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PREESCOLAR BILINGÜE**

**TESIS PARA OPTAR EL GRADO DE  
LICENCIATURA EN LA CARRERA  
PREESCOLAR BILINGÜE**

**MANUAL FOR TEACHING ENGLISH AS A  
FOREIGN LANGUAGE, BASED ON AN  
OPEN FRAMEWORK MODEL TO  
PRESCHOOL CHILDREN OF LEVEL III &  
IV, AT CENTRO INFANTIL  
LABORATORIO ERMELINDA MORA, SAN  
RAMÓN, 2018**

**Sustentante: Kelyn Yurandy Fernández Rojas**

**Tutor: Dr. Aramis K. Vidaurre**

**December, 2018**

## DECLARACIÓN JURADA

Yo Kelyn Yurandy Fernández Rojas, mayor de edad, portador de la cédula de identidad número 1-1537-0320 egresado de la carrera de Licenciatura Preescolar Bilingüe de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Preescolar Bilingüe, juro solemnemente que mi trabajo de investigación titulado:

Manual for teaching English as a Foreign Language based on an Open Framework model to Preeschool children of level III & IV at the Centro Infantil Laboratorio Ermelinda Mora, San Ramón, 2018.

Es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 10 días del mes de octubre del año dos mil dieciocho.

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Estimados señores/as:

La estudiante Kelyn Yurandy Fernández Rojas, cédula de identidad número 1-1537-0320 me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado *Manual for Teaching English as a Second Language based on an Open Framework model to children of level III & IV at the Centro Infantil Laboratorio Ermelinda Mora, San Ramón, 2018*, el cual ha elaborado para optar por el grado académico de Licenciatura en Preescolar Bilingüe.

En mi calidad de Tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por la postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	27%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	15%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20%
	TOTAL	100%	92%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Prof. Aramis K. Vidaurre Ávarez  
0602540174

## CARTA DE LECTOR

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**Universidad Hispanoamericana**  
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**Carrera**

**Estimado señor**

La estudiante Kelyn Yurandy Fernández Rojas, cédula de identidad 1-1537-0320, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " MANUAL FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE BASED ON AN OPEN FRAMEWORK MODEL TO PRESCHOOL CHILDREN OF LEVEL III & IV AT CENTRO INFANTIL LABORATORIO ERMELINDA MORA, SAN RAMÓN, 2018", el cual ha elaborado para obtener su grado de Licenciatura en Preescolar Bilingüe.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



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**M.Ed. Karla Avalos Charpentier**  
**Cédula 113550453**  
**Carné 60436**

21 de diciembre 2018

Señores

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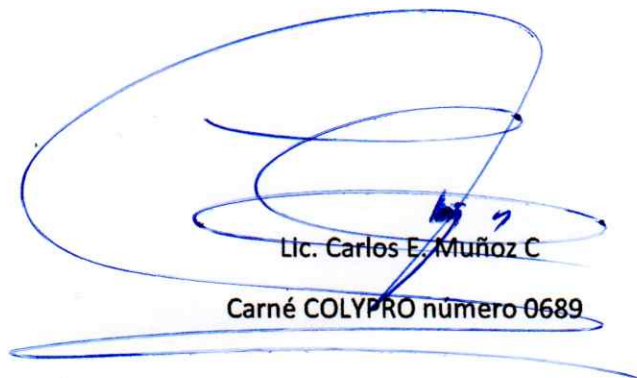
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S.M.

Estimados señores:

Por este medio hago constar que he revisado filológicamente la tesis denominada MANUAL FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE, BASED ON AN OPEN FRAMEWORK MODEL TO PRESCHOOL CHILDREN OF LEVEL III & IV, AT CENTRO INFANTIL LABORATORIO ERMELINDA MORA, SAN RAMÓN, 2018, cuya autoría es de la estudiante KELYN YURANDY FERNÁNDEZ ROJAS, cédula de identidad número 115370320, quien ha cumplido con las correcciones solicitadas. Por lo tanto, doy mi aprobación al presente documento, para que continúe con el proceso que la universidad determine.

Atentamente,



Lic. Carlos E. Muñoz C  
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## **DEDICATORIA**

A **Tita**, por ser el mejor ejemplo de amor, lealtad, empatía y cariño en mi mundo. Te siento mi hogar, mi confort y mi amiga del alma.

A **Tito**, por partir de esta vida como los grandes, fuiste el hombre más fuerte, protector, bondadoso y leal a su Dios, que conocí. Atesoraré en mi memoria esto que siempre me decías “Ayuda, que Yo te ayudaré”, tu corazón fue inmenso para con todos.

A quienes considero mi **familia**, cada uno aportó con sus ánimos e inclusive tiempo para la conclusión de este proyecto. Su apoyo hizo la diferencia.

**Kelyn Yurandy Fernández R.**

## **AGRADECIMIENTO**

A la **vida**, por lo increíblemente cambiante y caótica que puedes ser. Me has hecho una mujer resiliente y fuerte, me has enseñado a que pasas muy rápido y que el quedarme estática en un solo lugar, implica desconocer de muchos otros panoramas que ofreces, de muchas otras realidades que englobas.

A los **niños y niñas** que han marcado la vida de esta teacher, su energía, su inocencia, sus risas y ocurrencias han robado parte de mi corazón. Por ustedes, y por la niñez doy lo mejor que pueda dar no solo como orgullosa docente sino también como ser humano. Seguiré luchando por su bienestar.

**Kelyn Yurandy Fernández R.**

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## INTRODUCTION

Maria Montessori once said: “The kid, guided by an inner teacher works tirelessly and happily to build the man. We teachers can only help... Thus, we shall give testimony of the birth of the new man.” (Urbina, 2013). The key to a significant learning process for each person lays on raising conscience about teaching as a valuable and essential element in society.

This investigation emerges out of the conscience of knowing that teaching transcends the lesson, the administrative part , teaching goes beyond the daily duty, and teachers have a exceptional role of guiding and investigating on a vast array of topics that influence the everyday work of their students.

Teaching English in Costa Rica has been greatly supported by the corresponding government institutions as well as the private sector. Therefore, a grate number of people have access to English Learning as a second language. The main entity in charge of public education has made sure most people have the privilege of receiving this language instruction. Nevertheless, teaching English in early stages (Preschool) presents a great empty void and indolence to the public sector regarding its relevance, teachers training, research and evaluation of processes.

However, thanks to a strong sense of commitment towards teaching early ages students, investigators and pedagogues nowadays display more cohesive ways of approaching this matter. These new ideas consider the process of development, abilities, skills and special needs of the children at early stages. This motivates teaching processes by doing research and applying those actions that benefit the most the learning development of young children.

For this reason, this project seeks to lead the English Teaching as a foreign language process based on an Open Framework methodology through the creation of a manual that guides the educational praxis from this methodology perspective. This proposal emerges from the necessity to create a manual for the English Teaching as a foreign language in preschool based on the Open Framework methodology, due to the lack of a well-rounded curriculum at the Centro Infantil Laboratorio Ermelinda Mora (CILEM) where this methodology is apply.

This manual contributes with this institution specifically, because the Open Framework Methodology started only with the highest levels at the CILEM, then the other levels where incorporated gradually. When the working methodology changed, it was necessary to adjust every environment that implied the interaction of the children including special classes like English and Physical Education. The institution started to adjust their curriculum based on the Open framework methodology without a concrete curriculum to follow. That is why this manual is a significant contribution for the Teaching English department.

Also, the creation of this manual opens a door to go beyond and to be useful to any other entity that so desires to apply this model of English as a foreign language teaching. Besides, this manual represents a guide, an opportunity to deepen on the matter and a start point for the creation of a Curricular Proposal towards the teaching of English in this context.

**CHAPTER I**  
**RESEARCH PROBLEM**

## **1.1 THE PROBLEM**

This research is carried out with children between 3 to 5 years old from the third and fourth level of preschool at Centro Infantil Laboratorio Ermelinda Mora, located in San Ramon, Alajuela, during the second quarter of 2018.

### **1.1.1 Background of the Problem**

The background showed next is linked to the subject of the investigation.

Rueda & Wilburn (2014) in their article “Enfoques teóricos para la adquisición de una segunda lengua desde el horizonte de la práctica educativa” reflect upon the current theories to obtain an efficient and effective learning. This consideration leads to the development of bilingualism which responds as a tolerance and group builder agent in a globalized context. Besides, they argue about the cognitive processes within the acquisition of this second language as they take interest about the handling and conscious knowing of the different theories to improve the teaching effort in the field of English as a second language teaching. These authors point out that

Our 40 years of experience in language teaching, mainly that of English, allows us to recognize that when technological advances, the four communicative skills, theoretical, psychological and philosophical currents are put together in an interactive, dynamic and participative environment, it all helps to the internalization of their learning and lately to the use of the information acquired. (Rueda & Wilburn, 2014: 26)

Base on this quotation, these authors express that both the first and the second language acquisition are not spontaneous processes. Therefore, the acquisition of the first and second languages requires a constant and properly leveled pedagogical intervention across the whole learning process from the early stages of the children growth in preschool to the high school. This article highlights the importance of keeping up with the well-grounded theories to enhance and polish the teaching labor.

In turn, regarding the Open Framework Model in initial education, research, studies, and articles specifically related to the subject of this investigation are nonexistent or more than ten years old. The first author in mentioning this matter is David Weikart in 1971 in his study “Relationship of curriculum, teaching and Learning in Preschool Education”.

This document addresses three fundamental questions regarding preschool education. The first question is about whether preschool education makes any difference towards the development of children with special needs. If so, the investigation argues about the matter or importance of the curriculum apply in this scenario.

Besides, the third question is: how teachers can make a difference for the kids with special needs? These questions find their answers throughout the research and it is effectively demonstrated that the preschool experience benefits directly those kids with special needs, creating incentives for their achievements in human development. Also, this document points out that the four different types of curriculum (Open Framework, Child Centered, Programmed, Assisted), are there for the teachers to choose the best based on their students’ needs and that which fulfills the requirements of their educational models.

Regarding the Open Framework Models, Weikart asserts that this curriculum is organized to reach a cognitive and language progress based on a theory of intellectual development. Learning is obtained through the active participation of the kid in the environments proposed and structured by the teacher.

On the other hand, Rio et al (2014) in the research “Natural acquisition of the Second language (L2) through routine movements in children” propose working with method named “Total Physical Response” by Asher (1996) as a natural strategy for the acquisition of the English language. This method employs the repetition and comprehension of commands through actions that involve body movements or exercises. This research as carried out with a sample of 40 children in the last level of preschool from two separate institutions. In the first one children are given a traditional education, taking English lessons two hours per week. The second one, the experimental group does not receive English lessons.

