

Critical Reading through a Cross - Curricular Approach

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“You only fail when you stop trying”

Unknown

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Abstract.

This qualitative action research study explored six reading strategies; predict, infer, purpose, connect, writer's tone and key words through the implementation of workshops focused on the cross-curricular approach to develop critical reading skills among 9th graders at a public school. To engage students in more dynamic reading activities, a series of workshops were developed considering the cross-cutting approach. The study was conducted with 22 students selected at the Educational Institution Inem Baldomero Sanin Cano located in the city of Manizales- Caldas. The instruments used to collect data were students' artifacts, teachers' field notes, focus group questionnaire, survey questionnaire and documentary analysis. The findings demonstrated that the use of reading strategies within a cross-curricular approach facilitated the development of critical reading in students. In addition, it was concluded that the design of materials (workshop) based on topics related to the students' environment had an impact that not only contributed to improve their knowledge of English, but also to expand their knowledge in other areas of the academic field.

Keywords: Critical reading, cross-curricular approach, reading strategies, reading workshops, vocabulary.

Resumen

Este estudio cualitativo de investigación acción exploró seis estrategias de lectura: predecir, inferir, propósito, conectar, tono del escritor y palabras claves. Para lograr la participación de los alumnos en actividades de lectura más activas, se desarrollaron una serie de talleres considerando un enfoque transversal para el desarrollo de la lectura crítica entre los alumnos de 9º grado en una escuela pública. Se realizó con 28 estudiantes seleccionados en la Institución Educativa Inem Baldomero Sanin Cano ubicada en la ciudad de Manizales- Caldas. Los instrumentos utilizados para recopilar los datos fueron los artefactos de los estudiantes, las notas de campo de los profesores, el cuestionario de los grupos de discusión, el cuestionario de la encuesta y análisis de documentos. Los resultados demostraron que el uso de estrategias de lectura permitió el desarrollo de la lectura crítica en los estudiantes. Además, se llegó a la conclusión de que el diseño de materiales (workshop) basados en temas relacionados con el entorno de los estudiantes no sólo contribuyó a mejorar su conocimiento del inglés, sino también para ampliar sus conocimientos en otras áreas del campo académico, relacionado directamente con un enfoque intercultural.

Palabras clave: *lectura crítica, enfoque transversal, estrategias de lectura, talleres de lectura, vocabulario.*

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Introduction

The present qualitative action research study explored the development of ninth graders' critical reading through teacher-designed workshops focused on a cross-curricular approach. Considering that students must be exposed to literature in all their academic subjects, reading must be a fundamental and a complementary part of any educational institution to awaken their critical and comprehensive analytical abilities. However, in most of the institutions, reading has become only an academic practice since students read to pass exams, do in-class presentations, and fill in the blank in grammar-centered activities, which derives in reading for a passing grade. For these reasons, I decided to engage students in an active and more demanding reading process that entails making sense of what they read and assume a critical stance of the implicit information in cross-curricular reading texts by means of six workshops in which learners were exposed to infer, predict, connect, purpose writers' tone and key vocabulary. Therefore, it is important to consider what experts such as Cohen, (1990), Carrell (1989), Grabe and Stoller (2002), Pani, (2004), Block & Israel, (2005). Agreed on saying about reading strategies. They affirm that are important mental process to make sense on what students read. Kartika, M Etty Pd, and Ana Theri (2020) argue that, teachers need to be prepared on how to design effective reading comprehension strategies and how to teach these strategies to their students. We, as teachers, must

act with the awareness that we can transform, through our teaching practices and resources.

For the above-mentioned reasons, this research study aims to respond to the bilingual educational policies stated by the National Ministry of Education (MEN) regarding the English proficiency level that high school graduates should have, which is B1 according to the Common European Framework of Reference (CERF, 2002) for Language teaching learning and evaluating. Therefore, to accomplish this policy, this project intended to achieve the basic standards of competence (MEN) set as a graduate requirement for eleventh graders, so that they can demonstrate they are skillful critical readers. This research study aimed to contribute to better my 9th grade students' critical reading and thereby, their language proficiency level to also contribute to the public educational context where reading habits are not properly fostered. For this reason, I proposed to develop critical reading through the design and implementation of six reading workshops focused on a cross-curricular approach. In doing so, I consider the insights of scholars like Conley (1992), Brown and Atkins (1994), who state that good reading habits have been operationally defined to embrace multiple abilities. Those include owning a need for information, knowing what to read, being able to locate information from various media, applying critical thinking to what is read, recognizing a writer's purpose and tone, making inferences, connecting reading material to own experience, identifying key vocabulary, as well as being able to communicate expanded information in speaking and writing contexts.

To carry out this study, an action research design was adopted. To collect data, I used instruments and techniques such as observations, a focus group, a survey, school documents. To analyze the procedure, I did a triangulation to validate the collected information.

Findings confirm that through the use of reading strategies students changed their traditional reading to a more active one, so that they could read the texts more broadly; furthermore, their motivation to read increased. Likewise, they were able to react to texts by giving their opinion and interacting with partners with themes related to their context. In addition, students improve the target language and enriched their vocabulary. Students understood that the use of these reading strategies can help not only to improve their reading comprehension but also to gain experience, and use the skills automatically from this learning experience.

This document is divided into five chapters. The first one states the research problem, the research question and the general and specific objectives, the setting and the rationale. The second addresses the theoretical constructs that underpin this study. The third describes the methodological design, which encompasses the research and the pedagogical designs. The fourth presents the findings; and the last one, refers to the conclusions, limitations, pedagogical implications and questions for further research.

1. Research Problem

1.1 Purpose of research

This study about a cross-curriculum approach to teach critical reading is relevant because it aligns with the school's institutional educational project (English for Proyecto Educativo Institucional -IEP) which states that they offer high quality education represented in the pillars of active learning and the production of knowledge through systematic development of students' academic competence and skills that foster students' generation of knowledge, development of their autonomy, creativity and assertiveness in solving problems (INEM, 2017). Another important reason is the institutional goal for the year 2020 which envisions that 30% of the students enrolled in the bilingualism program will have improved their performance in the four language skills according to the Common European Reference Framework (CERF) for the teaching, learning and evaluation of languages. As stated in this institutional goal, it is my responsibility as an English teacher to develop critical reading skills in my students who need to gradually develop the habit of reading, as a determining factor for successful learning and accomplishment of the goals stated by the bilingualism program at Inem Baldomero Sanin Cano school, the national policies about EFL teaching and learning.

The current study is also important for my teaching context, and more specifically for my students, because they will benefit from critical reading skills as they will most probably continue using them in their future university studies and

professional performance through social interaction as citizens. In addition, critical reading and critical thinking are complementary, both are essential for decision-making processes and this is fundamental for a stronger democracy.

Other EFL teachers may find the pedagogical intervention of this study innovative and pertinent for their teaching context; especially those interested in exploring the implementation of contextualized teacher-designed workshops focused a cross-curricular approach to develop students' critical reading in public settings. Besides, teachers may have the possibility to enrich and transform their pedagogical practice by pondering their context, propose appropriate pedagogical interventions that emerge from students' context and life. The intervention done through this study motivated me to detect better ways and strategies to guide my students' learning process to the social, regional and national academic community of EFL. This study also contributed to enrich the research line on material development in the master's program in English didactics in the Universidad de Caldas.

It is important to mention that the design and implementation of own materials by teachers promote autonomous learning, improves students' critical reading skills in this case with topics related to learner's interest. On the other hand, teachers can gain better skills as materials developers and become empowered as teaching-learning agents.

Along similar lines, specified by Núñez and Téllez (2009), most EFL teachers have the skills to develop their own materials based on their knowledge regarding language teaching and on their experience as language educators. As a result, the design of my own materials for critical reading

allows me to give a great contribution to my work as a teacher-researcher as I solve the students to become more proficient readers in their process of learning.

1.2 Description of the Context and Setting

The Educational Institution Inem Baldomero Sanin Cano started to offer its educational services on April 1973. This institution is located in the Belen neighborhood in the city of Manizales, Caldas, Colombia. This school is surrounded by different public universities, the Normal¹ Superior school, Normal of Manizales and other prestigious educational centers. Students belong to the socioeconomic strata 1, 2 and 3 and come from different neighborhoods of the city.

Inem Baldomero Sanin Cano states in its IEP that they offer educational services of high quality that is represented in the students' active learning and the production of knowledge. The school offers preschool, primary, secondary, and diversified middle school education. In primary school the curriculum includes multigrade classrooms for students with diverse educational needs like auditory, cognitive, visual impairment, literacy by age, cognitive disability, acceleration of learning as well as vulnerable overaged students. Regarding specialty fields, the Inem offers Health Sciences, Electronics, Wood Industry, Industrial Chemistry, and Systematized Commerce due to its technical diversification as stated in the institutional mission and vision.

Concerning EFL in our institution, the English area has five teachers in secondary school. They hold bachelor degrees in Modern Languages; they also hold specialization degrees and

¹ Normal means high school curriculum with an emphasis in pedagogy, that is, students get diplomas as Elementary School teachers

masters in English teaching. Every one contributes to modify the Area Plan each year according to the students' needs, interests and the institutional and national objectives.

The school's philosophy is mainly a Technical-Humanist approach and a Constructivist pedagogical model, concerning EFL, that is to say, English is taught and learned by doing. The teaching of English as a Foreign Language follows approaches such as the Grammar Translation Method, the Direct Method, the Audiolingual Method, and the Communicative approach. Teachers frequently teach concrete and abstract vocabulary by relating it by using realia or associating ideas. Questions and answers are used to make clearer the explored readings; likewise, practice drills and imitation tasks, adapt communicative activities to make students use the language in real talkative contexts with their natural strategies using the four skills (listening, speaking, reading and writing) according their level. The school has two libraries that have bilingual dictionaries, some audiobooks, games, and posters with basic vocabulary for beginners. Each library has a tv for all the teachers use. For that reason, teachers must schedule in advance this place to use these resources. However, because this a central place for educational or training teachers of the city, teachers must go back to their classrooms to continue their classes there. The school also has a classroom (bilingual classroom) but, it doesn't have tv, computers, it is one more room that has a tape recorder, a speaker, and chairs. This year no English book is used; therefore, it is necessary to adapt materials that support the curriculum. These materials include technological tools to make classes more dynamic which can promote a better interaction so that students can increase their motivation and interest for language learning. However, at times, using alternative media may become a disadvantage for some

groups of students, including learners with disabilities such as visual or hearing impairments. English teachers prepare classes according to the suggested curriculum which is modified at the beginning of the year considering students' needs and level. For students' assessment, English teachers have the autonomy to assess students' level or progress using different types of monitoring and appraisal like the diagnostic assessment to verify learners' strengths and weaknesses. Formative assessment is used to monitor students learning, and to provide students with feedback. Summative assessment happens a few times over the year.

1.3 Description of the problem

As an English teacher I have constantly observed that my students find it difficult to understand, make sense, or focus their attention to textual features which are meaningful in critical interpretations. As part of the diagnostic stage of this study, I brought an audiobook entitled *Bad Love* by Sue Leather to my class, which was written specially for learners of English. My initial intention was to determine the students' reading comprehension level and check their knowledge of vocabulary and pronunciation by formulating reading comprehension questions related to main ideas, details and the meaning of some vocabulary or words used in the passage. Although this reading lesson plan was aimed to raise students' participation, I noted that while students were doing the reading comprehension activities, they turned to be very passive because they tended to ask what the meaning of many words was to localize explicit information in the text, and answer the questions with literal information. This of course was not the purpose of the class inasmuch as I wanted my students to be more participative; thus, I asked myself if I was really helping my students to go beyond identifying explicit

information from the text or developing critical reading using these kinds of texts and comprehension activities.

To identify and define my student's problem more precisely, I wrote three-loop writing activities, kept classroom observation notes in a reflective journal, and read some archival documents of the institution such as the IEP (INEM, 2017) and its curriculum for the English subject. I also designed and administered a Survey (see Appendix 5) to confirm the identified research concern. I noticed that students did not know how to recognize the questions related to the use of critical reading strategies, I could see that they were totally lost with this kind of interrogative sentence. Because, they tried to discover the answer from the text and most of the time asked for a teacher's answer related to the critical reading question no matter if the question was very easy to answer for them because they took the answer from the text.

Based on the above-mentioned assertions, I started to search and read scholars on critical reading for active reading purposes and came to realize that neither the texts nor the reading comprehension activities proposed were appropriate to foster critical reading. I accept that I had to make changes in the methodology, type of texts, reading comprehension and learning activities in general in which the students would be more participatory. Finally, I contemplated the possibility of fostering critical reading activities that imply active reading from students and encourage them to make different interpretations of the texts and assume a critical stance of its message or content. For these reasons, I decided to investigate how I could engage students to do more active reading through the design of workshops that include reading passages and comprehension activities to stimulate critical

reading in my students.

This proposal is also a response to the significant role that English teachers play in fostering literacy as a sociocultural practice that raise student's critical thinking skills and consciousness of the world, they live in. In this regard, Kumaravadivelu (2014) affirms that teachers are "intellectual subalterns" (p. 76), public intellectuals (Giroux, 2012) who are able to generate knowledge from their own sociocultural contexts. Teachers are also "agents of permanent change" Núñez & Téllez, (2009), p. 184), critical thinkers Richards, (1998), and historic subjects able to transform their realities Freire, (1998). As I noticed in my students the lack of critical reading, this motivated me to create materials (workshop) to develop critical reading.

To develop critical reading in my students I focused on the use of six strategies (infer, key words, predict, writer's tone, writer's purpose and connect). I consider through the use of these six strategies learners can read in a different way. They can become more active-when they face a text.

1.4 Research Question and Objectives

1.4.1 Research question. The question that guided this study was: What is the impact of reading strategies within a cross-curricular approach to develop critical reading skills of 9th graders at a public school in Manizales?

1.4.2 Research Objectives

General objective: To explore the impact of reading strategies inside a cross-curricular approach on the critical reading skills of 9th graders at a public school in Manizales.

Specific objectives:

- To assess the effectiveness of reading strategies inside a cross-curricular approach on the reading comprehension ability of ninth graders.
- To determine the effect of reading strategies on ninth graders' ability to recognize cross-curricular vocabulary.
- To evaluate ninth graders' language use when exposed to written texts inside a cross-curricular approach.
- To appraise the critical reaction of ninth graders to cross-curricular reading material.

2. Literature Review

2.1 Theoretical framework

Critical reading has become an important skill to be promoted in EFL teaching because most of the students are not yet able to read critically; this is especially true in most of the public schools in Colombia, because most of the students do not assume a critical stance of what they read. This research study deals with the theories, interpretations and conceptualizations related to the main construct to develop critical reading with some reading strategies using workshops focused in a cross-curricular approach among 9th grade students in a public school. The main theoretical constructs presented here are critical reading, reading strategies, and the cross-curricular approach.

2.1.1 Reading. To develop critical reading, it is indispensable to know what reading is; in as much, without reading there can be no critical reading. Some researches like Alderson (2000) defines reading as a “process of interaction between the reader and the text” (p.3). Likewise, Nunan (1999) states that reading is an interactive process that involves the exploration of linguistic knowledge (sound, symbols, equivalence, grammatical knowledge) and real word (content) knowledge. Anderson (2003) points out that “reading is an active, fluent process which involves the reader and the reading materials in building meaning” (p. 1). Hence, reading is the individual ability to understand the meaning of the words in a written context, it is an active process of constructing meaning conveyed by words. Besides, it is pertinent to mention that reading is more than an interacting process between the reader and the text; it

implies learning vocabulary, grammar, and construct our knowledge. In fact, reading is the most important skill in successfully learning a foreign language because you can learn while reading, and can develop other abilities and stimulate the mind. According to Rivers (1981), "reading is the most important activity in any language class, not only as a source of information and pleasurable activity but also as a means of consolidating and extending one's which are knowledge of the language" (p. 147). In light of this assertion, reading is an active mental process that involves many abilities from the learner; if a reader is not attentive, does not make sense from a text, or does not make a mental determination to construct knowledge, little understanding happens.

