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INTO THE READING METHODOLOGY OF AN EFL TEACHER: A WAY TO IMPROVE
THE STUDENTS' ACADEMIC ACHIEVEMENT FOR THE NATIONAL-HIGH- SCHOOL-
GRADUATION EXAMINATION

A Thesis Submitted to Fulfill the Requirements for the Graduate Degree of
Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera
para Alumnado Adulto

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RESUMEN

Esta investigación se centra en explorar la metodología empleada durante el proceso de enseñanza-aprendizaje por un docente de inglés, con el propósito de mejorar el rendimiento académico de sus discentes para el Examen de Inglés de Bachillerato en los años venideros. El estudio se desarrolló en el Liceo Concepción de Pilas, Buenos Aires, Puntarenas y contempló un grupo de 19 estudiantes de undécimo nivel. Además, el estudio se sustentó a la luz de los principios teóricos de la investigación cualitativa y contempla un diseño descriptivo.

Durante la investigación se aplicaron cuatro instrumentos para recolectar datos: un cuestionario dirigido a los discentes, un cuestionario dirigido al docente de inglés, un matriz de observación y una entrevista no estructurada a la directora del centro educativo.

Según los resultados obtenidos, el investigador ofreció capacitación metodológica y retroalimentación al docente respecto a la posible dirección metodológica que el docente podría usar en clase para que los estudiantes puedan mejorar el rendimiento académico y así aprobar el examen de inglés de bachillerato. También, los resultados del estudio evidenciaron la necesidad del profesor por escoger un enfoque metodológico sólido para la enseñanza de la lectura el cual comprenda elementos tales como estrategias para el aprendizaje del lenguaje, técnicas, material audiovisual, las tres etapas del proceso de lectura, retroalimentación, y un papel activo del docente. Aunque la metodología de enseñanza de un docente es un factor clave al momento de planear una lección, no es el único que influye en el proceso de enseñanza-aprendizaje de los estudiantes. Ciertamente, existen otros factores tales como la motivación, actitud, aptitud, vergüenza, ansiedad, tipo de estudiante, y autoconfianza que también influyen en el rendimiento académico. Por tal razón, es necesario que los docentes de inglés tomen en cuenta estos factores a la hora de diseñar material de lectura y planear sus lecciones con el propósito de que los estudiantes incrementen su comprensión de lectura y mejoren su rendimiento académico. De ésta forma, los discentes podrán aprobar el examen de inglés de bachillerato.

Palabras clave: metodología, rendimiento académico, estrategias, técnicas, habilidades, enfoque metodológico de lectura, comprensión de lectura, enseñanza.

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

ABSTRACT

This research revolves around the exploration of the methodology that the EFL teacher develops for his students during their teaching-learning process in order to improve the academic achievement of the students for the National-High-School-Graduation Examination (Bachillerato Exam) in the coming years. This study was conducted at Liceo Concepción de Pilas, Buenos Aires, Puntarenas and was addressed to one-eleventh-grade group. Moreover, the research was grounded in light of qualitative investigation, and it followed a descriptive design mainly.

The study comprised the administration of four instruments: a questionnaire administered to students, a questionnaire given to the school EFL, an observation matrix, and an unstructured interview to the high school principal.

Based on the research findings, the researcher was able coach the teacher and to advise him about the plausible methodological line he might follow in order to have his students increase their academic achievement for passing the National-High-School-Graduation Exam this year and in the future. In addition, the findings of this study evidenced the need for the teacher to select a steady approach for teaching reading with components such as language strategies, techniques, audiovisuals, reading stages, corrective feedback and an active role. Albeit the teaching methodology of a teacher is a key factor to consider for lesson planning, it is not the only one. In fact, motivation, attitude, aptitude, embarrassment, anxiety, learner type, and self-confidence do influence academic achievement. Hence, foreign language teachers should regard these elements at the time of devising reading material and lesson procedures in order to lead learners to increase reading comprehension for improving their academic achievement that allows them to pass the National-High-School-Graduation Examination.

Key words: methodology, academic achievement, techniques, strategies, skills, reading approach, reading comprehension, teaching.

Research Study presented as a requirement to obtain the graduate degree of Master of Arts in Second Languages and Cultures with Emphasis on English as a Foreign Language for Adult Learners, in fulfillment of the bylaws and regulations established by the *Sistema de Estudios de Posgrado at Universidad Nacional, Heredia, Costa Rica*.

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DEDICATION

I want to dedicate this work to very important people who really have had a big impact on my life.

First, it goes in loving memory of my Dad who constantly supported me to get through this project. I know happy tears are falling down from heaven. I will always love you Dad.

Next, it is dedicated to Mom who has kept me in her prayers at all times. Love you Mom.

Then, this part of the dedication goes to my beloved wife and adorable daughter for understanding the seriousness of this work and supporting me when I was weak and needy. Love you both, sugar pies.

Finally, I want to dedicate this project to the LORD for His unconditional support and encouragement. He never let me give up and gave me strength, wisdom, patience, and tolerance to look up front and make it through the way I did. The LORD be with me forever.

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CHAPTER I

INTRODUCTION

“Excellence is not the same as perfection. It is just a level behind. Although perfection is not human, every person can reach excellence in everything they do.”

Manuel Navarro, Costa Rican Educator

1.1. Situational Context

This study took place at Liceo Concepción de Pilas which is located in the town of Buenos Aires and the province of Puntarenas. It is an academic, public, middle and high school. At the time of the investigation, the school had an enrollment of 162 students, and the faculty staff comprised 24 employees (19 teachers and 5 clerical staff). In addition, there were two teachers of English. One taught academic English and the other one conversational English.

1.2. General Background

Second language learning is an ongoing process since knowledge of a target language is always emerging. In fact, for a long time, the teaching of a second tongue has been done through the development of the four skills. Douglas Brown states; “for more than six decades now, research and practice in English language teaching has identified the “four skills”-listening, speaking, reading and writing- as of paramount importance. ESL curricula and textbooks around the world tend to focus on one or two of the four skills, sometimes to the exclusion of the others” (232). This is the case of the reading skill, which is probably treated in a separate segment by Costa Rican teachers, for the National-High-School-Graduation Examination focuses on multiple-choice-reading-comprehension questions.

Added to this, grammar and vocabulary are two core areas of language that complement the teaching of English in Costa Rica. In a study carried out with tenth and eleventh graders in

private and public, urban and rural high schools in Heredia about the methodology used by teachers, the implementation of the Communicative Approach and its relationship with the National-High-School-Graduation Examination, Catalina Domian, et.al, state, “grammar and vocabulary predominate as the teaching methodology” (47). Such an argument clearly points out that many English teachers in Costa Rica do not follow a communicative methodology as part of their daily lessons. Indeed, in various Costa Rican communities, several EFL teachers working in public schools might focus their academic English lessons on the development of both reading strategies and techniques due to the previously mentioned nature of the National High-School Graduation Exam. This methodology variation is probably the result of two main reasons.

Firstly, despite the fact the current English syllabus demands that the target language be taught by means of the Communicative Approach, developing the nuts and bolts of communicative practices, most teachers might be focusing their English lessons on reading comprehension as a way to have students pass the National-High-School-Graduation Test. René Quesada affirmed: “many teachers receive some plausible pressure in order for them to teach for the National-High-School-Graduation Exam” (qtd. in Domian et. al, 47). In sum, most high school principals are concerned about numbers, namely, they are interested in obtaining the best National-Graduation Examination achievement level and the highest test scores.

Regarding EFL teaching in Costa Rica, Catalina Domian et.al, in their article named “The Communicative Teaching of English,” presented the following conclusions:

The communicative approach is not implemented at all in high school. There have been efforts to implement a communicative methodology. However, the completion of the thorough methodological stage fails due to the lack of meaningful language. In addition, limitations such as lack of materials, language

labs, parents' and principals' pressure, the way of how students study for the National-High-School-Graduation Test, and the teachers' cognitive domain have an influence on the ineffective development of a curriculum based on communicative practices. (47)

In spite of the aforementioned limitations, the washback or backwash effect (the influence of a test on teaching) could also affect the academic achievement of the students since the backwash effect might bring on an either positive or negative impact on the students' test scores.

Nonetheless, one key factor that seemed to be affecting the communicative teaching of English is the development of an effective methodology. Notwithstanding, no single recipe for a teacher to use has proven to be an excellent methodology. Hence, it is highly necessary for an instructor to pick out a methodology with a rationale and tenets that are oriented to his learners' needs.

Although the methodology a teacher uses for teaching a lesson constitutes an important component of the students' academic achievement, there are other factors that might affect their progress such as aptitude, motivation, age, learner types, anxiety, self-confidence, relationship to the teacher, and attitude towards language learning. (Lindsay and Knight 7-9). This means that while some language teachers might use integrated-skills oriented methods, others may focus their EFL lessons on reading.

Secondly, former Minister of Education Dr. Francisco Antonio Pacheco reinstated the National-High-School-Graduation Examination in 1988. From that moment on, specialists of the MEP Board of Quality Control have devised the National High-School Graduation Test booklets of English based on reading comprehension questions derived from an array of authentic yet adapted texts. Nonetheless, a large number of students nation-wide are not passing the test. As to this point, Alberto Barrantes pointed out that MEP's Department of Quality Control stated,

“During the last decade, test scores on foreign languages have been diminishing. While in 2003, the average score was 85; in 2013 the average score was 65” (qtd.in *nacion.com*. n.pag). The following table shows the National Promotion rate over the last five years:

Table 1

National-High-School-Graduation-Exam Scores from to 2010 to 2014

Year	2010	2011	2012	2013	2014
Percentage of Promotion	87%	93.77%	87.76%	90.14%	86.44%

Source: Data taken from Reports of MEP Board of Quality Control.

Despite the up-and-downs of the National English Test results over the past five years, it is a well-known fact to say that 2014 displayed the lowest National English Test promotion rate.

In addition, Félix Barrantes, former Head of the MEP Board of Quality Control stated, “It is a big mistake to only read a question and look for general clues to find the right answer to a question. This sort of reading is superficial. In addition, many items have distractors that lead students to make generalizations and wrong interpretation of the information, making them choose the wrong answer to a question” (qtd. in *nacion.com*. n. pag.). This means that there may be teachers of English teaching eleventh grade who possibly focus their foreign language methodological approach on reading techniques (silent reading, reading aloud, brainstorming, games, jigsaw, information transfer, and drills) and learning strategies such as main ideas, context clues, scanning, skimming, and inferences. Nonetheless, several teachers might not be developing a methodology for teaching reading with strategies and techniques that allow students to increase comprehension in order to pass the National-High-School-Graduation Examination.

In short, it is precisely because of the previously described issue that this study centers on exploring the teaching methodology that the EFL teacher at Liceo Concepción de Pilas, in Buenos Aires, Puntarenas uses as a way to enhance his students’ comprehension of different

texts in order to pass the National-High-School-Graduation Examination. Following is a brief description of this study and its components.

The first chapter provides a description of the components that make up the introduction, general background, statement of the problem, purpose of the study, objectives, and research questions that guided this investigation. There is also a review of the antecedents regarding previous research conducted on the development of reading.

Chapter 2 depicts the framework of reference and the rationale surrounding the concepts that comprise this study and offers an-in-depth description of the methodology, strategies, and techniques that teachers could use to teach reading.

Chapter 3 displays the methodology followed for the research process. The chapter exhaustively details the type of research, design, context of the study, the participants, sort of sampling, the data-collection instruments, validity, research variables, and procedures for data collection and data analysis as well. In addition, it incorporates the scope, delimitations, and limitations of the study.

Chapter 4 provides an account of the analysis and interpretation of the data gathered throughout the investigation. Such data were first described, analyzed and finally interpreted.

Finally, Chapter 5 presents the most relevant conclusions and recommendations derived from the data collected and analyzed in this study.

1.3. The Problem and its Importance

For years, the teaching of English in Costa Rican public middle and high schools has been limited to a great extent to the development of both reading strategies and techniques, along with the memorization of grammar structures and vocabulary items due to the National High-School Graduation Exam that students must pass at the end of the school year. As a result,

various teachers might still believe that teaching reading centers on providing learners with a whole lot of lists of vocabulary and structures in isolation and rote-reading comprehension exercises that often thwart the students and may result in apathy towards the target language. In fact, teaching reading comprehension is a process that goes beyond giving learners texts and long lists of unknown words for them to memorize and then solve a set of written exercises. Certainly, it implies complex cognitive, metacognitive and critical thinking skills for decoding, understanding, making inferences and interpreting text taking into account textual and contextual clues.

The teaching of reading is composed of three pedagogical stages: pre-reading, while reading, and post-reading. The three of them along with the effective development of strategies and techniques are to lead students to a high level of comprehension. Moreover, the current English Syllabus for eleventh grade incorporates two types of reading: intensive and extensive reading. The former “is generally done at a slower speed, and requires a higher degree of understanding than extensive reading” (85). In other words, this is the kind of reading a student is imposed to do. On the other hand, the latter “means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (83). Namely, a learner does this reading for enjoyment or pleasure. In sum, using an eclectic approach that contains the stages of the reading process, the types of reading and the development of the aforementioned strategies and techniques might lead students to succeed in terms of reading comprehension and academic achievement.

In 2014, 15 ninth graders out of 40 from Liceo Concepción de Pilas decided to change their English subject in tenth and eleventh grades. That is, they will be taking French rather than

English in 2015. As a result, the researcher of this project devised and administered the students a two-open-question survey. The questions were: what were the reasons why you decided to choose French rather English for the 2015 school year? and what do you like best from the French lessons? The answers to the first question were French is easier to understand than English is. The English teacher does not explain well as compared to the French teacher who really gives clear explanations. The students' academic achievement is better, and they make progress. Regarding the second question, the students expressed the following: The way the French teacher explains and the methodology he uses to teach is good. The material the teacher gives is easy to understand. The French teacher explains a topic repeatedly until everybody understands. Hence, it is possible to infer that the teaching methodology the English teacher at Liceo Concepción de Pilas uses might not be effective enough, that is to say, that hardly ever does their teacher of English teach them the new vocabulary using visual aids or telling them the meaning of new terms. In addition, the students manifest that they have a hard time trying to understand the content of a text since they lack knowledge of basic vocabulary and grammar structures that can facilitate their reading comprehension.

The following table shows the Test Promotion rate of Liceo Concepción de Pilas over the last three years:

Table 2

National-High-School-Graduation Exam Promotion from to 2012 to 2014.

Year	2012	2013	2014
Percentage of Promotion	49.60%	54.00%	41.66%

Source: Data taken from Reports of MEP Board of Quality Control.

In 2014, the results of the National-High-School-Graduation Examination were rather low and alarming, for 5 out of 12 students taking the English test were able to pass it (1). Namely,

41.66% of the pupils passed it, and 58.34% failed it. On this account, such results were a matter of concern to all Liceo Concepción de Pilas faculty staff, and an immediate intervention was required. At this time, it is difficult to assert why a quantitative difference affected test promotion from one year to another, considering the fact that the same teacher taught the three generations.

As a result, it was pertinent to explore the reading methodology the EFL teacher used at Liceo Concepción de Pilas for determining what the teacher was teaching, and how he was teaching the mandatory-target contents described in MEP English syllabus as a way to augment eleventh graders' comprehension and academic achievement as well. As stated before, the methodology a teacher uses to teach a reading lesson is not the only factor that might affect the students' academic achievement. Other previously mentioned influencing factors play an important part in the teaching-learning process of a learner. Nevertheless, the methodology a teacher chooses to develop constitutes a key factor to have students make progress. "If a student cannot demonstrate learning or achievement, the student has not failed, we have failed the student" (Wong-Wong 21). For this reason, the teacher should be very selective and detailed at the time of selecting a methodology that can be successful and puts learners on the road to success.

1.4. Theoretical and Contextual Antecedents

The herein cited studies about the nature of second and foreign language teaching focus on the importance of teaching reading comprehension as a way to have students become more successful in language learning. Such studies point out the importance of using a reading program or approach that includes effective strategies and techniques that guide learners to increase their comprehension.

Research on second language reading is very broad, and there are a large number of publications dedicated to the teaching of reading for the purpose of increasing or improving comprehension. The following examples are just an important contribution to the field of study.

In fact, the first publication on second language reading dates back to 1970s with Kenneth Goodman's article, "Reading: A Psycholinguistic Guessing Game" through which he stated: "Reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units" (qtd. in Brown 310). In 1970, the distinction of the terms bottom-up and top-down processing was guided by Goodman's work.

In 1977, Mark Clarke and Sandra Silberstein captured the essence of schema theory or schemata, referring to it as the background knowledge of a topic a reader has.

Evangelyn Visser and Gary Haggi published another pertinent study vis-à-vis the teaching of reading in 2003. They both stated that in order to learn to read, the students "must be motivated to learn, acquire specific skills and create a workable set of strategies to deal with texts that present new difficulties. The goal is to want and be able to read unfamiliar texts" (1). In short, second language reading requires the development of a model or approach composed of both strategies and techniques that lead students to effective comprehension of text.

In 2012, Nicole Bolos conducted a study for *Developing Successful Strategies for Teaching Reading to Middle Grades English Language Learners*. In her paper, she manifested that "interactive read-alouds, comprehension strategies, and vocabulary enrichment are three categories of reading instruction techniques to consider when planning lessons for middle grades" (15). In addition, she agreed, "in recent years, an emphasis on higher test scores has

pushed teachers to focus on best practice reading strategies”(15). Such strategies are the vehicle to lead the students to the core-reading goal, which is comprehension.

Following Bolos’ line, Katherine Snow, professor at Harvard University, stated that one of the most important issues in teaching reading was that “there is an emphasis on technical reading, lacking development on reading comprehension” (8A). This means that it is difficult for the students to understand the content of a text. Also, Ms. Snow pointed out that “teachers are pushed for high test scores, and most students, at an early age at elementary school, are being exposed to technical reading, and they are not taught to think, take a stand, and reflect on what they read”(8A). Unfortunately, most teachers teach mechanical reading, and students do not make a big effort to reason their answers, since they expect to find the answer to a question by looking at the text and finding a similar term that is stated in the question.

At the national level, in 2001, Jorge Altamirano and Manuel Navarro wrote a thesis on the Application of the ERT Method (Effective Reading Techniques) in Costa Rican Public High Schools: A Way to Improve the Students’ Academic [Achievement] and Comprehension. The study was centered on the development of a personal method for teaching reading that they devised to see to what extent the students were able to improve their academic achievement and comprehension.

Another relevant study as to the teaching of second language reading was the one by Xinia Chacón in 2002. In her paper, she presented pre-reading, in-reading and post-reading strategies for improving comprehension, which is an issue of great concern to both students and teachers.

Regarding curriculum design, MEP current syllabus for both tenth and eleventh grades states:

The object of study of the English language in our curriculum is written and oral communication, emphasizing the four basic linguistic skills: listening, speaking, reading and writing. The practice of these skills permits the students to communicate efficiently according to the knowledge acquired.

Through the learning of the language, the learner can compare and apply different registers (formal and informal) and recognize expressions in British, American and other varieties of English. (17)

In addition to this, the syllabus also points out that “The Communicative Approach provides the basis for the methodology used in the English classroom” (21). This means that the classroom climate needs to have a stress-free atmosphere providing learners with opportunities to communicate in their L2. Namely, the methodology used in the classroom needs to be very dynamic and interactive.

As to the reading skill, the syllabus adds:

Reading, although often regarded as a passive receptive skill is, in fact, an active skill which involves guessing, predicting, and asking questions. These should therefore be considered when designing reading comprehension exercises. It is, for instance, possible to develop the students' powers of inference through systematic practice, or introduce questions, which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs. (21)

This means the methodology for teaching reading a teacher should follow needs to be very systematic following the tenets of the reading skill. In fact, it goes beyond just handing out copies of readings and exercises for the students to do on their own.

Up to this point, the local panorama of previous studies on teaching second language reading presents important evidence of an almost unexplored area in public high schools: the use of a methodology focused on reading strategies, techniques, and skills that facilitate the development of reading comprehension. Hence, it is urgent to do research on this area provided that the Public Education System requires students to reach at least the minimum score (70) for the purpose of passing the National High-School Graduation Exam.