The program is addressed to seizing the Physical Education lessons as the opportunity for English learning. While the exposition to the language will be more and more complex over time so will be physical exercises. In this way the experimental group will be able to learn and obtain in an unique way the knowledge of the second language, while stimulating their mind and body at the same time.

Such investigation still does not offer publication of the results of said program. Within their conclusions await the comparison of the linguistic proficiency of the sample. After a year of its inception in 2014, researchers seek to show that a creative and unique learning environment and the acquisition of the second language through their program.

Iram Siraj-Blatchford (2009) in her publication “Conceptualizing progression in the pedagogy of play and sustained shared thinking in early childhood education: a Vygotskian perspective” tries to better understand those pedagogies that support and apply children learning by means of games and reinforces the idea of the educative potential games have in the learning process in these stages. She considers the nature of processes such as “learning”, “development”, and “emergent development”.

The document centers the game as the main context for the acquisition of communication and the cooperative skills of the children. It makes emphasis on the game as the means of learning that stimulates an important and meaningful context in the life of the infants.

The author concludes that each episode of learning for any individual inherently accounts for a pedagogy and a curricular content. In the long term, the quality of the experience in the preschooler will allow raising conscience about the valuable pedagogical processes the professionals in this area need.

Through research it is found few information compiled in regards the development of the Open Framework methodology in early childhood education or the teaching of English as a foreign language based on this method.

### **1.1.2. Statement of the Problem**

Teaching English as a foreign language in initial education has showed various limitations mainly in the public sector. It is considered that there exists a great void in terms of the development of learning processes, evaluation of such processes, relevance in the academic field, and its projection to a national level by its own governing body. Examining the last three Informes del Estado de la Educación (State of the Education Reports) from 2013, 2015



and 2017 respectively, it is noticeable that the English teaching in preschool does not receive the attention it deserves and requires. These reports agglomerate important aspects and issues that involve the Education sector in the country. High school education, primary education, and preschool education go into a series of analysis in order to find the strengths and weaknesses in the educational process. Aspects such as the percentage of the territory coverage in preschool education (Transición and Interactivo II levels), regular preschool teachers' work performance, monetary resources, observation of classes, population of children among others are analyzed throughout the reports. The findings on these reports help to determine the efficiency and access to a quality education in the country. However, there is a serious lack of analysis, monitoring, and evaluation regarding the process of acquisition of English as a foreign language in these preschool education reports which had left much to be desired.

Substantiating the above mentioned, in the fourth State of the Education Report it is mentioned the Costa Rican territory coverage of the teaching of English at the levels of Transition and Interactive II, along with a brief justification of the importance of a foreign language learning for these ages. The fourth Informe del Estado de la Educación (2013) mentioned that learning a second language in early ages is significant due to benefits children have in their development (p. 102). Also, the report emphasizes that learning a foreign language enhances the communicative skills and intercultural awareness in children needed to the exercise of citizenship.

Furthermore, in the fifth State of the Education Report it is only showed in a summarized chart of indicators the coverage of the second language in the country's public centers for children during the periods from 2003 to 2013. It is worth noticing that these coverage

indicators have increased through time, making second language learning a benefit for more children at an early age. However, it can not be minimized the fact that in many places in Costa Rica this bilingual education is not given. There are few Preschool English teaching codes around the provinces and districts in the country, to exemplify the entire district of San Carlos have only two codes in Preschool English teaching and one of the codes is a 35 lesson per week code divided in two different schools in the area. The Preschool English codes' apertures need to have at least 30 lessons and this dependence on the tuition. For this reason, not many schools in rural areas have the necessary tuition to open a code. Therefore, preschools in main towns are the ones that have the privilege to have English classes. Then, the last Informe del Estado de la Educación (State of Education report) of 2017 the Teaching of English in preschool is mentioned in charts with indicators similar to the previous report, there no information according to the Teaching of English in early childhood.

Initially, the statement of the problem in this research rises from the awareness of having limitations for Teaching English as a foreign Language in preschool levels in Costa Rica. This fact is true at least in some of the public sector considering the lack information concerning educative processes, plans for the future, evaluation, administration, and teachers' training that directly influence the learning of children and of course the teachers' endeavor itself.

On the other side, work methodologies have been expanding and adjusting better to the necessities of the children which must be satisfied to the fullest. In Costa Rica there few Public Children's Centers which employ innovative methodologies. Centro Infantil Laboratorio Ermelinda Mora is one of the institutions that applies the Open Framework model in its curriculum, but there is not a precise nor concrete curricular program for English

as a foreign language teaching rooted in this method. This fact leads the researcher to outline and develop a manual that guides the teacher labor based on the open framework model perspective, thus contributing in the field of preschool English teaching, to this Institution and to any other institutions or teachers interested in this subject.

### **1.1.3 Problem Justification**

It is said that children have the capacity to absorb everything “like a sponge” including a foreign language. There is the “critical period” in which kids in their early ages obtain in a full and better way all the information they get from their environment thanks to their brain plasticity (Marder & Borzone, 2016, pp.153). Also, it is known by different studies that children have an innate and natural ability to acquire information. At a personal level, children in early ages learned in a natural and integral form which leads to a better and easier comprehension, acquisition, and usage of the foreign language.

Learning a foreign language has always brought along a series of benefits not only to an academic but also to a personal level. It is not a secret that being bilingual in this competitive society is important for the job market. The English language has been regarded as the lingua franca and this is why teaching it, is common not only in Costa Rica but in many countries worldwide.

As previously stated, Teaching English as a foreign language in our country has limitations or pedagogical gaps. It is discouraging that there is not much support nor a quality administration by the Public Ministry of Education regarding preschool teaching.

This research aims to create a tool of great importance that contributes to enhance the Teaching English as a foreign language in preschool and early ages. This theses project

innovates and dwells on a methodology that embraces the changes that continue to be observed in preschool education. Ultimately, it helps teachers improve the English teaching processes and answers to those interests and needs of the children in early stages of their development.

The justification of the project lays on its social relevance, contributing to the teaching of English as a foreign language from the Eco analysis methodology in preschool at the Centro Infantil Laboratorio Ermelinda Mora (CILEM); consequently, to the public system of education. Knowing the limitations in the public sector in the country, the development of this research seeks to open the possibility for further research on the matter and in this sense, gives the relevance the education of children at early ages deserves in Costa Rica.

Lastly, this thesis project has methodological significance given that one of its results is the design of a manual for Teaching English as a foreign language from the perspective of the Open Framework methodology for the level III and IV at CILEM. The manual is a great contribution for Teaching English in this institution as it gives room for future research, representing a guide for a concrete curricular proposal for Teaching English in this context.

## **1.2 PROBLEM FORMULATION**

After considering the necessity and awareness of the national reality about teaching English as a foreign language in preschool and the benefit of creating a manual that guides the teaching process at CILEM along with its methodology arises the question whether, **How a manual for the teaching of English as a foreign language can be developed to preschool children in level III & IV at the Centro Infantil Laboratorio Ermelinda Mora, San**

**Ramón, that guides teachers in the teaching process considering the open framework model and the Ministerio de Educación syllabus?**

### **1.3. RESEARCH OBJECTIVES**

#### **1.3.1. General Objective:**

- 1.) Designing a Manual for the teaching of English as a foreign language from an Open framework model perspective for preschool children in level III and IV at Centro Infantil Laboratorio Ermelinda Mora, in San Ramón in the second semester of 2018.

#### **1.3.2 Specific Objectives:**

- 1.) Describing how the open methodology contributes with the acquisition and learning process of English as a second language at early ages
- 2.) Observing the implementation of the Open Framework Methodology at the Centro Infantil Laboratorio Ermelinda Mora.
- 3.) Analyzing the information obtained from the interviews and observation based on the Open Framework methodology.
- 4.) Proposing a Manual for the teaching of English as a second language from an Open Framework model perspective for the Children in the Level III & IV at Centro Infantil Laboratorio Ermelinda Mora, in San Ramón in the second semester of 2018.

## **1.4 SCOPES AND LIMITATIONS**

### **1.4.1 SCOPES**

The subject of this research are the preschool children at CILEM located in San Ramon, in the province of Alajuela during the second semester of 2018. This project is beneficial to these kids and will give teachers or institutions interested on this subject an innovative and well-rounded tool in the field of education to exercise English as a second language teaching at preschool level. This project looks forward to the development of a curricular proposal regarding English teaching at early ages from the perspective of an Open Framework model, especially since one of its objectives is the creation of the manual that will open the doors for this sort of research.

### **1.4.2 LIMITATIONS**

One of the limitations of this research is that this matter has been barely developed and studied in recent times. Therefore, there is little information about it or the existent information is out of date due to its time of publication. This is seen in the scarce studies found about this subject.

Thorough the present research it has not been possible to find anything specifically related to the creation of manual or Open Framework proposals for English teaching in preschool, much less curricular designs based on this framework and specialized on second language teaching in preschool. Most of the research with a seemingly close relevance with the subject of this project is not accessible to the public unless people pay for these documents. This limits the access to current knowledge to some degree.

Besides, another limitation presented on the work field or implementation of the instruments was one of the sources, the researcher Maria Celina Chavarría presented health and personal

issues that complicated the interview planned. The meeting was rescheduled but, it was not possible due these circumstances. However, the investigator provided a short contribution for the research that is very valuable.

## **CHAPTER II**

# **THEORETICAL FRAMEWORK**



## **2.1 HISTORICAL CONTEXT**

### **2.1.1 Background of the Organization or Community**

To contextualize this research is necessary to identify the existent background of the institution where the project is developed. For this reason, the following information highlights the historical background, general data, among other aspects that well define this institution.

This research is carried out at Centro Infantil Laboratorio Ermelinda Mora (CILEM), a dependency of Universidad de Costa Rica, Sede de Occidente (Western Branch). Its origins go back to 1976 as part of the regionalization of Higher Education of Universidad de Costa Rica in its Western Branch where the major in Sciences of Education with Preschool Emphasis is opened.

Besides, the investigation “Programas de destrezas básicas para niños de 3 y 4 años” was other contribution and it was published by the Ministry of Public Education and by Universidad de Costa Rica and worked as national resource to the creation of programs related to Education and Nutrition Centers nationwide.

The importance of the opening of the Centro Infantil Laboratorio Ermelinda Mora went further than to create a center for academic purposes, the institution achieved to support many women. In 1977, the Gaceta N°2 publishes that Universidad de Costa Rica establishes the creation of this Institution with the purpose of providing a service of child-care to the mothers that worked and studied at the University who did not have possibilities to look after their children due to work or school. In 1978 the service it provides is opened to the rest of the community receiving children from 3 months to 5 years of age.

This makes this Children's Center a pioneer in the Western region that believes in the right of a holistic development for kids and the need to be aware about it.

In 1981 thanks to research carried out by the founders, a new change in internal organization takes place, specifically regarding the education model being offered. Henceforth, the model is based on the Montessorian and Piagetian principles of social development.