Many conscious and unconscious learning strategies are involved in the development of reading and they facilitate the readers' efforts to decode symbols, understand words, and construct meaning in EFL. In relation to this, Hudson, (2007, p. 55-56) Claims that the author-reader interaction is also a very important aspect. Brown (1978) points out that "both author and reader take on different roles and the reader has to consciously or unconsciously accept or reject the role that the author assumed. During this process of information, readers use reading strategies to understand what they are reading" (p. 234). Once students are conscious of the processes, they can monitor their comprehension and apply appropriate strategies as needed for comprehending a text to identify main ideas, and to find the meaning of new words by using textual clues. Thence, reading in a foreign language is a demanding cognizant process that teachers expect learners to develop as the most essential skill to achieve in all educational contexts since it is vital to develop written and oral abilities that might foster their sociocultural awareness.

2.1.2 Reading as a process. Reading

critically involves different procedures, approaches, and materials to be implemented and used in the EFL classroom. In this respect, Goodman (1998) points out that “reading is a receptive language process, where there is an essential interaction between language and thought” (p. 11). Similarly, Anderson (2003) states that “reading is an active, fluent process which involves the reader and the reading material in building meaning” (p. 1). Concerning these conceptualizations of the reading process, reading entails understanding or making sense of the reading text; it also demands a thinking process triggered by the information of the passage. Moreover, Brown (1994) affirms that the reading process involves three stages, namely pre-reading, while reading and post-reading. Pre-reading stimulates interest in the text since it is obvious that students seem to be more interested if they already have an idea of what the text is going to be about, which can be done through different questions related to the title of the book, to the images that accompany the passage, and to the reading of the first or last paragraphs of the text to raise students’ curiosity and motivation. The while-reading stage exposes the readers to the whole reading passage and asks them to fulfill a reading purpose, recognize grammatical patterns and literal information, as well as the overall idea of the text. The purpose of the post-reading stage is to help students to use the previous knowledge they acquired in other similar reading experiences, to integrate their reading skills to the other language skills (listening, speaking, and writing). This process leads readers into using keywords, making inferences, drawing conclusions, and summarizing from what they have understood from passage. This way, both teachers and learners may enjoy the reading process, which

eventually could motivate the latter to continue reading on their own.

2.1.3 Reading as a skill. For improving critical reading, it is necessary to know that the reading skill involves a cognitive ability. Manoli and Papadopoulou, (2012) the reading skill can be seen as a cognitive ability that a person can use when interacting with written texts. Thence, reading as a skill refers to the capacity of an individual to read, understand, and interpret written texts, which is an important aspect to take into account when promoting reading in the EFL classroom. However, it demands time and practice; the more students are exposed to reading the more skillful they become.

Reading according to Tefera (2017) refers to the ability to understand written text. When students comprehend or understand written texts, and combine their understanding with prior knowledge, they are able to perform the following reading-comprehension skills. 1. Make judgments about the written text's content (evaluative comprehension) and 2. Connect the text to other written passages and situations (inferential comprehension), Therefore, when we use these reading skills in the classroom learners are aware of their own thinking process.

According to Clark and Silberstein (1987), reading is an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. It means that reading is a basic process for the first years of school but in secondary school learners need to go further away. Based on what has already been argued, I can conclude that, the students need the reading skill not only to acquire something but also to get experience, and use skills automatically in the future reading, knowledge, and

everything which can support and develop their ability to comprehend English texts that they read.

Reading is not to take superficial information from the text; it is to learn how to use reading comprehension strategies; that is why teachers should guide the students through this process. Linse (2005) argues that teaching reading comprehension is teaching students how to derive meaning as well as analyze or synthesize what they have read. It indicates that teaching reading comprehension means not only teaching the students how to read well between the lines, but also teaching them how to increase the deep understanding from what they read.

2.1.4 Reading strategies. Reading strategies are conscious techniques or unconscious processes employed by readers in their attempt to make sense of the written text (Barnett as cited in Gascoigne, 2005). Hence the use of some strategies to develop reading skills is a complex process of understanding a written text that involves a conscious process that leads learners understanding to be more efficient readers through practice.

Teachers need to face the problem of students who do not have adequate comprehension skills. Consequently, teachers must promote reading strategies, as one of the main goals to enhance better reading comprehension skills in the school. Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate printed material to meaning. According to Cohen, (1990), reading strategies are “those mental processes that readers consciously choose to use in accomplishing reading tasks” (p. 83). Accordingly reading strategies are mental processes that learners apply in their

process of reading that help them to improve in their procedure of academic future and professional development.

According to Carrell (1989) Grabe and Stoller (2002), reading is even more important for high-school students since they have to be highly competitive, therefore, the ability to read and comprehend texts efficiently is crucial for EFL students. Learners need to develop their English reading comprehension through the reading strategies to an active and more advanced level.

Pani, (2004) defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read [...] Good readers apply more strategies more frequently [...] and more effectively than poor readers.” (p. 355). Teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). Therefore, reading strategies are keys for teacher to change students' ineffective reading habits. According to Dewi Kartika, M Etty Pd, and Theri Ana, (2020) teachers need to be prepared on how to design effective reading comprehension strategies and how to teach these strategies to their students. As a result, promoting solid strategies such as inferring, identifying writer tone, purpose, and connecting benefits students develop a more meaningful reading experience.

The use of the context clues strategy in inferring as a reading strategy to improve reading skills is to recognize the message of the text; However, one of the barriers that students frequently find are unfamiliar English words. According to Riska Mauliza, Iskandar Abdul Samad, and Nira

Erdiana (2019), the context clues strategy does assist the students in inferring word meaning from context. Consequently, the use of the context clues strategies helps students in inferring the meaning of unknown words and it is recommended for English teachers to apply them in the classroom in order to facilitate students' reading comprehension. Some effective individual reading comprehension strategies for comprehension and application in the EFL class are:

Inferences: in order to make inferences about something that is not explicitly specified in the text, students must learn to draw on prior knowledge and identify clues in the text itself. This strategy helps learners to acquire vocabulary through the unknown words with synonym, antonym, and comparison (Nagy, 1997). Inferring from context, therefore, is a powerful contributor to vocabulary growth. (Serafini, 2004). Through inferring, students are able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning. As a conclusion inferring is an important strategy for learners to use in their reading process because it helps them to use their own voice in an active participation being able to communicate their perception of the reading.

Identifying purpose of a text: In order to be a good reader, identifying the author's purpose in a text is another important strategy for familiarizing the learners with the text in a deeper understanding. The author's purpose is what the author tries to say in a text; the author's purpose is the reason why they decide to write about something in the first place; it is an important reading strategy for students to determine important information.

Making connections: By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Teele, (2004). To promote reading comprehension, teachers can ask learners to find connections between the ideas in the text and their prior knowledge and experiences.

Making predictions: In the aim of promoting reading skills making prediction helps the reader to deepen his thinking and better comprehension. The reader use text clues and his personal experiences to anticipate what is going to happen next in the reading.

Identifying writer's tone: In order to improve the reading skill, learners need to be trained on how to identify the tone that the writer uses in the text; this is one strategy that consists of the identification of the mood that the author incorporates in the text and that makes the reader react with his own attitudes and emotions.

2.1.5 Critical Reading. In the current society and everyday life, we frequently demand to deal with sociocultural issues, make the decision, and resolve problems. To encounter this effectively and efficiently, we need to be able to critically evaluate and analyze what we see, hear and read. The critical reading skill is important for students to be able to analyze, synthesize and evaluate what is read; it can be executed with practice teaching learners to have a position compared to what has been read. Kress (1990), Pennycook (1997), and Luke (as cited in Kustini, 2010) state that in the field of language studies, proponents of critical theory would like the learners to be more active and critical when they attempt to make sense of the text, rather than to be a passive consumer of the texts. In the same line

of thought, Wallace (2003) argues that in the critical reading perspective, a reader actively pursues the meaning of the text as opposed to a passive skill.

Critical readers should not accept the writer's point of view without first questioning the veracity of the information, rather they analyze the reasons why the author writes that, then continue to evaluate its credibility. In this sense, it can be seen that critical reading actively involves both the writer and the reader. In addition, according to the previous authors, an active critical reader must develop the ability to react to what they are reading based on their previous knowledge and the new information. Under these circumstances this gives the opportunity to take a position on what has been read.

Investigations in education have clarified that the complete reading process has a visual recognition of words by means of a mental process but reading critically involves a high level of understanding and reaction. Flynn (1989) states that critical reading involves “an interactive process using several levels of thought simultaneously” (p.664). critical reading is regarded as teaching the students to think while reading to evaluate and to react to what has been read, draw the inference, make conclusions based on the information found inside the reading.

Similarly, Sochor (1956), in her doctoral dissertation that on “literal and critical reading in the social studies, assumes thirteen different skills or abilities as comprising critical reading” (p. 26). According to the before mentioned research, the different abilities that learner develops can be placed between literal and critical reading which relates to the content that is dealt with as an active process of reflection.

According to Kurland (2000a), “critical reading refers to a careful, active, reflective, analytic reading”. Pirozzi (2003) states that critical reading is a very high-level comprehension of written material that requires reader’s interpretation and evaluation to separate important and unimportant information, opinion and facts, and also determine the writer’s purpose and tone. In other words, reading critically is a challenging cognitive process that involves the reader’s interpretation, comprehension, analysis, and evaluation towards a text or reading material in such a way that he/she can assume a critical stance.

Differently, Wallace (2003). defines critical reading in language education as a social and critical process where the text is the center of departure. She says that there is little on critical reading in the second or foreign language classroom. Additionally, she says that for initial learners, reading may be decoding texts, pronouncing words correctly, or training language structure, and for superior learners, the unique goal of reading is in comprehension a different way. Otherwise, Kurland (2000) states that the process of critical reading could be defined in the following phases. “First, identifying facts, in which the reader tries to identify what the author says. Second, examining the basis where the reader critically looks at the author and his competence, reliability, and probable views. The third step is to analyze the material by examining the author’s suppositions and the logic and exactness of these assumptions and conclusions. In general, the critical reader can agree or disagree with the reading information and can hold a position of what is read with an open mind. Also, critical reading depends on the social background of the reader. In Wallace words (1992), critical reading is an interpretation more than comprehension.

Kurland (2006) asserts that critical thinking depends on critical reading because a person can think critically about a text (critical thinking), afterward, only if you have comprehended it (critical reading) is a high level because a good critical reading should go away from literal interpretation.

Also, Erwin (1985) defines Critical Reading as the “act of reading in which a questioning attitude, logical analysis, and inference is used to judge the worth of what is read according to an established standard” (p. 49) Hence, literal meaning is created first then inferential meaning, the literal and inferential meaning are critically evaluated because a critical reader thinks not only about what the writer said, but also about how and why.

Khonamri , and Karimabadi (2015) claim that “critical reading enables the students to find the cause and effect phenomenon in a text as they learn the critical reading skills like analysis, synthesis, and evaluation of a text” (p. 5). This study defines critical reading as how learners become able to accept or refuse and approve or disapprove ideas, opinions, or thoughts written in the text.

Furthermore, through the use of critical reading skills learners integrate their information with the others and assimilate their experiences with the writer and can fix a posture for or against the written message. One of the paths to promote critical thinking is through critical reading. Kurland (2000) remarks critical thinking and critical reading work together in harmony. He points out that critical thinking will allow readers to monitor understanding as they read. Nevertheless, today learners do not use the strategies to become a critical reader because they do not know that these strategies exist. The lack of reading strategies may be the

cause that many learners do not like to read because they do not read between lines, they read without interacting with the writer or reacting about the theme. So, according to this, teachers can develop in the learner's logical reasoning while reading and this can be done only through critical reading. In agreement with these authors, critical reading is a deeper more complex method that engages the reader with the text not to look for the answer to a question related to the text, but also for an open question about how the writer has written the text.

Combs (1992) calls "critical reading and interactive process in which various levels of thought are used simultaneously" (p. 4), Therefore, critical readers constantly ask themselves questions about the text they are reading. As a result, individual students increased their critical thinking skills to varying degrees and became problem solvers.

One of the objectives that I propose in this research is to identify the tone of the writer as a critical reading skill, the tone of the writer is similar to what we call a tone of voice. For instance, the phrase "thanks a lot" can have different meanings based on the tone of voice used to express it. When reading, however, we cannot hear an author's tone of voice. According to Patterson (2010) "in critical reading, we must be able to recognize the true tone intended by the author" (p.189), that is why in his book "Developing Reading Versatility," he propose some words that can be used to describe attitude, intent, and tone of the writer depending on the context.

Including these skills (infer, purpose, connect, predict, key words and writer tone) the reader easily identifies the purpose of the writer on the text to distinguish the central theme of a selection, to make inferences, to identify a

generalization, to apply information derived to a problematic situation, to sense relations among ideas, to determine the relevant concepts, and to identify the author's purpose. As the author says critical reading skills help the learner to go deeper in a written text.

Anderson (2003) asserts that "Critical Reading is an active, fluent process which involves the reader and the reading material in building meaning". Likewise, Pirozzi (2003) defined Critical reading as a very high-level comprehension of written material that requires reader's interpretation and evaluation to separate important and unimportant information, opinion and facts, and also determine the writer's purpose and tone. Based on these insights it can be affirmed that critical reading is a process that allows students to go beyond than using a reading material between the lines, to practice critical reading as a way to activate and build thinking. For the previous reason, teachers should encourage students to formulate questions in order to challenge and improve their thinking skills instead of looking for answers in the given text to certain questions that are superficially found in the text.

2.2 Cross-Curricular Approach. Cross-curricular objectives refer to competencies that are not related to the content of one or more content subjects, but that can be taught, practiced, and applied in it such as learning to learn and social skills. Some strategies of cross-curriculum are related to reading. Reading instruction discusses its benefits, advantages and contexts for teachers or other interested groups who want to encourage their students to explore significant subjects, problems, and questions by providing them with a wide range of reading opportunities and teaching themes that focus on what students know to improve reading

skills, expand concepts, enrich background knowledge and foster attitudes about reading. School and curriculum are usually organized by knowledge learning areas (KLA) and politicians and education authorities create a hierarchy of knowledge giving precedence to some areas over others such as numeracy and literacy. However, research about student's achievement over and over demonstrates that the significance of knowledge to students is a key factor in students demonstrating development and understanding. Significance has both a psychological and socio-cultural basis as both these aspects of student's build meaning (NSWDET, 2003). According to Beane, (1995), "young people are encouraged to integrate learning experiences into their schemes of meaning to broaden and deepen their understanding of themselves" (p. 616). In their word, they are engaged in seeking to acquire and using knowledge in an organic-not and artificial way. According to this definition the use of cross-curricular initiatives in the class motivates teachers and schools to get meaningful achievements since cross-curricular integration makes a positive result for students' learning process and the teachers' job.

According to Rowley and Cooper, (2009) with practical ideas on how to join-up the primary curriculum, "cross-curricular approaches to the primary curriculum uses history and geography to explore different contexts and strategies for making links between subjects so that learning is more integrated and relevant to learners" (p. 191), this means that Related to this author's Cross-Curricular teaching encourages students to make their connections to other areas.

Savage (2011) sets out two important key principles, in his book Cross-Curricular Teaching and Learning in

Secondary Education; first, that there is no curriculum development without teacher development, and second, the skillful teacher will embody a skillful pedagogy that is essential to good teaching and which can be developed and extended in new ways. Moreover, Timmerman, V. (2017) argues that in practical terms, cross-curricular teaching covers various activities: "Teachers can plan it individually or collectively, links between subjects can be made as other subjects can partially be used to explain one concept in a subject, a large variety of projects can be led by teachers, etc." (p.2). Teachers still need to be experts in their topics to set up cross-curricular approaches. Thus, teachers need to be conscious about their relevant role in education; cross-curricular approaches give us a great option to foster our student's competence; in this case critical reading, In the final analysis, as a teacher to implement the cross-curricular approach to develop critical reading, I have to use it in a responsible way.

In the same way, Morrison (1994) said that "cross-curricular themes empower all the participants in the educational process, teachers, students, and the community beyond the school" (p.381). In others words, a cross curricular approach enriches the educational community through different subjects, different topics, helps to understand the importance of learning English not just as a group of grammar rules, but as part of the training process, where the participation of the educational community increases.