1.5. Purpose of the Study

By and large, this research revolves around the exploration of the methodology that the EFL teacher at Liceo Concepción de Pilas, Buenos Aires develops for his students during their teaching-learning process in order to gain insights to make progress in terms of their academic achievement as to the minimum grade (70) to pass the National-High-School-Graduation Examination. This means that if a student increases comprehension, he will enhance his academic achievement in terms of test scores. As a result, pupils might not fail a reading test or course if they are exposed to a reading-skill-building process since they are in seventh grade. Since MEP grades the National-High-School-Graduation Test quantitatively, it results necessary for any teacher of English to develop a reading methodology that aids learners to increase comprehension in order to obtain passing test scores.

In fact, the contribution that this study made lies in the situational context of eleventh graders at Liceo Concepción de Pilas. Based on the research findings, the researcher was able to advise the teacher about the plausible methodological line he might follow in order to have his students increase their reading comprehension as way to make progress in terms of the academic achievement in order to pass the National-High-School-Graduation Exam. Passing the test is rather relevant to the students, since it will certainly affect both their career projects and life

quality for the future. In addition, the researcher committed to giving the teacher feedback and coached him to grow as an EFL teacher.

1.6. Research Objectives

1.6.1. General Objective:

1. To explore the reading methodology that the English teacher employs with eleventh graders at Liceo Concepción de Pilas in order to improve the students' academic achievement for the National-High-School-Graduation Exam in the coming years.

1.6.2. Specific Objectives:

1. To identify what target contents and linguistic objectives the teacher teaches to eleventh graders as part of his teaching methodology.
2. To describe how the teacher teaches reading comprehension to the students for the National-High-School-Graduation Examination.
3. To determine what actions the school administration and the teacher have implemented to support the students' preparation for the National-High-School-Graduation Test.
4. To analyze the test items that most of eleventh graders failed in the National-High-School-Graduation Test in terms of the reading strategies that were involved.
5. To obtain the students' perception of their preparation for the National-High-School-Graduation Test.

1.7. Research Questions

In this study, the following research questions arise:

1. What target contents and linguistic objectives does the English teacher from Liceo Concepción de Pilas use with eleventh graders as part of his teaching methodology?

2. How does the EFL teacher from Liceo Concepción de Pilas teach reading comprehension to eleventh graders for the National-High-School-Graduation Examination?
3. What actions have the school administration and the teacher implemented to support the students' preparation for the National-High-School-Graduation Test?
4. What are the test items that most of eleventh graders failed in the National-High-School-Graduation Test in terms of the reading strategies that were involved?
5. What is the students' perception of their preparation for the National-High-School-Graduation Test?

1.8. Definition of Terms

The following definitions provide a basis for a better understanding of the terms used throughout the development of this research.

Academic Achievement: Students' performance on a test expressed through scores (Altamirano and Navarro 11).

Approach or Model: Theories about the nature of language and language [teaching] which are the source of the way things are done in the classroom and which provide the reasons for doing them. (Harmer 61). That is, an approach or model constitutes the rationale of tenets that a teacher uses as a way to plan reading lessons.

Methodology or Method: "A method is the practical realization of an approach" (Harmer 61). It is the plan for organizing the presentation of language material. It is a plan whose parts do not contradict and which relies on an approach.

National-High-School-Graduation Examination: End-of-High-School Test of English given to seniors as a way to complete the graduation requirements. In Spanish, it is called *Bachillerato*. (MEP Board of Quality Control n.p).

Reading stages: Important and necessary phases (pre-while, post) of the reading process that must be present at the time of devising and developing reading lessons (Barnett 2).

Skill: The conscious transition of a strategy a learner makes towards a more unconscious and natural use of such strategy in order to increase comprehension (Nunan 77).

Strategy: An individual action a learner uses to enhance reading comprehension. Such action is the result of previous direct instruction on the part of the teacher (Oxford 8).

Technique: “A variety of procedures, exercises, games, tasks and activities used in the reading class” (Brown 16).

CHAPTER II

FRAMEWORK OF REFERENCE

The teaching of reading has become a topic of discussion in the field of education studies since teaching reading might seem an easy job to do. Rather, this process is cumbersome, for a teacher teaches a student to build his own understanding of print in order to convey meaning.

It is important to clarify the definitions of the terms reading and comprehension that this research study abides by. The former accounts for an eloquent process whereby learners blend schemata and text content in order to construct and express meaning. Neil Anderson states, “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning” (qtd. in Nunan 68). The latter is comprehension, which is the goal of the reading process. Comprehension is the proper perception a reader has of a text. According to Neil Anderson, “reading is understood as the core and most important goal of literacy, and it contains four important elements: strategies or techniques, fluency, the reader and the text. (qtd. in Nunam, 68). All of the previously mentioned aspects combined make reading a meaningful process that leads pupils to successful comprehension.

This theoretical framework depicts the rationale surrounding the concepts that comprise this study, namely, an exploration of the reading process developed by teacher and students for the purpose of augmenting comprehension and knowledge for the National High-School Graduation Exam. The first section presents the background and the basic tenets to the teaching of reading. Section two provides a description of the components that make up different approaches for teaching reading. The third section defines the stages that the teaching of reading abides by. Section four incorporates the reading techniques, strategies, and skills within the reading process and accounts for how they help learners to reach comprehension. Section five

deals with the roles the teacher should play in the reading class. Last, section six closes with the influence of the backwash effect on testing.

2.1. Background to the Teaching of Reading

As stated before, reading is an essential skill for all people, particularly for learners of English as both foreign and second language. The majority of literacy teachers are concerned about students being able to understand what a text is all about. By using steady reading strategies, techniques and skills pupils might be able to make progress and develop other areas of learning.

2.1.1. Principles for Teaching Reading

Research shows that there are different principles for teaching reading. Notwithstanding, the following are three key tenets that revolve around the teaching of second language reading.

2.1.1.1. Schema Theory or Schemata

Schemata is of paramount importance to reading. If students are not knowledgeable enough to understand a text, even if their decoding skills and lexicon are adequate, the text will be non-sense. Mark Clarke and Sandra Silver Silberstein capture the essence of schema theory:

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories... Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. (qtd. in Brown, 299-300)

In short, schema theory refers to the reader's background knowledge, that is, all of the experiences that a reader brings to a text. In addition, schemata deals with cultural background, and knowledge of the world and discourse structure. In order to activate schemata, it is necessary for the teacher to set goals, ask questions, make predictions, teach a text structure and so on. (Nunan 74).

2.1.1.2. Steady Vocabulary and Grammar Base

Vocabulary plays a very important role in reading comprehension. The more terms a student knows, the easier understanding a text might be. Likewise, the teaching of vocabulary on the part of a teacher should be selective, meaningful, and contextualized. Regarding the teaching of vocabulary Nunan points out:

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations. (135)

This means that vocabulary teaching should be carefully selected and taught by means of visual aids or simple definitions derived from the students' background knowledge. A teacher should not introduce many new terms to the students per session since memory is temporary, and pupils may forget them easily if the teacher overwhelms them with large lists of unknown words in isolation.

Bonnie Armbruster and Jean Osborn assert, "It is not possible for teachers to provide specific instruction for all the words their students do not know. Therefore, students also need to

be able to determine the meaning of words that are new to them but not taught directly to them. They need to develop effective word-learning strategies” (37). Three word-learning strategies students may use to increase their vocabulary are dictionaries and other reference aids, word parts (parts of the speech), and context clues. (Armbruster and Osborn 37).

Just like vocabulary, grammar plays an important part in reading comprehension since it helps students understand different sentence structures in order to decode text meaning. Regarding grammar, an EFL teacher can follow three plausible approaches. First, the deductive or traditional approach, which is very practical for teaching explicit grammar rules and which has several advocates or learners that state that learning grammar rules deductively is more effective and practical to them. Second, the inductive approach is the opposite to the deductive one since it promotes the teaching of grammar through procedural knowledge, that is, through the design and development of communication-oriented practices that lead learners to show mastery of grammar patterns more readily through contextualized mediation activities that are more meaningful and practical to the students’ needs. In fact, “Students need to develop mastery of target language items, not by memorizing rules, but by using the target items in communicative contexts” (Nunan 160). Last but not least important is the hybrid or eclectic approach which combines both the deductive and inductive approaches in order to provide the students with the grammar insights they need to learn. The selection of any of these three approaches on the part of language teachers depends on the philosophical principles and methodological components that a language teacher follows. Indeed, language educators have their own potential reasons to adhere to a particular approach.

2.1.1.3. Text Comprehension Instruction

Teaching reading comprehension is a challenging job for a teacher to do since it might be time consuming. Text comprehension instruction is not a matter of just distributing copies of passages to students and have them solve a set of exercises. It requires direct instruction and well-planned lessons. Unfortunately, there might be teachers who focus more on testing the students' academic achievement rather than on developing a methodology that can aid the students to increase text comprehension. As to this point, David Nunan remarked:

In many reading instruction programs, more emphasis is placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

(75)

In short, comprehension is the reason for reading. If students are able to read a text, yet do not understand what they are reading. Then, they are not actually reading.

2.1.2. Silent Reading

When learning to read, a person can follow two ways. One is silent reading, and the other one is reading aloud. At early stages, a teacher can ask a student to read aloud in order to check pronunciation and assess bottom-up processing skills. Regarding this matter, David Nunan points out, "Reading is primarily a silent activity. The majority of reading that we do will be done silently...Classroom approaches to teaching reading should emphasize the silent nature of this skill and avoid overemphasis on oral reading" (69). This means that in an EFL teaching situation, a teacher may center his reading lessons on silent reading.

In English, oral reading is likely to be a highly important process, particularly at an early age, because little kids need to hear themselves as they articulate letters and sounds in order to read, comprehend and write the words they are saying. Bonnie Armbruster and Jean Osborn declare, “Teaching sounds along with the letters of the alphabet is important because it helps children to see how phonemic awareness relates to their reading and writing” (7). This means that bottom-up processing is highly recommended for initial stages of the reading process. Notwithstanding, once students become grown-ups, they begin to read silently. As a matter of a fact, students become readers that are more independent, and they use background knowledge to construct meaning and increase comprehension.

Furthermore, silent reading may be categorized into intensive and extensive reading. Certainly, “intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students’ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like” (Brown 312). Namely, intensive reading refers to the reading students are imposed to do in and out of the classroom. They read a text for a specific purpose.

In sharp contrast, “extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc.). Most extensive reading is performed outside of class time” (Brown 313). This means that in extensive reading a reader reads a sort of text for pleasure and enjoyment. Also, students read longer passages for general meaning.

2.1.3. Reading Aloud

When teaching English in an ESL context, students first learn to listen and speak. Then, they learn to read and write. Jerry Jesness asserts, “It is a good idea to wait two or three months before introducing students to the written English word” (57). This means that in an ESL context, the spoken language takes precedence over the written language. Furthermore, he adds, “There is a myth that it is easier to learn to read and write a language than to speak it. This myth is perpetuated by people who have been caught orally struggling with a language that they have studied and profess to know” (57). As a result, the teaching of reading in an ESL context becomes a challenge to the teacher who must deal with a language barrier problem the students have inherited from their native language. On the contrary, in an EFL context, students first learn to do silent reading and write short pieces of text. This means that listening and speaking are scarcely taught probably because of the teaching methodology used and the extreme focus that teachers have on the National High-School Graduation Exam. Notwithstanding, reading and writing are an issue to the students since words are not read the way they are written. That is, learning letters and sounds in the target language is essential in order to read well. In fact, developing phonemic awareness becomes a highly important matter. Bonnie Armbruster and Jean Osborn define phonemic awareness as “the ability to notice, think about, and work with the individual sounds in spoken words” (4). This means that students need to sound words out in order for them to understand them and spell them properly. In addition, Bonnie Armbruster and Jean Osborn state, “before children learn to read print, they need to become aware of how sounds in words work. They must understand that words are made up of speech sounds or phonemes” (2). This means that teaching students how to articulate sounds accurately might make them more aware of the words they are reading.

2.2. Reading Approaches

Motivation determines the way in which a person learns to read. Hence, learners need to be willing to learn. Just as the teaching of a foreign language includes a variety of approaches and techniques, the teaching of reading also incorporates an array of teaching approaches and strategies that contribute to the enhancement of comprehension. No specific recipe or single approach can guarantee the complete success when teaching a target-content to reach a particular goal from a syllabus. That is, no approach is better than other is. In fact, David Nunan points out, “It should be clear from the foregoing that as both an enlightened and eclectic teacher, you think in terms of a number of possible methodological options at your disposal for tailoring classes to particular contexts” (42). In this regard, the development of an eclectic approach or a combination of several approaches seems to be a good choice to fulfill previously established aims.

In both ESL and EFL teaching, the reading process comprises three models: bottom-up models, top-down models, interactive models and the instructional reading model. Neil Anderson defines the bottom-up model as follows:

Bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer texts. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension. (qtd. in Nunan 70)

In this model, learners gain important insights in order to learn to decode meaning that leads them to a high level of text comprehension. Hence, reading aloud results an important practice

for the purpose of articulating and spelling words appropriately. In sum, bottom-up processing consists of a lower-level learning process. In addition, the teaching of reading involves a phonics-approach, which results very effective to learners. Neil Anderson asserts:

Many teachers and researchers suggest that for readers to be successful they must be able to break a word down into its smallest parts, the individual sounds. When a reader comes to an unknown word he or she can sound out the word because of the knowledge of the individual units that make up the word. The blending together of the various sounds allows the reader to then move toward comprehension. (qtd. in Nunan 70)

For this reason, it is pertinent for teachers to bear in mind that phonics per se is just a method. It does not constitute the goal or main reason for teaching reading. Also, a recommendation of scholars as to the bottom-up approach is the inclusion of a graded or adapted reader approach that promotes the inspection of all the reading material to be used so that pupils deal with vocabulary they can understand and sounds they have previously studied.

The top-down model points out that comprehension lies in the reader. Neil Anderson states, “The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach...the teacher should focus on meaning generating activities rather than on mastery of word recognition” (qtd. in Nunan 71). In the top-down approach, students and teachers have more freedom to choose from a variety of texts. They can read short stories, novels, magazine articles or the like based on their preferences. Namely, in a top-down approach, the learner focuses on meaning rather than on word recognition, there is no limit to read, and every single passage they read is authentic.

The Interactive Model is a kind of hybrid approach, for it comprises elements of both bottom-up and top-down approaches. Scholars affirm that this model contains all the elements that describe the reading process. At this point, Neil Anderson declares, “An interactive approach to reading would include aspects of both extensive and intensive reading” (qtd. in Nunan 72). In sum, how interactive a model is depends on the elements a teacher takes from both bottom-up and top-down approaches.

The Balanced Reading Approach certainly delves to scaffold students’ learning and fosters their success. David Cooper expresses that a Balanced Reading Approach is composed of the following elements:

Modeled Reading: The teacher reads aloud and verbalizes the thinking that occurs while approaching a reading task.

Shared Reading: The instructor has the students read along with rather than take responsibility for being the main reader. Certainly, the students can commit to the process and go beyond their independent level in a non-threatening way.

Guided Reading: The teacher and a homogeneous group of 4-7 students talk, think, and question their way through a text. The idea is to help them develop reading strategies. Guided reading basically fosters independence by supporting students as they develop and use strategies when reading independently.

Collaborative Reading: Learners work and collaborate in pairs or small groups for a variety of reasons. They might read with a peer orally or silently, meet in literature circles or book clubs to discuss short stories or poems they have previously read on their own.

Independent Reading: In this stage, learners select their own reading passages and read individually without the support of another peer. The idea is to provide practice in orchestrating and using strategies learned in other elements of balanced reading. In fact, independent reading promotes reading competence, confidence, and enjoyment. (n.p.)

In short, the Balanced-Reading Approach constitutes a good alternative for teachers to offer students carefully structured support (scaffolding), guiding them in the right direction until the students have built strong knowledge and understanding of the contents taught.

2.3. Reading Stages

The reading process is composed of three phases or stages, and within each stage there are various strategies both learners and teachers use to achieve text comprehension: Pre-reading (previewing), while-reading (during-reading or in-reading), and post-reading.

In this regard, Marva Barnett defines pre-reading as the stage in which “activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata” (2). Three of the most important pre-reading activities are brainstorming, skimming and scanning.

The while-reading phase “helps students develop reading strategies, improve their control of the second language, and decode problematic text passages” (Barnett, 2). Some typical examples of during reading strategies are learning context clues, analyzing word reference, predicting text content, reading for specific details, and using the dictionary appropriately.

The post-reading stage “first checks students’ comprehension and then lead students to a deeper analysis of the text, when warranted” (Barnett, 2). As a matter of a fact, the idea is not to have learners state a writer’s viewpoint or write a summary of the text. Rather, the goal is to have

the students incorporate new information into what has been previously learned. Scanning results an adequate strategy to use in this stage as well as predicting and following text cohesion.

With regard to the reading stages, Xinia Chacón points out that “pre-reading strategies prepare the student for what comes in the text. In-reading strategies are those the reader applies while he is in the process of decoding the reading, and post-reading strategies are those applied after the reading of the text has been completed” (44). The previous point declares the incorporation of reading strategies within each phase of the reading process.

In short, the development of the three stages of the reading process as well as the incorporation of strategies, techniques and skills are necessary components that teachers must incorporate in their lesson planning at the time of devising reading activities and exercises for the EFL classroom.

2.4. Reading Strategies, Techniques, and Skills

A well-developed reading methodology comprises the use of a variety of techniques, strategies, and skills. Though the three terms seem to be similar, they are not the same. Douglas Brown defined techniques as “any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives” (16). That is to say, techniques involve using any didactic tool, resource or group of procedures that contribute to reaching a set of desired goals.

According to Rebeca Oxford, “Learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information” (8). Though this definition is useful, it does not seem to transfer the richness of the concept learning strategies. Accordingly, she offers a more complete definition by saying that “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more

transferrable to new situations” (8). This means that learning strategies are learner-oriented, since students are the ones that develop them on their own. Some common examples of reading strategies a teacher may teach to his students are brainstorming, guessing meaning from context or context clues, getting main ideas, scanning for specific information, skimming, and making inferences.

In relation to skills, David Nunan states, “a skill is a strategy that has become automatic” (77). Through this definition, it is possible to foresee that students play an active role in reading. In fact, the teacher’s methodology guides the student towards a strategic reading process. Moreover, “As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill” (Nunan 77). As far as pupils are in contact with learning strategies, the strategies become more habitual to the students since they start using them more naturally and become skills, which are unconscious. In summary, strategies, techniques, and skills are essential elements to consider at the time of choosing an approach to teaching reading.

2.4.1. Language Learning Strategies for Reading

Rebeca Oxford classifies language-learning strategies into direct and indirect. These strategies can contribute to increasing a learner’s knowledge in all language skills (listening, reading, speaking, and writing). Direct strategies involve a direct use of the target language, whereas indirect strategies account for the general management of learning (Oxford, 16). In short, the use of both direct and indirect strategies constitutes an important pillar of the methodology an EFL teacher should consider at the time of planning his reading lessons.

Largely, Rebeca Oxford offers a skills-based-taxonomy of direct strategies. She presents both a detailed description of each group of them as well as an overview of the particular

strategies that teachers can use for increasing reading comprehension. She categorizes direct strategies into memory (mnemonics), cognitive, and compensation. She asserts, “Memory strategies help students store and retrieve new information, cognitive strategies enable them to understand and produce new language, and compensation strategies allow learners to use the target language in spite of their knowledge gaps” (37). Certainly, direct strategies are like an ideal combination of learning tools that language teachers should use in class so that their students begin developing a habit that increases their target language learning, particularly in the reading skill, which is the focus of this study.

Memory strategies are aimed for novice levels of proficiency. In other words, students start to show more awareness of the lexicon once they make progress in their reading comprehension process because of continuous language use. These strategies are grouped into four sets: A) creating mental linkages, B) applying images and sounds, C) reviewing well, and D) employing action.

In group A (creating mental linkages), there are three strategies that apply to both the teaching and learning of reading. Grouping is the first strategy and “involves classifying or reclassifying what is heard or read into meaningful groups thus reducing the number of unrelated elements” (Oxford, 58). The second strategy is associating/elaborating and “[consists of] associating new language information with familiar concepts already in memory” (Oxford 60). The third strategy is placing new words into a context and “involves placing new words or expressions that have been heard or read into a meaningful context, such as a spoken or written sentence as a way of remembering it” (Oxford 60).

Group B (applying images and sounds) is also composed of three reading-comprehension-oriented strategies. First, using imagery is “a good way to remember what has

been heard or read in the new language by creating a mental image of it” (Oxford 61). Next, semantic mapping is a strategy that “involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts (stated in words) are highlighted and are linked with related concepts via arrows or lines” (Oxford 61-62). Last, using key words “combines sounds and images so that learners can more easily remember what they hear or read in the new language” (Oxford 62).