According to the documentation gathered and provided by the Institution, it is mentioned that the project was supported by Centro Regional de Occidente and Club Rotatorio de San Ramon, which proposed the name Ermelinda Mora upon its consolidation.

Over the years CILEM has joined efforts with different entities which have made possible the holistic attention of the children and its own sustainability. Some of these entities that have aided CILEM provide its services and comfort are Ministry of Work and Social Security, Instituto Mixto de Ayuda Social, Ministry of Health, Ministry of Education, Patronato Nacional de la Infancia (PANI), Junta de Protección Social de San José, IMAS, and Asociación de Padres.

Moreover, in 2005 the CILEM joined the Consejo Infantil Universitario, this entity was created by the Vicerrectoría de Acción Social of Universidad de Costa Rica in order to unite efforts in favor of all Children's Centers under the University affiliation where children are the ones who receive the direct benefit.

According to the information provided at CILEM, the educators work with a curriculum under the Open Framework Model. This model allows the operation of educative workshops, early intervention, ludic, and creative activities and Eco-analysis. Two general evaluations are given to the families. One is in June and the other in December. These evaluations detail

the learning processes in each area of each child's development. These evaluations are later placed on files.

Regarding the rules at CILEM, these must be designed submitted in paper each year to Vicerrectoría de Acción Social at Universidad de Costa Rica as a project for its functionality. This entity oversees the approval of said project as well as receiving the corresponding report by the end of each year. Furthermore, it is important to highlight the fact this institution is in process of creating their own institutional curriculum. English classes do not have a curriculum either.

## **2.2 CONCEPTUAL-THEORETICAL CONTEXT**

### **2.2.1 Introduction**

In this section the theoretical foundations that sustain the curricular proposal and this research project are explored. There are detailed revision of the theories found in different strong sources that expose the main aspects mentioned in the objectives of this research, which are organized from general to specific.

The elaboration of a curricular proposal for the teaching English as a foreign language at early ages from the perspective of an Open Framework model is not common subject and much less studied or searched in depth, nationally or internationally. As a result, it is necessary to analyze the main theoretical fundaments that have great significance to the objective of this research. To begin, the most common terminology involving the teaching process of any individual is going to be defined.

### **2.2.1.1 Concept and Characteristics of the Educational Process Elements**

Education is the cornerstone of any human being development. It is of great importance in every person's growth. In this way, it is noticeable how important it is to analyze the existent variables to create a curricular proposal for English teaching at early ages.

According to Leon (2007), education consists on the preparation and instruction to wisely and intelligently inquire and search, increase the knowledge, give sagacity to thoughts, learn from experience, learn from others. It is the most important human attempt to transform themselves and remain united in the cultural structure, differentiating from one another through the exchange of symbols and materials.

Education is always going to be present in daily life. It is inherent part of the human being. Through education people acquire language, costumes, knowledge and current moral norms of their present time.

In order, teaching is the process by which the person who teaches has the objective of facilitating knowledge to their students. Teaching must lead students into critical thinking and develop their own skills. According to Nicoletti (2006), the teaching processes involve the transmission of knowledge as well as the interest seen in the learner. Teaching reaches its full potential when it stimulates in the learner autonomous thinking by means of the acquisition of knowledge in an analytic way.

On the other hand, learning is the most explicit way in which human beings survive. Learning and knowledge are obtained through the experiences of every person. For this reason, it is said that learning is never put aside for people are never done learning. Knowledge is the result of experiences, in this sense, everyone experiences different learning.

Robbins, as quoted by Ferrer (2010), asserts that learning is any change in behavior, relatively permanent, introduced as the consequence of an experience. As a result, learning is observed as the acquisition of new knowledge where new behavior is observed.

The educational process is comprehended as the process which fully involves the students as the main aspect in learning. This is essential part of education goes along with guidelines for fulfilling the goals in education. The educational process aims for the achievement of social and intellectual skills in students.

#### **2.2.1.2 Curriculum**

The Educational process is always be the result of a given curriculum which involves all the important elements in the teaching practice. Some of these elements are the contents, the objectives set, the evaluation, among others.

Nevertheless, Jimenez (2008) describes in detail the concept of curriculum. In his work “Enfoque curricular centrado en la persona”, Jimenez considers curriculum as a social process whereby elements such as the individual, society, context, political decisions and interests, interact with one another and will always affect curricular creation.

The different elements which are in curricular creation, will show multiple interactions among themselves. The interpretation made about it, the relevance that is given to each element, elements to be considered as the central axis of the curriculum; are decisions directly related to different perspectives about reality. Decisions always made under the light of disciplines such as philosophy, psychology,

sociology and all of those social sciences that enable one way or another the clarification of said reality, so it can be analyzed. (Jiménez, 2008, p. 63)

Jimenez (2008) also asserts that these opinions about reality, the relationships made among elements, the organization given to the curriculum based on those opinions, and the theoretical foundations create the concept known as “curricular approach”. This concept guides the curriculum in each one of its phases. The concept provides the curriculum with coherence in the educational process. For this reason, the author highlights its significance and use.

### **2.2.1.3 Curriculum in Preschool**

Aiming to address curriculum and relate it with preschool education, it is found among literature that Weikart (1971) mentions different models of attention embedded in the learning process in preschool based on the interaction teacher-student. The author points out that when the teacher’s main role is to initiate (Teacher initiates), the teacher is main author of the whole educational process. “The initiating, or active, teacher usually follows a specific theoretical position, developing her classroom activities from its tenets or following specific procedures prescribed for her.” (Weikart, 1971, p.7). The teaching process is guided, structured, and thought out to accomplish specific objectives of instruction. Therefore, as Weikart explains teacher initiates model takes a very traditional way of teaching. Based on this model, children do not have the opportunity to explore or being creative in the learning process due to teacher has all the answers and information the child supposed to know.

On the other side, the teacher is regarded as the one who answers (Teacher responds) to the learning process, needs, and characteristics of the students to formulate and plan the lessons based on their experience and understanding of the behavior of their students. The teaching and learning process on this model is mainly to assist the child in their necessities.

In order that, Weikart (1971) describes the boy and the girl as the initiator of learning (child initiates) when the kid is directly and actively involved in their own learning. The child is who decides what and how to learn. Here, creativity and exploration have a main role in the learning process in which children have the opportunity to learn according to their interests and by their own pace.

On the contrary, when the student is who answers (child responds) and their role is passive in the educational process it is said that "...this child is working within a clear framework of acceptable behavior and progressing toward a specified goal." (Weikart, 1971, p.8). In other words, this students in his/her passive role awaits to be taught in order to learn, and this is very similar to a traditional form of teaching and learning. As written above, children learn better in an active role in which they have the liberty to demonstrate their interests, curiosities, doubts. Only this way a meaningful learning might be achieved.

Weikart mentions four different educational practice models in preschool these are the Programmed model, the Open Framework model, the child-centered model and the custodial model.

#### **2.2.1.4 Curriculum in Teaching English as a Foreign Language in Preschool, the Case in Costa Rica**

Contextualizing the previous information with the current reality in Costa Rica, it is found that during 2014 the Ministry of Public Education introduced their new proposal for preschool education syllabus for the Materno Infantil Cycle (Group Interactive II) and the Transition Cycle. The main methodological elements of this new proposal are found after its examination. The constructivist approach ideals and the development pedagogical model are united here in order to employ its active methodology. This methodology is centered around top interest, necessities, and the integral development of the infant as subject and main protagonist of the learning process. (Programa de estudio del Ministerio de Educación Pública, 2014).

The preschool syllabus for Teaching English as a foreign language in Costa Rica is only for the Transition Cycle alone and it is used since 2007. This syllabus employs the eclectic method in its methodology since it integrates different methods for second language learning like the communicative method, Total physical response (T.P.R.), natural method, among others specified in the syllabus. However, the syllabus emphasizes the theories of multiple intelligences and the learning styles are essential to the development of the syllabus.



## **2.2.2 Development of Learning and the Acquisition of a Second Language at Early Ages**

### **2.2.2.1 Acquisition of a Second Language at Early Ages**

It has a great importance to mention the processes linked to the development of language at this stage of human growth and its relationship with acquisition and learning of a second language as it is English in the Costa Rican context.

Communication is an essential part of society. It is a tool that leads to comprehension. It transmits knowledge and creates bonds among individuals. Beltran & Salgado (2010) refer to language development as the communicative process that involves language and tongue as the cognitive capacity of men to communicate their ideas through a system of gestures, a system of verbal and written communication of a specific community, respectively (Beltrán & Salgado, 2010, p.16). Individuals throughout the times have been devised language systems to allow communication among them, and communication is fundamental for the human being development in a society.

Both mother tongue and language (any other language) work simultaneously during human development. Communication is key to socialization acquired at early stages in life, influenced by the context or society where each person is. According to Chomsky as quoted by Beltran & Salgado (2010, p.16) the process of acquisition of language is as natural as the fact of learning how to walk. This nativist posture is supported since the process and development of first language can be assimilated in the same way for the acquisition of a second language, thus language learning begins at early ages.

Cameron (2001) quoted by Alvarez (2015) asserts that the cerebral plasticity of the child and his/her susceptibility towards new learning favor the importance of initiating learning of a

second language at these ages given that the mental and cognitive effort is less and therefore natural.

Children have an excellent capacity for absorbing language, imitating sounds and they are tremendously spontaneous and receptive. Thus, through imitation, children reproduce the sounds and phrases and they are capable of learning more rapidly a second language. (Lightbown, (2004) quoted by Alvarez (2015, p.24)).

The cognitive capacity of the child can not be compared to that of an adult. Children acquire their knowledge in a natural way, with no ideas, structures or recipes to learn any given contents. The acquisition and the skills present at early ages enable meaningful and natural learning.

### **2.2.3 Open Framework Model in Education**

For the purposes of this research project is necessary to visualize and develop the main characteristics in the Open Framework model in education. This model is the implemented at CILEM where the field work of this research takes place. As it was explained in previous sections, the information about the Open Framework Model is scarce where previous investigations or articles make reference to the same sources published over 10 years ago.

#### **2.2.3.1 The Concept of Open Framework Model**

According to Siraj (2008) in the article “Understanding the relationship between Curriculum, Pedagogy and progression in Early Childhood” addresses the models proposed by Weikart

by defining that “The open framework approach provides the Teacher with a strong pedagogic structure (or framework) that supports the child in their explorations and interactions with, and reflections upon, the learning environment.” (Siraj, 2008, p.12)

In other words, this model gives relevance to the possible interactions and explorations the child can be part of in the learning environment, thought out and structured by the teacher. The initiative of the children is a great part within this methodology, perhaps the most important aspect in the process of a meaningful learning. Besides, teacher has the role of promoting this initiative through the lesson plan. For this reason, teachers must work in pursuit of the interests and necessities children have according their age.