Curriculum development in pedagogical practice is connected to teacher learning and involves developing and integrating one's knowledge base about content, teaching, and learning to apply that knowledge in real-time to make

instructional decisions participating in the discourse of teaching means becoming enculturated into (and engaging in) a range of teacher practices. Davis and Krajcik (2005) state that the cross-curricular approach requires our profession as a teacher to be trained in this modern world with different standards of knowledge.

According to McClune, Alexander and Jarman (2012), cross-curricular features in critical reading characterize the subject background of the participants. Cross-curricular suggests approaches to initial teacher education and ongoing professional development that would be mutually beneficial to teachers from different disciplines in promoting among pupils a critical approach to science-related news media.

Barnes (2015) states that “cross-curricular occurs in learning when skills, knowledge, and attitudes of some different disciplines are applied to a single theme, problem, idea, or experiences” (p. 3). According to the writer, it is important to mention that using critical reading strategies through cross-curricular let me use values such as respect, tolerance, etc. That can help my students not only to become educated people in the future capable of using and applying learning within EFL and they can also improve their cooperative learning.

In conclusion, the use of cross-curricular approaches in this research to develop six critical reading skills, (infer, purpose, writer tone, connect, key words and predict) allows learners to identify, use and learn such strategies to face texts more effectively and thus comprehend the author’s purpose.

2.3 Previous Related Studies

This section describes eight previous related investigations, which I consider relevant to this action research due to their characteristics and the objectives set by the researches; they deal with critical reading and the cross-curricular approach in the EFL classroom.

Concerning critical reading, the mixed-method study conducted by Albeckay (2013) examined the lack of critical reading skills in undergraduate students in Libya to create a critical reading program to develop their skills. The population selected were from Sheba University and divided in groups. participants were taught reading comprehension using a teacher- centered approach and a grammar-translation method, which is the dominant pedagogy in Libya. The researchers collected the data through a pre-intervention measurement of skill and a pre-student' perception questionnaire which was handed to the students before implementing the CR program. Qualitative and quantitative methods were adopted to analyze data. The findings recognize that critical reading skills are importance for EFL students. Also, the intervention study can help EFL students develop their reading comprehension abilities. Although this study is carried out with undergraduate students it is relevant for mine because it illustrates how to change students' motivation and participation from being passive readers to be more active ones, which is the focus of the current research to promote their critical reading skills.

Likewise, Wilson (2016) carried out an ethnographic study of three English for Academic Purposes (EAP) teaching-learning contexts in Australia and relates the pedagogy of these classrooms to theories of critical thinking

identified by Davies and Barnett (2015). All data were recorded through classroom artifacts, such as worksheets and whiteboard work, and examples of students writing. All three EAP contexts focused to some extent on cognitive skills such as identifying main ideas, but teachers differed in their approach to criticality and attention to critical pedagogy. In some classes, students appeared to take a performative role (simply 'doing' the task); however, in other classes students demonstrated a more intense engagement with the content, students too develop deeper skills and criticality yet enables them to feel secure in the transcultural contact zones in which they are participating. Despite being conducted as an ethnography with university students, this study confirms the importance of developing their critical reading skills during their educational process to favor their performance when they start their itinerary education. Developing the ability to read and to read critically is vital for aspiring university students likewise their professional development.

Scharff (2019) investigated the effect of integrating e-reader tools for critical reading practices; the study included assessment of student annotations and their relationship with the performance measures. Using both quantitative and qualitative data, with intentional training and a course-design that provided multiple opportunities for practice and feedback, students using e-readers for critical engagement with their reading assignments would demonstrate (a) deeper understanding of the content of the texts, (b) improvement in their use of critical reading practices, and (c) improvement in their attitudes toward the use of e-readers for academic work. The result were significant positive changes in students' attitudes toward the use of e-readers for academic work.

Similarly, the quasi-experimental study done by Akin, Koray, and Tavukçu (2015) considered the relevant position of reading in people's cognitive life. These researchers deem critical reading as the "re-reading" process that implies reading between the lines. The purpose of this study is to look into the result of a science and technology critical reading lesson on students' critical reading and thinking skills and academic performance. It was conducted with 8th-grade students and used the pre-test, post-test control group design. The quantitative data was used. The findings suggest that the experimental group performed better than the control group in terms of critical reading and skills and academic achievement. This study contributes to the current research because science and technology are two content subjects that confirm the intention of including cross-curricular activities derived from content subjects of the school curriculum for motivating students' involvement in more active and deep reading.

Ávila, Sánchez, Gámez, & Soto., (2020) conducted a study entitled Developing digital lessons to integrate social science teaching in Colombia using Google Earth; they used three lessons for sixth grade that were created through an interactive workshop. Interactive workshops were held with a group of 60 teachers from the city of Monteria, Colombia, to identify the strengths, weaknesses, opportunities, and threats that allowed for the construction of a SWOT matrix. These lessons served as a methodological proposal for teaching social science, promoting the integration of such topics as geography, history, and environmental science. This integrative method motivated the teachers, who believed that it could be a path to true integration of the social sciences. This study is relevant for me because the researcher used some integrated areas that are related to the cross- curricular

approach to motivate teachers to use technological tools to unify areas in this environment where we as teachers need to instruct young people in this era of technology and constant and fast changes in the students' learning processes.

Similarly, Quintana Aguilera et al; (2019) implemented content and language Integrated Learning (CLIL) on the development of reading comprehension skills in English of 21 students of eleventh-grade in Colombia. A diagnostic test and the Survey of Reading Strategies were administered in class in order to establish the students' level of reading comprehension in English and the reading strategies they used. A series of interventions to develop reading skills were carried out through instructional material based on the CLIL approach. The data was collected using qualitative instruments, such as the researcher's field journal, an observation protocol and a focus group. Initially, students used very few or no reading comprehension strategies effectively. Moreover, they had poor performance in reading comprehension tests. After the implementation, the students demonstrated a more controlled and monitored use of their comprehension strategies that significantly influenced the development of their reading ability. This study confirmed that the use of cross-curricular approaches in some areas of the school curriculum motivate learners' interest in the English language and this is another tool for learning a language with different subjects, that not only improve language skills but also subject knowledge of other areas in a second language.

Relating to cross-curricular activities, López and Galván (2017) carried out an action research study in which teachers planned and developed a CLIL lesson for the course of Natural Science entitled "Our bones" to help the students to learn the vocabulary related to this topic. The researchers

gathered data using interactive activities, which could also be printed and were created with a free online program and other resources. The findings of the study reported that teachers designing their material can also take decisions about the most relevant way of organizing the information as well as of presenting the new topics; also, that students feel quite motivated because they used their cell phones for developing the online tasks. This investigation relates to my research study since they mention important aspects related to materials developed by teachers on a topic related to a content subject that might serve as a motivational resource to engage students in critical reading and thinking and to increase their participation; also, this research confirms the use of the cross-curricular method in different fields of knowledge using English as a second language where students reinforce their communication skills.

3. Methodological Design

The purpose of this research study is to analyze the impact of six reading strategies to develop critical reading inside a cross-curricular approach based on the design and implementation of six workshop with students of ninth grade aiming at improving their critical reading in an EFL setting. This chapter presents the information about the research design.

3.1 Research Design

This section aims to explain the research approach that supports this study. It also includes the type of study, participants, and the data gathering instruments used in this research which I describe throughout the following lines.

Approach and Method. This study is framed under the qualitative research, more specifically, Action Research that focuses on diagnosing a problem in a particular context and trying to solve it. In this sense, Parsons and Brown (2002) contend that “Action Research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms” (p. 32). Based on the previous authors’ definitions, I decided to follow a qualitative approach to hold this study, because I intended to know a particular qualitative research that allowed me to collect, analyze, and interpret the information collected during the process. Several writers have attempted to explain the essence of qualitative research by offering working definitions or by identifying a set of key characteristics. In the second edition of their Handbook of

Qualitative Research, Denzin and Lincoln (2005) offer the following definition:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including fieldnotes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (p. 3)

Certain data collection methods have also been identified with qualitative research such as observational methods, in-depth interviewing, group discussions, narratives, and the analysis of documentary evidence. Nevertheless, it is important to note that practitioners of qualitative research vary considerably in the extent to which they rely on particular methods of data collection. These meanings are pertinent to my study because they offered the theoretical support to select the appropriate instruments that I applied to be immersed in the context where my pedagogical intervention took place.

Action research (AR) is a term used to describe the process of identifying a question or problem in the classroom, collecting data, and interpreting data. This process is beneficial to teacher and students, since it is concerned with improving the immediate learning environment. McIntyre (2008) claims that action research is "an approach characterized by the active participation of researchers and participants in the co-construction of knowledge and the

promotion of self- and critical awareness that leads to individual, collective, and/or social change" (p.5). For that reason, I consider AR a useful approach to identify in the local learning environment (student's own classroom) problem.

Bearing in mind the four stages proposed by Kemmis and McTaggart (as cited in Donato, 2003) "(1) developing a plan for improvement, (2) implementing the plan, (3) observing and documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action" (p. 1). Identifying a problem, developing a plan for growth, implementing the plan, seeing and documenting the effects of the plan, and reflecting on the effects of this plan. In this case, the problem known was the students' lack of critical reading skills and passive attitudes to understand written texts; and the plan to answer this issue was the design of-workshops based on the use of some reading strategies focused on a cross-curricular approach in order to help students develop their critical reading skills. Afterwards, I implemented the workshops and collected data about the students' attitudes and behaviors when working on the reading tasks.

3.2 Participants

This study was conducted with ninth graders in a public school and the teacher-researcher who conducted this research.

Students. 28 students from ninth grade. They were between 14 to 16; 40% of them were boys and the other 60% girls. The participants took 4 hours of English class during the week. They were selected first on a convenience sampling basis Cozby, (2000) because their

ninth-grade class was part of the researcher's academic duty; also, because in the diagnostic stage of the study data showed that they needed a good basis on their English language and also, they needed to learn to be critical and to improve their reading skills. Therefore, they needed to reinforce their English learning skills, so that they could face new challenges in their academic or future professional life. In this case, to be able to read critically and comprehensively passages of different types.

According to the Common European Framework, their English level was A2, because they had just been exposed to four hours each week of English language instruction. As a consequence, they just recognize some basic vocabulary and can read short texts. A low percentage of the students chosen for the study seemed to be interested in English learning and most of them were not motivated to learn because they had other interests and thought that English is not necessary or relevant, in fact, in some testimonies they said that the English language is only important for people who travel to English speaking countries. In general, like most teenagers, they said they liked to listen to music, play video games, and to manipulate technological gadgets.

Teacher-researcher and text developer.

Through the investigation process, the teacher was a participant observer. I recognized student's needs and, based on this, I designed, implemented, and evaluated six workshops based on real texts inside a cross-curricular approach to respond to the research question. Furthermore, as a material developer, the teacher enriched her criteria for material selection, material development, and material evaluation for the design of the workshops, in order to respond to the learners' background and interests. In action

research, the researcher becomes part of the context being studied (Hammersley & Atkinson, 1983); thus, my role as a teacher was to lead, encourage and facilitate learning through innovative experiences.

3.3 Data gathering instruments

The following table shows the data collection instruments and techniques used to collect the information required during the diagnostic, action, and evaluation stages of this research study

Table 1. Data collection instruments of research study

N°	Data collection technique	Data collection instrument	Rationale
Diagnostic stage			
1	Observation	Students' artifacts	To collect data about 9 ^o grade students' lack knowledge in the use of reading strategies. Appendix 1
2	Observation	Field notes	To gather data about students' attitude and reactions related to the reading tasks in and the EFL classroom. Appendix 2
3	Focus group	Focus group Questionnaire	To collect information about the students' perceptions and views about their language Performance. Appendix 3
4	Survey	Survey questionnaire	To collect data about 9 th grade students' opinions, perceptions, concerns, subject interest, reading strategies, techniques and tools to study EFL. Appendix 4
5	School documents	National documents	To gather information about the way national policies for the teaching of EFL were implemented in the school: DBA (basic learning right), IEP and its curriculum for the English subject, Suggested curriculum Guide 22, Basic Standards of Competence in a Foreign Language: Appendix 5
Action stage			
	Observation	Teacher journal	To record the researcher's observations and insights while conducting the six workshop Appendix 6
	Observation	Non-participant observation form	To record the non-participant observer's descriptions and insights while the learners performed the six workshops Appendix 7
	Surveying	Student self-assessment form	To collect information about the student's reflections and insights about their own performance in the reading tasks. Appendix 8
	Lesson report	Reading rubric form	To report the results of the students' performance in the main reading task of each workshop. Appendix 9
Evaluation stage			
	Surveying	Exit Self-assessment questionnaire	To collect the learners' opinions, insights and reflections about their progress in reading Appendix 10
	Lesson report	Exit reading test Reading rubric form	To determine de results of the reading performance of the learners after having completed the six workshops Appendix 11

4. Research stages

4.1 Diagnostic stage

During the diagnostic stage of this study a problematic situation about the lack of critical reading skills was identified in a ninth-grade class in a public school. Varied data collection instruments were used: First, students' artifacts were used to analyze the language performance of the learners; this visual and physical material collected from students corresponded mainly to reading comprehension activities, how students worked, what they did when exposed to reading activities. With these instruments I could find that the students knew perfectly how to answer questions with literal information from the text, while they had difficulty in using reading strategies to reach the critical part in front of the text. Second, field notes were taken during the observation stage. I filled a format where I could write students' feelings, reactions, about the process of completing language tasks. Through this instrument I could find that the students reacted positively to visual input, but I also found that they had weaknesses like translating words frequently failing to read texts comprehensively, and lacking vocabulary to express their own ideas and the ones in a text; additionally, the data in this instrument, showed low interest in using reading strategies. Moreover, the field notes also reported the lack of contextualized subjects in the reading tasks so the learners were not encouraged to give an opinion about the topics they read about.

Third, to complement the information, a survey questionnaire was administered to ninth graders to collect data about their opinions, perceptions, concerns, learning

techniques and tools to study EFL. Student's opinions or difficulties, strengths, learning techniques and, main skills to develop according to their experience as students in ninth grade. With this instrument, I confirmed that most of the students did not use reading strategies. They were asked if they knew or used strategies when they read. As a result, most of them answered that they ignored that those strategies existed, in fact, this instrument made it evident that they lacked English reading strategies. Additionally, this questionnaire also showed that the most common strategies used among the learners were learning through games, paying attention in class, reading texts, listening to English songs, watching TV series, translating word by word, and working in groups. Most of the students from 9th grade consider translating word by word through the dictionary or the translator as the best strategy. As it can be inferred, student's dependence on understanding every part of the language could be exhausting for them. This demonstrates why they are not interested in learning or improving English language learning.

In the survey the learners were also asked about their preferences concerning the language skills and they said that they would like to practice listening, pronunciation, and reading. Nevertheless, they mentioned that when they had the opportunity to practice these skills, it was without following a process or giving it a serious intention or the appropriate intensity to get meaningful results. In general, they expressed their interest in working mainly on reading and listening, and in a lower-level writing and speaking.

With the purpose of identifying the expectations of the learners concerning the content of the lessons and the materials to be used, in the same survey I asked the learners

about the topics and materials that they would like to explore in the class and they mentioned themes like teenage pregnancy, bullying, drugs, waste food, Manizales as a tourist place and abortion in Colombia; they said that they would be exposed to materials such as newspapers, magazines, textbooks, materials with pictures, and literature books.

Finally, in the survey the students were asked about the reading strategies that they knew or were familiar with and they mentioned understanding the main ideas as the most common strategy for them; they also reported that they were less familiar with strategies like discovering the author's purpose, paying attention to what is read, answering reading comprehension questions, and Reading for a purpose for which they said they needed more training and practice.

As part of the data collection, documentary analysis was carried out to verify to what extent the school EFL curriculum complied with national policies about bilingualism and I found that Inem Baldomero Sanin Cano states the following in the institutional educational project.