In Group C (reviewing well), there is only a single strategy that can be developed with the four language skills. This strategy is called structured reviewing and deals with remembering new material in the target language. (Oxford 66).

Set C (employing action) comprises one strategy that can help learners develop reading skills. This is “using mechanical techniques to remember what has been heard or read” (Oxford 68). In other words, a teacher can show students a flashcard with a new word printed on one side and the definition on the other.

Rebeca Oxford divides cognitive strategies into four sets. These are A) practicing; B) receiving and sending messages; C) analyzing and reasoning; and D) creating structures for input and output.

Group A (practicing) comprises five strategies that can be used for all the language skills. These are repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically.

Reading a text aloud several times is a useful strategy because students can repeat hard words and understand the passage completely. Then, recognizing and using formulas and patterns is definitely a good way to augment comprehension. Hence, teaching grammar plays an important part in reading.

Set B (receiving and sending messages) involves two strategies: getting the idea quickly and using resources for receiving and sending messages. Certainly, finding the main idea of a text is the only strategy of interest to this study. In addition, it is an activity that can be done through skimming and scanning. Moreover, this strategy becomes fundamental in order to promote text comprehension.

In the case of set C (analyzing and reasoning), there are two strategies of interest to this research. They are analyzing expressions and transferring. The former accounts for breaking down an unknown term, phrase, sentence or paragraph into its component parts (lexical categories) to get its meaning across. (Oxford 83). The latter involves using prior knowledge to gain new insights from the target language. Namely, it is activating students' schemata to show reading comprehension.

Group D (creating structure for input and output) involves two main strategies of interest to this study: summarizing and highlighting. The first one deals with shortening a passage. This task can be very challenging. At an initial level of language learning, summarizing can be as easy as writing the title of a text since it works as a sort of summary of the text. (Oxford 88). Highlighting copes with text intertextuality. That is, learners use different color highlighters to emphasize the major points of a text. Then, they can also interact with the passage by using underlining, capital letters, boxes, circles, bold print and so on. (Oxford 89).

As to compensation strategies, Rebeca Oxford asserts:

Compensation strategies help learners overcome knowledge limitations in all four skills. For beginning and intermediate language learners, these strategies may be among the most important. [They] are also useful for more expert language users, who occasionally do not know an expression, who fail to hear something clearly,

or who are faced with a situation in which the meaning is only implicit or intentionally vague. (90)

Namely, students use these strategies to understand input when their target language domain is limited. Compensation strategies are part of two groups: A) Guessing intelligently and B) Overcoming limitations in speaking and writing.

In group A (guessing intelligently), there are two strategies that apply to the reading skill. These are using linguistic clues and using other clues. In fact, using linguistic clues deals with using prior knowledge of context, suffixes, prefixes and word order for guessing meaning. (Oxford 90). Then, using other clues involves drawing attention to clues that go beyond language use such as forms of address such as nicknames, and titles, which imply social relationships. These clues help learners understand the meaning of what they read. (Oxford 92).

Certainly, group B strategies (overcoming limitations in speaking and writing) do not apply to the development of the reading skill at all. In fact, Rebeca Oxford places these strategies in the context of both the speaking and the writing skills.

In conclusion, language-learning strategies are a key element in the present study, for they contribute to increasing target language proficiency that pupils require for becoming both linguistically and communicatively competent. As matter of a fact, the herein language learning strategies mentioned center on students gaining new insights to increase reading comprehension in order to pass the National-English-High-School-Graduation Examination.

2.4.2. Techniques

Research shows that the use of effective techniques for teaching reading is essential for comprehension. “Explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use

strategies, what strategies to use and how use them” (Armbruster and Osborn 53). In fact, teachers have an important quota of responsibility for helping learners choose appropriate reading strategies. Furthermore, teachers are responsible for using a reading approach or model with teaching techniques that increases students’ reading comprehension. There is no single approach that is considered non-plus ultra in language teaching. In fact, a teacher can use multiple techniques in the classroom for teaching reading. Some examples of reading techniques are comprehension questions, antonyms/synonyms, cognates, memorization, gap filling exercises, semantic maps, reading aloud, silent reading, multiple-slot substitution drill, grammar games, classroom set-up, pair work, group work, jigsaw, prior knowledge activation, vocabulary building, diagram completion, visual aids, authentic material, and so forth (Larsen-Freeman).

Summing up, text comprehension can be taught through explicit instruction and cooperative learning aiding students to develop strategies flexibly.

2.4.3. Skills

Armbruster and Osborn recommend a model for proper reading instruction, which includes four steps: direct explanation, teacher modeling, guided practice and application (53). Direct explanation accounts for explaining to students why the strategy helps comprehension and when to apply it. In modeling, the teacher demonstrates how to use the strategy while reading the text the students are using. In guided practice, the teacher assists pupils as they learn how and when to apply the strategy. Last, application accounts for the teacher helping learners practice the strategy until they can work more independently. (Armbruster and Osborn 53).

Once the students have consciously learned and practiced particular reading strategies, they use of these strategies becomes unconscious and the strategy turns into a skill. (Nunan 77).

Furthermore, when teaching reading, it is commendable for a teacher to consider some reading skills at the time of selecting the material and designing the comprehension exercises. MEP syllabus refers to these skills as follows:

Teachers should be aware of the students' reading interests in order to design the appropriate reading comprehension exercises. It is important to emphasize here that students must become effective readers. These reading exercises must be designed to develop the following reading skills.

- Skimming: a quick running of the eyes over a text to get the gist or global meaning of it.
- Scanning: quick overview of a text to find specific information.
- Extensive reading: reading longer texts for own pleasure. (involves global understanding).
- Intensive reading: reading shorter texts to extract specific information (reading for detail). (22)

In conclusion, every teacher teaching reading should use effective techniques and promote the use of reading strategies among the students so that, with the pass of time, the strategies become skills that can aid them to increase their reading comprehension and academic achievement.

2.5. The Roles of the Reading Teacher

The number of roles a teacher can play in the classroom is varied. Notwithstanding, in order to develop a very steady reading approach, Arunee Wiriyaichitra points out that the reading teacher should be:

A manager: Teacher is responsible for students' learning both inside and outside the class.

Counselor: Teacher should create an atmosphere of friendliness and trust by listening to students and accepting their ideas and opinions.

Supporter: Teacher should promote students' self-reliance by encouraging students to work toward independence.

Motivator: Teacher should foster student expectations about the reading and arouse their interest to read.

Promoter: Teacher should promote thinking skills by encouraging students to participate in discussions and decision-making.

Language instructor: Teacher should present new vocabulary, language patterns and reading strategies appropriate to a particular genre.

Director: Teacher should supervise learning by explaining how students should do specific activities.

Monitor: Teacher should go around the class while students do their reading activities in order to observe their performance.

Co-communicator: By working directly on a one-to-one basis with students, the teacher becomes a partner in communication.

Evaluator: Teacher should judge the students' performance by helping them to see if they have completed their tasks successfully, finding out how they have done, and providing feedback. (43-44)

Certainly, the role of the teacher in the classroom is highly important to the development of the teaching-learning process since the teacher suggests the course of the lessons based on the

students' needs. For this reason, he may play one or several roles in a particular teaching situation.

2.6. The Influence of the Backwash or Washback Effect on Assessment

The washback or backwash effect has numerous definitions. Jenni Belford quoting Backman defines the backwash effect as “the result of assessment on teaching and learning. This effect can be either positive or negative” (1). Then, Kaithleen Bailey quoting Buckthe defines the washback effect as “the impact of a test on what teachers and students do in classrooms” (3). This means that the washback effect can bring a two-faced influence on the students' test results. Certainly, “positive washback occurs when the assessment used reflects the skills and content taught in the classroom. However, in many cases and particularly in high stakes testing, the curriculum is driven by the assessment leading to negative washback”(qtd. in Beldford 1). Although the washback effect may be a psychological factor that influences the students' motivation toward a subject, there is not enough evidence about the washback effect to prove this hypothesis.

In Costa Rica, there are not studies oriented to the plausible impact of the backwash effect on the National-English-High-School-Graduation Examination in relation to development of the reading skill, which targets text comprehension.

In sum, reading for comprehension is an ongoing process. As a result, it is time consuming, and it should be developed through an approach that comprises strategies, techniques, stages, materials and procedures that promote meaningful learning. Furthermore, this process needs to lead students to comprehension so that they get on the road to success in terms of their academic achievement.

CHAPTER III

METHODOLOGY

3.1. Type of Investigation

Albeit this study was based on qualitative investigation and followed a descriptive design, there were some tenets of quantitative research present in the study such as closed-ended questions, tables, figures, and graphs with numbers that help to describe, analyze and interpret the results partly. Hence, this investigation may have fallen into the paradigm of mixed methods research. Nonetheless, the researcher believed that despite the inclusion of some quantitative tenets, the study tended to be more qualitative-oriented than mixed.

Qualitative research focuses on understanding and exploring in depth why particular phenomena occur. Within this paradigm, researchers seek to understand the perspectives, experiences, emotions, concerns, attitudes, conditions, procedures, and environment of the participants involved in the object of study. This research was grounded on the tenets of the descriptive design, which verged on gathering information for testing a hypothesis or responding to questions related to the phenomenon being studied.

As to descriptive research, Lorraine Gay pointed out, “descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are” (217). Added to this, descriptive data were gathered through two questionnaires, one interview, six non-participant observations, and artifacts (test booklets, teacher-tracking sheets, statistical reports, and lesson plans). In fact, Lorraine Gay added: “the descriptive researcher has no control over what is, and can only measure what already exists” (218). Additionally, Roberto Hernández, Carlos Fernández, and Pilar Baptista manifested that “every qualitative study is a design of

investigation per se. That is, no two single investigations are the same. Even so, there might be studies that share diverse similarities, yet they are not replicas just like it happens in quantitative research” (492). Therefore, every study is unique and does not follow standardized procedures.

In sharp contrast, quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about a phenomenon of study. This research method is employed to describe variables, examine relationships among variables, and to determine cause-and-effect interactions between variables. Suphat Sukamolson defined quantitative research as “the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect.” (2). Moreover, Suphat Sukamolson quoting Creswell stated that quantitative research is a type of research `explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” (2). Both definitions agree with the technical concept of quantitative data, which is a process addressed to gathering number-oriented data of a phenomenon of study.

In addition, Mieke Heyvaert defined mixed research as follows:

Mixed research is the paradigm that encourages the combined use of qualitative and quantitative research elements to answer complex questions. Mixed methods research can be applied at the primary empirical study level as well as at the synthesis level. In a primary level, mixed methods study a researcher collects qualitative and quantitative data directly from the research participants, for example through interviews, observations, and questionnaires, and combines these diverse data in a single study. (1-2)

In other words, mixed methods research involves the systematic integration and analysis of both qualitative and quantitative data in a single study for obtaining a more complete panorama of a phenomenon of study.

3.2. Context of the Study

This investigation took place at Liceo Concepción de Pilas located in Buenos Aires, Puntarenas during the second semester of 2015.

Concepción is a far-away town located in the rural District of Pilas from the Canton of Buenos Aires and the Province of Puntarenas. It is about 70 kilometers far from San Isidro de El General. All the roads in Concepción are unpaved and during the rainy season, puddles emerge and cover them with a lot of mud. As a result, residents need to wear rubber boots. The majority of the inhabitants come from low-class families who do not have a stable job to live on.

The main economic activity is agriculture. Farmers grow and harvest beans, rice and ginger roots. The monthly pay a farmer can make is about 150.000 *colones* to satisfy the needs of a family. Many women are homemakers. Nevertheless, some of them help their husbands with agricultural activities. In addition, most families live in common law, and they are unstable. That is to say, one of the parents breaks up a relation and abandons the family. The community counts on health-care service twice a month, yet the community does not have access to drinking water, thus people are prone to suffering from digestive health problems.

The Catholic religious affiliation predominates among people. There are two grocery stores, one shoe store, a community center, a soccer field, BN services and two bars. In short, Concepción de Pilas is a poverty-stricken town full of limitations and inappropriate living conditions for all of its inhabitants.

Liceo Concepción de Pilas is an academic high school founded in 2003. In the present time, it has an actual enrollment of 162 students (92 girls and 70 boys). These enrollees are distributed in nine classes as follows: seventh grade (2), eighth grade (2), ninth grade (2), tenth grade (2), and eleventh grade (1). Almost all of the students depend on a scholarship from *IMAS*, *AVANCEMOS* or *FONABE*. Otherwise, they would not be able to go to school. Furthermore, all of the students have free transportation, breakfast, and lunch services.

In sum, Liceo Concepción de Pilas is located in a far-away town of a rural and marginal province of Costa Rica, which is full of poverty and lacks proper living conditions for most of its inhabitants.

3.3. Participants of the Study

The study was addressed to a population of one-eleventh-grade group of 17 students (9 girls and 8 boys). The class met twice on a weekly basis for five forty-minute lessons of academic English.

According to their English teacher, these students have reached different language proficiency levels. Their ages range from 16 to 20 years. All of this population has been in this school since seventh grade. Thus, they have had exposure to English for four years already. Furthermore, they are all non-native speakers of English.

The second informant was a male English teacher in charge of the target-population class. The teacher is a thirty-four-year-old tenured educator, has a Bachelor's degree in English Teaching from Universidad Latina, has been teaching for more than 9 years, and has taught levels 1-11 in both elementary and high school.

Last, the third subject of information was the school principal who is about to retire. She is a fifty-five-year-old tenured administrator, has a Bachelor's degree in Social Studies Teaching

from Universidad Nacional, one Licentiate's degree in Social Studies Teaching from UISIL (Universidad Internacional San Isidro Labrador) and a Master's in School Administration from UISIL as well. She has worked for MEP for over 20 years. She says she is tired of working for the education system and is longing for retirement.

3.4. Type of Sampling

The selection of the participants was made using the deterministic sampling approach of convenience, taking into account the researcher's reasonable availability to administer the instruments and collect the data. Kenneth Ross stated that convenience sampling involves "a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher." (7). In fact, the researcher lives in town, is familiar with the setting, and has the access to school data driven which are necessary to ground the investigation.

3.5. Description of the Data Collection Instruments

The first instrument consisted of a questionnaire administered to students. The template had eleven questions. Seven items were closed ended, and there were four open-ended questions. Item seven had a table with nine affirmations and a Likert scale to obtain the students' perception about their preparation for the National-High-School-Graduation Examination. The second data-collection technique consisted of a fifteen-item-questionnaire given to the school EFL teacher with regard to the methodology he used to teach English to eleventh grade. The template had seven closed ended questions and eight open-ended items. Item seven included a table with nine affirmations and a Likert scale to obtain the EFL teacher's perception about the teaching methodology he used in the English class. The third instrument dealt with an observation matrix to do six observations to the eleventh grade class to describe how the teacher taught his English

lessons to eleventh graders as to the use of reading techniques and strategies that enhance the students' comprehension. Finally, an unstructured interview was done to the high school principal to find out the actions that the school has taken as a way to increase last year's test promotion rate.

Before administering the instruments, the researcher requested the professional perspective of three experts in Applied Linguistics in order to validate them and detect plausible pitfalls they may contain. As a result, in order to account for validity, all the instruments were authorized by the course professor, the tutor (the investigator's mentor), and two students of the course *Second Languages and Cultures Investigation*.

3.6. Validity of the Study:

Validity in this study is acknowledged internally through the following criteria. The study was conducted with hundred percent of the total target population selected from one public, rural high school. Because of budget reasons and time constraints, the study could not be extended to other similar schools. Moreover, six weeks were devoted to conducting six non-participant observations done to the eleventh-grade group and the EFL teacher in order to gather data. In addition, the whole target population remained the same during six weeks and students' ages ranged from 16 to 20 years. As to the teacher, he was 34 at the time of the conducting the investigation. Last, the researcher used the triangulation method to analyze the research questions previously stated through the administration of three different instruments: questionnaires, an interview, observations, and data-driven from MEP.

3.7. Research Variables

This investigation gathered data from five independent variables: the target contents and linguistic objectives taught by the teacher, the teaching methodology implemented for this

purpose, the school administration supportive actions, the difficulty of test items as to reading strategies, and the students’ perception of the National-High-School-Graduation Examination. Each variable is described below in terms of their conceptual, instrumental, and operational definition.

Table 3. Research Variables

1. Target Contents and Linguistic Objectives		
Conceptual Definition	Instrumental Definition	Operational Definition
This variable was concerned with the topics and objectives from the English syllabus the EFL teacher was teaching in the classroom during this investigation.	This variable was assessed through an observation matrix, which included a section to record both the target contents and linguistic objectives developed by the EFL teacher.	The data gathered were operationalized through a comparison-and-contrast table, displaying the target contents and linguistic objectives taught by the teacher and mandated in the English Syllabus.
2. Teaching Methodology		
This variable was concerned with the rationale and components of the methodology the EFL teacher used in the classroom. The methodology mainly comprised techniques, strategies, and tasks that both the teacher as well as the students developed in the academic English class.	For assessing this variable, the investigator used the data gathered from the six non-participant observations. The information was divided into categories in order to describe it and analyze it. In this regard, all the observation offered qualitative data, which were organized in order to establish logical constructs. Regarding questionnaires, they offered both quantitative and qualitative data. As result, each section had to be analyzed suitably. For the qualitative part, the data analysis, the researcher implemented a similar procedure to the one developed for the nonparticipant observations. In sharp contrast, for the	The researcher conducted six non-participant classroom observations and administered one questionnaire to the teacher for collecting data about this variable. Moreover, MEP English Syllabus for eleventh grade was examined in order to verify the nature of the plausible teaching methodology recommended for teachers to use.

	<p>quantitative sections the investigator analyzed the data by means of graphs, tables, descriptive statistics, and descriptions. In addition, the questionnaire addressed to the students comprised items 4, 7, 10, and 11, which are methodology-oriented. Last, the second questionnaire was teacher-directed, and it involved items 7, 9,10,11,13, and 14.</p>	
<p>3. School Administration Actions</p>		
<p>This variable dealt with the specific supportive actions the students received from both the teacher and the school as a way to improve the school test promotion.</p>	<p>The researcher measured this variable by means of items included in both the teacher’s questionnaire and the school principal interview. Objective constructs derived because of open-ended questions provided important qualitative data. The teacher’s questionnaire comprised item 15.</p>	<p>This variable was not operationalized for the purpose of this study since it was not regarded as whole to interrelate with the other variables, yet it was only used to describe peculiar actions that both the teacher and the school performed to aid the students to make progress in terms of reading comprehension.</p>
<p>4. Difficulty of Test Items as to Reading Strategies</p>		
<p>This variable comprised the National-High-School-Graduation-Exam-Items that students failed the most in 2014 as well as the reading strategies the students were below and need to be reinforced.</p>	<p>In order to measure this variable, the researcher used the National Test Report from the Board of Quality Control from 2014 to describe and analyze the results the students obtained on the test and the test items that eleventh graders failed the most.</p>	<p>The researcher selected the the items the students failed the most on the National Test in 2014 and conducted an analysis of the items to find out what strategies were behind each item. Last, all the information was processed in order to come up with pertinent conclusions and elicit the research results.</p>
<p>5. Students’ perception of their preparation for the National-High-School-Graduation Examination</p>		
<p>This variable accounted for the students’ perspective about their the National-High-School-Graduation Examination</p>	<p>The researcher measured this variable by means of items included in both the teacher’s and the students’ questionnaire. Similar to the</p>	<p>The students’ answers to the questions for this variable were operationalized both qualitatively and quantitatively through</p>

	teaching methodology, objective constructs derived because of close-ended and open-ended questions, which provided important qualitative and quantitative data.	descriptive tables and graphs.
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Source: Data taken from the specific objectives and research questions of the study.

3.8. Procedures for Data Collection and Data Analysis

This research project began with a talk to both school principal and the English teacher. Next, the researcher visited the eleventh-grade classroom to explain to students what the study was all about and request their participation. Both the teacher and the learners were given a letter of informed consent, which they signed. Once the researcher had the approval to conduct the study, he started the nonparticipant observations in order to describe the nature of the teaching-learning process that the teacher and the students underwent during the English lessons. He did six observations to the eleventh-grade group. While these observations took place, the researcher also administered one questionnaire addressed to the teacher and the other one to the students.