Additionally, this author suggests that the curriculum of such framework model allows the child to freely choose the different classroom settings. This develops a sense of independence and accounts for the individual interests and needs. These settings are respectively prepared and planned to achieve specific cognitive purposes. (Siraj, 2008, p.12)

To provide more information about this attention model in education, Chavarría & Pérez (1995) research details the main characteristics. These authors mention that this model presents the dimension of giving the initiative of interaction to both the teacher and the child (initiates) in the learning process.

The action of the teacher lays on the his/her contribution to the planning and organization of the educational process. The pace and interests of every student are essential. Next, the idea of the action of the individual is regarded as the main way for apprehension in this perspective. The authors point out that the educational syllabus based on this model emphasize that learning comes in the hand of the experiences infants have in their daily

activities and the ones that they are exposed to. Another characteristic is that this model is addressed towards participation, commitment and creativity from the people involved through mediation activities proposed by the teacher and done by the kid. (Chavarría & Pérez, 1995, p. 18)

Upon examination of the main principles, foundations, characteristics, and methodology implemented from an open framework perspective, it is evident the significance the of the active child role has on his/her learning, just like the important role of the teacher in this model as well. As pointed out through this section, education at early ages or preschool demands an active and participative role from the infants in each one of the educational process for them to experience meaningful learning.

Likewise, the role of the teacher is paramount for the appropriate development and implementation of this model in a children's center. Teachers' role must be precise, critic, and analytical, considering the stages, interests, and needs of the subjects of education.

Each teaching process must be outlined by a previous analysis of the critical learning process pupils have been part of. The educator is charge of favor these processes by ensuring their effective planning. However, there is not a precise information about the actual format of planning within an Open Framework methodology. Consequently, the present research proposed to investigate and analyzed deepen about this aspect.

The implementation of the model in second language learning environment as that one of English, would allow the natural acquisition of this tongue given that it is a model that strives for learners' independence and motivation. It helps students acquire knowledge through their interests, turning their experience into meaningful learning. Consequently, the settings and

the planned activities in the educational process can be adjusted for a continuous and spontaneous interaction with the English teacher. Gradually, each student at his/her own pace, will show improvements in their communicative competences in this language, thus confirming some of the theories of second language acquisition.

#### **2.2.4 The Eco-analysis Methodology: a Contextual Holistic View in Education**

The idea of implementing a new perspective into the education system of the country is encouraging a hopeful future for every child in the classrooms. The eco-analysis leads and open doors to a different approach at educational centers, allowing a diverse way of teaching and learning process that consider more aspects than the traditional education does.

In order to understand and familiarize with this methodology it is important to be aware of its influences and principles. The Open Framework model has a large background of influences, philosophy thoughts, specific techniques, values and a more humanistic point of view in regards the approach among de educational process of children.

Therefore, this model is rooted to a contextual holistic view that is part of the different world views. The contextual holistic view aims to achieve sustainability among all life forms through relationship networks. Besides, this view highlights that consciousness and understanding go together and beyond the simple fact of knowing, with the purpose of social transformation (Chavarría, 2006, p.6).

Education needs a change in its paradigm, a transformative change that enhance the learning process of every child in an integral manner. That is why the eco analysis is the methodology that allows the implementation of the Open Framework model in classroom.

According to Chavarría (2006), the eco-analysis approach involves decoding the quotidian, a principle that is based on Paulo Freire´s education contributions. It consists on the analysis and reconsideration of daily actions and what these actions intrinsically teach to people through the learning development. Likewise, decoding leads to a process of great awareness of the surroundings, and collective interpretation of culture that may foster an observative and interpretative centered education. Due to its contextual holistic and humanistic background, the Open Framework model attempts to cultivate and promotes awareness, empowerment to people´s personality, and sustainable development and peace.

Also, decoding the quotation is based on *differentiation* which means the capacity of being curious about how things work, and *integration* as the process to seen oneself as an important part of the context (Chavarría & Orozco, 2006, p.11). This perspective allows children to be curious, creative, and critical about the things that surround them.

According to Chavarría & Orozco (2006) the eco-analysis is blended to the scaffolding concept and zones of proximal development from Vygotsky theories among other principles such as Montessori ideals and the collaborative learning in daily cultures from Rogoff and Lave. In early childhood education all these influences within the eco-analysis methodology came up with the construction of conscious learning environments that are intended to decode, analyze, and guide to a meaningful learning of the world allowing the Open Framework model to take place on the educational process.

The authors highlight important aspects to consider in the development and during the implementation of the conscious learning environments. Therefore, the freedom of action, word and expression are projected to develop a sense of attention to the specific areas children are interested in.

Besides, based on the Contextual-Holistic view, education has the purpose through its innovation to comprehend to transform. According to Orozco (2007), the holistic paradigm integrates knowledge and transdisciplinary learning and emphasizing the learn to learn, learn to be, learn to live together, and learn to do. These aspects are blended to a dynamic curricular organization that searches for meaningful learning experiences that carry to a deep change of awareness in each person.

In other hand, decoding the quotidian is a wide perspective of life that Paulo Freire presented. It is a process in which every single aspect is taken into consideration to comprehend and help to acquire a meaningful learning. In a preschool center, decoding the quotidian could be applied in every daily action such as the greeting, during the nap, hand washing, meals, special classes, break etc. It is important to mention that decoding is linked to the willingness and attitudes towards promoting an awareness and meaningful learning of children, or how Paulo Freire called “community of apprentices”.

Through the study and comprehension among the bibliography used in regards to the eco analysis, it can be inferred the techniques, the teacher’s approach in the classroom during the daily routines, the way the student is expected to develop, the spatial organization and the intrinsic and hidden curriculum behind the methodology. These aspects represent an important part to understand the essence of the eco analysis in a preschool center and class.

Preschool teachers know the most, that learning is better acquire through playing. Children need interaction, exploration, curiosity, questioning in order to comprehend the world that surround them. It's a constant wondering and amazement that allow children to develop and grow integrally.

The eco analysis methodology proposed the concept of *situation-environment* as a scaffold method among the way children interact with their space and how they learn through it. A situation-environment is any physical and spatial space where an individual invests his or her time. In this sense, the eco analysis retraces such a possibility of appropriating the existential environment, and not only to experience it pre-conscientiously. (Orozco, 2007, p. 5).

In a preschool classroom it can be found a diversity of environments, every of these are planned and arrange by the professor according to children's interests and needs depending on their age. According to Orozco (2007), there are some scaffold steps within the eco analysis methodology. Initially, the first step is to set questions in regards the learning environments and the hidden curriculum implicit among the class. Orozco (2007) mentioned that the main purpose of this phase is to identify the real meaning and learning experience that infants are acquiring by playing on a particular classroom environment.

Also, teachers must work on observations and analyze how every situation environment is used to determine whether is important to change something to transform knowledge. For this reason, the environments arrange within a class represent the central axis of the acquisition of knowledge and meaningful learning. In this case, teachers must provide environments in which children can create, be critical and question about topics, build autonomy, and self-confidence. On the other hand, it is important to highlight that the center



object of study implement a conscious construction of environments mainly influenced by Montessori ideas, the scaffold process from Bruner, and cooperative learning from Rogoff and Lave. This enhances the cultural practices, daily cultures, and the formation of apprentice's communities. (Chavarría & Orozco, 2006, p.4)

For the second stage, every environment within the class must be problematize. This means that every space it's an opportunity for learning and it cannot be taken for granted. In this scenario, every environment and the materials include in it must be deeply analyzed, bringing out interrogations about how the environment is going to challenge children's cognitive develop in a proper and significant way. This process is achieved through observation of the infants playing on the environment, their interests or lack of it with specific materials, if the spatial organization is well arrange or wide open enough for the development of activities, if it is attractive for them, if activities encourage a proper cognitive development level according to their age, and when the teacher finishes all these observations it is time to create a new perspective through critical thinking and analysis of what was observed. The result will promote the creation and design of an environment that leads to a significant learning for the children in the classroom.

Subsequently, Orozco (2007) refers to transform the unconscious processes into visible and aware aspects through discussions about the experiences among the situation environments. It involves an empathic approach to the children's perspective, to determine the limitations and strengths for concretizing leaning transformations. For the final step, the author mentions every situation environment must be re updated according to follow the expected scaffold process in which children eventually accomplish the objectives within the initial designed space. After this, the situation environment will be transformed, re design, and re arrange.

On the other hand, this methodology attempts to give the active role of the learning process to the children involve. However, teachers have a relevant role in the develop of this approach. Teachers must analyze, design, arrange, and think about the cognitive challenges among the materials that students need to develop and accomplish. Educators planned the environments of the class and provide children with significant learning opportunities that are not simply achieve with just a bunch of materials on a shelf. The situation environments arranged have an objective, a pedagogical purpose in which children have the chance to explore by themselves in an active role.

Finally, it is important to highlight that the pedagogical process in this methodology request the active role of teachers regarding the analysis and evaluation of the activities proposed, as well as the preparation and arrangement of the situation- environments within the class. Chavarría (2003) quoted by Orozco (2007) explains that teacher's purpose in this methodology is to evaluate the educational system, its curricular objectives, their meanings, and to analyze the situation environments teacher's proposed. The develop of this methodology pretends and enhances a horizontal scheme of power, in which the ideas, thoughts and opinions of every person involve in the process are equally important regardless of age.

## **2.3 HYPOTHESIS**

Due to its qualitative characteristic, the present investigation does not include a hypothesis. Basically, this research attempts to gather the necessary information through bibliographic references, observation processes, and interviews to achieve its main goal, the creation of a manual for teaching English as a Foreign language based on an Open Framework model perspective for early learners.

**CHAPTER III**

**METHODOLOGY**

The present chapter outlines the main characteristics of the research process. These characteristics include the research type, participants, sources of information, sample selection, techniques, and data collection instruments.

## **3.1 RESEARCH TYPE**

### **3.1.1 Purpose**

This research project has a theoretical purpose. It seeks to gather the required information to produce a better understanding about the main subject. That is, Teaching English as a foreign language at early ages from an Open Framework model perspective. The main goal is to convey the information gathered and analyze it in order to create new knowledge which will be implicit on a manual for the preschool education field. In doing so, this project contributes to English teaching in preschool levels among public or private institutions in Costa Rica.

### **3.1.2 Dimension**

According to its delimitation or temporal reach, the dimension of this research is considered to be a cross-sectional study, given that research is developed in a specific moment in a deep and precise way. Since this is a research with theoretical purpose, it does not require processes, analysis or comparison in extended periods of time that reflect necessary information for its objective.

### **3.1.3 Framework**

The research presents a micro level framework. It seeks to study and gather information from a small organization as it is Centro Infantil Laboratorio Ermelinda Mora in San Ramon.