Colombian students live in a world that every day requires them to communicate

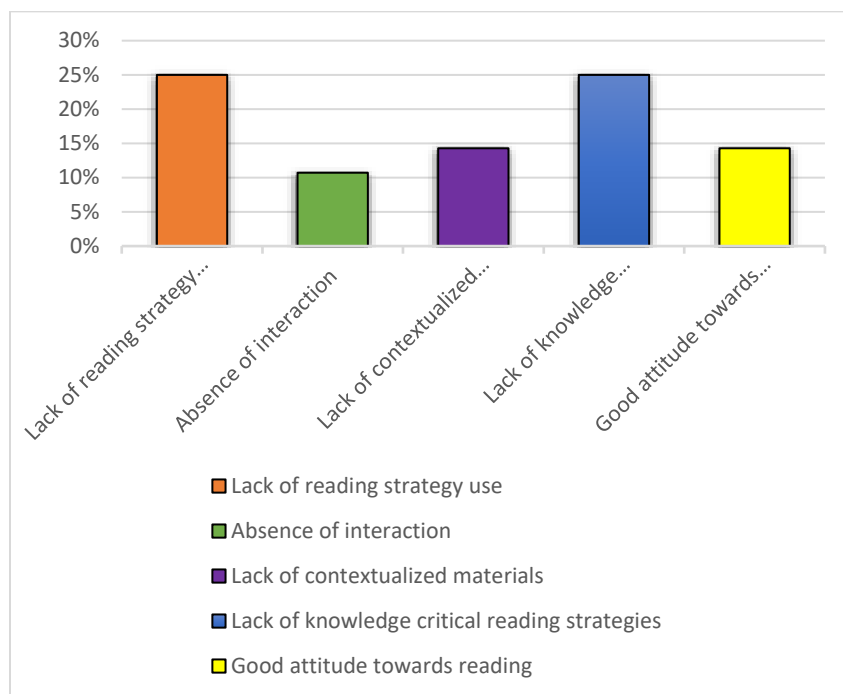
more in English, to interact with citizens of other countries and to access knowledge in this language. The knowledge of English will allow them to have access to scholarships in other countries, more mobility and better job opportunities, including in Colombia. (INEM, 2017, p. 58)

This means that the school IEP follows this proposal to align with national policies concerning the Basic Learning Rights (DBA) that serve as a guide in the English area as a fundamental tool. These rights, describe knowledge and skills

that students must learn and develop in the English area from sixth to eleventh grade (MEN, 2006). In addition, the school EFL curriculum expects to achieve the level of English proficiency pre-intermediate (B1) at the end of 11^o grade. This documentary analysis led to establish the syllabus is designed and modified according to the views of each English teacher trying to respond to the student's needs, following the Suggested Curriculum proposed by the MEN (2016) in each level as an important key for the success of the English performance, however, this represents a weakness because there is not a clear guideline about the skills and content to work on, this means that there was a need for following the curriculum in a more consistent way by encouraging the English teachers in the school to design cross-curricular projects, cultural activities, etc. in which pupils have the opportunity to develop their skills.

In summary, the data analysis in the diagnostic stage shows that the students reported multiple weaknesses in their reading skill. As a result, five main categories arose from the triangulation of the information based on the mentioned instruments. As shown in the graphic below.

Graph 1: Categories of analysis in diagnostic stage



The data showed that it was difficult for students to understand, make sense, or focus their attention on textual features, displaying limitations in the use of strategies for gaining information from the text comprehensively and, on the contrary, when they read in class, they paid attention to the text only to answer literal questions, that is, take the answer from the text with literal information. Another finding was the lack of student's interaction, their passive attitude to face the text and to talk to each other about the topic, that is, their interaction was only to confirm the literal answer not to share their opinion about the content of the reading or its relationship with their own reality. Linked to this aspect, learners said that they had presented difficulties when they faced the reading due to their lack of interest in the topics because decontextualized materials did not make any sense to them since they had no previous preparation to face the text. This was an obstacle for the students to interact with each other. According to the students' response artifacts and

the field notes I found that, in fact, the learners liked to read and had positive attitudes towards reading and often read as part of their routine; nevertheless, in the school practice reading in English was difficult for them because the readings in which the students were involved were not related to their practice or disciplinary field and they only found isolated vocabulary and grammar tenses which were far away from the little knowledge they had at that point. Moreover, such texts were not appealing to them at all. According to their testimonies, their reading preferences were themes associated to the real environment surrounding them, which is the key factor that originated the present research project about critical reading within a cross-curricular approach as described in the following section.

4.2 Instructional Design and pedagogical intervention

4.2.1 Instructional design. This project is about the implementation of critical reading strategies to improve ninth graders critical reading performance. According to the weaknesses identified in the reading performance, I decided to develop an instructional design that included six workshops. These workshops contained short texts related to their environment. To approach the texts the students were instructed on how to use reading strategies such as infer, predict, connect, writer tone and purpose and key words. Once the students were familiar with these strategies' simple information in the text.

The format of the workshops followed the three reading stages: pre, while and after reading. Last stage includes critical reading assessment. Moreover, this study considered the cross-curricular approach focus in some

areas like Natural science, Social Studies, Character, ethic, or the like. In consequence, the topics of some workshop were based on health since the participants of the study belonged to programs related to this area (Health Science). These topics were chosen after conducting a survey where the students expressed what they wanted to work on and the workshops included topics from the students' academic program complying with the cross-curricular. According to Ball (2008), "content knowledge is crucially important to the improvement of teaching and learning, attention to its development and study has been uneven" (p. 2); therefore, it is essential to give importance to the content taught in class and combine it with the foreign language to achieve better and permanent results.

In this regard, Horiba, (2013) affirms that the comprehension and construction of meaning can be achieved thanks to mental actions (reading strategies) that the learner is able to use during the reading process. Such strategies empower the reader to recognize and analyze key elements. We may use some reading strategies unconsciously when performing reading activities in our mother tongue; therefore, the adequate training in reading strategy use is vital for learners to comprehend texts successfully. In the pre-reading stage learners constructed vocabulary and received the input they needed to understand the texts became familiar with new words. Once previous knowledge and vocabulary were explored, the reading strategies used in the project were presented, explained, and exemplified by the teacher; The reading strategies students were expected to use inferring, connect, predicting, identifying the author's purpose, key words and tone; each one of them was taught, rehearsed and assessed twice, when developing the first workshops 1 (Appendix 12) and 4 (Appendix 15), the second in workshops

2 (Appendix 13) and 5 (Appendix 16), and the third one in workshops 3 (Appendix 14) and 6 (Appendix 17). The second stage of each lesson was the while reading, in which the students were instructed to use their critical reading skill and get a hold of vocabulary and input to understand the information included in the text; in this stage of each workshop, the teacher guided the students throughout the application of the given strategy and verified the extent to which the learners were able to read critically and react to the content of the text. The third stage of each workshop corresponded to the after-reading task that was based on the revision of the main reading exercise by means of teacher feedback that facilitated the students' participation in meaningful activities such as the creation of slogans, posters, among others. These tasks were key tools to come up with communicative, motivating and creative outcomes of the students. This stage includes the critical reading assessment where learners had to individually make sense of the text use their personal knowledge, ideas or beliefs to assume a critical point of view; So, that they could share their ideas in an active way.

4.2.2 Pedagogical intervention. The sequence described in the instructional design was carried out in a pedagogical intervention that integrated the specific cross-curricular topics and the critical reading strategies listed in Table 2:

Table 2. Pedagogical intervention content and strategies

Number of workshops	Topic	Critical Reading Strategy	Cross Curricular Area
Workshop 1	Food loss and food waste	Predict and infer	Environmental issues Science
Workshop 2	Children having children	Author's purpose and tone	Natural science Life project ethic
Workshop 3	I can change the world you can change the world	Connect the text with real lives experiences	Social local problems Community and society
Workshop 4	Causes and consequences of drugs	Predict and infer	Natural Science
Workshop 5	Bullying in the school	Author's purpose and tone	Peace cathedra
Workshop 6	Social problems related to teenagers in Colombian contexts Abortion in Colombia	Connect the text with real lives experiences	(Social Studies, Character, Ethics)

The purpose in the design of these six workshops was to promote some strategies for improving critical reading skills focused on a cross-curricular approach in order for my students to make an intellectual effort not to accept the text content without reflection. To start, workshop 1 (Appendix 12) dealt with food loss and waste (See Appendix B); for the before -reading stage of the lesson, the Warm-up, the vocabulary was divided in three activities that included words to describe what happens in their community with authentic photos related to food waste in the school restaurant. In this stage the inference and predicting reading strategies were explained and exemplified through riddles followed by writing exercises where learners guessed the meaning using the vocabulary learned; moreover, three oral examples were

used as a practice of the inference strategy. The second section of the workshop was the while-reading in which a text entitled *What is food loss and food waste?* The purpose of this stage was to put into practice the given reading strategies. Additionally, to know about the topic the learners worked in pairs and made inferences from the reading focusing on claims of the text to guess meaning, not only to react about the problem, but also to agree or disagree with the author's point of view. In the After-reading stage, based on the critical reading skills the students' reactions to the reading were shared through an oral presentation that encouraged their creativity and put into practice their responses about the causes and consequences of food loss and waste in their environment. At the end of the workshop, a critical reading assessment was carried out; the learners individually made predictions and inferences, using evidence from a short video with the same topic but with possible solutions called *what do I do with the food that I do not eat? Do you throw it away?* The video presented solutions like recycling for the animals, among others. At the end of the workshop, learners' answered questions related to their plans to solve food loss and food waste in the school restaurant. Some of the solutions were about not receiving food that they do not like, collecting the food waste and also speaking with all the students to create awareness of the need to eat healthily. As a final work, they designed a slogan inviting students to avoid food waste to be posted in the school restaurant.

In the same way, Workshop 2 (Appendix 13) entitled *Children having children*, following the same stages as workshop number 1. The critical reading strategies implemented were the author's purpose and tone, and the cross-curricular area was Natural science and ethics (life

project). In the before-reading section, students learned vocabulary related to adjectives like happy, worried, sad, foolish among others. In the discussion of the vocabulary, the picture of a pregnant teen from the school was displayed (Photo was taken with the permission of her and the parents) and different comments were made by the learners which was an introduction to the topic. After this short talk about teen pregnancy, the students were explained how to identify a writer's purpose and tone through practical short examples. The While-reading stage of the workshop contained two research texts linked to "*Bogota teen pregnancy*" and "*child mums*" that were critically read through questions with which pupils identified the writer's purpose and tone as rehearsal; questions were also associated with what they thought about the issue. In The after-reading section Student's completed individually "my life project" handout considering the two strategies used and resources for its presentation. In the reading assessment separately, they identified the author's purpose and tone with an additional reading text with the same topic. The workshop concluded using evidence from a short video related to the same topic with which the class expressed their personal views, knowledge, ideas, and beliefs being willing to share their position with their classmates.

In like manner Workshop 3 (Appendix 14) was related to the topic "*I can change the world you can change the world*"; for the before -reading phase of the lesson, the vocabulary was divided into activities with these important words "Reconciliation, kindness, harmony, tolerance, diversity, equality, unity". The reading strategies were *connecting the text to real-life experiences* also *finding keywords* to understand better the language focus in the cross-curricular area of social sciences. The While -reading

stage of the lesson included a short text related to social local problems with “hip-hop culture”, vital in promoting social and political awareness among the youth today; through this reading pupils learned to connect the reading to their own experiences. A few of the issues that hip hop has created awareness of are racial discrimination, individuality, and the importance of education and believing in dreams; this topic was an opportunity to motivate students’ participation, agreements, and disagreements. In the After- reading stage, learners read a real newspaper article entitled “discrimination in Colombia”. Using the previous information and their own reactions to the reading, they created in groups of four graffiti as a form of expression to give advice on how to avoid racism, intolerance, discrimination, and connect the interpretation to previous knowledge. Students' critical reading assessment was carried out with an independent reading task in which they read critically and expressed their opinions about the same topics.

With the same stages, workshop 4 (Appendix 15) included the topic “*Causes and consequences of drugs*” that focused on Social Studies and Natural Science as the cross-curricular orientation. The critical reading skills were once again predicting and inferring. In the warming up and pre-reading section, the vocabulary was explored with three activities to pre-teach essential vocabulary and look at the pictures to discuss questions. In the While-reading section the text title was “*Effects of drug abuse and addiction*”. The pupils answered questions based on the text and predicted information according to their personal opinions and experiences, and also reflected on the importance of the text. By answering questions, students showed if they understood the text and if the strategies helped them to comprehend in a better way. In the After- reading stage, the learners explored

the text entitled *“Teenagers, drugs, and health effects”* to which learners reacted with questions predicting the information reported in the heading and what they thought they would learn about the theme. In the After-reading, a critical reading assessment was carried out in which learners reacted according to the critical questions and proposed solutions to health problems caused by drug addiction.

Keeping up the same structure, workshop 5 (Appendix 16) was “Bullying in the school”, related to the peace cathedra area and the critical reading skill was Author’s purpose and tone. In the before-reading stage, learners identified some vocabulary through imagery and some reflective questions like *How do you feel about the situation described in the picture?* to evidence bullying situations in their context to introduce vocabulary and the topic. In the While-reading, the learners put into practice the reading strategies with a text that defines *what is bullying causes and consequences* with questions and answers related to reading strategies to identify their knowledge, practices, and opinions about the topic. Students’ critical reading skill was rehearsed and assessed with two readings about two real incidents: “A cause of bullying in Colombia culminates in the death of a 12 years old boy” and “Another real case of bullying in the school” that happened in Medellin Colombia. With these two texts, students recognized and wrote complete sentences expressing their opinion about the problem, and they also proposed a possible solution discussing their understanding.

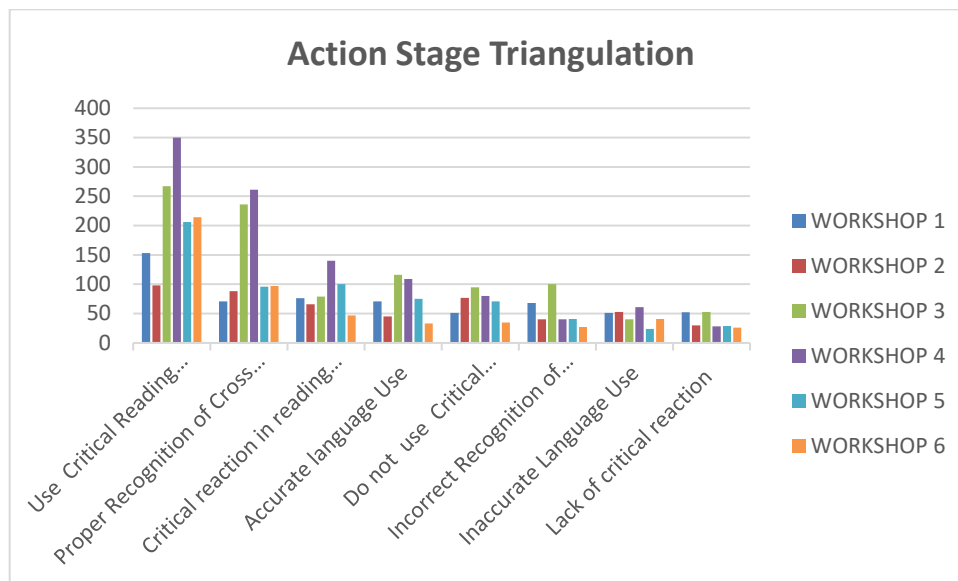
Finally, Workshop 6 (Appendix 17) was “abortion in Colombia”. The before-reading section included three activities using imagery to provide students with opportunities to better interact with the passage, learning vocabulary related to the topic and reflecting on student’s behavior. The

While-reading stage was about the text “*The Negative Effects of Abortion*”. Working in pairs learners discussed the possible solutions using their points of view, background knowledge, and reading information. They connected the text with real-life experiences, and found keywords to better understand the reading strategies used to read and react critically to social problems related to teenagers in Colombian contexts focused on Social Studies, Character, and Ethics. Then, in the After-reading stage the critical reading assessment was carried out with the text “*Abortion in Colombia*” with which learners discussed the causes of abortion in their context and to argue about the disadvantages of abortion for their life connecting the information with religious beliefs, social stigmas or stereotypes drawing personal conclusions from the text.