In advance, the researcher had visited the MEP Board of Quality Control and talked to Laura Campos, an assessment advisor, and she provided the researcher with important statistical data about Liceo Concepción de Pilas performance on the National Test. Moreover, the researcher obtained a copy of the test booklet ING-12, which is the test given to academic, rural high schools.

Finally, after all the required data had been collected, the researcher went on with the organization, description, and analysis of the information obtained. This process implied time-consuming procedures and careful interpretation. Quantitative data were organized in tables, displayed in graphs, described, and interpreted. Qualitative data were organized in tables for the purpose of establishing constructs related to the phenomenon under study. During the second

stage of the analysis, the constructs found were described and interpreted exhaustively. Once the data analysis was concluded, the researcher came up with the conclusions and recommendations.

3.9. Scope of the Study

This study mainly revolved around exploring the methodology for teaching reading a teacher used in an eleventh-grade group of 19 students at Liceo Concepción de Pilas. The other learning skills were not of any interest in this study. The results of this study shed light on the reading strategies and techniques these learners were using. The study also revealed the academic achievement obtained by the students in terms of the minimum score (70) to pass the National-High-School-Graduation Examination and the preparation they had for such an exam.

3.10. Delimitations of the Study

This study mainly centered on exploring the target contents, linguistic objectives, and methodology that the EFL teacher at Liceo Concepción de Pilas developed to teach reading comprehension to eleventh graders for the National-High-School-Graduation Examination. Hence, neither the students' target language nor the other learning-macro skills were relevant factors of this study.

The herein variables of this research were: the target contents and linguistic objectives taught by the teacher, the teaching methodology implemented for this purpose, the school administration supportive actions, the difficulty of test items as to reading strategies, and the students' perception of the National-High-School-Graduation Examination. All of them were independent variables.

3.11. Limitations of the Study

Some of the limitations that affected this study were basically time constraints since high school students and teachers participated in various curricular and extracurricular activities

throughout the school year, and research participants missed several English lessons. As a result, this situation was a bit hard for the researcher to complete the observation process in a timely manner because the school year for eleventh graders ended in September.

Another limitation was the coming of an unexpected nation-wide strike just as it occurred a year ago. Although most nation-wide teachers went on a one-day strike on August 20th, this situation did not affect the development of this study. There were rumors that some labor unions were planning to organize a longer strike. Fortunately, it did not happen so. Otherwise, this may have complicated the time the researcher had established to gather data and delayed the rest of the stages of the investigation.

A third important shortcoming dealt with the selection of the sample. The study considered the selection of one school and was limited only to a single-eleventh-grade group. Therefore, it was commendable for the researcher not to make generalizations of the results in relation to other schools.

IV. DATA ANALYSIS

This chapter was concerned with the description, analysis and interpretation of the data obtained from the different data-gathering instruments used in the present study. Next, each part is explained and discussed. Furthermore, this section involved careful descriptions followed by an exhaustive analysis of the information collected from all the sources that contributed to this research project. Each research variable was described and analyzed separately.

4.1. Linguistic Objectives and Target Contents Taught

This table displays both the linguistic objectives and target contents mandated in the English Syllabus addressed to eleventh graders as well as the objectives and contents developed by the teacher during the performance of the six non-participant observations. Moreover, the table offers a comparison-and-contrast analysis of what the teacher is expected to teach and what he is really teaching.

Table 4.

Linguistic Objectives and Target Contents Addressed to Eleventh Grade

Linguistic Objectives and Target Contents Mandated in the Syllabus		Linguistic Objectives and Target Contents Developed by the EFL Teacher	
Target Content	Objective	Target Content	Objective
SCIENCE AND TECHNOLOGY	<p>LISTENING</p> <ul style="list-style-type: none"> • Assessing the implications of content. • Tracing the development of an argument. <p>SPEAKING</p> <ul style="list-style-type: none"> • Eliciting and conveying information attitudes 	SCIENCE AND TECHNOLOGY	<p>READING</p> <ul style="list-style-type: none"> • Understanding a wide range of factual and imaginative texts. • Coping readily with unfamiliar topics involving more complex language and recognizing

	<p>and opinions in a wide range of situations.</p> <ul style="list-style-type: none"> • Justifying and defending a point of view. • Expressing personal opinions. <p>READING</p> <ul style="list-style-type: none"> • Understanding a wide range of factual and imaginative texts. • Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. <p>WRITING</p> <ul style="list-style-type: none"> • Using informal and formal styles of writing, (a diary and scripting dialogues, descriptive texts, etc). • Using a growing knowledge of language such as cognates and derivatives in their written production. 		<p>attitudes and emotions.</p>
<p>SENIOR CITIZENS, MINORITY GROUPS</p>	<p>LISTENING</p> <ul style="list-style-type: none"> • Tracing the development of an argument. • Identifying the 	<p>SENIOR CITIZENS, MINORITY GROUPS</p>	<p>READING</p> <ul style="list-style-type: none"> • Understanding a wide range of factual and imaginative texts.

<p>AND...</p>	<p>relationships between ideas within the text.</p> <ul style="list-style-type: none"> • Drawing conclusions. <p>SPEAKING</p> <ul style="list-style-type: none"> • Interviewing people to collect the necessary information. • Offering advice. • Suggesting solutions. <p>READING</p> <ul style="list-style-type: none"> • Distinguishing the main idea from supporting details. • Transcoding information to diagrammatic display. <p>WRITING</p> <ul style="list-style-type: none"> • Developing context of what they have read, seen or heard. • Producing longer sequences in which spelling and grammar are generally accurate (the style is appropriate to the content) 		<ul style="list-style-type: none"> • Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.
<p>MASS MEDIA AND COMMUNICATIONS</p>	<p>LISTENING</p> <ul style="list-style-type: none"> • Assessing the implications of content. • Tracing the development of an argument. 	<p>MASS MEDIA AND COMMUNICATIONS</p>	<p>READING</p> <ul style="list-style-type: none"> • Identifying the main point or important information in a piece of discourse.

	<p>SPEAKING</p> <ul style="list-style-type: none"> • Offering advice. • Reacting to extreme points of view. • Reporting information gathered from a text or a discussion. • Stating an opinion. <p>READING</p> <ul style="list-style-type: none"> • Identifying the main point or important information in a piece of discourse. • Distinguishing the main idea from supporting details. • Reading between the lines. <p>WRITING</p> <ul style="list-style-type: none"> • Making effective use of resources to vary the style and scope of their own writing. • Producing a piece of coherent writing. 		<ul style="list-style-type: none"> • Distinguishing the main idea from supporting details. • Drawing conclusions (inferences) from extended texts.
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Source: Data taken from the non-participant observations and MEP English Syllabus.

Table 4 evidenced that the teacher certainly taught the linguistic objectives related to the reading skill. The most commonly taught objectives were: 1. Understanding a wide range of factual and imaginative texts and 2. Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. However, after being coached by the researcher, the teacher developed a reading lesson with reading strategies and techniques for the students to use in order to improve text comprehension. Such linguistic objectives were 1. Identifying the main

point or important information in a piece of discourse and 2. Distinguishing the main idea from supporting details. As a result, the lessons observed did not involve the teaching of linguistic objectives related to listening, speaking and writing. The whole lesson was reading-oriented.

4.2. Teacher Methodology:

Pre-established categories constituted the non-participant observation anecdotal record used to gather the subjects' teaching-learning process in the educational setting as to the teaching methodology for teaching reading developed by the EFL teacher. Each of the six classroom observations conducted was coded as follows: NPO1 corresponds to the first classroom observation done and NPO 6 represents the last nonparticipant observation carried out. The information collected from the observation was grouped into target content taught, linguistic objective, teaching material, role of language, role of the teacher, role of the students, teaching techniques and reading strategies.

4.2.1. Categories Derived from Non-participant Observations

a. Target Contents: In NPO1, the teacher taught Science and Technology during two lessons. NPO2 and NPO3 comprised the target content of Minority Groups during two lessons each observation conducted. NPO4, NPO5 and NPO 6 involved the development of the last target content on Mass Media and Communications during two lessons each observation session.

b. Linguistic Objectives: From NPO1 to NPO6, the most developed linguistic objectives were: Understanding a wide range of factual and imaginative texts, interpreting material that contains complex sentences, identifying the main point or important information in a piece of discourse, and distinguishing the main idea from supporting details. No linguistic objectives related to listening, speaking and writing were taught albeit it was indicated in the teacher's trimestral plan.

c. Teaching Material: From NPO1 to NPO4, the teacher used copies of readings and exercises from a booklet he has. After NPO4, the researcher coached the teacher. The teacher was provided with a reading skills-based lesson plan, three flash cards about Mass Media and Communications and a text and a set of reading comprehension exercises based on skimming for main ideas, scanning for details, guessing meaning from context and making inferences. In NPO5 and NPO6, the teacher implemented that plan along with the given materials.

d. Role of Language: In NPO1 through NPO6, the teacher used the target language to explain or present a topic or concept. Nevertheless, he translated most of his discourse into Spanish for the students to understand at all. He performed double work. Some students answered some questions in English at a word or simple phrase level. None of the students was able to construct oral coherent sentences to answer questions.

e. Role of the Teacher: During all the observations, the teacher directed and managed the class. The students listened to and followed directions to carry out the activities presented. In every lesson taught, the teacher played several different roles. In the case of a reading class, Arunee Wiriyachitra manifested that the reading teacher should be a counselor, a supporter, a motivator, a monitor, and an evaluator. Unfortunately, none of the previous roles suggested by Wiriyachitra was observed during NPO1 through NPO6.

4.2.6. Role of the Students: The students were passive agents at all times. Some of them tried to answer a question if the teacher called their names. Otherwise, they remained silent.

f. Teaching Techniques: The teaching techniques observed were comprehension questions, memorization, gap filling exercises, multiple-choice practices, true-or-false items, silent reading, translation, pair work, group work, prior knowledge activation, and flashcards. The last two techniques were observed during NPO5 and NPO6.

g. Reading Strategies: In NPO1 through NPO4, the students developed reading strategies such as scanning for information, use of an on-line dictionary and a translator accessed through their smart phones. Main ideas, details, context clues and inferences were developed in NPO5 and NPO6.

Coaching the teacher had a positive impact since he started to explain the language learning strategies for reading to the students in a more systematic way so that the students could understand what they were reading and were able to find the right answers to the questions given.

4.2.2. Teacher Questionnaire

The EFL teacher provided very valuable data regarding his teaching methodology. Largely, he points out that he focuses his lessons mainly on reading comprehension, provides students with lists of vocabulary in isolation for memorization, and follows the distribution of objectives and contents for the National Examination rather than the English Syllabus. Likewise, he is willing to try new methodologies and techniques. Notwithstanding, seldom does he develop the three stages of the reading process (pre-reading, while reading and post-reading). In addition, he uses copies of readings with or without exercises, online magazines, papers or EFL textbooks.

Regarding his opinion about the National-High-School-Graduation Examination, he believes the test does not fully measure the students' knowledge since it does not comprise the four skills. Moreover, he believes that pupils learn best through oral activities. In fact, he says that students in Costa Rica need to learn to speak English in order to get better job opportunities, but the National-High-School-Graduation Examination is a limitation for that because it focuses only on reading.

Finally, the teacher believes that the best way to teach English is by using authentic materials and various techniques. Added to this, he states that sometimes students feel bored because teaching reading comprehension is tiring. Hence, more student- motivation is necessary to get them on task. Arunee Wiriyachitra previously pointed out that the teacher should be a motivator; namely, he should foster student expectations about the reading and arouse their interest to read.

4.2.3. New Constructs or Patterns Discovered

Because of the previous categories, new constructs or patterns emerged.

a. Absent Reading Stages: In NPO1 through NPO4, the teacher wrote the title of the topic and handed out copies of short reading passages and comprehension exercises for the students to solve. There were no pre-reading, while reading, and post-reading activities sequentially developed. The teacher went straight to the point when dealing with reading practices. In addition, his trimestral lesson plan evidenced a lack of activities for the three reading stages. No schemata was activated before reading. As previously manifested by Mark Clark and Sandra Silberstein, learners understand what they read because they can take the stimulus beyond its visual representation and assign it membership to an appropriate group of concepts already stored in their memories. Moreover, the development of successful reading skills has to do with the efficient interaction between linguistic knowledge and knowledge of the world. For this reason, activating schemata during a reading session results mandatory as a way to increase comprehension. After being coached by the investigator, in NPO5 and NPO6, the teacher developed a lesson plan with activities for the three reading stages. Some learners told the researcher that they felt like understanding both the readings and the exercises much more.

b. Reading Oriented Lessons: Throughout the six observations, learners were taught English lessons are reading oriented. Never did the teacher do listening, speaking or writing related activities. Oral Communication activities were not developed though they are part of the methodological approach of the English Syllabus.

c. Incongruence between the Linguistic Objectives of the Trimestral Plan and the Objectives Developed in Class:

Although the teacher's trimestral plan included the development of linguistic objectives for all the macro skills, all the observations evidenced that the only objectives all the lessons dealt with were those related to the reading skill.

d. Few Reading Strategies Developed: In NPO1 to NPO4, the only reading strategies that students used were direct cognitive strategies devised by Rebeca Oxford from set B (receiving and sending information). They particularly focused on scanning for details and skimming to get the general idea of a text. Nevertheless, the instructor almost never explained to students how to use a particular reading strategy. Certainly, he took for granted that learners should know that. As to this point, Xinia Chacón pointed out that it is commendable that students know how to develop reading strategies in order to combine and choose the appropriate strategies to accomplish a task. In this way, they can become more independent learners. In NPO5 and NOP6, the teacher taught how to identify the main idea of a text and how to distinguish a main idea from a secondary one. In addition, other direct cognitive strategies such as guessing meaning from context and drawing inferences were developed as well.

4.3. School Administration Actions

After interviewing the school principal, the following table displays the data collected.

Table 5.

Plausible causes that may have affected the National-High-School-Graduation Exam Promotion in 2014	Specific actions recommended by the school administration to increase the National-High-School-Graduation Exam Promotion in 2015
<ol style="list-style-type: none"> 1. Lack of learner interest and motivation for the subject. 2. Cultural aspects of both students and parents. 3. Lack of a very dynamic teaching methodology. 4. Passive role of the teacher. 5. Slow progress of the students. 	<ol style="list-style-type: none"> 1. Free copies and other materials. 2. Promotion of self-independent study. 3. Additional afterschool sessions. 4. Focus on the National-High-School-Graduation Examination Contents rather than on the English Syllabus Contents. 5. Development of Mock Tests similar to the National-High-School-Graduation Examination.

Source: Interview done to the school principal in October 2015.

As it can be noted, in table 5 the school principal manifested that there are various plausible causes whereby in 2014 they had a low promotion on the National-High School-Graduation Exam. She expressed that there was lack of learner interest and motivation for the subject. Moreover, cultural aspects of both students and parents, lack of a very dynamic teaching methodology, passive role of the teacher, and slow progress of the students affected the results. This means that methodology is not the only aspect that can affect the students' academic achievement on the test.

4.4. Difficulty of Test Items as to Reading Strategies

The distribution of items of the 2014 National-High-School-Graduation Examination based on syllabus objectives and target contents is shown in the following table:

Table 6.

Item-Specification Chart of the 2014 National-High-School-Graduation Examination

Objectives and target contents from the English Syllabus	N° of items
1. ACHIEVEMENTS OF OUR NATIONAL ATHLETES Understanding short and factual texts. Understanding ideas and information in the text through making inferences. Understanding conceptual meaning.	5
2. COSTA RICAN ART, MUSIC AND CRAFTS Understanding the communicative value (function) of sentences and utterances.	5
3. COSTA RICAN TYPICAL FOOD Identifying details in familiar material. Understanding relations between the parts of a text through lexical cohesion devices.	5
4. TYPES OF FOOD Identifying the main point or important information in a piece of discourse. Distinguishing the main idea from supporting details.	4
5. EATING HABITS AND BEHAVIORS AT THE TABLE Identifying the main point or important information in a piece of discourse. Distinguishing the main idea from supporting details.	4
6. HOLIDAYS AND CELEBRATIONS IN COSTA RICA WITH SOME CELEBRATIONS IN ENGLISH SPEAKING COUNTRIES Identifying details in familiar material. Understanding relations between the parts of a text through lexical cohesion devices.	5
7. CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. Understanding the communicative value (function) of sentences and utterances.	5
8. TOURIST ASPECTS WORLDWIDE AND TOURIST ATTRACTIONS OFFERED BY COSTA RICAN COMMUNITIES Understanding conceptual meaning. Recognizing indicators of discourse. Drawing conclusions from extended texts.	6
9. COMMON ILLNESSES AND NEW DISEASES AND EPIDEMICS Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.	5
10. OUR DEMOCRATIC TRADITION Identifying details in familiar material. Understanding relations between the parts of a text through lexical cohesion devices.	5
11. CAREERS, JOBS AND LIFESTYLES Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. Understanding the communicative value (function) of sentences and utterances. Understanding a variety of types of written material for personal interest and for information. Identifying the main point or important information in a piece of discourse. Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. Extracting salient points to summarize the	6

text, ideas, cognates, derivatives, etc.	
12. SCIENCE AND TECHNOLOGY Understanding a wide range of factual and imaginative texts. Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.	8
13. MORALS AND VALUES Drawing conclusions from extended texts. Understanding a wide range of factual and imaginative texts. Distinguishing the main idea from supporting details. Transcoding information to diagrammatic display. Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.	7
Total	70

Source: Data taken from the Department of Academic Assessment from MEP.

The previous distribution of items of the 2014 National-High-School-Graduation Test booklet IN-12 comprised three different proficiency levels (acceptable, moderate, and deficient) at the time of analyzing the results. The test booklet contained a grand total of 70 points. A student scoring 49 or more questions was considered acceptable. A pupil scoring from 35 to 48 items was moderate. Last, a student obtaining 34 or less correct answers was deficient.

The following figure shows the academic achievement per objective and target content that the students of Liceo Concepción obtained in 2014:

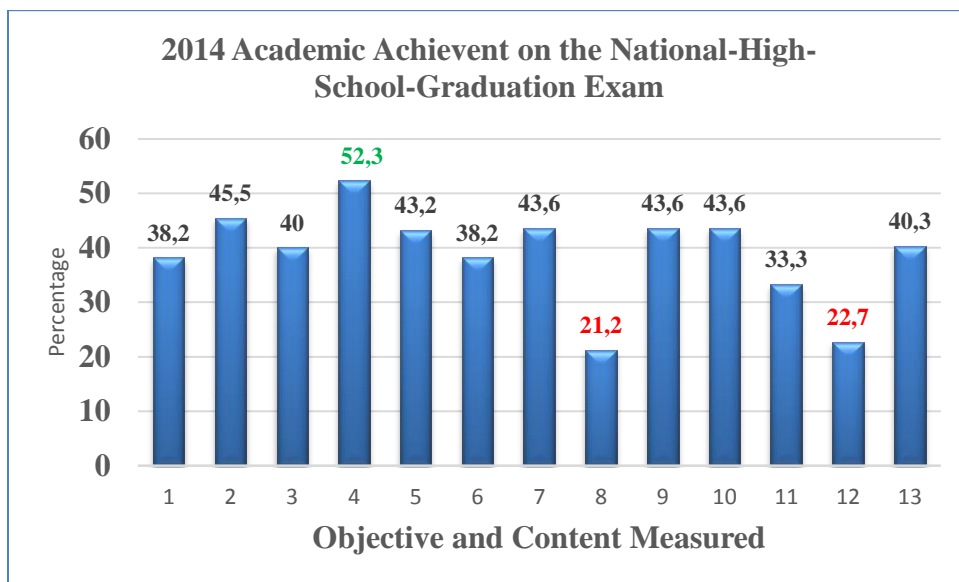


Fig. 1.

Source: Data taken from Reports of MEP Board of Quality Control in 2014.

Figure 1 shows evidence that only target content 4 had the easiest questions for the students to answer since 52.3% of the students got it correct, and target contents 1, 6, 8, 11, and 12 were the cognitive targets with the hardest questions for the students to answer. Nonetheless, contents 8 and 12 had the lowest achievement. As previously stated, cognitive target 8 was about tourist aspects worldwide and tourist attractions offered by Costa Rican communities and involved the following three linguistic objectives: 1. understanding conceptual meaning, 2. recognizing indicators of discourse, and 3. drawing conclusions from extended texts. Moreover, only 21.2% of the students answered it correctly. Regarding target content 12, it focused on science and technology and comprised the following linguistic objectives: 1. understanding a wide range of factual and imaginative texts, 2. coping readily with unfamiliar topics involving more complex language, and 3. recognizing attitudes and emotions. In fact, only 22.7% of the students got it correct. In general, all the target contents showed alarming results since the percentage of promotion of each one was rather low.

