked computers. |
| 5. Network | () Picture representing a program. |
| 6. Software | () It helps to surf through internet pages. |
| 7. hardware | () Program which can harm your computer. |
| 8. keyboard | () Refers to the physical components of a computer. |
| 9 Download | () Controls the location of the cursor on the screen. |
| 10. Internet Browse | () Receive material from the internet to your computer. |

Step 2. Read the text **Information Technology** and look up for 1 word on each paragraph that is unknown to them and write the meaning. Lea brevemente el texto **Information Technology**, escoja una palabra que usted desconozca por cada uno de los párrafos y escribe su significado.

	Word	Meaning
Paragraph 1	_____	_____ _____
Paragraph 2	_____	_____ _____
Paragraph 3	_____	_____ _____

Information Technology

If you want a brief history of information technology, here is one. Humans were the first "computers". Then machines were invented to carry out the computational tasks. Now these machines have given way to new form of information technology.

Information has become accessible from anywhere.

Information technology deals with the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronics-based combination of computing and telecommunications. Thanks to the continuous development of computers, the original computing systems became minicomputers and later personal computers took the lead.

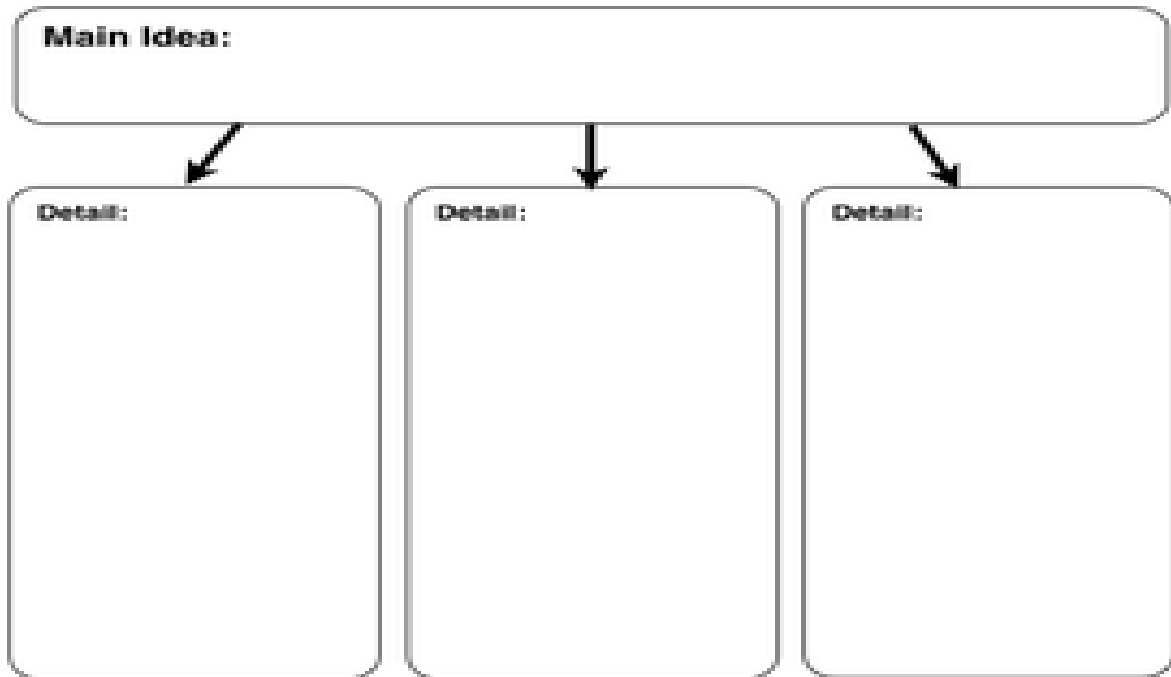
Nowadays, mobile phones are dethroning the personal computer and computing is evolving faster to become disembodied more like a cloud, becoming accessible more easily whenever needed. Information technology in this sense has transformed people and companies and has allowed digital technology to influence society and economy alike.

Step 3. Decode the meaning of the following statement, write some sentences describing what it means to you. Decifre el significado de la siguiente oración, escriba algunas oraciones describiendo/ explicando lo que significa para usted esa oración.

“Humans were the first "computers"”

Step 4. Complete the following graphic organizer regarding the text and its paragraphs. On the top, write the main of the text, then write some details of each paragraph. Complete el siguiente organizador gráfico basado en la información del texto anterior. Arriba, escriba la idea principal del texto (main idea), luego en las tres columnas escriba detalles (details) de cada uno de los párrafos.

Main Idea and Details



Step 5. Read the text again and answer the multiple choice questions, writing an **X** in the correct option. Lea el texto nuevamente y marque con **X** la opción que responde correctamente las siguientes preguntas:

1. Information technology is changing principally because of_____.
() the changing needs
() new technological advances
2. According to the author, the first computes were_____.
() calculators
() humans
3. Development of information technology is the result of:
() advances in computing systems
() development of machinery in general
4. Computing Systems Are Taking The Form Of Clouds Means:
() computers have become smaller
() computing power will be disembodied

❖ **If possible, check your answers with classmates.**

Annex 4
SESSIONS' PICTURES



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