4.3 Action stage

This section reports the results of the implementation of the pedagogical design described above. The following table presents the results of the data analysis in terms of the categories that arose in the six-reading workshops intended to develop critical reading among the participants. To select the reading content the students’ preferences were taken into account. As previously explained, different instruments were used to confirm the learners’ strengths and weaknesses and monitor the reading process. Six reading strategies were applied intercalating workshop 1 and 4, 2 and 5 and finally workshop 3 and 6 with the same strategies; the following table displays the results of data analysis throughout the project implementation:

Graph 2: Summary of data triangulation in implementation stage.



Graph 2 shows how all the categories in the data analysis process were grouped and displayed according to the frequencies. The category use of critical reading strategy (CRS) had the highest frequency with 35% of the overall results. This revealed that learners started to apply the inferencing and predicting strategies in a text in workshop 1 with the teacher's help. At the beginning, according to the participants' testimonies, the critical reading questions were confusing for them, because they tried to find the answers in the text in a literal way. Comparing with the workshop four that used the same reading strategies I could observe that the students' performance improved significantly since frequencies went from 153 to 712, that is, learners demonstrated progress working in pairs within a collaborative work orientation that made them acquire knowledge on how to read critically in a better way; this allowed their active participation. This was noticed in the students' dynamic contribution to the topic, focused in their context expressing

causes and consequences of drugs which was ratified in the survey as shown in the following excerpts:

“Waste and loss food, cause and consequences of drugs” 15 students chose these topics (survey)

“The use of drugs” 18 students indicate this topic as their preference to use as a reading in the English class (survey)

In the same token, it was very positive to engage the students in the critical reading strategies implementation because they identified the strategies and displayed positive attitudes and perceptions towards the final task (after reading) in which they refer to the material read in the lesson; to confirm this, the teacher observation form, and my journal included the following comment:

“The theme is very interesting for student’s participation the before-reading activity is adequate for the students to assume a critical point of view about real cover of drugs” (TOF, W4)

The students connected the topic to their prior knowledge too. In the pre-reading section pictures were very useful to activate their prior knowledge. This strategy helped them to interact with their partners and to increase their class participation. (TJE, W1 and 4)

According to the student’s self-assessment form, the effective use of the CRS was referred to when they mentioned that before the workshops, they ignored these strategies, they felt that they had progressed in their reading skill; in their words, the students said:

“Relacioné lo que he visto y vivido con la información del texto. Utilizando estas estrategias entendí mejor el tema,

utilicé las imágenes para entender el contenido, Aprendí a tener en cuenta el título como una estrategia antes de leer, El diseño del taller me ayudó a entender la lectura". (SSAF, W4)

I Related my previous knowledge at the time of reading which, helped me learn and understand the information. I have learned how important it is to take into account the pictures, title, and subtitles to predict the clue before reading. Using these strategies, I have comprehended the topic better. (SSAF, W4)

It is easier to use these strategies when I read because they help me to concentrate in the reading. Inferring was a totally unknown strategy that I had never used, and now I know that it is so important to take it into account in the readings. (SSAF, W4)

The progress in the use of CRS category was also identified in workshops 2 and 5 in which the same reading strategies were used (authors purpose and tone); although the learners faced some difficulties in the identification and use of these strategies, they said that the topic was interesting for them (children having children in Colombia) and that feature made them understand the content of the texts more easily; the author's tone was challenging for the learners, especially in workshop 2 because to identify this strategy was really new and demanding for them as demonstrated in the next passage:

It is very difficult to identify the writer's tone because you need to read slowly, to take into account the words, it is also necessary to read the text more than two times. (SSAF, W 2)

For me it is confusing to understand the informative text and the personal opinion in the text because they are similar

information; for this reason, I consider that it is necessary to practice (SSAF, W 2)

While in workshop 5 the topic was Bullying in the school, the frequency of critical reading strategy (CRS) had a little higher frequency than in workshop 2; learners used the strategies more easily with more ownership and security observed in the teacher journal:

I observe that learners read with more attention. They appeared more interested and motivated about the topic explored in the reading comments; four of them asked to confirm the identification of the strategies used (TJF, W5).

Their answers in workshop 5 showed that most of them used the strategies correctly (CRR, W5).

According to the data analysis in workshop 2 it was demanding for the learners to understand how to identify the writer's tone in the reading. according to my observation and students' voice they changed from total ignorance to recognizing the writer's tone in a reading being able to say what the author meant with specific expressions in the text illustrating tone. In workshops 3 and 6, the reading strategies used were connecting the text with real lives experiences and keywords. The results in Table 2 show that workshop 3 with 267 frequencies and workshop 6 with 214 provide evidence of the effective use of the strategies and the understanding of the learner's usefulness of connecting their experiences to the content of the reading, as expressed in the following testimonies taken from the students' self-assessment form and the journal:

"The strategy I liked the most was to connect; that was really interesting I understood the text more easily when I read the

text with attention, I could connect the reading to my life experience.” (SSAF, CRA)

Some students asked me for clarification and there was good input in the class for students understood the reading skills and used it because they related the text to their previous experiences. (TJF, W6)

In contrast with the good use of CRS, the code failure to use CRS with much lower frequencies throughout the implementation, represented the challenges that the students faced in the reading tasks. As the Table 2 shows, in the first workshop implemented with the lower frequencies of CRS, it is common for learners to have difficulties at understanding and applying these strategies. Through constant practice, these aspects improved. Little by little students demonstrated more automatic use of such strategies; that is why this code reflected lower frequencies in a steady way, also showing that step by step students started to take into account the title, subheading, examine the connection, infer the information and all the CRS used.

I concluded that the writer’s tone was the most difficult strategy to use. I also, tested the text with students divided into groups where they had to read carefully, evaluate the ideas, and reflect within the groups. I assisted them to confirm their answers with my help. I also asked what the most difficult CRS and the students and the observer said:

“Aunque el tema estaba fácil de reconocer el tono del escritor es difícil” (SSAF, W 2)

“Although the topic was easy to be identified the writer’s tone was difficult” (SSAF, W 2)

The students find it difficult to identify in the text the writer’s attitude toward the writing. This reveals why they do not use

it in their reading, some students understood more than the others. It is important to continue implementing these important 4strategies in our classes for students reading. (TOF, W2)

Another important aspect in the analysis is the way the students dealt with vocabulary in the reading tasks; it was evident that the cross-curricular nature of the workshops helped the students learn more easily, but they also had some drawbacks that could have been related to the vocabulary associated to specific topics. According to Table 2, the frequency of the Cross-curricular vocabulary recognition category related to *environmental issues in the school context learners* show 71 frequencies in contrast with 68 frequencies reported by the Cross-curricular vocabulary deficiency which means that in the first workshop the learners still had problems with the understanding of the reading material due to vocabulary issues.

“I learned vocabulary related to wasted food in my school” (SSAF, W1)

A few learners identify the vocabulary but at the moment of writing their opinion students did not use it. (TJF, W1)

Nevertheless, in workshop 4, the vocabulary provides data on the effective use of new words related to the topic about *causes of drug addiction in the students ‘community with 261* which represents a significant improvement in the critical reading ability; in fact, the text allowed learners to increase vocabulary acquisition. This was more evident in the way they completed the task because they were able to answer the reading comprehension questions and they used the vocabulary from the text.

I think drug dependence is a big problem in Colombia because we are weak, if we use drugs as a protection in the consumption of substances that, according to the reading, drugs bring health problems, loss of interest; in others words, it brings more disadvantages than advantages. (W4)

This text was very informative for me since it makes me clarify and take into account all the bad things that drugs have. It helped me to know more about consequences like brain disorder that was awful for me and, I thought a lot about my friends who currently use drugs. (W4)

I think the vocabulary used was an excellent tool for the students to express their thoughts about the central theme. (TOF, W4)

Through the evidence taken from students' opinion one can notice the use of cross-curricular vocabulary. I observed that most of the participants commented on how appropriate and important it was for them to use the new words to make a text meaningful while they were reading. They spoke about their experiences with drugs, made connections with the unfamiliar speech and concepts and were able to recycle the vocabulary and ideas from the reading to critically express their opinions about the topic.

Concerning the number of frequencies reported by these two categories in workshops 2 and 5, it is evident the cross-curricular vocabulary recognition, with very similar results (88 and 96 correspondingly). This indicated that learners made some progress in recognizing the new terminology included in the reading material; however, the code about the deficiency in recognizing cross-curricular vocabulary with 40 and 41 frequencies means that the learners still faced some difficulties with unknown words that in some cases prevented them from understanding the content of the text. I observed

that, as a reader, they found that constructing meaning was demanding since while reading, the concept of new vocabulary differed in meaning due to the context in which the text was interpreted. I also observed that learners found it difficult to search the word meaning in the dictionary or translator because they tried to use the first meaning they found. Some students said:

It was difficult for me to understand some words and its meaning because according to the Translation it has different meaning. (SSAF, W).

To continue talking about vocabulary, the data in Table 2 show that in workshop 3 the students were able to identify vocabulary about social *problems related to teenagers in the Colombian context focused on values; in fact, the category about effective recognition of vocabulary* with 236 frequencies means that most of the learners recognized, made sense, and used vocabulary related to the topic in the reading. While in workshop 6 this category reported only 97 frequencies which leads to the conclusion that probably the learners faced more difficulties in the content of the text for this last workshop, whose topic was *abortion in Colombia*, because just a few students mentioned that visualizing the drawings was a strategy they managed well; nevertheless, the learners associated images with the new words during the workshops; for the category vocabulary recognition deficiency, the data reported 100 frequencies for this category (workshop 3) and 27 (workshop 6) which means that in spite of the weaknesses still displayed in the learners' reading performance, these were significantly inferior (a third in each workshop) to the ones referring to the effective recognition of such vocabulary, this means that the unknown

vocabulary was not so relevant for students to pose questions because they were able to predict and identify different types of information in a text as I explained in a reflection in my journal and as students commented in the self-assessment form:

“One of the most important things is to recognize that learners used interrogative expressions, to predict and guess information about the text and, they did it very motivated with the help a dictionary even though the questions had some grammar mistakes” (TOF, W3)

The pictures help me to recognize the vocabulary and learn (SSAF, W6)

I guess the new words with Spanish meaning and pictures (SSAF, W6)

Other categories in the data analysis unveiled students' voices on critical reactions to the reading. During this implementation, students needed to work on a final task in which they were expected to use all the knowledge they had acquired during the process. They were instructed to react to each topic. The results show that the learners started to apply their critical reading skills when reacting to the reading content with growing frequencies going from 76 and 66 in workshops 1 and 2, reaching 79, 140 and 100 in workshops 3, 4, and 5 which means that they could read comprehensively and were able to express their opinions and views of the topics. The students mentioned that they had acquired skills to expand their thoughts or opinions thanks to the vocabulary and content provided by the readings which allowed them to gain a better understanding of the text. They demonstrated the ability to use their prior knowledge to discuss topics related to their generation; for example, cause and consequences of the drugs, Loss and waste food in the

school restaurant, Children having children teen pregnancy in America, Bullying in the school, Values. The students felt attracted for visual images because this strategy encouraged student's interaction; while they were reading, they made mental pictures of people, situations, feeling etc. they also said that they felt free to express their viewpoints from the reading because when they read, they learned words and expressions to describe their experiences, fears, emotions, and expectations. The following comments illustrate this finding:

Los temas los compare con mi diario vivir, así que fue fácil opinar mas no escribir en inglés. (SSA, W6)

I compared the topics with my daily life, so it was easy to give my opinion but it was no easy to write in English. (SSA, W6)

I can share some bullying experiences with my partner like discrimination and we wrote some conclusions and also, we proposed some solutions (SSA, W3).

Me costó un poco escribir mi opinión respecto a la lectura. Con relación al tema exprese mi experiencia con las drogas con mi compañera y compartimos información muy valiosa para evitar la tentación que se siente al problema en nuestras vidas. (SSA, W4)

It took me a little time to write my opinion about the reading. Regarding the subject, I expressed my experience with drugs with my partner. We shared valuable information to avoid the temptation of the problem in our lives. (SSA, W4)

Although most of the learners decoded information and identified general and specific ideas, the absence of analytical reaction with frequencies of 52, 30, 53, 28, 29, 26 still remained; the data show that in some cases students did not express or discuss about the reading content; they did

not know how to use their own words to express their ideas; I also observed that a few of them did not have the skill to write their point of view and it was difficult because they had the habit to find explicit information in a text and few of them did not know how to think critically or give their opinion about the reading; some comments ratified this lack of critical reaction:

Students, expressed their point of view in L1, but I observed that five students did not react to the subject. Meanwhile, I think that this kind of activity was motivating. Because students are encouraged to express their reactions about the topic of the reading. Consequently, students' interaction and active participation is evident. (TOF, W4)

Three of the students were not willing to learn new thinks and asked the teacher most of the time what to do. (TJF, W1)

Finally, the last category in the data analysis was about the use of language. During the process, the topics were chosen following the institutional syllabus and students' survey. The following categories evidence a correct language use with frequencies of 71, 75, 109, 116 in (workshops 1, 4, 5, and 3); these data showed that learners were progressively understanding language forms that they could identify in the reading; this means that the learners' reading skill improvement was observed when they were able to report the content of the texts with language forms that they read and recycled to report what they understood, that is, the readers were committed to defend their opinions and points of view with language expressions that were clear and understandable. In contrast, the inaccurate language use category was also observed in the learners' interventions both in writing or speaking which were confusing and difficult to understand and that had very little to do with the content of the

text which meant that their reading comprehension was negatively affected. Based on what has already been argued and the frequencies reported in this category (51, 53, 40, 61, 24, and 41) I could conclude that the participants had an imprecise language use that affected the comprehension of the text. This was noticed especially in workshops 1 and 4 in which the learners struggled with language forms and were not about to understand the text context; in spite of these weaknesses the data also show that this category went down to 24 and 41 frequencies in workshops 5 and 6 which indicate some progress in the reading comprehension performance of the participants. One of the observable difficulties related to this result was the learners' failure to recognize the regular and irregular verbs, both in the reading part visualized when they asked questions to the teacher to confirm their answer, and in written sentences they expressed their opinion about the topic. Their observation shows:

Algunas dificultades que tuve con el uso del idioma ingles al momento de leer y escribir fue el uso de algunos verbos yo no tenía claro cuáles eran regulares y cuales irregulares. (SSAF, W6)

I had some difficulties. Tried to understand some verbs in English because I didn't have clear whether the verbs were regular or irregular. (SSAF, W6)

Despite these difficulties with language forms, I noticed that grammar and unknown verbs were not so relevant for students answers because they were able to predict and identify different types of information in a text. I concluded that a decrease in the student's inaccurate language use. I also observed that students were resourceful at the moment of using available tools to overcome their difficulties such as asking questions, using the electronic

dictionary or translator, their cell phones, as I explained in a reflection:

One of the most significant things I perceived was that students used questioning in order to predict and guess information about the texts and they did it highly motivated with the help of a dictionary and cell phone translator even though the answers had some grammar mistakes. (TJF, W6)

El traductor me ayudó mucho con el idioma y también la ayuda de mis compañeros. (SSAF, W5)

The cell phone translator was my help for writing and also my classmates helped me write. (SSAF, W5)

Language form recognition was an observable difficulty for the students to read comprehensively and express their understanding of the text. Some topics were challenging for the students, for example, when reading about “abortion in Colombia” the learners were reluctant to speak because they felt they could not recognize or use language forms to express their ideas; another challenging topic was the use of the conditional two where they needed to use the past tense of the verb in the first clause, that is, some of them presented difficulties in the verb form recognition. which affected the reading comprehension because according to the learners it represented a cognitively demanding form that distracted them from the content of the text, as they commented:

Me confundí un poco en el uso del idioma en el momento de expresar mi opinión respecto al tema porque esas expresiones eran muy difíciles. (SSAF, W6)

I got a little confused in the use of language when I was expressing my opinion on the subject because those expressions were so difficult. (SSAF, W6)

The contextualized activities helped them to infer what was not explicit in the text. They also identified the topics that

supported the text. Nevertheless, to express their thinking was a difficult impediment observed, since they did not understand grammar structures clearly. (TJF, W6)

This chapter presented the data analysis process and the discussion of each category construct. I provided students with six specific reading strategies that supported their interaction with reading (inferring, making connections, identifying author's purpose and tone, keywords, and predict). These gave the students implicit cognitive actions that allowed them to interact with the texts independently. Their practice was evidenced in the use of these strategies with different topics related to their environment and context. Learners had the opportunity to learn, implementing different modes, integrating a variety of contextualized texts that facilitate the reading. Also, through this cross-curricular project students had opportunities to learn and to recognize over the reading practice new critical skills to process written information more efficiently. In the following section, the evaluation of the whole process is presented and discussed.