The following six test items correspond to target content 8. They presented a high level of difficulty for the students to solve. In the test, they were numbered from 34 to 39. All the right answers are in boldface.

AN UNFOGETTABLE EXPERIENCE

Poas Volcano National Park is located in Alajuela Province and was established in 1971. The park protects 16.000 acres and contains one of the active volcanoes in Costa Rica. This area is fun to explore as the main crater is 290 meters deep and there are two other smaller craters. The main one has the most activity and a beautiful green-blue lagoon in the middle, which is created from rainwater, mixed with volcanic minerals. The hiking trails around the craters are well defined and sometimes winds through flora typical of this area. Local birds and small animals can be observed.

The main crater is not known for having frequent lava flows. The last major eruption was

during the 1950s when it erupted several over a two-year period. Poas Volcano has a misty feel to it as the clouds nearly always hover over it. The two other craters are known as Botos and Von Frantzuis. Botos has not experienced an eruption in the last 7.000 years. It has a beautiful bright green colored lake in the middle. Von Frantzuis is an extinct crater that provides for beautiful scenery. Unlike many other Costa Rica parks, Poas Volcano National Park does not have a large variety of plants and wildlife but there are definitely some present.

Located in a mixture of rainforest and cloud forest, the weather in Poas Volcano National Park is predictable because of its stability. Expect warm early afternoons and cool and damp conditions in the morning and late afternoons. Daytime temperatures average around 24 °C with night time shows averaging 14 °C. The most consistent rain is experienced between the months of May through November, with the heaviest rains September through November.

Adapted from www.entercostarica.com

34) While hiking, visitors can_____.

- A) see great diversity of plants and animals found in the park**
- B) have some problems accessing the trails
- C) access the center of two inactive craters
- D) have no problems going along the trail

35) Based on the reading, the climate at the park_____.

- A) experiences hot mornings from September to November
- B) experiences heavy rains at the beginning of the year
- C) is changeable all year-round
- D) is stable throughout the year**

36) The main crater of the park has _____.

- A) been inactive for 7.000 years
- B) a bright green lagoon in the center
- C) damaged the surrounding flora of the park

D) been active since the last eruption in the 50s

37) Tourists should **not** expect to _____.

A) visit the park from September to November

B) see abundant fauna and flora

C) find trails around the park

D) hike around the park

38) At the park, early afternoons get _____.

A) cloudy and warm close to the main crater

B) as warm as the late afternoon

C) warmer than the mornings

D) cooler than the mornings

39) Poas National Park experiences _____.

A) an increasing number of visitors from May to November

B) constant eruptions from two different craters

C) continuous heavy rains throughout the year

D) a period of heavy-rains for three months

In items 34 through 39, 78,8% of the students did not get them correct. All of the items corresponded to the objectives of recognizing indicators of discourse, drawing conclusions from extended texts and understanding conceptual meaning. To answer them correctly, learners were expected to have great vocabulary domain in terms of verbs, nouns, and verb tenses such as simple present and present perfect as well. Item 37 was presented in negative format, thus this could have made it harder to answer and might have brought on confusion. In fact, evaluation advisors recommend using affirmative statements and questions on tests. Item 38 was

constructed on a grammar basis since all the alternatives were focused on comparative structures of all kinds that change meaning. As a result, specific knowledge of these patterns and careful semantic analysis are necessary to get it correct.

The following five test items correspond to target content 12 (Science and Technology). They also presented a high level of difficulty to the students. In the test, they were numbered from 56 to 50. All the right answers are in boldface.

ALTERNATIVES TO REDUCE WATER CONSUMPTION

Some very ingenious inventors have designed alternatives to reduce water consumption. Here are some creative solutions:

Toilet washer: The idea is that the water from the washing machine is used to flush the toilet, rather than wasting fresh water to flush the toilet.

Supertank Slimline Rainwater Tank: This rainwater tank was designed by 2 architects with the purpose of saving water and space without sacrificing aesthetics. Each holds 400 liters of water that can be used for watering plants, flushing the toilet, or washing the car. This tank can also replace walls in a home, which speeds up construction and saves on material.

A detergent-free dishwasher: It is the solution to washing dishes with little or no detergent. The system is very simple: The tiles of the Ecobag generate long distance infrared ions, which weaken the adherence of dirt, leaving the dishes clean. It maintains a PH similar to that of the chemical detergents, which neutralize grease. It eliminates fungi, pathogenic organisms and unpleasant smells. This product can also be used in washing machines to wash laundry. This helps to keep the wastewater contaminant-free and ready for use in such activities as watering plants without need for prior treatment.

Adapted from Utopia Magazine, May 2009.

56) All the devices _____.

- A) eliminate fungi
- B) weaken the adherence of dirt
- C) avoid the consumption of water
- D) decrease the consumption of water**

57) It is inferred from the text that the Supertank _____.

A) is similar to the dishwasher

B) collects water from rain

C) is used to wash dishes

D) needs little detergent

58) The dishwasher without detergent_____.

A) pollutes the water

B) needs a lot of detergent

C) makes bad odors disappear

D) needs a prior treatment of water

59) The super tank _____.

A) sacrifices space

B) helps cut down water usage

C) holds forty hundred liters of water

D) is an excellent alternative to waste water

60) When the Supertank is used, the owner _____.

A) uses a lot of materials

B) keeps the beauty of the place

C) loses the aesthetics of the building

D) spends a lot of money in construction

In items 58 through 60, 77,3% of the students did not get them correct. All of items corresponded to the objectives of understanding a wide range of factual and imaginative texts and coping readily with unfamiliar topics involving more complex language and recognizing attitudes and

emotions. To answer them correctly, learners need to have great vocabulary domain in terms of verbs (flush, weaken, avoid, hold, keep), nouns (slimline, washer, fungi, odors, dirt) , and verb tenses such as simple present and simple past as well. All items were related to the objectives which mainly coped with comprehension except for item 57 in which learners had to infer the answer since it was not stated directly in the text. As a result, specific knowledge of vocabulary and of grammar patterns as well as a careful semantic analysis were necessary to get it correct.

4.5. Students' Perception of their Preparation for the National-High-School-Graduation Examination

4.5.1. Qualitative Analysis of the Student Questionnaire

In this section, there were four questions. The first question was about describing their preparation for the National-High-School-Graduation Examination. The second inquiry dealt with how the teacher contributed to their test preparation. Question 3 was about stating what they like best of their English class. The last question claimed what they dislike about the English class. The organization of each participant's answer revealed the three following patterns:

a. Text Comprehension: Students considered that text comprehension has been very difficult because they did not know much vocabulary. In fact, they expressed that the text difficulty is very high for their proficiency level. As a result, they have scored low on tests and that has affected their academic achievement.

b. Supplementary Material: Learners manifested that the teacher has helped them prepare for the National-High-School-Graduation Examination by providing them with complementary material such as copies of readings, vocabulary and grammar for them to do at home. Moreover, they added the teacher was always willing to clarify particular doubts afterschool or during recess.

c. Vocabulary Memorization and Translation: Pupils claimed that they dislike memorizing a lot of vocabulary in isolation in order to understand a text. Moreover, they also hated reading a passage with many unknown words. Consequently, they had to translate it in order to understand it best. Certainly, they added they do not like translating, and they wished they could learn to speak the language rather than to read it.

4.5.2. Quantitative Analysis of the Student Questionnaire

A. Closed-Ended Questions 3 and 4 about the Students' Perception of their English Class

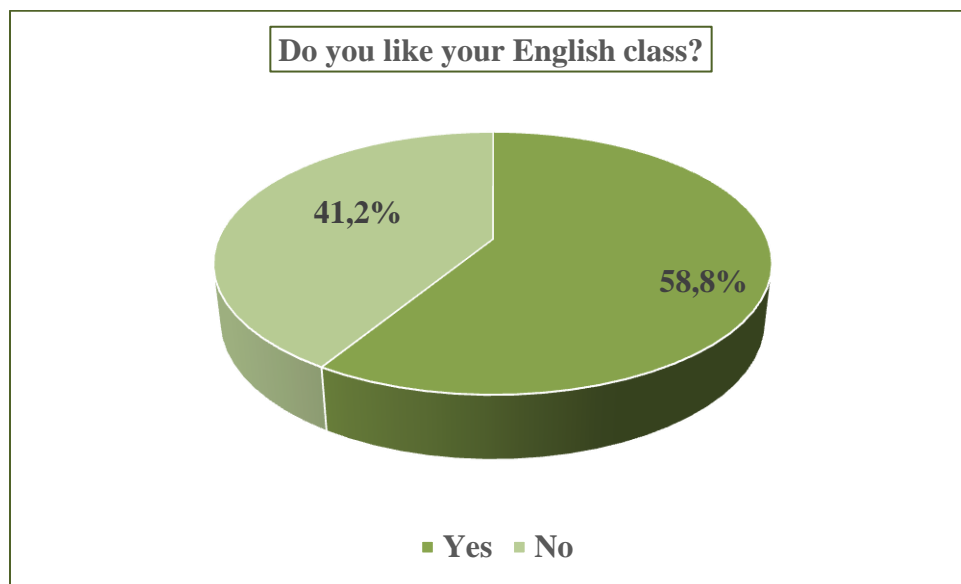


Fig. 2.

Source: Data taken from student questionnaire, October 2015.

Figure 2 shows evidence that 41.2% of the students disliked English classes while 58.8% preferred such lessons. In short, this means that almost 50% of the students are not satisfied with

their English class since text comprehension is difficult to achieve. In fact, they like motivation to read.

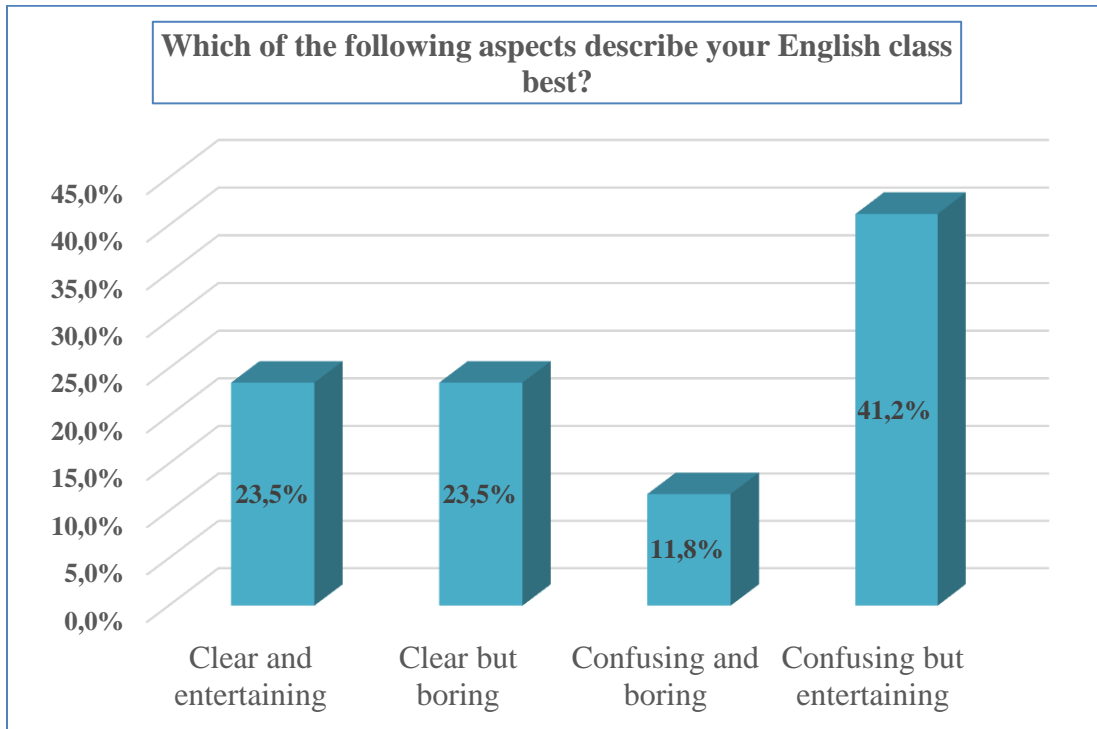


Fig. 3.

Source: Data taken from student questionnaire, October 2015.

Figure 3 illustrates that 23.5% of the students described their English class as clear and entertaining. Then, 23.5% considered that the English class was clear but boring. Next, 11.8% of the learners believed that their English class was confusing and boring. Last, 41.2% of them stated that their English class was confusing and entertaining. These percentages clearly showed that the English class tended to be more confusing and boring than clear and entertaining.

B. Closed-Ended Questions 5 and 6 about the Student’s Perception of their Preparation for the National-High-School-Graduation Examination

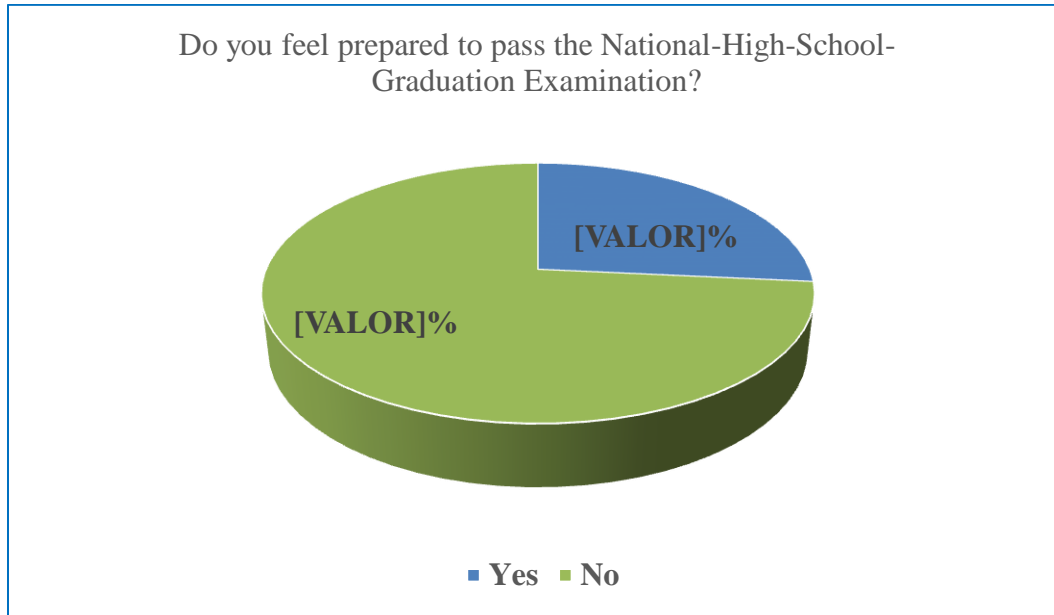


Fig. 4.

Source: Data taken from student questionnaire, October 2015.

According to figure #4, 73.48% of the pupils did not feel prepared enough to pass the National-High-School-Graduation Examination. In sharp contrast, 26.52% of them believed they were ready to face such a test. This is an important criterion to track since it may affect the learners’ academic achievement. It would be interesting to know why that majority does not feel prepared for the exam.

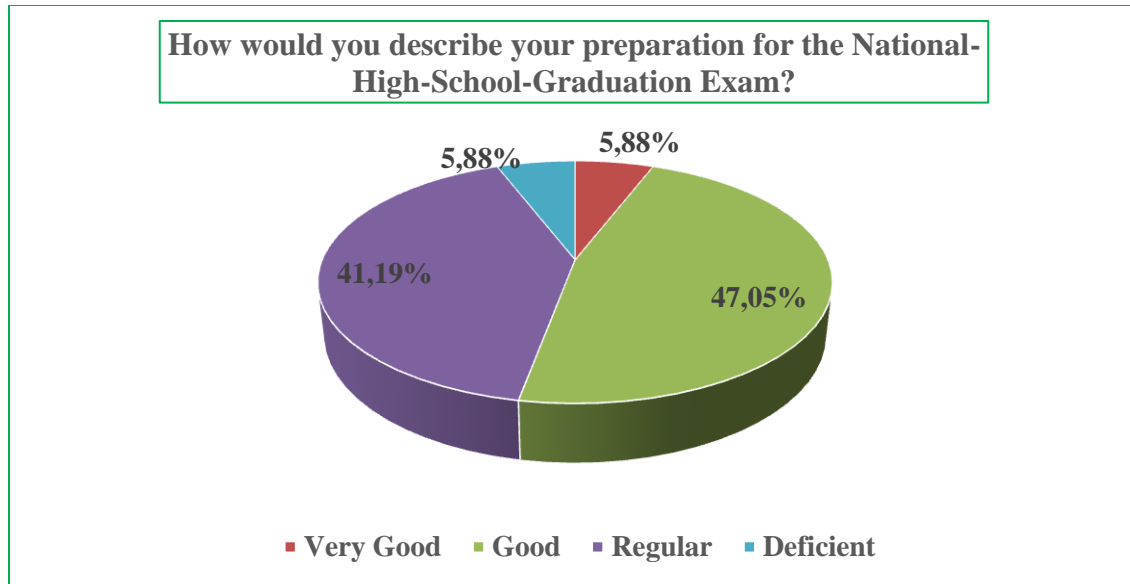


Fig. 5.

Source: Data taken from student questionnaire, October 2015.

As illustrated in figure #5, 5.88% of the students stated that they have had a very good preparation for the examination. Then, 47.05% of them had good preparation. Moreover, 41.19% of the kids believed that they are ready to have a regular performance on the test. Last, 5.88% of them stated that their level is deficient. Nobody referred to the excellent criterion in this regard. Certainly, the fact that almost 50% of the students had a regular preparation is another big concern to track considering that it might affect academic achievement as well.

C. Likert Scale: The last section of the student questionnaire consisted of a Likert scale, comprising nine statements about the pupils' perception towards the pedagogical criteria the teacher used to prepare them for the National-High-School-Graduation Examination.

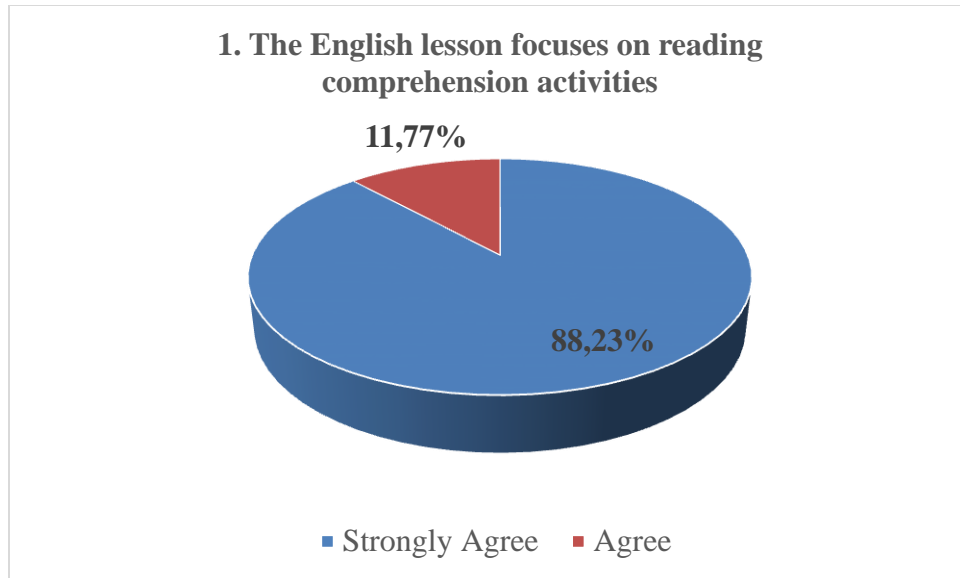


Fig. 6.

Source: Data taken from student questionnaire, October 2015.

Figure 6 clearly evidences that 88.23% of the pupils strongly agreed the thorough English class is reading-comprehension-activities focused whereas 11.77% of them just agreed with this criterion. No one strongly disagreed or disagreed at all. This situation confirms the results obtained during NPOs 1 through 6.