### **3.1.4 Nature**

Regarding the nature of the investigation, this is predominantly considered qualitative. It seeks to gather necessary information from diverse sources related to the main goal described at the formulation of the problem. In other words, the elaboration of a manual according to the principles and characteristics of the open framework model for English as a second language teaching at CILEM. This research is based on observations and interaction of the education process at the center, and interviews make to specific people from this context. Likewise, the data analysis from content and text interpretations from sources are fundamental for the development of the investigation.

### **3.1.5 Character**

This research has an exploratory character given the little information found on the subject to be addressed. The investigation process will provide new knowledge based on the observations, interviews, and data analysis gathered through the research. Besides, this exploratory action seeks to ground future research in the field of language teaching in preschool education in Costa Rica

## **3.2 PARTICIPANTS AND SOURCES OF INFORMATION**

### **3.2.1 First Hand**

Third and fourth level preschool students at CILEM as well as the teachers in that institution are considered as first-hand and main participants. Among the first-hand sources of information are research documents such as theses of distinct levels (licenciaturas, masters, doctorates) both in national, and international renowned universities retrieved from the internet.

### **3.2.2 Second Hand**

Second hand subjects are Universidad de Costa Rica Professor, Mrs. María Celina Chavarría González who is a well know researcher thanks to her research done at CILEM, and other scientific articles from different renowned magazines, experts' articles, and diverse books retrieved from trust worthy websites.

## **3.3 SAMPLE SELECTION**

Due to the objectives of this research which is carried out at CILEM at Universidad de Costa Rica, Western Branch, the chosen sample is students from the third and fourth level (40 children between 3 to 5 years of age) during the second semester of 2018. The sample is non-probabilistic. Given the characteristics of the research this sample is ideal for the present research project.

## **3.4 TECHNIQUES AND DATA COLLECTION INSTRUMENTS**

For this research project there are different data collection instruments that are following explain. The first instrument consists of interviews, the interviews attempt to discuss about

questions which request comments, opinions, explanations, and analysis of the different topics developed in this research. These interviews are addressed to Universidad de Costa Rica Professor, Mrs. María Celina Chavarría González (this researcher has a broad history of research made on the field of early ages and she has done research at CILEM about the implementation of the Open Framework model in the educational curriculum). Besides, the teacher from one of the levels (third level), and the English teacher are going to be interviewed for the research. Their experience in the center and the constant interaction with the model within the children is fundamental for the purpose of the investigation.

Finally, observation techniques are applied to collect more data information in regards the main objectives of the investigation, observation guidelines, pictures of the situations environments (if it is allowed), and a journal are important tools to seek the necessary information.



**CHAPTER IV**  
**DATA INTERPRETATION AND**  
**ANALYSIS**

## **4.1 DIAGNOSIS OF THE CURRENT SITUATION**

The following chapter attempts to display the results obtained from the data collection instruments, the interviews, and observation processes developed during the fieldwork.

### **4.1.1. Diagnosis of the situation**

Observations were developed under a non-participant role, in which activities within a daily journey were observe and written down. Also, audios from different and relevant moments during the journey were recorded, and pictures were taking in order to gather precise information and visualized the implementation of the Open Framework model in this institution.

The observation process consisted in gather the most visual information from the daily journey as the different routines, the activities apply, the structure, and arrangement of the environments and the materials from the class. Also, the most intrinsic information within the daily journey was fundamental such as the behavior of children in the class, the teacher's approach or interrelation to children, and vice versa. The ethics or norms in the class, and the attitude of infants within the room, and context in the institution. The observation records are included in the annexes of the present research.

Besides, interviews were made to the teacher in charge of level III, and the English teacher of the CILEM. Their experience teaching in the institution and working under the Open Framework model represent a fundamental contribution for the purpose of this research. The interview planned to the researcher Dr. María Celina Chavarría was sectioned due to different

complications within the work field. The specialist had the chance to share a small, but significant contribution to this research at the end.

#### **4.1.2. Data description**

On this section, the description of the information gathered through the observations and interviews is going to be display.

##### **4.1.2.1 Observations**

The observations were developed in 2 different moments of the daily routine (from 8 am to 12 md) in both levels, Third and Fourth (one day per group). Routines such as initial experiences, work on the centers with materials, presentation of topics, playground time, physical education class, English class, snack time, lunch time, sleep time, and even civic events were observed. The experiences recorded were fundamental for the understanding of the implementation of the Open Framework model in the teaching process. In the annexes are the most detailed observation records. However, on this section the most relevant information and aspects are going to be describe.

Some of the main aspects observed were the teachers' approach to children, the interaction between teacher- children, and children- teacher, infants' attitude within the context of the class, the physical environment, and the recreational spaces (the accessibility, arrangement, the intrinsic sensations hat convey the spaces, and some norms or ethics in the classroom).

##### **A) Teachers' approach:**

During the first observed journey on level III, there were various teachers implied in the educational process of the group. The main intervention was of the teacher in charge of the

group, there was a practicum student in her observation process, the English teacher and the physical education professor.

There are some important aspects to highlight in the teachers' approach. First, teacher in charge of the group was a mediator on different arguments or disagreements among children. When some of the children had a difficulty, she was very focused on what was happening, then she comes near the children and talk with them about the issue. In one opportunity, two boys were playing fights, but one child was tougher with the other. The teacher comes closer very quickly and talk with them, later they stop playing in that way. Also, in regards the attention to the different children's needs. Teachers were aware of the special cases within the class. Most of the time, teacher in charge of the group and the practicum student were encouraging those infants to involve in every activity during the different periods of the journey. When one pupil was not involved or interested in the activity that was develop in that moment, teachers did not put pressure on him or her. Instead, teachers approach to them and asked them what happen and why she or he doesn't want to participate. If one kid has a difficulty to pay attention in determine period, they have the possibility to work with a material meanwhile the rest of the children continue with the guided activity. Furthermore, teachers were a significant part in the educational process of children. Teachers' intervention was timely in every aspect child needed. This is very important within the implementation of the Open Framework model, educators must be aware, timely and pay close attention when a child has a doubt, a conflict or need help to do something. Teacher guide them, but they do not resolve children's perks in order to enhance their autonomy.

In regards the second observed group, the level fourth, there were various teachers implied in the educational process of the group. The main intervention was of the teacher in charge

of the group. During the journey there were the teacher in charge of the group, a practicum student in her observation process (she was mostly helping with some extra work need it), then there was an English practicum student during the English class, and the English teacher. The pedagogical approach of the teachers was focus on cooperate with children needs when they need it. However, the major intervention was from the teacher in charge. When a necessity, conflict or argument occurred, the teacher in charge was there for the children. During the playground time, four kids were playing with blocks and dinosaurs. Three of them were not sharing with the fourth kid, instead, they were pushing him away and telling him “go away, S.”, “No, this is ours”. Later, the teacher in charge came to the group and talk with the children. The most common phrase used by teachers in this institution is to “respect other, they do not like to be hit or push away”. They highlight this comment to create empathy with others. Furthermore, during the guided experiences about topics or themes, teachers were aware of those students with doubts, questions or necessities. Every time a child, need the guide or help one of the adults, they were willing to helping him or her.

#### B) Teacher-children interaction

On the other hand, another important aspect to considering in the observations was the interaction teacher- children. On the observation of level three, it was noticeable a gentle and kind interaction between the teacher in charge of the group with the children. Her verbal and nonverbal communication transmitted confidence, kindness and respect to the infants. One opportunity noted was the manner in which she talked to the kids, the warm way in which she greets them, and the way in which she supported them emotionally when they need it. Also, the manner how the teacher called their attention was respectful and decent, not yelling at all. In this way, kids were more willing to listen and change the attitude that was not

appropriate. The same occurred in level IV, the interaction of the teacher was precise and timely when a necessity occurs. It's important to highlight the fact, that in every occasion the teachers knelt on their knees, so they could be at children's height when they need for action.

#### C) Children- teacher Interaction

According to the children- teacher interaction in level III and IV, infants were confident and warm with the teachers. Also, it was interesting to notice that children call their teachers by their proper names, and this is not a repercussion in the behavior or respect among them. Children are independent, and they seemed to feel comfortable and safe in the context of the center. When a conflict or problem occurred, they fixed their problems by talking, and if the problem is not resolved easily they approach to the teacher for help.

#### D) Children's attitudes towards the environments

In regards the attitude of infants toward the environment in the class and the different spaces among the institution. Children have a great sense of belonging to the center, they play freely on the patio, with the materials, on the classroom, and they seemed to feel part of the institution as a big community. When a student has a difficulty, the rest of the classmates try to help the child by involve him/her on the activities. Also, children have an awareness of organization. During the observations within the classroom, if a child finished playing with a material, she or he placed the material back in its corresponding shelf and putted away the chair she or he used.

#### E) Physical aspect of the different recreational spaces

Additionally to the observation process, another important aspect was the physical aspect of the environment in the class and the different recreational spaces. The classroom in level III is a wide-open room, organized in a way that children could have enough space for develop different activities. There is no saturation in regards decoration, it is simple, and it includes natural elements like plants placed on the furniture. The materials are place on the shelves which at the same time are organize next to the walls. Every material or facility such as the toilet, the sink, the table, the soap dispenser, are at the reach of children. This space is very lit. In level IV classroom had more materials and saturation in decoration; however, the arrangement of the class and the facilities were at children height.

Every classroom incorporates materials depending on the children age and necessities, and these materials are sectioned by areas like practical life, sensorial, language, mathematics, construction. Every material is taught to develop children concentration, coordination of movements, independence and basic contents. Here is important to highlight that every material must be model by the teacher before is display on the shelves and children can use it.

#### F) Norms and ethics within the class

Finally, the norms and ethics among children and teachers are built by every person in each classroom. Mostly, the assertive communication is a fundamental part of this aspect. Children are involved in a dialogue while the teacher models a material or explains an activity. Infants are encouraged to give their opinions and participate to create the norms of a game or material. They are the ones that stablished the principles of action and rules.

#### **4.1.2.2 Interviews**

The interviews on this investigation were apply to one of the teachers in charge of a group, the English teacher of the CILEM, and a short contribution from the researcher Dr. Maria Celina Chavarría.

The interviews had a similar structure with few variables depending on the specialty of the teachers, due to the contributions each teacher could provide for the research.

On the first question, teachers were asked: How could you refer about the Open Framework model in education, and what are the most important principles while implementing it in a preschool classroom?

The teacher of the third preschool level pointed out the holistic characteristic within the Open Framework model, and how this teaching process take into consideration the child's needs. Also, she referred to the importance the model gives to every child's pace in the learning process. On the other hand, the English teacher referred to the interest that this model generates in children due to the different activities and learning opportunities provided on the centers. These opportunities stimulate infants' interest which is fundamental for a significant leaning. Also, for the purpose of acquiring the English language, the opportunity of interacting with children while playing on the different centers plus the interest they have on what they are developing increases the chance of a significant acquisition and production of isolated or short phrases in the target language in a daily routine and not only in the English class.