4.4 Evaluation Stage

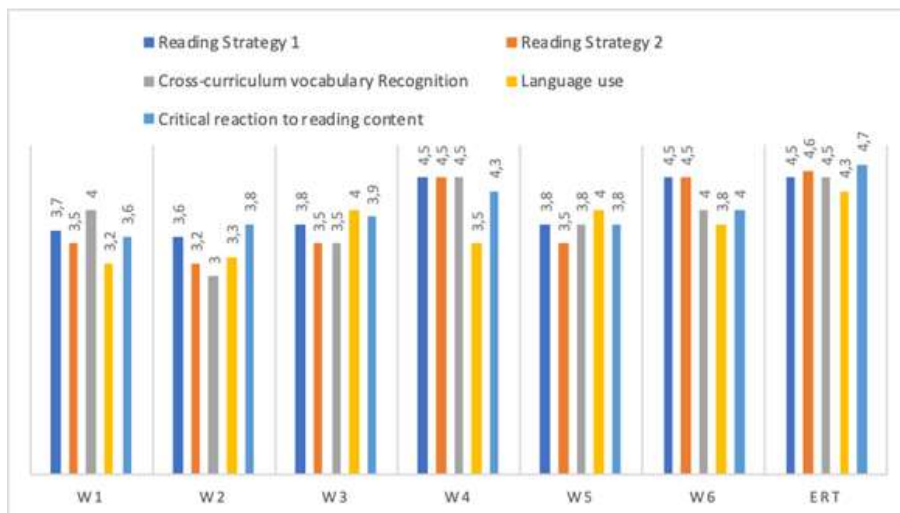
To confirm if the students learned to use some reading strategies previously implemented to develop critical reading through a cross-curricular approach, a final reading task was designed and implemented to determine whether the strategies explored in the project were actually applied by the students independently. It consisted of a text referring to a familiar topic chosen by the learners in the survey (cannabis and its effects on human behavior and health problems). In the reading task I intended to know if the learners were able to recognize and use these strategies automatically in

response to an issue that was the purpose of this research to develop critical reading in students.

Gradually through the application of each workshop, the students learned and practiced the use of each one of the strategies. Some difficulties were evidenced in the scores they got in the assessment of their performance by means of the rubric in each workshop. These difficulties were mostly observed in the identification of the writer's tone which was the most demanding strategy for them to apply in workshops 2 and 5. At the end of the evaluation, they demonstrated significant improvement in their performance in the reading assessment because most of them effectively adopted and applied the reading skills automatically.

Graph 3 shows the scores that the learners achieved in the application of the reading strategies in all the workshops and the final reading task evaluation:

Graph 3: Overall results of critical reading evaluation rubric throughout research project



The critical reading assessment describes the learners' performance in each workshop and in the final

reading task; the strategies corresponding to the critical reading implemented in the action stage were inferring, connect, predict, writer purpose, tone, and keywords to demonstrate the learner's reflection and understanding of text differently. I observed that most students found ways to relate the reading to themselves, used clues in the content with their knowledge, they tried to predict what the reading would be about, spoke about the writer's purpose, and discussed the reading position to answer the reading strategies question. In general, students extracted sense from the text and reconstructed the information with knowledge of the subject. As the topics were familiar, this allowed the class to be active, which in the meantime encouraged student's participation. In addition to this, the material designed drew the learners' attention and presented them with the steps required to take into account when they were applying the strategies. Each reading stage started from the easiest to the most complex comprehension process. At the end of the implementation, the learners were more conscious of using these strategies.

As the graph shows, the assessment of the two reading strategies in each workshop reported important improvement from workshop 1 to 6, with scores of 3.7 and 3.5 at the beginning and scores of 4.5 and 4.6 in the last workshops; this means that students learned and used the reading strategies they rehearsed throughout this project, thus, they demonstrated to read more widely, monitoring their process and intentionally using "actions, behaviors, specific steps to improve their progress in capturing, internalizing, and using the L2" (Oxford, 1990, p. 273) through these reading strategies.

The data in the action stage showed that the use of the cross-curricular vocabulary was much more practical as the project progressed because when doing the before-reading section, they found most of the unfamiliar words that helped them to improve the vocabulary. This was confirmed with the assessment of the learners' reading performance in the final reading task because as shown in the reading evaluation rubric, the assessment of the cross-curricular vocabulary in workshops 1, 4, and 6 shows results with scores from 4.0 to 4. which can evidence the positive impact of the project. Another pertinent finding was that while the students did the before-reading among themselves, they looked for some words that they shared, even helped each other with synonyms demonstrating their awareness about the different meanings of unknown words found in the text to express their point of view in each exercise, which corresponds to relevant evidence of the effective use of the strategies to grasp the meaning of the written information to express their own ideas. Graph 3, also shows that the cross-curriculum vocabulary recognition was a little challenging for the learners in workshop 2 with average scores of 3,0, but in workshops 3 and 5 there was a significant increase between one and the other with scores of 35 and 38. The assessment also reveals one factor that may have affected the results in workshop 2, 3, and 5 as expressed by the students when they referred to the new strategies for reading which forced them to move from the traditional teaching to a more active method centered on the student because with the traditional one, they just had to answer the questions without practicing with the new vocabulary and without much reflection or reaction of the content of the reading material. As a conclusion the cross-curricular approach had a positive impact on the students' reading comprehension because

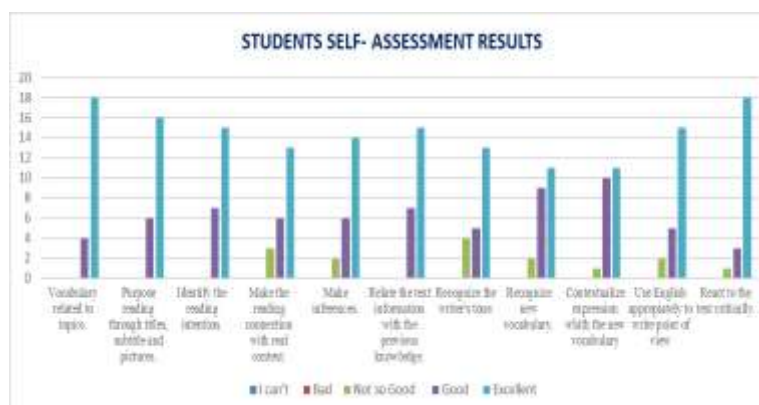
they learned how to react to the reading by using the unknown words about different topics. This change in their performance was slow but essential as part of the learner's process in developing critical reading. In view of that, the results reveal that the six workshops designed with a connection between the content and the language stimulated the curiosity for the language learning process among the students. The follow up I made to my students allowed me to verify that students learned vocabulary and grammar implicitly and naturally. Furthermore, the reading activities played a vital role in the implementation of cross-curricula allowing the learners to exchange knowledge, experiences, and feelings while using the second language.

The language use item in the assessment stage shows that learners needed to be more in contact with the target language. From workshop 1 to 6, scores from 3.2 to 3.8 demonstrate that they gradually reinforced the use of the language and were able to recognize in the written text the language forms that were taught in each workshop. Although, a balanced level is evident between each workshop, the most common errors found were lexical cohesion (repetition of words) misuse of grammar forms without affecting meaning and in one case the use of L1 to express their opinion on the topics. It is pertinent to mention that over half of the students demonstrated strengths in language use and significant learning. As a conclusion I can say that the reading workshop focused on student's environment and the attractive design of the lessons including different sections helped students to enhance their language skills.

The last aspect in the critical reading evaluation rubric was the critical reaction to the reading content. Concerning this aspect in the workshops, the data confirm that with the

implementation of the strategies, connect, key words, infer, writer's purpose and tone was effective to a great extent because the learners showed in their performance that they were able to assume a step to have a critical stance of the implicit message in each one of the texts. With scores from 3.6 to 4.0 students took the texts as a starting point to reflect and express their opinions by analyzing the information from the exposed reading. They could certainly express their point of view with total freedom according to the information found and their previous knowledge. It is necessary to mention that with the inclusion of cross-curricular content and with the use of their background knowledge, it was easier for the participants to have a critical opinion to express their different points of view contrasting the writer's position in the topic related to their environment. The students discussed their standpoint and finally reach an individual position as evidenced in workshop 6 with score 4.0. That demonstrated not only improvement in their reading ability but also personal growth as individuals who were able to critically respond to social issues which was the main construct explored in this research.

To continue with the evaluation of the project, Graph 4 illustrates the learner's self-assessment with different aspects and descriptors taken into account by the students throughout the workshops. These descriptors were used by the students to reflect on the whole proposal in the exit reading assessment task. They completed a form in which they had to reflect and assess their own performance of the different aspects that were followed up throughout the workshops in a scale from 1 to 5, being 1 the lowest level and 5 the highest. The graph displays the number of students that assessed themselves in each one of the given scores in each aspect:

Graph 4. Self-assessment results in evaluation stage

According to the students' self-evaluation, it is evident that through the workshops developed the learners perceived they had good progress in their reading skills. They said that they learned and now know what reading strategies they should take into account when reading to go beyond literal information. As displayed in the graph, most learners assessed themselves with high scores (4 or 5) in all of the aspects, which means that after the research project implementation they saw themselves as good readers, because they were able to put into practice the different strategies they were exposed to and take advantage of them inside the cross-curriculum orientation of the proposal. According to Graph 4, the identification of the author's intention and tone were the strategies in which they were most successful with scores of 4 and 5 as reported by 22 students. In the second place, the use of previous knowledge, inferences, and identifying the author's purpose were perceived as successful as well according to an average of 21 students. In the third place, connections were also perceived as effective since 21 students assigned scores of 4 or 5 to this strategy. These perceptions were ratified by the learners' comments in the assessment in which they stated that:

I learned to use strategies that allow me to have a better reflection on the readings I did, with these strategies I developed my understanding skills in a broader way.

The strategies I learned were not usual, I didn't know them in English, it could be that I used them in Spanish but I wasn't aware of the importance of their use; but now I know how they work.

These workshops were a way of learning to read differently that helped me to read in a different way.

Graph 4 also shows that a few students (3 out of 22) still reported some low scores (3) in the reading strategies identifying the author's purpose and intention, connections, and inferences. To this respect they explained their difficulties with comments that highlighted their weaknesses at going beyond the literal reading making inferences or connecting the reading to their context or previous knowledge:

One of the most difficult strategies for me was to infer the information from the text.

Reading clues were difficult to identify in a text.

The grammar in a reading was very difficult for me

Concerning vocabulary, students concluded that this was a different way to learn unknown words with real pictures of their context and integrated topics related to knowledge in their daily interaction. This result corresponds to the cross-curricular themes and the vocabulary aspects explored in the self-assessment form. For the cross-curricular themes 17 out of 22 students chose option 5 and 5 option 4 and for the vocabulary item 11 students selected score 5 and 7 learners chose option 4; additionally, for the vocabulary recognition 10

learners chose option 5, 8 learners' option 4 and only 4 students chose score 3, which means that they identified and contextualized vocabulary expressions concerning the texts. The students commented that one of the most favorable points was the design of the workshops, since they were divided into steps where first they found the new vocabulary with drawings associated with each meaning, some of these photos were with themselves as protagonists which called learners' attention, for example, the students' reactions and perception about the use of the vocabulary in the workshops are presented below:

What I liked most was the design of the workshops with real photos of my context. This called my attention because while reading I learned through the drawings the new vocabulary that was related to the topics.

The vocabulary presented through familiar pictures helped me to better retain the new words, so I could memorize and recognize them in the readings.

Drawings and illustrations in the text helped me to remember the text, it is like making pictures about it in my memory.

Back to Graph 4, the data show that the students perceived that they made significant progress at using the language forms studied in each workshop. They asserted that they used English appropriately to express their point of view about the themes. As seen in graph, 15 out of 22 learners gave themselves a score of 5 while 5 assigned 4 and 2 assigned 3 correspondingly to the language use aspect; this means that they used the language forms effectively in real context based on the readings. The 3

students who chose option 3 indicated that they still had doubts in the use of the language when answering questions related to the text. According to the student's comments, they practiced the language structures not only through the reading of the texts but also through their writing and speaking performance when reporting their comprehension of the content of the readings. They stated that they improved their ability in the language, acquired the language for the principal objectives of each lesson, and achieved the pragmatic purpose being the main goal. This improvement was confirmed by the following excerpts from the self-assessment form:

The use of the English language in these workshops was a way to practice the different structures of the language in contexts that surround me through reading and writing.

It was a little difficult for me to read in English in a text. Identifying grammatical structures in texts was a slow process but with practice I think I could improve.

It was a different practice where I reinforced my knowledge of the language in a different way not through common sentences but through texts.

Finally, the students' self-assessment also included the learners' perceptions about their critical reaction to written texts. In this section, 17 students chose score 5 and 5 students selected score 4; this means that they learned to use implicit strategies to practice critical reading and react to the information and that they were able to express their opinion about a given reading discussing their views about issues related to their social context. Only one student chose score 3 demonstrating that they were not sure about expressing their opinions in a different way than the writer's

position. These findings are evidenced in the following learners' perceptions:

The workshops were very good because they dealt with interesting topics from my context, this motivated me to read, I learned to read in a different way. Now I know that I must always reflect on what I read and express my own opinion.

With the different topics discussed I had the opportunity to interact with my colleagues exchanging experiences, opinions, views, and reactions that we had never shared before.

In the discussion of the readings, I learned about my peers' circumstances that I did not know and how they cope with problems in their families.

With these workshops I learned that I can have the freedom to react freely to any topic or issue related to my social context and even discuss and propose solutions.

This section has presented and discussed the results of data collection and analysis from the action and evaluation stage of this study, which reported a positive effect of reading strategies on the critical reading skill of ninth graders inside a cross-curricular approach. These results lead to the next chapter in which findings are presented.

5. Findings

This chapter presents the findings of this study in light of the identified research question and objectives, with which the impact of reading strategies within a cross-curricular approach on the critical reading skills of tenth grade students was explored.

Getting to apply critical reading strategies

In terms of critical reading, it is significant to mention that with the implementation of the six workshops developed, the participants of this study became good

readers because they were able to advance in their cognitive processes getting to comprehend the content of written material and going beyond the literal reading, showing that they put into practice the different strategies to identify the author's intention, purpose and tone, and other aspects that they traditionally ignored. This finding is consistent with Hannon 's theory (2013) who affirms that reading comprehension is a complex ability that combines many cognitive processes. He also maintains. The increasing need to go beyond a literal reading, which is necessary to develop reading skills. Through the use and practice of these strategies' students can change the basic reading habits of strategies, students can change the basic reading habits to more complex one as demonstrated by learners in this research.

As all the workshops were completely developed, students were more conscious of the reading strategies that they needed to use. They were able to accomplish the reading activities by expressing their opinions on the different topics discussed in the passages identifying what was beyond the lines like the author's purpose, tone, the connections with the real world, and, more importantly, making effective predictions and inferences about the content of the texts; in fact, they displayed a positive attitude for inferring the meaning of words, recognizing the author's purpose, connecting reading to its social context and its present, identifying the writer's purpose, the tone of the writer, which represented a significant step forward compared to superficial readings before these practices. Students showed a more profound and comprehensive analysis that required a much more active cognitive performance open to understanding and questioning of the reading. As proposed by Kurland, (2000) Critical reading is a skill which helps to

discover information and ideas within a text and it is applied for a careful, active, reflective, and analytic reading. It provided learners to think and to analyze the information critically.