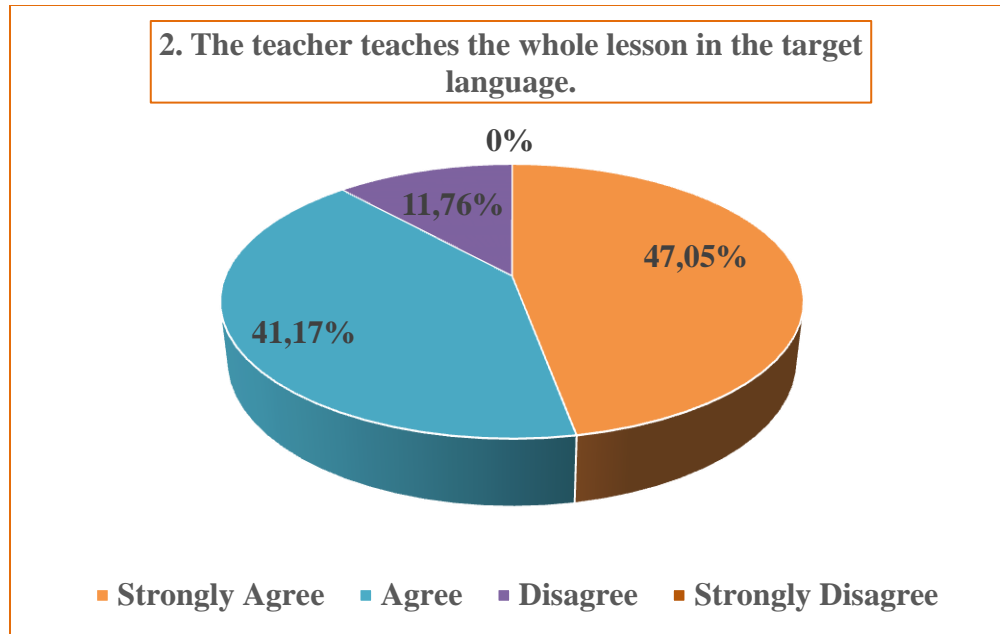


Fig. 7.

Source: Data taken from student questionnaire, October 2015.

According to figure 7, 47% of the kids strongly agreed that the teacher uses the target language to teach the thorough English lesson. Next, 41.17% agreed in this regard. Last, only 11.76% of them disagreed and no one strongly disagreed. This would be a good point if the students showed comprehension of what the teacher is saying since he uses techniques and aids to be understood. Nonetheless, if the teacher teaches in English and then translates into Spanish, this might be counterproductive since he is doing double work, and he is going against the methodological teaching approach mandated by the English Syllabus.

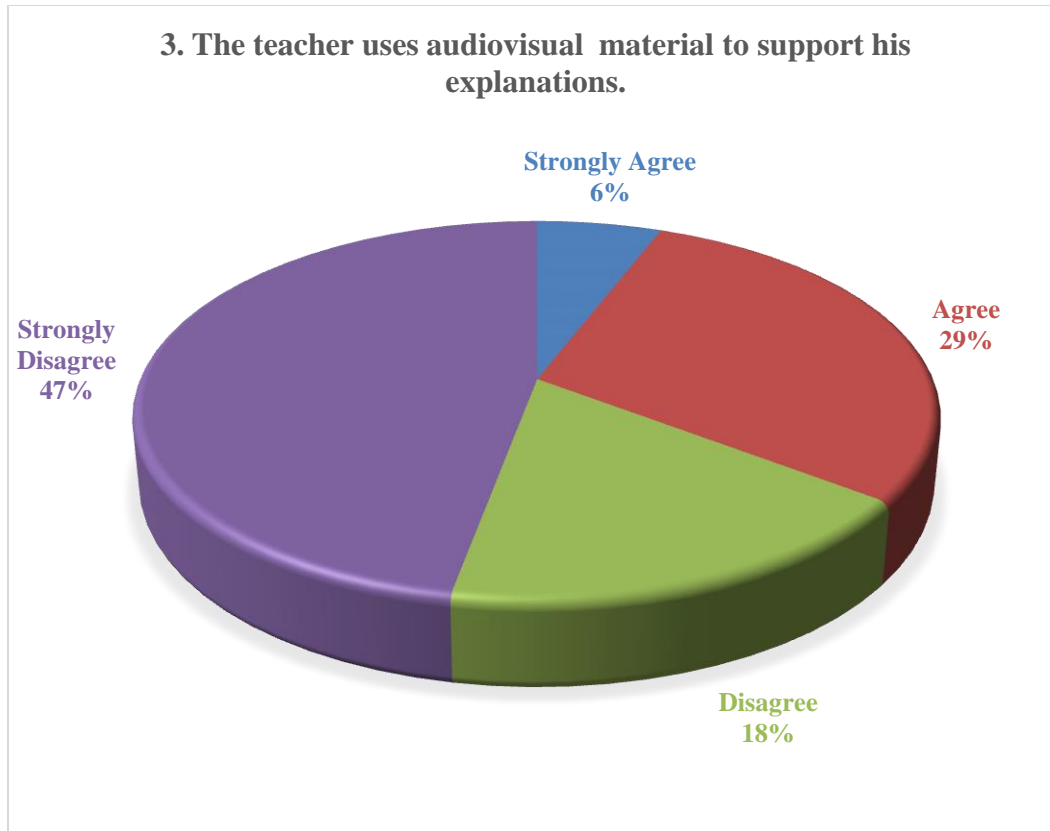


Fig. 8.

Source: Data taken from student questionnaire, October 2015.

As indicated in figure #8, 6% of the students strongly agreed that the teacher uses audiovisual material to support his explanations. Next, 29% of them agreed in this respect. Then, 18% disagreed and 47% disagreed with this criterion. This means that 65% of the pupils expressed disagreement with regard to the teacher using audiovisual material at the time of explaining. This is alarming since a high percentage of learners might not understand what the teacher is teaching. Consequently, text comprehension and academic achievement may be affected accordingly.

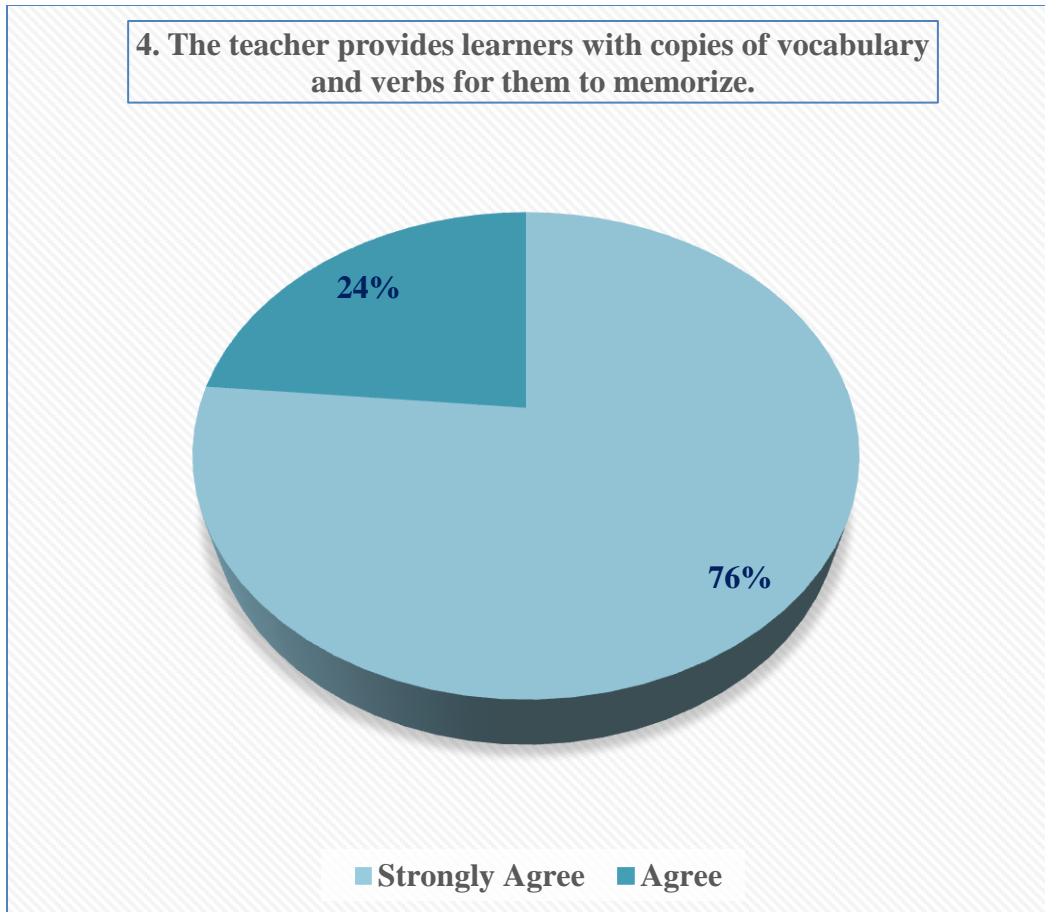


Fig. 9.

Source: Data taken from student questionnaire, October 2015.

Figure 9 shows that 76% of the students strongly agreed and 24% of them agreed that the teacher provides students with lists of vocabulary and verbs for them to memorize. On this account, giving students lots of vocabulary in isolation is certainly counterproductive because memory is temporary. In addition, if new words are not taught meaningfully or through context, students may forget them easily.

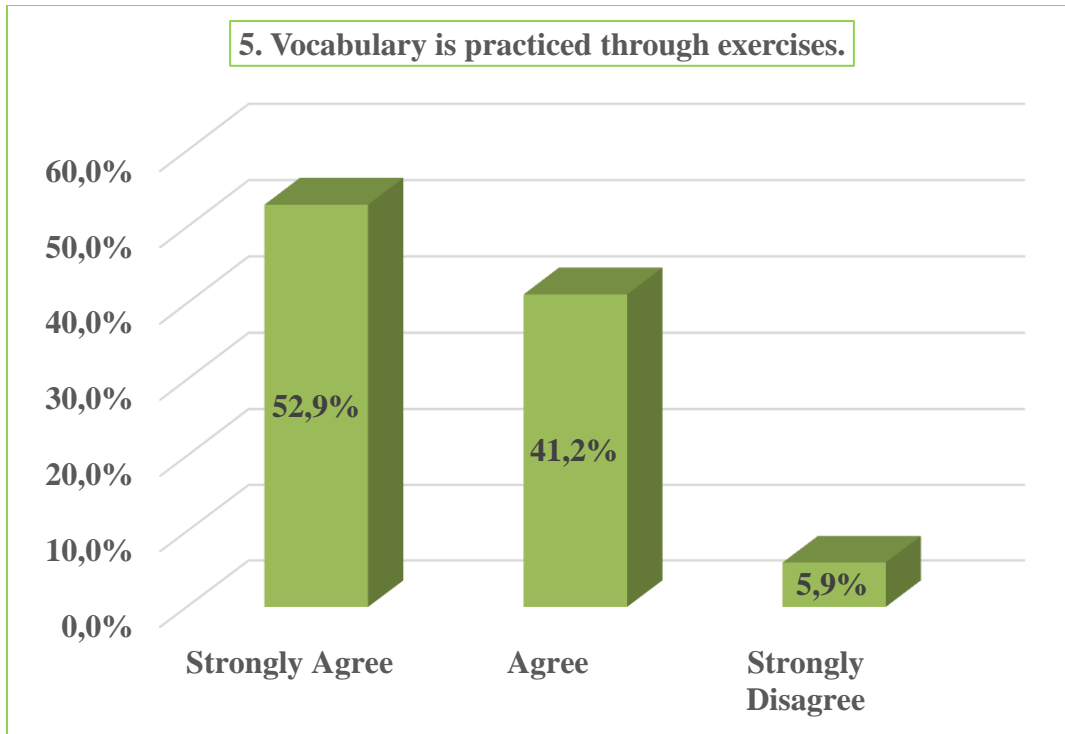


Fig. 10.

Source: Data taken from student questionnaire, October 2015.

Although figure 10 shows that 52.9% of the students strongly agreed and 41.2% agreed, that vocabulary is practiced through exercises, this criterion could not be verified during NPOS 1 through 4. The teacher taught vocabulary in context through specific practices during NPO 5 and NPO6 after the researcher coached him. Before that, the teacher translated new words into Spanish.

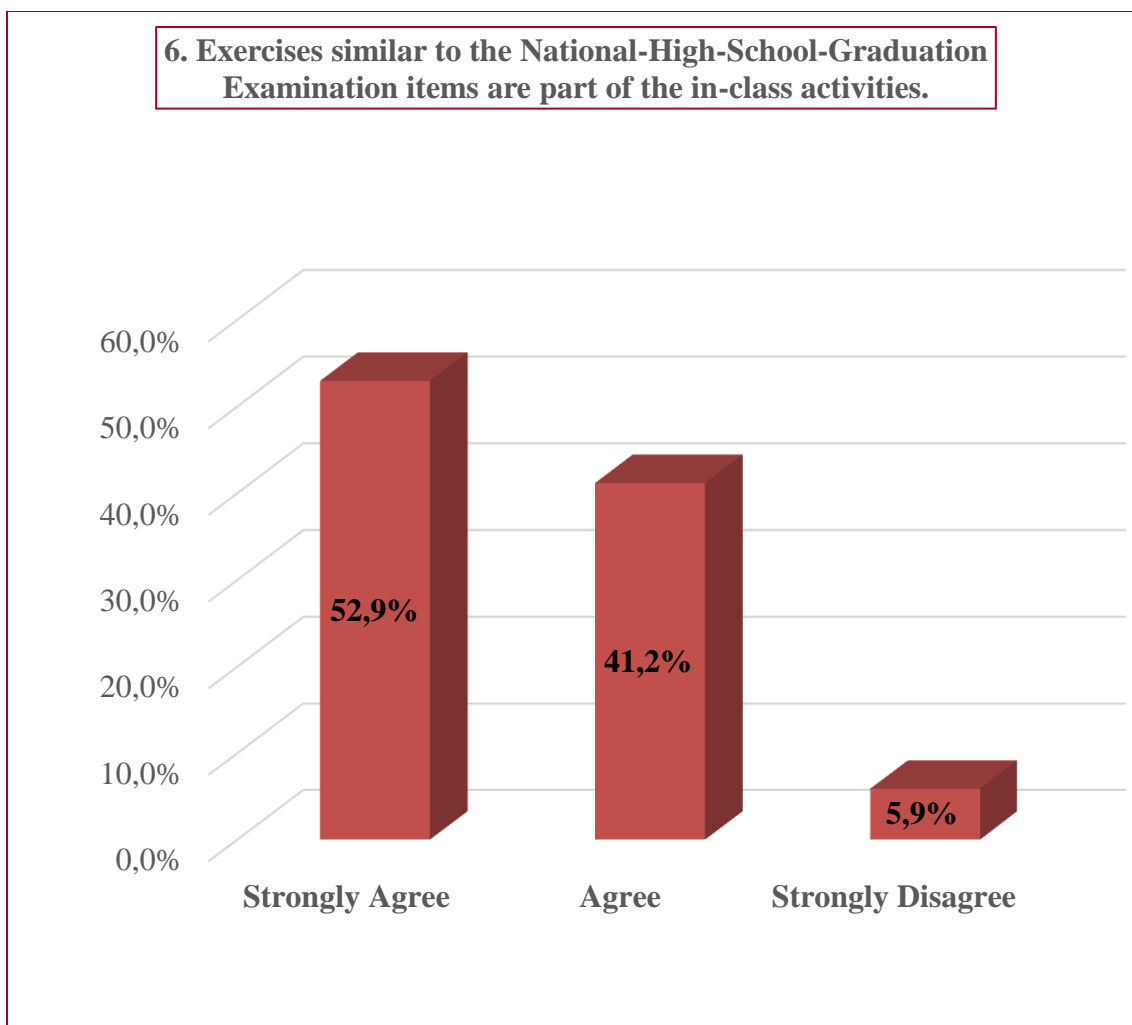


Fig. 11.

Source: Data taken from student questionnaire, October 2015.

According to this figure, 53.9% of the students strongly agreed and 41.2% agreed that the teacher develops in class exercises similar to the items of the National-High-School-Graduation-Examination. Only 5.9% strongly disagreed with this matter. This is a high point; nevertheless, in-class procedures should be varied and not focused on a single skill at all. According to modern methodologies for foreign language teaching such as CLT and the Task-Based Approach, the teaching of the target language needs to be skills-integrated.

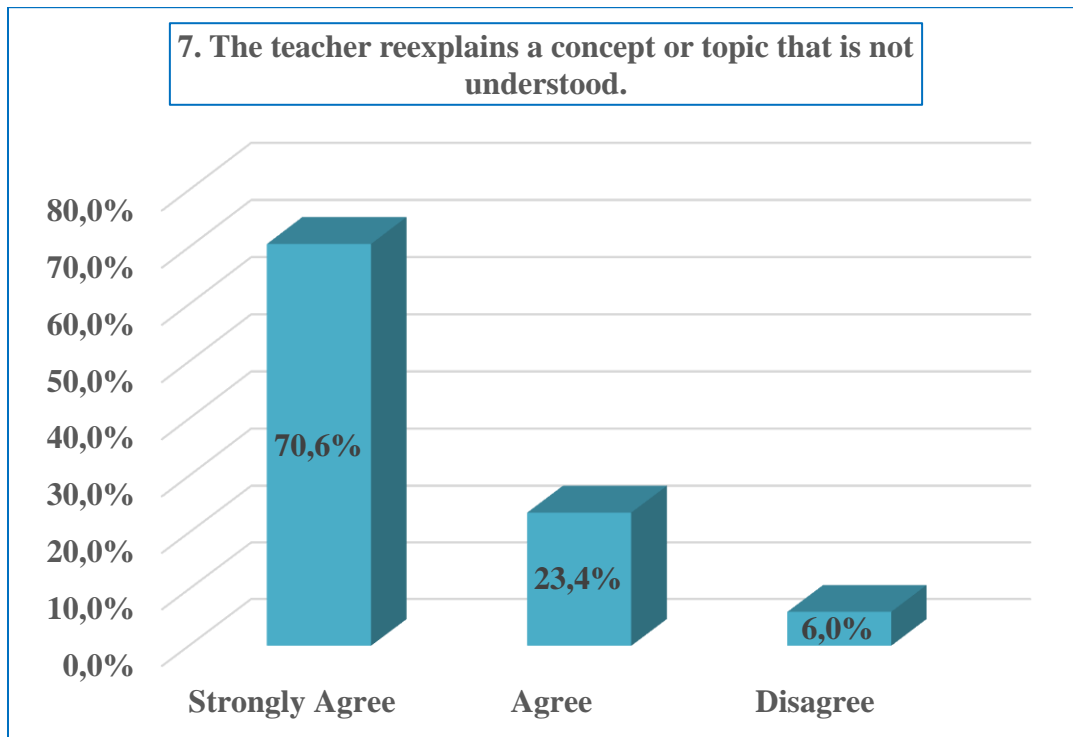


Fig. 12.

Source: Data taken from student questionnaire, October 2015.

As shown in figure 12, 70.6% of the participants indicated that they strongly agreed with the teacher re-explaining a concept or topic that was not clear enough, and 23% of them agreed with this matter. Only 6% of the kids reported that they disagreed with this criterion.

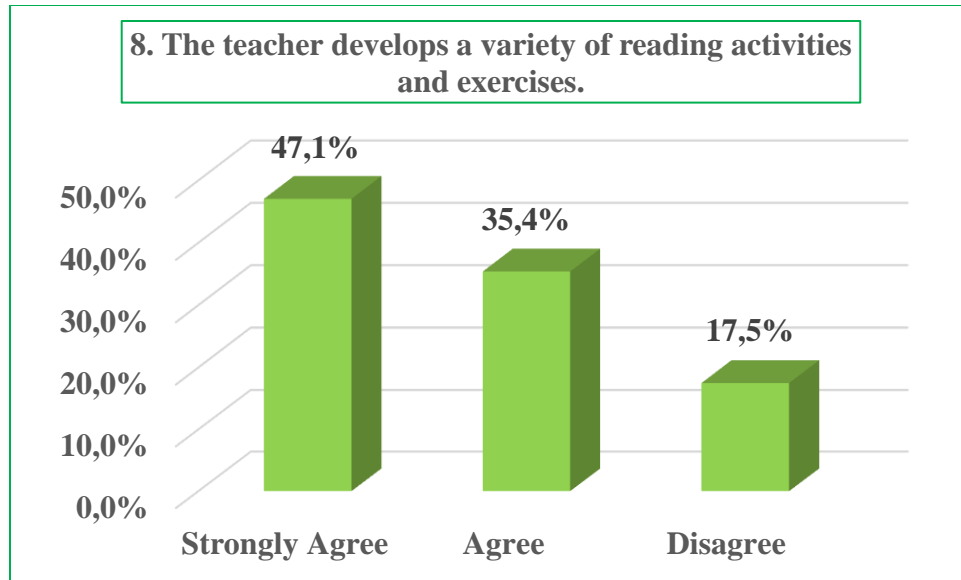


Fig. 13.