On the second question, teachers were asked: Why the Open Framework model is relevant or appropriate to develop in the educational field? The teacher of the level III group



mentioned the importance the model gives to the necessities of every child, and the pace in which children learn. Also, she referred to the importance of seeing the child as a complete being in an integral way, and not only from the intellectual part but also aspects such as affection, their emotions and their integral needs. The English teacher pointed out the fact that children learn in an integral and natural way, and they are not pressured to memorize contents. They learn through the activities they develop because they are interested in learning, and that is the reason why they learn.

The next question is in regards to the impact of the time spent for the English classes: How does the English classes' time impact the learning process, and how does this influence the efficiency of the learning and acquisition of the English language?

According to the teacher in charge of preschool level III mentioned that the participation of the teacher depends on the time she incorporates to the class, because the routines during the morning session are developed fluently. In this case, the teacher pointed out the flexibility the English class must have because it is adapted to the different routines during the morning. According to the English teacher, she considers the time is appropriate for every level due to the periods of concentration children have on these ages. She explained that in every class, ten minutes are taken to present vocabulary to the infants, and then the rest of the class can be developed within the centers in individualized attention. Also, the English teacher referred to one day per week in which she evaluates children through a guided activity, so she calls one by one to develop the activity in order to evaluate some of the contents or topics studied.

For the continues question, both teachers were involved in the respond of the question. Here they were asked about: How much impact or influence have the Open Framework model within the lesson planning including their objectives, materials and so on?

The teacher in charge of preschool level III mentioned that everything on the center is develop according to the Open Framework model. The lesson planning follows the achievement of purposes according to the group's needs, and it is not developed through the achievement of contents. The way in which the learning of contents is involve is through the materials from the different centers, this is how teachers assure the integral and natural learning or basic contents or skills children need to learn and develop according their age such as fine motor skills, numbers, colors, animals, shapes, and so on. Per month the teacher evaluates the achievements through checklists, and at the end of each semester, she writes down individual comments per student, describing their strengths and in which aspects they must enhance.

On the other hand, the English teacher mentioned that her lesson planning is based on the lesson planning of the other teachers. In this case, the teacher takes into consideration the theme every group is develop and reinforcing, so she can develop the same but in the target language. The objectives of the plan are focus on the group's necessities and achievements more than learning of contents. Also, she inferred that the English classes have important parts like a short presentation or review of the topic through different and dynamic mediation activities. Then, working on the centers and interacting with them, and when she evaluates students she calls one by one to develop an activity to look for their strengths and weaknesses.

Besides, the next question was given to the English teacher only, and it consisted in: How the work on the different centers is involve in the English classes? The English teacher mentioned that the work on the centers is involve in every class, in this way she has the opportunity to interact naturally with children and implement the target language, so they can achieve fluent and natural acquisition of the language.

Furthermore, the next question is for both teachers, and it is based on the preparation or training teachers have done for the effective implementation of this Open Framework model: What have been your teacher training or preparation to effectively implement the Open Framework model? The educator of the third preschool level mentioned that through observation processes to the colleagues' classes. This model has few years on the center, and it started with a research project only with two levels from the institution. For this reason, the observation of her partners' classes has been important. Besides, on the center they developed focus groups to dialogue about the implementation of the model as well as observations to other centers with a holistic view such as Montessori institutions. The English teacher mentioned the same, through observations of the partners in the institution and what she studied at college.

The next question was asked only to the teacher in charge of level three, this question is about: How the approach of conflict resolution is made among children?

She answered that it is important the communication with others, to communicate, and express how they feel. Respect is an important part, teachers are persistent when they call students' attention and highlight the fact of respect others. Also, the management of the tune of voice is important because none one has the right to yell to another.

Additionally, the next two questions were asked to the English teacher. It consisted of what has been her experiences on teaching English from this open model perspective? and Do you consider this model allows an effective and significant foreign language acquisition?

The English teacher pointed out that this model allows a significant learning because of its flexibility and naturality.

Which are your impressions according to the acquisition process of the language in children based on this model?

The teacher mentioned the great tool this model represents. She infers that this model works for the acquisition of a foreign language because children learn due to their interest in the language through the different activities.

Furthermore, the next question was for the teacher in charge of level three: Do you consider this Open Framework model a functional way for children to learn a second language? which have been your experiences in the classroom? The teacher answered that this model is completely functional due to its flexibility. The English pedagogue can participate in the different routines and not only by sitting on the class and teaching only contents. Children have the opportunity to interact with the English educator in all the routines.

For the next question, the English teacher was asked the following: What are the contributions or disadvantages within the implementation of the teaching English as a foreign language from an Open Framework model?

To this question, the English teacher refers that it depends mostly in the centers provided in the institution. At the CILEM, there are a lot of materials and centers. Also, the groups are

smaller in comparison with other institutions. Finally, she mentioned that she hasn't found a disadvantage on the model.

Finally, the last question was asked to both educators. This consisted on: Which recommendations do you consider are important to take into account when teaching English as a foreign language from an Open Framework model in this institution?

The teacher in charge of the level three mentioned that the individuality of each child is important, the pace in which every student learns, and the flexibility presented on the model are important aspects to remember. On the other hand, the English teacher considered that the support of the teacher in charge of the group is important. Having the educator in the class while the English class is taking place is important for the management of the group.

According to the interview planned to the researcher Dr. María Celina Chavarría, due to different riots that occurred during the meeting days, she had a short contribution to this investigation, and the complete interview was not accomplished.

The input the researcher had the opportunity to share was related to the second question of the interview planned. This question asked about why the Open Framework model is considered relevant in the educational process.

The researcher pointed out the existence of two important advantages on this educational model. The first one, she explained is related to the importance the Open Framework model gives to the individuality of each child, their learning styles and the way in which they grow.

On the other side, the second advantage it refers to the way the teacher is an active investigator of the educational process within the class. The educator is committed to

analyzed children's needs and interests for the develop and planning of the educational process.

Another contribution the researcher provided to this investigation, it was the fact that the Open Framework model is inside every child, and his or her joy, curiosity and creativity promote the significant learning and the development of the children. She mentioned the concept happiness – learning from Neuropsychology, the joy felt in the learning process promotes that meaningful learning

#### **4.1.2. Data interpretation**

This section attempts to gather the interpretation or explanation of the data collected from the instruments applied during the work field.

Based on the interviews made and the contributions of each interviewer, they agree with the idea of the Open Framework model in education as a methodology that validate children's needs, their interests, and the way the learn. Also, it infers that interviewers have a general point of view about this model, and how it enhances learning opportunities through its methodology.

On the other side, all the interviewers including the researcher María Celina Chavarría gave their contributions in regards the relevance that represent the Open Framework model in the education process. The opinions about this method are oriented to the importance of the integral learning process that occurs within the classes. Children learn and grow as a complete and integral human being, this model take into consideration every child's peculiarity, need, and interests. The learning styles, the pace of learning process among students, details on the integral development of children are consider as fundamental in the

development of learning. Also, another aspect to highlight is the intervention of pedagogues in the process. In the implementation of this model, teachers are active investigators of their children's learning, they analyzed children's needs and interests in order to plan the appropriate educational environment.

During the observations, it was observed the teacher's approach to children's necessities and interests. Infants seemed to have confidence and independence while working on the centers and with the materials they were interested to play with.<sup>1</sup>

It is important to mention that in one of the rooms, there were materials or short tasks to develop that are part of the daily routines in homes and it enhances the manipulative skills. One activity was related to wash the dishes they used to eat the fruit in the morning, and the other was to create a mixture of water and flour, and then shaping tortillas. These two activities were attractive for children, and they enjoyed developing the tasks.<sup>2</sup>

Furthermore, the observations and interviews shown the importance of flexibility in the English classes. When the teacher has the chance to participate in different routines in the school day, teacher's intervention is more enriching for the acquisition of the second language. There are more natural and integral opportunities of interaction to enhance and promote the English learning process.

In addition, during the observations the incorporation of the different centers within the English classes are a valuable opportunity for children to learn the language in an easy, natural and integral way. When children are participating on a material from a specific center or developing a task, the teacher's interaction on this process is natural because the interaction is related to the object or material the child is using, is taking the opportunity to

model the vocabulary in the target language while children are having fun, are playing or concentrate on a task.<sup>3</sup>

Another important aspect to consider, is related to the teacher's training process to apply in an effective way this Open Framework model in their praxis. The answers of both teachers pointed out that the knowledge they have of the Open Framework model is been built through the experience of working on the center, the observation of their colleagues, observation in other centers with a similar methodology, and focus groups or meeting with the personal of the institution to share experiences in the classrooms.

There is no a precise curriculum of syllabus for the teaching process based on this methodology, and only some investigations develop in a general way the approach of it within a preschool classroom. There is a need to create a manual that guides and introduces the teaching of English as a foreign language process in early ages based on this model of education.

Related to the acquisition of the language, children in an Open Framework environment seems to have more confidence when producing or implementing the vocabulary learned with the teacher. The environment promotes a sense of security and confidence, that in a way increases and encourages children to try to produce short conversations or use isolated words in the target language in a natural way. Mostly, when they are playing with materials or communicate with the teacher ("this is red", "a tiger" are some examples).

As mentioned above, the Open Framework model perspective in education allows a wide variety of significant experiences for children learning processes.



**CHAPTER V**

**CONCLUSIONS AND**

**RECOMMENDATIONS**

## 5.1 CONCLUSIONS

The purpose of this research was to observe the implementation of the Open Framework methodology in the classroom, and how this methodology contributes the acquisition and learning process of English to propose a Manual for the teaching of English as a foreign language from this perspective.

It was observed that teaching English from an Open Framework model brings a new perspective of teaching and learning of a second language in the Costa Rican educational system. This model considers children from a holistic and integral way, as subjects and responsible of their own learning process with the proper guide and intervention of teacher among the process. Also, the model highlights the natural process of learning that the acquisition of a second language such as English can be achieved by young kids. The Open Framework model considers children's interest, pace of learning, and needs on an integral way, so learning can be joyful and not an obligation.

Besides that, another important finding on this research emphasizes the importance of the educators as active investigators of the educational process. It can be concluded that students' needs and interests are an important and fundamental part of analysis in which teachers would be critical for the purpose of planning the learning process.