Challenges when using critical reading strategies

Reading strategies within a cross-curricular approach were a good tool to capture the learners' attention and interest in the reading material content, however, some challenges were faced. At the beginning learners struggled with the reading tasks because it was difficult for them to change their traditional practices related to literal reading and move to new ways of reading to identify what was beyond the lines; to encourage critical reading automatically through the workshops and to get the student's attention. With this design participants started practicing reading strategies from the easiest to the most complex getting to decode the information, going further in the critical understanding of texts by analyzing and reacting to the content related to their context with possible contradictions and implicit messages, or with interpreting their content from different points of view, one of them being their life experience according to the topic discussed. This allowed participants to interact among themselves not only convinced of the writer's voice but also becoming aware of the importance of reading for the development of their work on topics with which they were familiar. To this respect, Oakhill and Petrides (2007) examines the effects of topic interest on the reading comprehension. They conclude that interest in the content of the text can affect reading comprehension.

Recognizing cross-curricular vocabulary

The design and implementation of six workshops based on the use of some reading strategies focused on a cross-curricular approach had a positive impact on students to develop critical reading. With this set of strategies, the students found a connection between the content and the language that they were taught. Concerning the cross-curricular approach it is relevant to mention that the incorporation of contents related to different areas such as science, ethics, social studies had positive outcomes because the students not only worked on English grammar, and general lexicon, but also acquired the knowledge and vocabulary they require for their future professional careers and personal lives; moreover, having specific topics related to the interests and life of the students encouraged them to perform the activities and have an interactive role in their language learning process. It is also important to note that with the different activities focused on content pertaining to their culture students became more conscious of their own reality, customs, habits and traditions. These topics motivated learners and they felt more secure when giving their opinion on the issues like in this case when learners needed to react from different topics to show their opinion. To this respect, this study ratifies Shumaimeri theory (2006) who affirms that content familiarity facilitated reading comprehension, and that language ability had a significant effect on the comprehension performance of students.

Students were aware of the importance of acquiring the L2 because they knew they were using this knowledge in their real context. The implementation of these resources based on a transversal approach encouraged the students to read short texts related to their environment into the class and stimulated their curiosity about the language learning process.

Weaknesses with vocabulary recognition

Although the implementation of reading strategies and the use of cross curricular content let the students improve vocabulary and learn words related to several topics' learners went through some difficulties to incorporate new words in their vocabulary inventory. They moreover, had difficulties to recognize or remember some words, especially, due to the fact that they were not used to reading critically. By doing each reading activity and developing the final task, the students demonstrated the correct use of the reading such strategies helped them learn how to recognize the meaning of words in the text as well as to react using the vocabulary learned in the same text.

Reacting critically to reading content

The data analysis in this research report shows that the inclusion of communicative reading activities fostered the four skills and they provided opportunities for the students to express their opinions, ideas, and perceptions about the topics in the readings. Students also had the chance to interact among themselves with the language taught in each lesson and to discuss different topics. Results showed that learners found the critical reading strategies suitable for learning and they constructed new knowledge and new views of the world by including them in their reading habits when reading any kind of text in any subject. They also supported their inquiry learning process by giving them chances to ask, react to, and analyze evidence in the text; in this regard, this study aligns with Kurland (2000) who claims that Critical reading refers to a careful, active, reflective, analytic reading which implies to reflect on the reality of what one has read in the face of the previous knowledge.

Overcoming limitations when reading critically

Although the learners' participation was active and most of them understood the general theme in each reading piece, some limitations in their reading ability made them help one another. They used different resources to build sentences to express their opinions about the content of the texts, for example, in some cases they resorted to their dictionaries or electronic translators to verify the meaning of the words they were to use so that they could express their critical reactions to the texts in some other cases the students tried to decode words that were unknown to them by establishing a relationship with the vocabulary they already knew from their previous experience in the English class or in their own lives. This is consistent with Goodman (1982), "both are meaning making processes from printed texts moreover, both are transactions between the reader, the text and the context both depend on prior knowledge" (p.105).

Language forms recognition and use: Weaknesses and strengths

The workshops designed were the basis for some students to acquire and others to reinforce the language by learning the grammar and vocabulary implicitly and naturally, facilitating the comprehension of the readings. Besides, practicing the L2 differently and more naturally motivated their learning process and they became more aware of its use through reading. Although the identification of the verb forms, in their different tenses was difficult for some of the learners, through the practice of reading they reinforced its use and identification thanks to the connection they made to the overall vocabulary specific to the topics read. I noticed

that some students lacked writing practice. Their writing production to report their critical reading comprehension of the texts was not very well composed because of the use of inappropriate verb tenses, inaccurate words, or wrong style. One could infer that their ideas-represented their critical understanding of the author's message. In some extreme cases, students had to resort to their mother tongue to express their ideas because they found very difficult to communicate in English.

Conclusions

This section presents the conclusions of this study in light of the established research questions: What is the impact of reading strategies on the critical reading skills of 9th graders through a cross-curricular approach at a public school?

Firstly, the design and implementation of workshop based on cross-curricular approach and implicit reading strategies correspond to an effective pedagogical strategy to solve different reading weaknesses in the learners, and to elicit learner's reactions to the topics. When learners start to implement the reading strategies (such as inferences, connections, identifying purpose, predictions, identifying key vocabulary and writers' tone) they are better prepared to

respond to academic tasks that demand critical reading. Teachers are recommended to implement these kinds of strategies in their classes in order to help their pupils widen their critical comprehension of texts and of the world.

Reading strategies to promote critical reading help learners to move from the superficial reading to a much deeper and more reflexive one. By performing each reading activity, the interpretation improves in each workshop until developing the final task, demonstrating a continuous improvement and correct use of reading strategies through practice, as well as showing that they understand the texts, become familiar with the reading strategies and learn vocabulary related to different fields. When learners are exposed to these types of reading strategies, they automatically work with them together to build the process of meaning easily and effectively. It is important that teachers at the secondary and high school level promote these strategies in order to prepare the students for higher level reading tasks such as standardized tests.

Secondly, with the training in the use of reading strategies, learners sometimes present more difficulty with some strategies than with others, that is why it is important to take into account that the lack of reading strategies in their daily practice prevents learners from developing critical reading comprehension; therefore, teachers are strongly advised to do explicit teaching of reading strategies to provide learners with the tools to become aware of their thinking and react to the content of any reading material.

The teaching of reading strategies through the design of critical reading workshops motivates the participation of the student also making them aware of the existence of such strategies and helping them to learn how to apply them

consciously and unconsciously favoring the development of abstract thinking, critical attitude and more analytical response ability and better decision-making processes in their academic experience.

Third, critical reading strategies help learners to recognize cross-curricular vocabulary that works as a bridge between the content and the language that encourage the students toward the class and stimulate their curiosity for the language learning process making connection to the reading themes. As well, cross-curricular vocabulary fosters motivation and positive attitudes toward the target language; that is why, school curricula should include these types of reading strategies in their syllabi in order to improve the quality of education.

When teaching how to read critically with specific reading strategies that serve this purpose, the use of themes related to the learner's social context encourages their participation in class because they can demonstrate knowledge and have the opportunity to read and learn more sharing their opinions with this kind of reading becoming so critical to their own realities. In this respect, teachers are encouraged to promote critical reading strategies in their lesson planning to make their classes more interesting for the students and their levels of performance more efficient.

Regarding vocabulary recognition, I can conclude that according to the student's reactions. Reading strategies aid students to recognize new vocabulary related to their context with familiar topics where learners deduce meaning, make inferences, connections and predictions that encourage their interest and promote their critical analysis of content.

Fourth, in terms of critical reading, it is significant to mention that teaching reading strategies is one of the most

powerful skills to be acquired, for many factors that affect this process: educational and social background, social interaction, previous experience, inference capacity, vocabulary. In this respect, Hannon (2013) affirms that reading comprehension is a complex ability that combines many cognitive processes. Due to the increasing need to go beyond a literal reading it is necessary to develop reading through the use and practice of these strategies to help learners to change the basic reading to a more complex one.

Implementing a cross-curricular approach with readings about the student's context, develops critical reading skills in the English classroom. With this approach students learn how to react to content using reading strategies as a tool to express their point of view by evaluating the writer's opinion and background with arguments and reflections that support their voice allowing them to discuss different views between themselves. In other words, this type of reading develops a critical reading with an active process that involves students' interaction with the information in the reading to understand it in its entirety. I agree with Wallace (2003), who states that the text is the starting point and that the students make the meaning of the texts with their reactions to them.

The application of an interdisciplinary approach encourages students to take an active part in class taking advantage of their previous knowledge. The inclusion of content related to the causes and consequences of drugs, food waste, pregnant teenagers in Colombia, etc., with specific topics related to the student's interest motivates them to carry out the activities and play a more active role in their reading process. Teachers are invited to do so in their classrooms in order to improve the reading performance of their students.

Regarding the recognition and use of language forms, I can conclude that reading reinforces the student's knowledge base in linguistic factors such as syntax, vocabulary, punctuation and marks. Students learn in an implicit form the language that allows expressing in L2 their feeling in a more natural way. Some learners present a lack of language production in writing with many errors. Then, teacher has to intervene to help these students to reflect on their own mistakes. These factors play an important role in determining their results. Syntactic deficiencies involve the inconsistent or inadequate application of the rules of grammar, tenses, and word order. I can conclude that reading makes a significant contribution to the learning of language, because going through the written text allows learners to recognize the formal rules in written communication to be able to comprehend the real meaning the author intends to transmit.

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Appendix 1


Who was Steve Jobs?



Do you have an iPad, iPod, iPhone, a smartwatch or a Mac computer? If you don't, you probably know someone who has one (or wants one)! Steve Jobs made the company – Apple – that created these things that are now such an important part of the lives of millions of people.

He was born on February 24, 1955, in San Francisco, California. When he was a boy, he had a special hobby: he liked to take apart televisions and put them back together again. He was a very good student in school and even skipped a grade. After he finished grade four, he went into grade six, and in 1972, when he was seventeen, he graduated from high school. He then began his studies in Reed College, in Portland, Oregon, but dropped out after six months. Deciding to quit was not at all easy. It was difficult, but as Jobs later said, "I had no idea what I wanted to do with my life." Two years later in 1974, he travelled to India, and while there he learned about Buddhism.

After Steve Jobs returned to the United States, he found a job as a video game designer at a company called Atari, and two years after that, in 1976, when he was only twenty-one years old, he created his own company – Apple Computer – with his friend, Steve Wozniak. Steve Jobs later got married in 1991 and had four children. Unfortunately, doctors discovered that he had cancer in 2003 and in 2011 he died at the age of only 56.



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1) what will you learn about the reading?
2) How did this story may you feel?
happy

3) Why did the author write this story?
No se

4) What do you think about Steve Jobs live?
APPLE

5) what does the text mean?
Story

6) what do you think about Steve's ending story?
No se

7) what do you think is the tone of the writer?
No se

8) what issue does the writer focus on?
Steve

The global burden of malaria

Have you ever had malaria? It is one of the most common infectious diseases in the world, especially in tropical countries, especially in sub-Saharan Africa. Each year, it causes 2 million deaths, the majority of which are children. Malaria is a disease that is caused by a parasite that is spread by a mosquito. The parasite enters the bloodstream and attacks the red blood cells, causing them to burst and die. This leads to anemia and other complications. The World Health Organization (WHO) estimates that there are 216 million malaria cases each year, with 92 million of these cases occurring in children under the age of 5. In 2017, there were 438,000 deaths from malaria, with 291,000 of these deaths occurring in children under the age of 5.

1. Complete the sentences with information about the disease.

a. Malaria is caused by _____.

b. Malaria is spread by _____.

c. Malaria is most common in _____.

d. Malaria causes _____.

e. Malaria is a _____ disease.

2. Answer the questions.

a. How is malaria transmitted?

b. What are the symptoms of malaria?

c. How can malaria be prevented?

d. What are the complications of malaria?

e. How can malaria be treated?

Reading Comprehension
The Global Burden of Malaria
 Complete the sentences with information about the

As an English teacher I have constantly observed that my students find difficult to understand, make sense, or focus their attention to textual features which are meaningful in critical interpretations. Recently, I brought an audiobook entitled Bad Love by Sue Leather to my class, which was written specially for learners of English. My initial intention was to develop my students' reading comprehension to improve vocabulary and pronunciation by formulating reading comprehension questions related to main ideas, details and the meaning of words used in the passage. Although this reading lesson plan was aimed to raise students' participation, I noted that while students were doing the reading comprehension activities they turned to be very passive because they tended to ask what the meaning of many words was, to localize explicit information in the text, and answer the questions with this literal information. This of course was not the purpose of the class inasmuch as I wanted my students to be more participative; thus, I asked myself if I was really helping my students to go beyond identifying explicit information from the text or developing critical reading using these kinds of texts and comprehension activities. Two time a week I was bringing to my class text with different topic but with the same objective reading comprehension activities.

Based on the above mentioned assertions, I started to search and read scholars on critical reading for active reading purposes and came to realize that neither the texts nor the reading comprehension activities proposed were appropriate to foster critical reading. I accept that I had to make changes in the methodology, type of texts, reading comprehension and learning activities in general in which the students would be more participatory. Finally, I contemplated the possibility of fostering critical reading activities that imply active reading from students and encourage them to make different interpretations of the texts and assume a critical stance of its message or content.

Field Notes

Date: May 19th

The class started with the greeting and asking about the task related to the last class regular and irregular verbs in context. After that I did a game with a speaking activity.

After that I gave a reading related to "The effect of stress" my initial intention was to develop my students' reading comprehension, to improve vocabulary and formulate questions related to main ideas "literal information" but, also I included three questions associated with reading strategies to know learners' reaction. They turned to be very passive because they tended to ask what the meaning of many words was, to localize explicit information in the text. When they tried to answer the questions related to reading strategies, they were completely lost when they did not find the answers in the reading. Finally they chose not to answer.

Appendix 3

11. What do you think is the most important skill for improve English?

a listening

b Reading

c speaking

d. writing

12. You consider that reading is easier and more interesting when the text has (many or all the options are possible)

a Images and pictures

b. Titles

c Colours

d. Titles

e. Short texts

f. Long texts.

g. Instructions

13. What kind of material do you prefer for your English classes?

a Workshop

b Language games

c. Workbooks

d. videos

14. Do you think it is important that teacher use materials for the classes?

a Yes

b. No

15. what are the difficulties you face when reading?

a vocabulary

b. grammatical structures

c understanding of general ideas.

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Appendix A: Need analysis Survey

I.E. INEM “BALDOMERO SANIN CANO”

“Proyección del Talento Humano en el Siglo XXI”

Survey

Rubiela Cruz Roa

Dear students the purpose of this inquiry design as part of my investigation project, the objective of this study is to develop material to improve the use of critical reading through the implementation of EFL teacher-designed workshops. The information collected will be only use with academic purposes. Please be honest with your answer read carefully the question and answer each of them choosing one option. It does not have a grade and there are no wrong answers.

Answer the following questions using a black pencil. If you have any doubt, ask your teacher before answering.

1. How often do you read?

- a. Always
- b. Often
- c. Sometimes

d. never

2. You consider that reading in English is

a. Very easy

b. Easy

c. Difficult

d. very difficult

3. If your answer in the previous question is rather difficult or very difficult, why do you think this happen?

(Many or all the options are possible)

- a. I do not know some words
- b. I do not understand the grammar tenses
- c. I do not like the topics
- d. I do not know how to read in a foreign language

4. What kind of subject do you like to read in English? (You can choose more than one option)

- Social problems
- Teen pregnancy
- Poverty
- drugs addiction,
- unemployment,
- abortion
- Environment
- Child labor
- Bullying
- unemployment

5. To understand a text in English you (many options are possible)

a. Relate the text with your previous knowledge.

b. makes predictions about the text.

c. makes concept maps.

- d. looks rapidly through a text to search for specific information.
- e. looks over a reading passage quickly to get general information.
- f. translates everything into Spanish.
- g. uses the dictionary

6. What do you understand critical reading is?

- a. Understanding the main idea.
- b. Discovering the author's purpose.
- c. Paying attention to what you are reading
- d. Answering the question related to the text.
- e. Reading for a purpose.