Source: Data taken from student questionnaire, October 2015.

Figure 13 illustrates that 47.1% of learners strongly agreed that their English mentor develops a variety of reading activities and exercises. In addition, 35.4% agreed with this point. Last, only 17.5% disagreed with it. Nonetheless, during the course of the six observations conducted, the researcher evidenced that the teacher mainly developed class routines, presented a new topic or recapped a previously introduced topic and handed out copies with texts and comprehension exercises for the students to do. Last, he orally checked the answers to the exercises fifteen minutes before each lesson period ended.

V. CONCLUSIONS

The conclusions herein presented were supported in light of the findings and results derived from the already described, analyzed, and interpreted data.

5.1. Regarding the target contents and linguistic objectives taught by the EFL teacher, it is evidenced that he is developing the contents included in the English Syllabus. In sharp contrast, he was only teaching the linguistic objectives related to the reading skill. The most commonly developed linguistic objectives were: Understanding a wide range of factual and imaginative texts and 2. Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. Some objectives like distinguishing the main idea from supporting details and drawing conclusions from extended texts were absent from the reading activities he developed. Nonetheless, he used activities that contained inferences after he was coached by the researcher. The teacher was not probably used to teaching inferences to students. In addition, other reading-oriented objectives such as guessing meaning from context or making inferences were also developed after the teacher got some coaching from the researcher though the teacher's first material had some items with a key word in the question that had a synonym in the correct answer. Namely, the answers to items could not be literally found in the text. The students were supposed to use context clues to get the meaning across, but they were never taught how to guess meaning from context. Last, the teacher's trimestral plan evidenced that the target contents were going to be taught in light of the tenets of the four skills because there were linguistic objectives for listening, speaking and writing, but that never happened although the teacher taught the lesson in the target language.

5.2. As to how the teacher was teaching the cognitive targets and objectives, it is possible to assert that the instructor's methodology was rather weak in relation to the following aspects: the role of the teacher, the material used, reading stages, reading strategies and techniques. The teacher was a class manager. Certainly, there was no evidence of a clear reading approach for teaching reading, considering that the teacher most of the time quickly presented a topic on the board and then distributed copies to students for them to read some short passages and do a set of comprehension exercises. In sum, there was lack of balanced reading that seeks to scaffold students' comprehension and leads them to academic success as previously stated by David Cooper. In conclusion, the teacher focused on reading comprehension. There was no class discussion related to the target contents under study so that reading was taught with no relation to the other language skills, which certainly hindered the learning process because teaching a language must gradually involve the four skills although there is a focus on a particular skill. Moreover, the role of the students was quite passive, and there was no interaction among themselves, which led to a static classroom environment where the teacher was in charge of conducting the activities and transmitting knowledge.

5.3. The school administration has taken some actions to improve the National-High-School-Graduation Examination Promotion Rate this year. Among these alternatives are additional afterschool sessions, self-independent study, focus on the National-High-School-Graduation-Examination contents rather than on the English Syllabus contents, and development of Mock Tests similar to the National-High-School-Graduation Examination. Notwithstanding, due to cultural behavior patterns of the students and families, they have not understood the

importance of ongoing study habits. Furthermore, motivation is a key factor to learning development, but the teacher's teaching tactic has not reached the point at all.

5.4. With regard to the National-High-School-Graduation Examination items from 2014, students got a low percentage of correct items in relation to the contents and objectives measured. The most difficult objectives were those about drawing inferences and learning context clues. The students showed vocabulary and reading strategies gaps they need to bridge. They lack knowledge of basic words such as verbs (need, want, have, drink, cook, read, write, eat, watch, like, speak and so on); nouns (ordinal and cardinal numbers, time expressions, food, diseases, likes and dislikes, and the like); structures (parts of speech, verb tenses). In order to overcome vocabulary issues, they need to use dictionaries and other reference aids, word parts (parts of speech), and context clues as proposed by Armbruster and Osborn. Although the teacher developed reading exercises and practices similar to the National-High-School-Graduation Examination items, they were based on rote learning and focused on scanning for details. That is why the students could find the answer mechanically and easily.

5.5. Regarding the students' perception of their preparation for the National-High-School-Graduation Examination, the majority of them did not feel prepared for the exam. They have felt insecure and concerned. As a result, it is possible to affirm that these feelings might be an influence of the backwash effect, stated by Buckthe and Belford, which can have either a positive or negative effect on the students' self-esteem. Traditionally, students panic Math and English exams since year after year several people fail them, thus, they constitute a barrier for pupils to get their high school diploma and get enrolled in a university. In other words, this negative backwash effect destroys the dreams and expectations of many students.

5.6. Last, through this study, it is possible to claim that every language teacher needs to be careful with the methodology he chooses at the time of planning his lessons. This selection must be made considering the students' needs, situational context, classroom climate, learner types, cultural background, prior knowledge, strategies and techniques. Although a teacher's methodology is a key factor to consider for lesson planning in order to reach success or failure, it is not the only one. In fact, motivation, attitude, aptitude, embarrassment, anxiety, learner type, and self-confidence do influence academic achievement. Hence, language teachers should regard these elements at the time of devising reading material and lesson procedures.

In sum, the previous findings reveal the urgent need for an intervention from the school administration. An improvement plan, which involves the teacher, parents, students, and the principal needs to be devised and implemented so that each part of the team does its duties and can contribute to reaching the final objective, which is to pass the National-High-School-Graduation Examination.

VI. RECOMMENDATIONS

The following recommendations were the result of the findings and results derived from the already described, analyzed, and interpreted data.

- 6.1.**In order to increase academic achievement and reading comprehension, it is advisable that the teacher assess his teaching methodology in light of the theory behind the different reading approaches or models to see what he is missing. Then, he should incorporate the new tenets to his teaching methodology. This process should start in seventh grade all the way to eleventh grade so that he chooses for a teaching approach that is not only reading skills based but integrated like CLT or Task-based. This should be a continuum to guarantee target language proficiency in the four skills.
- 6.2.**When teaching reading, the teacher needs to plan his lessons using a balanced reading approach that provides learners with carefully structured support (scaffolding) as stated by Cooper. Therefore, the teacher should devise a variety of activities in light of the three reading stages, various direct learning strategies (as recommended by Oxford), and multiple techniques (as suggested by Larsen-Freeman). In addition, he ought to use audiovisual material to introduce a new topic and vocabulary more meaningfully so that learners can internalize new input. Then, he needs to track the students' progress and give them corrective feedback during all the tasks developed.
- 6.3.**As a way to grow more professionally within his teaching situation for the sake of his students' learning, he can do co-teaching with the other colleague so that they observe each other while teaching and analyze the areas of improvement of their methodology. The two-EFL-teacher team of the school needs to agree on unified teaching criteria that lead learners to successful foreign language learning. Certainly, they may also be coached by the Regional

English Advisor who can give them positive feedback as well as new didactic material.

Despite time constraints, schedule issues and other situations, both teachers should talk to the school principal for her approval to do co-teaching and find the best time to do it. This was possible this year because the researcher visited both teachers' English classes. Thus, such antecedent is a good indicator that it is possible to do it again in the future if both teachers agree and are willing to do it.

6.4.The teacher needs to motivate the students constantly and let them know that to want is to be able to. In that way, learners will enhance their self-esteem and that will create a positive attitude towards the target language.

6.5.In order to get fresh and new ideas about language teaching methodologies, it is commendable that teachers attend international conferences such as CONLAUNA, CILAP and others. In these conferences, teachers can share experiences and be updated regarding the teaching of English. In addition, these conferences offer workshops that are good knowledge refreshers.

6.6.The students need to sign a commitment contract in which they do their academic duties customarily. Such responsibilities include daily review of the contents and vocabulary studied in class, homework assignment, weekly extensive reading log of a short print or online passage, and consultation of unclear terms or structures. Parents are responsible for verifying that the contract is fully respected and carried out.

6.7.The learners should attend classes and catch up on the topics studied in case they are absent. Moreover, they must be punctual to the English class.

6.8.The school principal should assign the English teacher a room so that he can post audiovisual material such as charts, posters, flash cards and maps with comprehensible input for the students.

6.9.The school principal ought to conduct periodical meetings with parents to analyze the students' academic achievement as well as their strengths and areas of improvement. Keeping an eye on the students' progress and academic duties is the best action that parents can do to help their kids improve their academic achievement since most parents were only able to complete elementary school and have little or no knowledge at all of the English language.

The previous recommendations are some valid criteria grounded in light of the theory and the results of the study. Nevertheless, other actions (not stated in this paper) that aid to improve the students' reading comprehension and academic achievement on the National-High-School-Graduation Examination might be implemented as well.

VII. WORKS CITED AND ANNEXES

7.1. Works Cited

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7.2. Annexes

7.2.1. Annex 1: Teacher Questionnaire



UNIVERSIDAD NACIONAL
Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje
Maestría en Segundas Lenguas y Culturas
Curso: Investigación en Segundas Lenguas
Student: Manuel Navarro Godínez



Teacher questionnaire

The following questionnaire is part of a study being conducted by a student of the Master's Program in Second Languages and Cultures at Universidad Nacional. It is aimed at gathering data to carry out a final project as the requirement to pass the Investigation in Second Languages and Cultures Course. Please answer each question clearly and honestly. Any information you provide will be used for academic purposes only and dealt with confidentiality. Thank you very much for your time and consideration.

Objective of the questionnaire:

1. To describe how the teacher teaches reading comprehension to the students for the National-High-School-Graduation Examination.

Research question:

1. How does the EFL teacher from Liceo Concepción de Pilas teach reading comprehension to eleventh graders for the National-High-School-Graduation Examination?

I-Part: Answer the questions below.

1. How old are you?

- a. Between 25-29 years
- b. Between 30-34 years
- c. Between 35-40 years
- d. Older than 40years

2.What is your academic degree?

- a. Bachelor's
- b. Licentiate's
- c. Master's
- d. Ph.D

3.For how long have you taught English?

- a. 1 year
- b. Between 2-4 years
- c) Between 5-9 years
- d) More than nine years

4. For how long have you taught English at Liceo Concepción?

- a. 1 year b. Between 2-4 years c) Between 5-9 years d) More than nine years

5. What grade levels have you taught?

6. How many senior generations have you taught?

- a. 1 generation
 b. Between 2-4 generations
 c. Between 5-7 generations
 d) More than 7 generations

7. Use the scale below to give your opinion about the following criteria:

SA: Strongly Agree
A: Agree
D: Disagree
SD: Strongly Disagree

CRITERIA RELATED TO YOUR TEACHING METHODOLOGY	SA	A	D	SD
I focus my lessons mainly on reading comprehension.				
I provide students with lists of verbs and vocabulary related to the target contents developed for them to memorize.				
I follow the distribution of objectives and contents for the National Examination rather than the English Syllabus.				
I am willing to try new teaching methodologies and techniques.				
In my reading lessons, I develop the three stages of the reading process (Pre-reading, while-reading and post-reading).				
I use copies of readings with or without exercises from printed or online magazines, newspapers or EFL textbooks.				

I invest a lot of time planning my lessons and devising reading materials for my students.				
I follow a commercial ESL textbook to teach reading.				

8. What is your opinion about the National-High-School-Graduation Test of English (Bachillerato)?

9. How do you think students learn best English?

10. What is your methodology for preparing students for the National-High-School-Graduation Examination of English?

11. What kind of materials do you use to teach reading?

12. What techniques do you use to prepare students for the National-High-School-Graduation Test(Bachillerato)?

13. From your perspective, what is the best way of teaching reading?

14. How do students react toward the reading activities implemented in class?

15. What specific actions have you and the school administration developed this year to increase the National-High-School-Graduation Examination- Promotion Rate as compared to the low-test promotion obtained last year?

7.2.2. Annex 2: Lesson Observation Sheet



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 Maestría en Segundas Lenguas y Culturas
 Curso: Investigación en Segundas Lenguas
 Student: Manuel Navarro Godínez



1. Objectives of the observation:

- 1.1.To identify what target contents and linguistic objectives the teacher teaches to eleventh graders as part of his teaching methodology.
- 1.2.To describe how the teacher teaches reading comprehension to the students for the National-High-School-Graduation Examination.

2. Research questions:

- 2.1.What target contents and linguistic objectives does the English teacher from Liceo Concepción de Pilas use with eleventh graders as part of his teaching methodology?
- 2.2.How does the EFL teacher from Liceo Concepción de Pilas teach reading comprehension to eleventh graders for the National-High-School-Graduation Examination?

Lesson Observation Form # _____

Institution:	Teacher:	Date:	Lesson time:	Number of students:
Teaching objective(s):		Target content(s) taught:		
Teaching materials:		Role of the teacher and of the students:		
Room description and class set-up:		Role of language:		
Reading strategies used by the students:		Teacher’s methodology (approach and techniques used):		
Teacher’s performance:		Students’ performance:		

Lesson Description

Observer's interpretation:

7.2.3. Annex 3: Student Questionnaire



UNIVERSIDAD NACIONAL
 Facultad de Filosofía y Letras
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 Maestría en Segundas Lenguas y Culturas
 Curso: Investigación en Segundas Lenguas
 Estudiante: Manuel Navarro Godínez



Cuestionario dirigido a estudiantes de undécimo año

Instrucciones:

El siguiente cuestionario es parte de un estudio llevado a cabo por una estudiante del Programa de Maestría en Segundas Lenguas y Culturas de la Universidad Nacional. Está dirigido a la recopilación de datos para llevar a cabo un proyecto final como el requisito para aprobar el curso de Investigación en Segundas Lenguas y Culturas. Este cuestionario fue diseñado para recopilar su opinión con relación a la preparación que usted ha tenido y tiene para realizar el Examen de Bachillerato de Inglés. Por favor conteste cada pregunta en forma clara y honesta. Toda la información suministrada será tratada confidencialmente. Muchas gracias por su colaboración.

Objetivo del cuestionario:

1. Obtener la percepción de los estudiantes de undécimo año con relación a su preparación para el Examen de Bachillerato.

Pregunta de Investigación:

1. ¿Cuál es la percepción de los estudiantes de undécimo año con relación a su preparación para el Examen de Bachillerato de Inglés?

I-Parte: Conteste las siguientes preguntas.

1. ¿Cuál es su edad en años cumplidos?
 - a) menos de 17
 - b) 17
 - c) 18
 - d) 19
 - e) más de 19
2. ¿Cuál es su sexo?
 - a) Masculino
 - b) Femenino
3. ¿Le gusta la clase de inglés académico?
 - a) Sí
 - b) No

4. ¿Cuál de los siguientes enunciados describe mejor la clase de inglés?
 - a. clara y entretenida
 - b. clara pero aburrida
 - c. confusa y aburrida
 - d. confusa pero entretenida

5. ¿Se siente preparado(a) para aprobar el Examen de inglés de Bachillerato?
 - a) Sí b) No

6. ¿Cómo considera que ha sido este año su preparación para el Examen de inglés de Bachillerato?
 - a) Excelente b) Muy buena c) Buena d) Regular e) Deficiente

7. Use la siguiente escala para dar su opinión sobre las afirmaciones en la tabla de abajo. Marque una equis dentro de la casilla de su elección.

CDA: Completamente de acuerdo
DA: De acuerdo
EDA: En desacuerdo
CEDA: Completamente en desacuerdo

PERCEPCIÓN ESTUDIANTIL SOBRE SU PREPARACIÓN PARA EL EXAMEN DE INGLÉS DE BACHILLERATO	CDA	DA	EDA	CEDA
1. La clase de inglés se enfatiza en actividades de comprensión de lectura.				
2. El docente desarrolla toda la clase en el idioma inglés.				
3. El docente utiliza material audiovisual (video clips, ilustraciones, presentaciones en power point) para reforzar las explicaciones sobre los temas abordados.				
4. El docente brinda a los estudiantes fotocopias con listas de vocabulario y verbos para memorizar.				

5. El vocabulario y los verbos de las listas se ponen en práctica a través de varios ejercicios y prácticas de lectura.				
6. Se realizan prácticas semejantes a las que enfrentaran en el examen de bachillerato.				
7. El docente vuelve a explicar un tema o concepto que no se haya entendido del todo.				
8. El docente desarrolla una gran variedad de actividades y ejercicios de lectura.				

8. Describa su preparación para el examen de inglés de bachillerato este año.

9. ¿Cómo les ayuda el profesor en su preparación para la prueba de bachillerato?

10. ¿Qué es lo que más le gusta de la clase de inglés?

11. ¿Qué es lo menos le gusta de la clase de inglés?

7.2.4. Annex 4: Inform Consent Letter Signed by the Students and Teacher

30 de agosto del 2015

Profesor: Alejandro Zúñiga
Sección: 11-1
Liceo Concepción de Pilas
Buenos Aires, Puntarenas

Estimados estudiantes y docente:

Mediante la presente se les informa que durante el tercer período del presente año, se estará realizando en su grupo un trabajo final de graduación (TFG), perteneciente al programa *Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto*, de la *Universidad Nacional*. Este estudio se enfoca en explorar la metodología (técnicas, estrategias y habilidades de lectura usadas en la clase). La información recolectada a través de observaciones de clase, encuestas al alumnado y cuestionarios al profesorado se llevará a cabo en un marco de confidencialidad y anonimato, tomando en cuenta que ustedes, los estudiantes, tendrán el papel de participantes, mas no de informantes conforme a la metodología del estudio.

Las dinámicas investigativas no representarán una carga académica extra en el avance de las lecciones. Por el contrario, se ha diseñado un plan de investigación el cual no afecte el avance de los estudiantes o docentes.

Finalmente, cabe destacar, que la Universidad Nacional, promueve la investigación por parte de su equipo docente para brindar fuentes de información que permitan mejorar prácticas en el ámbito del aprendizaje del inglés como lengua extranjera. El estudio a realizarse en su grupo cumple con estas características.

Favor firmar el acta adjunto de recibido como forma de consentimiento a participar en el estudio.

Cordialmente,

M.A. Ana Isabel Campos Centeno
Profesora del Curso
Investigación en Segundas Lenguas y Culturas



Acta Adjunta de Recibido
 Fecha: 2 de setiembre de 2015

Nombre Completo	Firma
1. Stefanny Ramirez Castro	Stefanny R.C.
2. Dania Méndez Valverde	Dania Méndez
3. Grettel Aguilar Robles	Grettel Aguilar R.
4. Lisbeth Garbanzo Céspedes	Lisbeth
5. Leandro J Altamirano Valverde	Leandro J Altamirano Valverde
6. Jairo Mora Cruz	Jairo
7. Keydel Beito Rojas	Keydel Beita R.
8. Jordan Berruocal Fernández	Jordan JF
9. Juliana Granados Pretana	Juliana GR.
10. Luis Vargas Uvo	Luis Vuv
11. Stefanny Rodríguez Madrid	SRM
12. William Chavarria Blanco	William.
13. Andree Rodríguez	Andree
14. Randy Luciano Amodor.	Randy SA.
15. JEON CARLO GONZALEZ ROSAS	JEON CARLO
16. Jenni Per Altamirano G.	Jenni
17. Joseph Berruocal Solís	Joseph
18. Sandra Fernández U	Sandra Fernández
19. Andrey Navarro	Andrey N.
20. Alejandro Zúñiga	A. Z.
21.	
22.	
23.	
24.	