According to the observations in the classroom the following aspects should be considered within the implementation of the Open Framework methodology. Initially, the approach on this methodology revolves around an environment of empathy and care, in which educators

enhances conflict resolution strategies among students and promote a peaceful environment in the class. Also, it was observed that the tone of voice and the assertive communication are essential on this aspect. Regarding the observations made, it seems that children are more willing to comprehend abstract ideas as sharing with others and avoid fighting, issues that are difficult to process on these ages, when teachers mediate the conflict by validating feelings of both sides and show them options to conclude the argument. These nonverbal and verbal communication promotes respect, kindness, empathy and confidence among educators and children in the classroom. According to the teacher's opinion related to the approach students-teachers and teachers-students interaction, children develop faster autonomy and independence in their processes.

Another important aspect is reflected on the behavior and attitudes children have towards an Open Framework methodology environment. According to the observation gather, aspects within the approach in the classroom and the interaction between students and teachers have led to a sense of belonging with the surroundings. Children are empowered in the different spaces display in the class and exteriors, they seem to feel free to use, play with, run, and jump leading to a great independence. Also, a sense on partnership among peers in the class, in the observations it was noticeable that respect is an important value on the relations existing, in this way students demonstrate to validate other feelings and when an argument happened they were capable on manage it by their own most of the time. Besides, special needs inside the class are taken as normal and the process of inclusiveness is admirable. Children grow and learn in an empathic environment, they learn to validate other feelings and needs. That is why, when a classmate with some condition or special need was in the group, the rest of them take care and include that student in the activities of the journey.

Furthermore, in the observation made there was a sense of organization with the materials display on the shelves. Most of the students were aware of leaving the class organized and clean. When they finish to use or play with a material, they locate the material in its corresponding place and put away the chair used.

According to the interviews done, it is concluded that this methodology enhances the learning process in a natural and integral way. This method takes into consideration aspects such as children's needs, children's learning pace, children's interest, interaction with the surroundings, and empathy in the learning and integral processes of the infants.

Besides, in regards of the acquisition of English as a foreign language it was observed that children tend to be less inhibited in the production of isolated words or short phrases. In this environment, they are empowered and confident so most of them are encouraged to practice and implement the target language not only with their English teacher but also in the different activities they develop during the journey.

In other hand, it is concluded that flexibility in the English classes is an important aspect in the develop of this methodology. The English teacher has the chance to involve in every activity within the journey, it could be the snack time, the playground time, working on the centers, and so on, because natural interaction is the key in order to acquire the language.

Consequently, planning is a necessary and flexible process within the Teaching of English in preschool education based on an Open Framework methodology. English educators planned the lessons according to the lesson plan of the teacher in charge of each group, for the purpose of agreement between learning processes, interest and needs of each group.

It is concluded that the proposed of a Manual for the teaching of English as a foreign language from an Open Framework model perspective for children is possible with the enough data information gathered. In the present research, the valuable information obtained from the different sources, the observation process in the CILEM context, the bibliography studied, and the interviews made enriched the results for the thesis project. These elements enlighten the present Manual for the teaching of English based on the Open Framework model perspective.

## **5.2 RECOMMENDATIONS**

Some recommendations determine on the development of this research project are related to gaps found within the implementation of the methodology.

It is convenient to consider the development of focus groups or workshops that enhances the collective construction and comprehension of the Open Framework model in preschool English teaching and the methodology itself. Integration and coherence of the implementation of the methodology among educators need to be more precise.

Also, this manual opens a door for future investigations, to develop a Curriculum and syllabus for the Teaching of English as a second language from an Open Framework model perspective to preschool children. The final purpose of the research is to guide educators through the manual to implement the methodology on the classroom; however, there is the opportunity for future researchers to create a well stablish English teaching curriculum based on this method.

On the other hand, another recommendation for future investigations on this field is to develop the research in at least a one-year period. The process of investigating this field takes time and it is necessary that investigators have the flexibility of time to apply the necessary data collection instruments and analyzed the results obtained.

**CHAPTER VI**  
**PROPOSAL**

## **6.1 MANUAL FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE, BASED ON AN OPEN FRAMEWORK MODEL TO PRESCHOOL CHILDREN OF LEVEL III & IV, AT CENTRO INFANTIL LABORATORIO ERMELINDA MORA, SAN RAMÓN, 2018**

### **6.1.1. PLACE**

The present Manual is developed at Centro Infantil Laboratorio Ermelinda Mora (CILEM) in San Ramón.

### **6.1.2. POPULATION**

This Manual is for English Teaching as a foreign language process to children from 3 to 5 years old from the Centro Infantil Laboratorio Ermelinda Mora.

### **6.1.3. OBJECTIVES**

#### **6.1.3.1 General Objective**

- 1.) Design a Manual for the teaching of English as a foreign language from an Open Framework Model perspective for preschool children in the level III and IV at Centro Infantil Laboratorio Ermelinda Mora



### **6.1.3.1 Specific Objectives**

- 1.) To explain the background, the approach and the principles of the Open Framework Model on the teaching of English as a foreign language in preschool education.
- 2.) To determine the main characteristics such as the design of objectives, syllabus, the lesson plan, the teaching or mediation activities, and the evaluation of the educational process within the Open Framework Model for the teaching of English in early ages.
- 3) To describe the roles of the preschool students and teachers of the educational process in the Open Framework Model, as well as the pros and cons of this model of education.

### **6.1.4. DEVELOPMENT OF THE PROPOSAL**

The following proposal attempts to design a Manual that guide the teaching process of English as a foreign language for preschool English educators, based on an Open Framework Model in education. This model is implemented at Centro Infantil Laboratorio Ermelinda Mora, this institution does not count with a concrete curriculum for its English classes based on this methodology. That is why, the creation of this manual is significant and prompt.

#### **6.1.4.1 Open Framework background, approach and principles.**

In regards the background, Siraj (2008) in the article “Understanding the relationship between Curriculum, Pedagogy and progression in Early Childhood” addresses the models proposed by Weikart by defining that “The open framework approach provides the Teacher with a strong pedagogic structure (or framework) that supports the child in their explorations and interactions with, and reflections upon, the learning environment.” (Siraj, 2008, p.12)

This model gives relevance to the possible interactions and explorations the child can be part of in the learning environment, thought out and structured by the teacher.

Furthermore, the author suggests that the curriculum of such framework model allows the child to freely choose the different classroom settings or centers. This develops a sense of independence and accounts for the individual interests and needs. These settings are respectively prepared and planned to achieve specific cognitive purposes. (Siraj, 2008, p.12)

These settings or centers prepared on the classroom are an important part of the develop and interaction during the English classes in the implementation of this model.

Besides, it is important to highlight the fact that this model take principles from the holism, which consider the integral process of the individuals. Also, the eco analysis is the methodology implemented in the decodification of the quotidian or the activities in order to arrange the centers, change or improved the materials, planned the educational processes through the analysis and observation of the teacher for the purpose of children’s learning.

It is important to mention that the Open Framework Model is sustained from different pedagogical influences that are oriented through a holistic and integral paradigm. Nowadays,

at the CILEM one the great influences in the development of the Open Framework Model is the Montessori methodology, with its ideas and principles of the learning process.

According to the Open Framework Model approach, it is necessary to take into consideration four main factors for the teaching of English as a foreign language process in an early childhood classroom.

The first important factor of this model is the process of learning through tasks and activities according their age and needs. On this aspect, principles and ideas from the Montessori methodology are implemented. Every classroom on an Open Framework Model involves a setting of material or centers, that enhances cognitive, manipulative, language, and sensorial skills. The room can be arranged according to different centers such as a silent corner, a practical life center, a construction and building center, mathematics, puzzles, arts space, and a language center. On this way, children have a variety of learning opportunities according to their interest and needs.

On the other hand, the second important aspect within an English teaching class based on this Open Framework Model is the integration of the centers in the develop on the classes. Due to the importance of the work on the centers represent for the learning process of the children. The integration of the work on these variety of spaces is relevant and significant for the natural and integral acquisition of the target language. This aspect leads to the third feature, the interaction teacher- children among the learning processes.

For the third aspect it is consider the interaction of the teacher and children within the different learning process as a fundamental part for the acquisition of the English as a foreign language. As stated above, the integration of the work on the centers in the English classes

leads to major opportunities of interaction with the target language. As is it believe, the learning process of a child is natural and integral. Also, they learn through their curiosity and interests making the learning process a natural and meaningful way of leaning for life.

Finally, the last aspect to take into consideration in the approach of the Open Framework Model for teaching English as a foreign language in early childhood education is the flexibility of the classes. As it was stated above, the integration of the centers and the constant interaction with the target language facilitate the meaningful acquisition of the language. The flexibility of the English class is important as well. The flexibility refers to the adjustment of the English class with the routines of the school day. It consists on the teacher's respect to children routines and processes. If the teacher arrives at the time children are in the playground, the diner, the centers, the teacher's intervention and interaction is going to be develop on that specific time of the day. Flexibility and adjustments of the English class with the rest of the activities of the daily school routine promotes fluency and respect to the children learning processes.

#### **6.1.4.2 Characteristics of the Open Framework Model**

The Open Framework Model includes specific characteristics among the parts that involve the educational process like the design of the objectives, the syllabus, the lesson plan, the mediation activities, and the evaluation. On this section is important to highlight the strategic lines occur within this methodology.

In regards the design of the objectives, the syllabus, and the lesson plan, these are influenced by the lesson plan each of the groups are following per month. In other words, the English

educator must focus her lesson plan on the lesson plan developed by the teacher of each group. Therefore, the teacher can follow the same subjects, contents, and learnings children are developing day by day. The fact of sharing a similar lesson plan enhances a cohesive and meaningful learning by unifying what children work daily, and what they work in the English lessons. That said, the general objective and specific objectives are build according to the achievements or needs of the group in cooperation with the lesson plan of the level teacher.

The Open Framework methodology is focused on the interaction and development of tasks and activities among the centers in the classroom. The meaningful learning on this model is obtained through the observation, curiosity, and development of activities and material previously analyzed, planned and prepared by the teacher. The English teacher use the work on the centers as a tool to interact with children and model the language (vocabulary, commands, questions, statements and more).

According to the mediation activities, the teacher is free of using different techniques that enhances the acquisition of the language through a natural manner. Here the well planning of activities for the classes is important, because is not only to play a game or achieve a simple task. The idea is that through the mediation activities, children go from the simple to the complex stages of learning and understanding of the language.

Along with the aspects above, the lesson plan will follow the same line and in congruency with the lesson plan of the teacher of the level.

#### **6.1.4.3 Participants' roles in the Open Framework Model of education and the pros and cons of the implementation of this methodology.**

The active role of the learning process in this model is given to the children involve. However, educators have a relevant role in the develop of this approach. Teachers must analyze, design, arrange, and think about the cognitive challenges among the materials that students need to develop and accomplish. Educators planned the environments of the class and provide children with significant learning opportunities that are not simply achieve with just a bunch of materials on a shelf. The situation environments arranged have an objective, a pedagogical purpose in which children have the chance to explore by themselves in an active role.

The action of the teacher lays on the his/her contribution to the planning and organization of the educational process. The pace and interests of every student are essential. Next, the idea of the action of the individual is regarded as the main way for apprehension in this perspective.

Referring to the pros and the cons of the implementation of this Open Framework Model in education it can be infer that the acquisition of a foreign language is better when is learn it through a natural and integral way such in the way the Open Framework Model is develop. Due to the interest of children with the target language, the acquisition is meaningful.

One single aspect to considering as a con is related to the proper or ideal space and the amount of materials that every room must display in order to implement this educational model by considering the children necessities and interests.

#### **6.1.4.4 Teaching activities in the Open Framework Model**

Activities based on the Open Framework methodology are linked to the interest and the necessities of children according their age. Besides, activities that enhance and develop integral skills have the main importance on this method, that is way the well develop environments within the classroom are key in the learning process as well as the teacher guided activities. The Open Framework Model activities are meant to develop, enhance, and potentiate skills from the different development areas. As mentioned before teacher's role is to investigate and planned according to the necessities of the group of children.

According to the Open Framework Model, the role of the instructional materials, and the role of the environments or centers created in the classroom facilitates the learning process. Through the materials and environments presented, the teacher has the flexibility to display a variety of appealing resources that teach about science, math, geography, alphabet and so on. Also, the main idea of the environment within the class is that children decide what to do and what to play with. For this reason, children learn about all these topics because their interest and curiosity, and this fact guarantees meaningful learning.

It is important to mention that in an Open Framework Model, the develop of activities is a flexible process. There are guided activities in which teacher guides the develop of the activity; on the other hand, the work on the centers is predominant on the develop of this methodology that is why the variety of materials and arrangement of the centers is very important.

The environments are divided into categories that enhance certain skills on children, some of these centers are about math center, peace corner, practical living center, science center,

literature center, arts center, construction center, and others. On each of these centers, teacher's role is to provide with enough material that help children to foster specific skills such as fine or gross motor, language, independence, and more. It is significant to explain that every material display on the centers must be presented and model to the children, so they can use it in a proper manner. However, if they have the creativity to use the material in a different way without damaging it, it is completely acceptable.

Materials can be developed individually or in groups, students must decide about this. These materials can be puzzles, science experiments guided by the teacher, coloring sheets, painting crafts, cutting figures or gift wrap, sorting figures, colors, scooping pasta or beans from one bowl to another, washing a baby or plastic animal, whisking, latches to open and close, sharpening pencils, lacing, nuts and bolts to develop hand-eye coordination, clamping using pegs to develop pincer grasp, transferring using a fork or tweezer, and more.

Teaching English in a preschool class based on the Open Framework Model it has to be flexible and natural as the way a baby acquires his or her mother tongue. Here, interaction teacher and child, is a basic aspect in the teaching and learning process of English. Teacher has the opportunity to develop guided activities and then takes advantage of the work on the different centers. The work on the centers allow the teacher to interact and work individually with the children.



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## ANNEXES

### 1. First Hand Sources

<b>Author</b>	<b>Organization</b>	<b>Country</b>	<b>Year</b>
Chavarría, María Celina & Pérez Marianela	Universidad de Costa Rica	Costa Rica	1995
Chavarría, M. & Orozco, C.	Universidad de Costa Rica	Costa Rica	2006
Orozco, Cynthia	Universidad de Costa Rica	Costa Rica	2007
Jiménez, Luis	Revista Educación, Universidad de Costa Rica	Costa Rica	2008
Rueda, María Cristina & Wilburn Marianne	Revista Perfiles Educativos,	México	2014
Siraj- Blatchford, Iram	Published on Hong Kong Journal of Early Childhood	Author is from Australia (University of Wollongong)	2008
Río, Laura; Di Rubbo Nicoletta & Gómez Filipo	Journal of Human Sport and Exercise, Universidad de Alicante	España	2014

## Annexes

### 1.) Instrumento de Entrevista dirigido a la Investigadora María Celina Chavarría G.

#### Entrevista dirigida a la investigadora María Celina Chavarría González

La presente entrevista pretende recabar información necesaria y de utilidad desde la experticia de la investigadora en relación al modelo de atención de Marco abierto y la metodología del ecoanálisis implementado en el CILEM, su aporte y experiencias representan información valiosa para el desarrollo del trabajo de Tesis titulado “Manual para la enseñanza del Inglés como segunda lengua desde un modelo de marco abierto, en los niños del nivel III del Centro Infantil Laboratorio Ermelinda Mora, San Ramón, 2018”. Se le presentarán una serie de preguntas abiertas las cuales podrá comentar, explicar y detallar así considere.

- 1) Podría usted, referirse al modelo de marco abierto en educación ¿cuáles son sus más importantes principios en la puesta en práctica en un aula de preescolar?
- 2) ¿Por qué este modelo de marco abierto en educación considera que es relevante o pertinente al llevar a cabo el ejercicio educativo?
- 3) ¿Cómo debe ser un espacio físico para considerarlo propio del modelo de marco abierto? ¿qué se debe considerar para preparar un ambiente desde la perspectiva de este modelo?
- 4) ¿Cuál debe ser la preparación de los docentes para aplicar y efectuar de manera efectiva este modelo de marco abierto?
- 5) ¿Cuál podría ser el aporte de este modelo de marco abierto para mejorar el proceso de aprendizaje y adquisición de una segunda lengua como el inglés?
- 6) Considerando que no existe un curriculum preciso para la enseñanza del idioma inglés en preescolar desde la perspectiva de un modelo de Marco abierto, ¿Cuáles



son los puntos neurálgicos, los principios o ejes a tomar en cuenta para la elaboración de un curriculum bajo este modelo? y, ¿qué beneficios traería consigo la implementación de este método a nivel de educación pública?

- 7) ¿Considera que esta forma de trabajo es aplicable para cualquier edad o es una metodología restringida a edades tempranas?

Muchas gracias por su colaboración

## 2.) Instrumentos de Entrevista dirigido docentes (Docente a cargo del grupo y docente de Inglés)

### Entrevista dirigida

La presente entrevista pretende recabar información necesaria y de utilidad desde la experticia de las docentes en relación al modelo de atención de Marco abierto y la metodología del ecoanálisis implementado en ambiente educativo y clases, su aporte y experiencias representan información valiosa para el desarrollo del trabajo de Tesis titulado “Manual para la enseñanza del Inglés como segunda lengua desde un modelo de marco abierto, en los niños del nivel III del Centro Infantil Laboratorio Ermelinda Mora, San Ramón, 2018”. Se le presentarán una serie de preguntas abiertas las cuales podrán comentar, explicar y detallar así consideren.

Para la docente a cargo:

- 1) Podría usted, referirse al modelo de marco abierto en educación ¿cuáles son sus más importantes principios en la puesta en práctica en un aula de preescolar?
- 2) ¿Por qué este modelo de marco abierto en educación considera que es relevante o pertinente al llevar a cabo el ejercicio educativo?

- 3) ¿Qué tanta incidencia tiene el modelo de marco abierto en el planeamiento del proceso de enseñanza? (podría referirse a los objetivos, preparación de materiales etc..)
- 4) ¿Cómo debe ser un espacio físico para considerarlo propio del modelo de marco abierto? ¿qué considera usted para preparar un ambiente desde este modelo de enseñanza y cómo decide qué materiales usar?
- 5) ¿Cuál ha sido su preparación docente para aplicar y efectuar de manera efectiva este modelo educativo?
- 6) Podría mencionar ¿cómo se da el abordaje a la resolución de conflictos con los chicos?
- 7) ¿Qué tanta incidencia tiene el tiempo empleado o destinado a las clases de inglés con respecto a la eficacia del proceso de aprendizaje y adquisición del idioma?
- 8) Considera usted, esta modelo como una manera factible para los niños de aprender una segunda lengua. ¿Cuáles han sido sus experiencias en el aula con respecto a ello?
- 9) ¿Cuáles recomendaciones o pautas considera usted son importantes a tomar en cuenta en relación con la enseñanza del idioma inglés desde un modelo de marco abierto en la institución?

Para la docente de Inglés:

- 1) Podría usted, referirse al modelo de marco abierto en educación ¿cuáles son sus más importantes principios en la puesta en práctica en un aula de preescolar?
- 2) ¿Por qué este modelo de marco abierto en educación considera que es relevante o pertinente al llevar a cabo el ejercicio educativo?

- 3) ¿Qué tanta incidencia tiene el tiempo empleado o destinado a las clases de inglés con respecto a la eficacia del proceso de aprendizaje y adquisición del idioma?
- 4) ¿Qué tanta incidencia tiene el modelo de marco abierto en el planeamiento del proceso de enseñanza? (podría referirse a los objetivos, preparación de materiales etc..)
- 5) ¿Cómo incorpora el trabajo en los ambientes situación dentro de las clases de inglés?
- 6) ¿Cuál ha sido su preparación docente para aplicar y efectuar de manera efectiva este método?
- 7) ¿Cuáles han sido sus experiencias de enseñanza del idioma inglés basándose en el modelo de marco abierto? ¿Considera que es un modelo que posibilita el aprendizaje de un segundo idioma de manera eficiente?
- 8) ¿Cuáles han sido sus impresiones en cuanto a la adquisición del idioma inglés de los niños basándose en este método de enseñanza y aprendizaje? (ejem.: el proceso de adquisición es más rápido y significativo? ¿O es más mecanizado?
- 9) ¿Cuáles aportes y/o desventajas puede destacar la implementación de este modelo de marco abierto para la enseñanza de una segunda lengua?
- 10) ¿Cuáles recomendaciones o pautas considera usted son importantes a tomar en cuenta en relación con la enseñanza del idioma inglés desde una modelo de marco abierto en la institución?

3.) Instrumento de Observación

**Instrumento de Observación desarrollo de la Jornada nivel \_\_\_\_\_, CILEM, San Ramón.**

**- Observación -**

**Registro # :** \_\_\_\_\_

**Situación registrada:** \_\_\_\_\_

**Lugar:** \_\_\_\_\_

**Día:** \_\_\_\_\_ **Hora:** \_\_\_\_\_ **Finalizó:** \_\_\_\_\_

**Carácter del Registro:** \_\_\_\_\_

**Observador:** \_\_\_\_\_

**Observaciones:**

- 1) (abordaje docente hacia la atención de los niños):
- 2) Interacción docente-niños:
- 3) Interacción niños- docente:
- 4) Actitud de los niños ante el ambiente que le rodea (apropiamiento del espacio):
- 5) Ambiente físico de la clase y espacios de esparcimiento (accesibilidad a la niñez, atractivo, ordenamiento, sensaciones que transmiten los espacios)
- 6) Normas dentro y fuera de las aulas