7.2.5. Annex 5: National Exam Report Issued by the Board of Quality Control (2012)

MINISTERIO DE EDUCACION PUBLICA
 DIRECCION DE GESTION Y EVALUACION DE LA CALIDAD
 DEPARTAMENTO DE EVALUACION ACADÉMICA Y CERTIFICACION

Fecha: 07/12/2012
 Página: 1/ 2

ACTA OFICIAL DE LOS RESULTADOS DE LAS PRUEBAS ADMINISTRADAS EN EL CURSO LECTIVO DEL
 BACHILLERATO FORMAL AÑO 2012
 (Incluye resultados de las apelaciones)

Institución: COLEGIO CONCEPCION
 Región Educativa: GRANDE TERRABA

Código: 1101882
 Modalidad: ACADEMICO DIURNO

ACTA Nº _____

La Dirección de Gestión y Evaluación de la Calidad del M.E.P. consigna los resultados obtenidos en las pruebas nacionales de bachillerato, de colegios modalidad académica (diurnos y nocturnos), para los siguientes postulantes:

Código / Nombre	Prom. Pres.	Resultados de los exámenes						Result. ponderados con nota de presentación									
		Españ.	Es.So.	Matem.	Ciencia	Cívica	Idioma Extran.	Españ.	Es.So.	Matem.	Ciencia	Cívica	Idioma Extran.				
ABARCA FUENTES DANIELA LUCIA 116060650	30.96	66.17	71.43	41.67	B	73.75	67.14	I	50.00	77.66	80.81	62.96	B	82.21	78.24	I	67.96
ABARCA FUENTES MARISOL 116090457	34.61	73.17	77.14	61.67	B	83.75	72.86	I	72.86	85.51	87.89	78.61	B	91.86	85.32	I	85.32
ABARCA URESA EDENIA MARIA 115450641	30.91	53.00	57.14	58.33	B	70.00	61.43	I	41.43	70.00	72.19	72.90	B	79.91	74.76	I	62.76
ABARCA URESA YULIAN MARIA 116060680	29.85	61.00	58.57	51.67	B	66.25	61.43	I	40.00	73.45	71.99	67.85	B	76.60	73.70	I	60.85
YBUILAR CHAVARRIA IVANIA VANESSA 116130506	33.59	59.17	60.00	61.67	B	75.00	70.00	I	54.29	76.09	76.59	77.59	B	85.59	82.59	I	73.16
YBUILAR ROBLES MARIA LIZETH 115510931	29.83	62.50	57.14	56.67	B	75.00	68.57	I	57.14	74.33	71.11	70.83	B	81.83	77.97	I	71.11
YARRANTES ROJAS FRANKLIN WILSON 15250512	26.98	66.67	67.14	33.33	B	48.75	71.43	I	41.43	73.98	74.26	53.97	B	63.23	76.83	I	58.83
YHINCHILLA HIDALGO MELISSA 02270740	28.51	54.17	61.43	60.00	B	50.00	48.57	I	48.57	68.01	72.36	71.51	B	65.51	64.65	I	64.65
YUBERO AGLERO DANNY JAFET 16230843	32.03	61.67	52.86	51.67	F	60.00	30.00	I	30.00	76.03	70.74	70.03	F	75.03	57.03	I	57.03
ERNADEZ MORA JUNIOR FABIAN 15760445	28.32	55.84	61.43	50.00	B	70.00	68.57	I	48.57	70.00	72.17	65.32	B	77.32	76.46	I	64.46
ERNADEZ LINAGA MONICA TERESITA 15790354	31.00	66.50	70.00	43.33	B	61.25	68.57	I	50.00	77.90	80.00	63.99	B	74.75	79.14	I	68.00
ENRICH ROJAS NOEMY CRISTINA 16040570	32.97	57.34	77.14	60.00	B	76.25	77.14	I	68.57	74.37	86.25	75.97	B	85.72	86.25	I	81.11
IMENEZ MEZA JOSE ALFREDO 15550409	34.09	68.00	80.00	75.00	B	72.50	67.14	I	62.86	81.89	89.09	86.09	B	84.59	81.37	I	78.80
JIRA CRUZ RANDALL JONAS 15890789	30.72	63.67	75.71	66.67	B	73.75	77.14	I	71.43	75.92	83.14	77.72	B	81.97	84.00	I	80.57
JIRA MORA YEILYN YULIANA 15870249	32.29	65.34	68.57	55.00	B	68.75	68.57	I	52.86	78.49	80.43	72.29	B	80.54	80.43	I	71.00

- IAS:- A cada estudiante se le otorgará la condición de aprobado o aprobada en una asignatura, si la calificación obtenida es igual o superior a 70.00.
- No se consigna la condición final de cada estudiante, por cuanto esto es competencia del director o directora institucional.
 - Es responsabilidad de la institución reportar en la forma establecida por la DEEL, la nota de presentación de cada estudiante.
 - Con base en las distribuciones de frecuencias de los resultados de las pruebas y en el criterio de las autoridades ministeriales, se le sumaron siete puntos (7) a la calificación por estudiante en cada asignatura.
 - El criterio de redondeo aplicado fue el siguiente: las calificaciones iguales o superiores a 68.50 e inferiores a 70.00 se redondearon a 70.00.
 - Nomenclatura para los idiomas: (I) inglés, (T) italiano, (F) francés.
 - Nomenclatura para las ciencias: (B) biología, (F) física, (Q) química.

MINISTERIO DE EDUCACION PUBLICA
 DIRECCION DE GESTION Y EVALUACION DE LA CALIDAD
 DEPARTAMENTO DE EVALUACION ACADÉMICA Y CERTIFICACION

Fecha: 07/12/2012
 Página: 2/ 2

ACTA OFICIAL DE LOS RESULTADOS DE LAS PRUEBAS ADMINISTRADAS EN EL CURSO LECTIVO DEL
 BACHILLERATO FORMAL AÑO 2012
 (Incluye resultados de las apelaciones)

Institución: COLEGIO CONCEPCION
 Región Educativa: GRANDE TERRABA

Código: 1101882
 Modalidad: ACADEMICO DIURNO

ACTA Nº _____

a Dirección de Gestión y Evaluación de la Calidad del M.E.P. consigna los resultados obtenidos en las pruebas nacionales de bachillerato, de colegios modalidad académica (diurnos y nocturnos), para los siguientes postulantes:

Código / Nombre	Prom. Pres.	Resultados de los exámenes						Result. ponderados con nota de presentación					
		Españ.	Es.Soc.	Matem.	Ciencia Cívica	Idioma Extran.	Españ.	Es.Soc.	Matem.	Ciencia Cívica	Idioma Extran.		
MIREZ VEGA BRYAN DANIEL 5960431	36.55	56.84	70.00	70.00	F 78.33	60.00	I 51.43	77.65	85.55	85.55	F 90.54	79.55	I 74.40
DRIGUEZ MADRIZ RODRIGO ANTONIO 6050449	33.87	71.84	70.00	63.33	B 73.75	80.00	I 70.00	83.97	82.87	78.86	B 85.12	88.87	I 82.87

- NOTAS:- A cada estudiante se le otorgará la condición de aprobado o aprobada en una asignatura, si la calificación obtenida es igual o superior a 70.00.
- No se consigna la condición final de cada estudiante, por cuanto esto es competencia del director o directora institucional.
 - Es responsabilidad de la institución reportar en la forma establecida por la DGEC, la nota de presentación de cada estudiante.
 - Con base en las distribuciones de frecuencias de los resultados de las pruebas y en el criterio de las autoridades ministeriales, se le sumaron siete puntos (7) a la calificación por estudiante en cada asignatura.
 - El criterio de redondeo aplicado fue el siguiente: las calificaciones iguales o superiores a 68.50 e inferiores a 70.00 se redondearon a 70.00.
 - Nomenclatura para los idiomas: (I) inglés, (T) italiano, (F) francés.
 - Nomenclatura para las ciencias: (B) biología, (F) física, (Q) química.

7.2.6. Annex 6: National Exam Report Issued by the Board of Quality Control (2013)

MINISTERIO DE EDUCACION PUBLICA
 DIRECCION DE GESTION Y EVALUACION DE LA CALIDAD
 DEPARTAMENTO DE EVALUACION ACADÉMICA Y CERTIFICACION
 ACTA OFICIAL DE LOS RESULTADOS DE LAS PRUEBAS ADMINISTRADAS EN EL CURSO LECTIVO DEL
 BACHILLERATO FORMAL AÑO 2013

Fecha: 22/11/2013
 Página: 1/ 2

Institución: LICEO CONCEPCION
 Región Educativa: GRANDE TERRABA

Código: 1101882
 Modalidad: ACADEMICO DIURNO

ACTA Nº _____

La Dirección de Gestión y Evaluación de la Calidad del M.E.P. consigna los resultados obtenidos en las pruebas nacionales de bachillerato, de colegios modalidad académica (diurnos y nocturnos), para los siguientes postulantes:

Código / Nombre	Prom. Pres.	Resultados de los exámenes						Result. ponderados con nota de presentación					
		Españ.	Es.So.	Matem.	Ciencia Cívica	Idioma Extran.	Españ.	Es.So.	Matem.	Ciencia Cívica	Idioma Extran.		
BARCA NAVARRO LEIDY DAYANA 16340977	32.77	41.84	54.29	51.67 B	56.25	78.57 I	48.57	64.87	72.34	71.77 B	73.52	86.91 I	70.00
LVAEZ ALEMAN MARJORIE JAMILETH 07300208	29.76	57.50	60.00	48.33 B	52.50	81.43 I	47.14	71.26	72.76	66.75 B	68.26	85.61 I	65.04
RAYA HIDALGO NOILYN ROCIO 15980268	29.85	59.50	47.14	41.67 B	43.75	62.86 I	47.14	72.55	65.13	62.85 B	63.10	74.56 I	65.13
ARBOZA HIDALGO JOSUE JESUS 16360889	31.73	54.84	61.43	65.00 B	67.50	72.86 I	61.43	71.63	75.58	78.73 B	79.23	82.44 I	75.58
ARBOZA HIDALGO STEFANNY TATIANA 14840295	31.00	54.84	54.29	58.33 B	68.75	77.14 I	61.43	70.90	70.57	73.99 B	79.25	84.28 I	74.85
EITA CASCANTE ROXINIA DE LOS ANGELES 16450177	35.67	63.17	74.29	65.00 B	71.25	90.00 I	57.14	80.57	87.24	82.67 B	85.42	96.67 I	76.95
UARTE AGUILAR RUDI JOSE 16360228	37.81	84.67	88.57	66.67 B	82.50	90.00 I	88.57	95.61	97.95	85.81 B	94.31	98.81 I	97.95
ALLAS VARGAS JOSUE DAVID 15330406	29.93	73.17	55.71	40.00 B	56.25	78.57 I	54.29	80.83	70.35	61.93 B	70.68	84.07 I	70.00
ARCIA AGUIERO RIVIANA DE LOS ANGELES 16570580	34.96	68.67	67.14	50.00 B	60.00	88.57 I	70.00	83.16	82.24	72.96 B	77.96	95.10 I	83.96
ARCIA AGUIERO JESUS DANIEL 15950379	31.21	57.00	57.14	51.67 B	68.75	74.29 I	51.43	72.41	72.49	70.21 B	79.46	82.78 I	70.00
RANADOS FONSECA VANESSA 15880343	31.93	64.00	60.00	43.33 B	60.00	72.86 I	54.29	77.33	74.93	65.92 B	74.93	82.64 I	71.50
ENDEZ VALVERDE MARIA PAOLA 16550854	33.55	68.84	70.00	53.33 B	68.75	81.43 I	57.14	81.85	82.55	73.54 B	81.80	89.40 I	74.83
INDEZ AGUIERO MICHAEL GERARDO 16550893	30.93	66.17	71.43	41.67 B	67.50	90.00 I	55.71	77.63	80.78	63.93 B	78.43	91.93 I	71.35
IRA CRUZ STEFANNY MAYELA 14910782	38.16	81.34	87.14	80.00 B	90.00	87.14 I	75.71	93.96	97.44	94.16 B	99.16	97.44 I	90.58

- OTAS:- A cada estudiante se le otorgará la condición de aprobado o aprobada en una asignatura, si la calificación obtenida es igual o superior a 70.00.
- No se consigna la condición final de cada estudiante, por cuanto esto es competencia del director o directora institucional.
 - Es responsabilidad de la institución reportar en la forma establecida por la DGEC, la nota de presentación de cada estudiante.
 - Debido a los cambios en el programa de estudios de matemática, a las distribuciones de frecuencias de los resultados de las pruebas y al criterio de las autoridades ministeriales, se le suma a la calificación de cada estudiante ocho(8) puntos en matemática y siete (7) puntos en las restantes asignaturas.
 - El criterio de redondeo aplicado fue el siguiente: las calificaciones iguales o superiores a 68.50 e inferiores a 70.00 se redondearon a 70.00.
 - Nomenclatura para los idiomas: (I) inglés, (T) italiano, (F) francés.
 - Nomenclatura para las ciencias: (B) biología, (F) física, (Q) química.

MINISTERIO DE EDUCACION PUBLICA
 DIRECCION DE GESTION Y EVALUACION DE LA CALIDAD
 DEPARTAMENTO DE EVALUACION ACADÉMICA Y CERTIFICACION

Fecha: 22/11/2013
 Página: 2/ 2

ACTA OFICIAL DE LOS RESULTADOS DE LAS PRUEBAS ADMINISTRADAS EN EL CURSO LECTIVO DEL
 BACHILLERATO FORMAL AÑO 2013

Institución: LICEO CONCEPCION
 Región Educativa: GRANDE TERRABA

Código: 1101882
 Modalidad: ACADEMICO DIURNO

ACTA Nº _____

La Dirección de Gestión y Evaluación de la Calidad del M.E.P. consigna los resultados obtenidos en las pruebas nacionales de bachillerato, de colegios modalidad académica (diurnos y nocturnos), para los siguientes postulantes:

Xódigo / Nombre	Prom. Pres.	Resultados de los exámenes						Result. ponderados con nota de presentación								
		EspaÑ.	Es.So.	Matem.	Ciencia	Cívica	Idioma Extran.	EspaÑ.	Es.So.	Matem.	Ciencia	Cívica	Idioma Extran.			
NAVARRO CRUZ JEISON JOSE																
15410042	29.52	50.17	61.43	58.33	B	70.00	80.00	I	65.71	66.62	73.37	72.51	B	78.52	84.52	I 75.94
EREZ FERNANDEZ FABOLA PATRICIA																
16310518	33.21	45.17	78.57	51.67	B	62.50	82.86	I	52.86	67.31	87.35	72.21	B	77.71	89.92	I 71.92
ANTREZ PALACIOS GERALD FRANCISCO																
16340707	32.80	64.17	61.43	51.67	F	53.33	84.29	I	65.71	78.30	76.65	71.80	F	71.79	90.37	I 79.22
ODRIGUEZ ARIAS BRYAN GERARDO																
16560320	29.60	59.00	50.00	51.67	B	46.25	60.00	I	45.71	72.00	66.60	70.00	B	64.35	72.60	I 64.02
ODRIGUEZ MADRIZ YEIMMY MARIA																
16610185	30.15	56.50	45.71	43.33	B	71.25	71.43	I	58.57	71.05	64.57	64.14	B	79.90	80.00	I 72.29
DUAS ABARCA JAIRO JOGE																
16530178	34.20	71.34	61.43	51.67	B	67.50	84.29	I	77.14	84.00	78.05	73.20	B	81.70	91.77	I 87.48
DUAS DIAZ BRENDA FRANCINI																
16740181	35.17	65.84	71.43	70.00	B	75.00	77.14	I	62.86	81.67	85.02	85.17	B	87.17	88.45	I 79.88

JTAS:- A cada estudiante se le otorgará la condición de aprobado o aprobada en una asignatura, si la calificación obtenida es igual o superior a 70.00.

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- Es responsabilidad de la institución reportar en la forma establecida por la DGE, la nota de presentación de cada estudiante.
- Debido a los cambios en el programa de estudios de matemática, a las distribuciones de frecuencias de los resultados de las pruebas y al criterio de las autoridades ministeriales, se le suma a la calificación de cada estudiante ocho(8) puntos en matemática y siete (7) puntos en las restantes asignaturas.
- El criterio de redondeo aplicado fue el siguiente: las calificaciones iguales o superiores a 68.50 e inferiores a 70.00 se redondearon a 70.00.
- Nomenclatura para los idiomas: (I) inglés, (T) italiano, (F) francés.
- Nomenclatura para las ciencias: (B) biología, (F) física, (Q) química.

El abajo firmante da fe de lo anterior en San José, a las 11 horas, del día veintidos, del mes de noviembre, del año 2013.

✓

7.2.7. Annex 7: National Exam Report Issued by the Board of Quality Control (2014)

MINISTERIO DE EDUCACION PUBLICA
 DIRECCION DE GESTION Y EVALUACION DE LA CALIDAD
 DEPARTAMENTO DE EVALUACION ACADÉMICA Y CERTIFICACION

Fecha: 11/12/2014
 Página: 1/ 1

ACTA OFICIAL DE LOS RESULTADOS DE LAS PRUEBAS ADMINISTRADAS EN EL CURSO LECTIVO DEL
 BACHILLERATO FORMAL AÑO 2014
 (Incluye resultados de las apelaciones)

Institución: LICEO CONCEPCION
 Región Educativa: GRANDE TERRABA

Código: 1101882
 Modalidad: ACADEMICO DIURNO

ACTA Nº _____

La Dirección de Gestión y Evaluación de la Calidad del M.E.P. consigna los resultados obtenidos en las pruebas nacionales de bachillerato, de colegios modalidad académica (diurnos y nocturnos), para los siguientes postulantes:

Código / Nombre	Prom. Pres.	Resultados de los exámenes						Result. ponderados con nota de presentación					
		Españ.	Es.So.	Matem.	Ciencia Cívica	Idioma Extran.	Españ.	Es.So.	Matem.	Ciencia Cívica	Idioma Extran.		
ABARCA GRANADOS LAURA PATRICIA 116490855	31.60	68.50	55.71	35.00	B 54.29	67.14	I 37.14	81.70	74.02	61.60	B 73.17	80.88	I 62.88
ALVAREZ ALEMAN JACKELINE 207020899	32.05	60.84	45.71	33.33	B 48.57	62.86	I 40.00	77.55	68.47	61.04	B 70.19	78.76	I 65.05
BERNARDEZ MENDEZ GEISEL REBECA 116410444	32.80	64.50	62.86	51.67	B 64.29	71.43	I 41.43	80.50	79.51	72.80	B 80.37	84.65	I 66.65
BERROCAL SOLIS ANGELA DANIELA 115600980	31.89	59.67	62.86	51.67	B 72.86	74.29	I 40.00	76.69	78.60	71.89	B 84.60	85.46	I 64.89
CASCANTE MORA EMILY JAZMIN 116820530	36.52	85.50	87.14	80.00	F 70.00	85.71	I 65.71	96.82	97.80	93.52	F 87.52	96.94	I 84.94 ✓
CRUZ MORA JOEELYN DE LOS ANGELES 116820656	34.43	75.67	68.57	58.33	B 65.71	71.43	I 50.00	88.83	84.57	78.42	B 82.85	86.28	I 73.43 ✓
FALLAS VARGAS DANIELA RAMONA 116530073	28.41	66.84	57.14	35.00	B 55.71	77.14	I 42.86	77.51	71.69	58.41	B 70.83	83.69	I 63.12
FERNANDEZ CASCANTE ADONIS LORENZO 116210284	29.52	65.84	54.29	53.33	F 63.33	58.57	I 58.57	78.02	71.09	70.51	F 76.51	73.66	I 73.66 ✓
FERNANDEZ LEON MELANY DE LOS ANGELES 116830199	32.48	73.17	50.00	51.67	B 42.86	68.57	I 45.71	85.38	71.48	72.48	B 67.19	82.62	I 70.00 ✓
MORA CRUZ FRANDER DANIEL 116370348	35.01	62.67	74.29	63.33	B 44.29	78.57	I 41.43	81.61	88.58	82.00	B 70.58	91.15	I 70.00 ✓
QUIROS AGUIERO JOHINER 116530177	26.57	53.00	72.86	41.67	B 68.57	70.00	I 30.00	67.37	79.28	60.57	B 76.71	77.57	I 53.57
RUJAS SANDI FABIANA 116350626	28.75	53.17	50.00	38.33	B 40.00	48.57	I 28.57	70.00	67.75	60.74	B 61.75	66.89	I 54.89

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 - Debido a los cambios en el programa de estudios de matemática, a las distribuciones de frecuencias de los resultados de las pruebas y al criterio de las autoridades ministeriales, se le suma a la calificación de cada estudiante nueve(9) puntos en en cada asignatura.
 - El criterio de redondeo aplicado fue el siguiente: las calificaciones iguales o superiores a 68.50 e inferiores a 70.00 se redondearon a 70.00.
 - Nomenclatura para los idiomas: (I) inglés, (T) italiano, (F) francés.
 - Nomenclatura para las ciencias: (B) biología, (F) física, (Q) química.

El abajo firmante da fe de lo anterior en San José, a las 07 horas, del día once, del mes de diciembre, del año 2014.