7. Which of the following strategies do you used when you read? (you can choose more than one option)

- a. Predict what you think will happen in the text.
- b. Use the title to try to predict what with happen in the text.
- c. Create mental image through the reading.
- d. Think about what you already know about the text.
- e. Ask question yourself before, during and after you read.

8. What are your favorite reading materials for read in English?

- a. Newspaper articles.
- b. Materials with pictures.
- c. Literature books.

9. What kind of materials work better to help you with reading? (you can choose more than one answer)

- a. Worksheets created by the teacher
- b. Flashcards
- c. Workshop created by teacher.

11. Would you like to read a topic in English related to Manizales?

I agree

I disagree

I do not know

12. What do you think is the most important skill for improving English?

- b. Reading
- d. speaking
- e. writing

13. Do you consider that reading is easier and more interesting when the text has (many or all the options are possible)?

a. Images and pictures

b. Titles

c. Colours

d. Titles

e. short texts

f. long texts.

g. Instructions

14. What kind of material do you prefer for your English class?

a. Workshop

b. Language games

c. Workbooks

d. videos

15. Do you think it is important for the teacher to use materials for the classes?

a. Yes


b. No

15. what are the difficulties you face when reading?

a. vocabulary

b, grammatical structures


c. understanding of general ideas.

	INSTITUCIÓN EDUCATIVA INEM BALDOMERO SANIN CANO	CODIGO	GOPEI 01
	GESTIÓN DE LA CALIDAD EDUCATIVA	VERSIÓN	02
	PROYECTO EDUCATIVO INSTITUCIONAL	PAGINAS	Página 54 de 114

3. GESTIÓN ACADÉMICA

3.1 ENFOQUE PEDAGÓGICO

El INEM BALDOMERO SANIN CANO, de Manizales, tiene como objetivo final coadyuvar a la construcción de una sociedad democrática y participativa, que reconozca el pluralismo ideológico, inclusivo, político y cultural de los colombianos, una sociedad creadora, dinámica y abierta al cambio. Una sociedad no violenta, en la que prime el respeto a la vida, al otro, al entorno, al crecimiento individual y colectivo. Una sociedad humanizada, consciente de su realidad y con capacidad analítico-crítica de sí misma, objetiva de su papel protagónico en el contexto local, regional y nacional. Una sociedad que genere líderes creativos y asertivos, que sean un verdadero ejemplo para las generaciones venideras, líderes que lejos de manipularla, permitan y propicien su verdadera autonomía progresista.

	INSTITUCIÓN EDUCATIVA INEM BALDOMERO SANIN CANO	CODIGO	GOPEI 01
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SUGGESTED PERFORMANCE INDICATORS		
KNOWING	DOING	BEING
<ul style="list-style-type: none"> Recognize opinions and points of view. Recognize vocabulary related to current social phenomena. Identify the order of past and future actions. Infer consequences derived from an action. 	<ul style="list-style-type: none"> Identify ideas related to the effect of ICT in daily life in oral and written descriptive texts used in class. Request information on daily activities related to the use of ICT to his classmates through information questions (Wh-questions). Give information on his daily activities related to the use of ICT to his classmates through the use of adequate vocabulary and structures. Present the effect of ICT on daily life orally and having rehearsed it. Request justification of the information presented by his classmates orally. Prepare a descriptive text about the effect of ICT on daily life based on information obtained from different sources. 	<ul style="list-style-type: none"> Show respect and tolerance for different points of view. Participate actively in the activities proposed in class. Recognize the advantages and disadvantages of ICT in his daily life.

NATIONAL AND INTERNATIONAL REFERENCES

Two reference Frameworks, International and National ones, considered to prepare this document, which are the basis to outline language programs in Colombia. In the international Framework, we highlight the Common European Framework (CEFR) adopted by the MECN as its reference to compare English learning in the country with international standards. This document was developed by the Council of Europe and "provides a common base for the preparation of language programs [...] throughout Europe" (Council of Europe, 2001, p. 1). This framework describes what must be learned and the skills and abilities that must be developed by students to effectively communicate in the language.

Likewise, it defines as level of language proficiency that indicate progress in learning the same.

In the national scope, we highlight Guide 22: Basic Standards of Competences in Foreign Languages: English, which defines clear and public criteria to establish the levels to which boys and girls of Colombia are entitled (MEN, 2006a). This document is articulated with the CEFR because it establishes "what students must know and be able to do to demonstrate a B1 level proficiency at the end of seventh grade" (MEN, 2006a). This means that the same CEFR scale was adopted related to the determinations usually used in Colombia, as indicated in Table 1.

GROUPS OF GRADES	CEFR LEVELS	LEVELS FOR COLOMBIA
Fourth to Seventh English as a Second Language	B1	B1.2 For intermediate 2
Seventh to Tenth English as a First Language	A2	A2.1 Basic 1
First to Third	A1	A1 Beginner

3

Identifica el propósito de textos orales y escritos de acuerdo con el contexto lingüístico y comunicativo en el que se producen. Reconoce el propósito de los textos orales y escritos de acuerdo con el contexto lingüístico y comunicativo en el que se producen. Reconoce el propósito de los textos orales y escritos de acuerdo con el contexto lingüístico y comunicativo en el que se producen.

Identifies purposes of the author in oral and written texts related to the linguistic and communicative context in which they are produced. Identifies purposes of the author in oral and written texts related to the linguistic and communicative context in which they are produced. Identifies purposes of the author in oral and written texts related to the linguistic and communicative context in which they are produced.

Author's intention

Authors are writing things just for fun. They want to tell about their feelings and experiences. They want to share their feelings with others. They want to tell about their experiences. They want to tell about their feelings and experiences. They want to tell about their feelings and experiences. They want to tell about their feelings and experiences.


By: *[Name]*

Grado

1

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y lo comparte con otros. Para esto, utiliza su conocimiento acerca de la estructura de los textos. Por ejemplo, después de leer textos diferentes, identifica de qué tipo son y dice cuál es su propósito.

Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts. For example, after reading different texts, the student identifies the purpose and type of each one.



3

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y lo comparte con otros. Para esto, utiliza su conocimiento acerca de la estructura de los textos. Por ejemplo, después de leer textos diferentes, identifica de qué tipo son y dice cuál es su propósito.

Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. For example after reading or listening to a text, the student writes a brief summary of the author's opinions.



Animal Abuse
Animals are living beings just like humans. They cannot talk, but they have feelings just as humans do. When we abuse them, they feel pain. When we neglect them, they get hungry. They cannot take action to fight for their rights. Therefore, humans have the responsibility to protect animal rights as living beings are dependent. Their safe welfare their rights must be protected by the law.
By concerned citizen.

The writer of this passage brings a clear position on the animal abuse. This passage is written to inform the reader about the harm that it can cause to animals. The author also states that if a person neglects an animal, their welfare should be protected.




Action stage

Teacher Journal


Strengths

At this moment, the students are developing workshop 6. One of the most important things is that they are working alone without my help. I observe that while they were reading share some opinions about the topic. In contrast to the five previous workshops, most of them asked me several questions, especially in workshops two, three, and five. Their questions were related to the confirmation of their answers and help in the meaning of some terminology, in addition to the usual doubt related to the use of the reading strategies.

During the workshop's application, the design was the one that most caught their attention, showing their motivation by seeing the graphics followed by the topics they chose in the survey.

Weakness

They were struggling with finding the right words to express themselves and convey their point of view in English according to the topics.


CALDAS UNIVERSITY - INEM BALDOMERO SANIN CANO
CRITICAL READING THROUGH CROSS CURRICULUM APPROACH IN NINTH GRADEERS
TEACHER OBSERVATION FORM

Rationale: the rationale present here is characterized by five features that are considered essential students develop how to read critically through the following strategies.
 Use an X to evaluate your performance in the critical reading workshop about food loss and waste considering the following descriptors and the scale from 1 to 5, being 1 the lowest and 5 the highest level of performance

Aspect	Descriptor	1	2	3	4	5	EXPLANATION
Predicting	Students could associate new words related to food loss and food waste.					X	Students could develop a food loss and waste measurement protocol.
	Students used the title and chapter headings to predict the text content.					X	
	Students could use photos, illustrations, and/or captions to predict main ideas in the text.					X	
Inferring	Students could ask what might happen next based on what I have already known from inside and outside the text.				X		Absolutely, students know the process and distribution stages of the food value chain.
	Students looked at the clues in the text to identify main ideas.					X	
	Students used my own personal experience or background knowledge when I was identifying ideas in the text.					X	
Cross-curriculum vocabulary Recognition	Students recognized and used vocabulary related to loss and waste food.					X	I think that vocabulary used is an excellent tool to reduce food waste in our high school.
	Students identified, contextualized expressions with vocabulary related to loss and waste food.					X	Only 10 student used the vocabulary.

Escaneado con CamScanner

Critical reaction to reading content (critical thinking)	Students reacted critically to the reading expressing their opinions, points of view and proposal for future action concerning food loss and waste issues.					X	At least 12 students express their point of view but I consider that at least 12 students did not react to the subject
--	--	--	--	--	--	---	--

Write the additional remarks about the lesson or recommendations for next workshop here.
 I consider that food waste topic could be included in our health's project in different grades to get an adequate mainstreaming in a second language.

Angie Lorena Manjarre
Luisa Fernanda Manjarres 913

CALDAS UNIVERSITY - INEM BALDOMERO SANIN CANG
CRITICAL READING THROUGH A CROSS CURRICULUM APPROACH
7th & 8th GRADES
STUDENT SELF-ASSESSMENT FORM



Rationale: Esta encuesta pretende identificar aspectos relacionados con el uso de herramientas tecnológicas para el desarrollo de la lectura crítica durante la clase de inglés como lengua extranjera. No es un examen; es un medio para conocer cómo se está haciendo y cómo mejorar. Su participación en esta encuesta de investigación será confidencial y los resultados en el informe final se presentarán únicamente con los datos que respalden las afirmaciones de forma honesta y serán devueltos solo a la clase sobre el objeto de estudio y efectos en su contexto.

Una X para evaluar su desempeño en el taller de lecturas críticas sobre el objeto de estudio y efectos en su contexto académico tenga en cuenta los siguientes elementos en la escala de 1 a 10, donde 1 es la valoración más baja y 10 la más alta.

Aspectos	Descriptores	1	2	3	4	5	6	7	8	9	10	EXPLANATION
Comprender	No he leído palabras nuevas relacionadas con el objeto de estudio y efectos en mi entorno académico.									X		SI, RESPONDO LOS COMENTARIOS DEL OBJETO Y EFECTOS EN MI ENTORNO ACADÉMICO
	Entiendo los textos, temas y el tema para identificar el propósito de un texto académico relacionado con el objeto de estudio.						X					
	Entiendo los temas para identificar el propósito del texto.									X		
Identificar vocabulario relacionado con el objeto de estudio.	He leído la información del texto con un vocabulario general.						X					SI
	Identifico los términos del texto relacionados al nuevo vocabulario relacionado con el objeto de estudio.								X			

Escaneado con CamScanner

Comprender Recomendar uso de vocabulario	Entiendo los temas para identificar el propósito general del texto.									X		Recomendar mi punto
	Entiendo los temas para identificar el propósito del texto para proponer acciones.							X				Recomendar más y mejor mis destrezas
Uso del idioma	Identifico y contextualizo vocabulario relacionado con el objeto de estudio.								X			Se me dificulta el uso del idioma con los comentarios
	Entiendo los temas para identificar el propósito del texto.					X						Relaciono los talleres con mi tema de estudio así que fue fácil aplicar pero no aplicar en reglas

ESCRIBE AQUÍ MENIMO 3 ORACIONES COMPLETAS CON OBSERVACIONES GENERALES O RECOMENDACIONES PARA EL ÚLTIMO TALLER.

Recomendar
me gusta el tema del objeto de estudio que me ayuda a ser consciente y aplicar en mi entorno académico.

Escaneado con CamScanner

Comprender Recomendar uso de vocabulario	Entiendo los temas para identificar el propósito general del texto.									X		SI
	Entiendo los temas para identificar el propósito del texto para proponer acciones.								X			Fue un poco difícil
Uso del idioma	Identifico y contextualizo vocabulario relacionado con el objeto de estudio.								X			Me ayudó un poco el uso del idioma en el momento de aplicar algunas reglas
	Entiendo los temas para identificar el propósito del texto.								X			

CALDAS UNIVERSITY - INEM BALDOMERO SANIN CANO
CRITICAL READING THROUGH CROSS CURRICULEM
APPROACH IN NINTH GRADERS
CRITICAL READING RUBRIC

Rationale:
 The present critical reading rubric is designed to assess the students' critical reading skill based on the prediction and inference strategies. Each aspect will be assessed with a scale from 1 to 5 (being 1 the lowest and 5 the highest score).

Aspect	Descriptor	1	2	3	4	5
Predicting	Students can associate new words related to drugs addiction.					X
	Student uses the title and chapter headings to predict the text content.				✓	
Inferring	Students can use photos, illustrations, and/or captions to predict main ideas in the text.					X
	Student can ask what might happen next based on what he already knows from inside and outside the text.					X
Cross-curriculum vocabulary Recognition	Students looks at the clues in the text to identify main ideas.					X
	Learner uses their own personal experience or background knowledge when identifying ideas in the text.				✓	
Language use	Student recognizes and uses vocabulary related to drugs addiction.				✓	
	Students identifies contextualized expressions with vocabulary related to drugs addiction.				✓	
Critical reaction to reading content (critical thinking)	Student use appropriately present perfect to express ideas related to drugs addiction.				✓	
	Student critically reacts to the reading, expressing their opinions, points of view and proposal for future action concerning drugs addiction issues.					X

ADDITIONAL REMARKS ON LEARNER'S PERFORMANCE:
 Learners during the workshop development showed an active disposition they used the reading strategies in an appropriate way and the questions were very good.

CALDAS UNIVERSITY - INEM BALDOMERO SANIN CANO
CRITICAL READING THROUGH CROSS CURRICULEM
APPROACH IN NINTH GRADERS
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Inferring	Students can use photos, illustrations, and/or captions to predict main ideas in the text.					X
	Student can ask what might happen next based on what he already knows from inside and outside the text.					X
Cross-curriculum vocabulary Recognition	Students looks at the clues in the text to identify main ideas.					X
	Learner uses their own personal experience or background knowledge when identifying ideas in the text.				✓	
Language use	Student recognizes and uses vocabulary related to drugs addiction.				✓	
	Students identifies contextualized expressions with vocabulary related to drugs addiction.				✓	
Critical reaction to reading content (critical thinking)	Student use appropriately present perfect to express ideas related to drugs addiction.				✓	
	Student critically reacts to the reading, expressing their opinions, points of view and proposal for future action concerning drugs addiction issues.					X

ADDITIONAL REMARKS ON LEARNER'S PERFORMANCE:
 Learners during the workshop development showed an active disposition they used the reading strategies in an appropriate way and the questions were very good.

CALDAS UNIVERSITY - INEM BALDOMERO SANIN CANO
 CRITICAL READING THROUGH CROSS CURRICULUM APPROACH
 IN TENTH GRADERS
 STUDENT SELF-ASSESSMENT FORM

Rationale: This exercise promotes to evaluate aspects related to the use of the strategies of critical reading utilized in the tasks using: purpose of the exercise, identify the information, use utilized for the exercise, vocabulary associated, justification for the information, consider the information with the context social, the position, point de vista o opinion, from the exercise. The participation in this project of investigation with confidentiality and the results are of interest final to presenters academically. The level to que responde las afirmaciones de forma honesta y veraz tomada en cuenta el uso del lenguaje sea efectivo en el comportamiento del ser humano y sea causal para la salud.

Use una X para evaluar su desempeño en los talleres de lecturas críticas, tenga en cuenta los siguientes elementos en la escala de 1 a 5, donde 1 es la valoración más baja y 5 la más alta.

Aspecto	Descripción	1	2	3	4	5	EXPLANATION
Vocabulario	En los talleres relaciona palabras nuevas relacionadas con los temas de los talleres. En los talleres utiliza los temas de los talleres para identificar el propósito de un contenido.					X	Al vincular el contenido
Propósito	En los talleres hace un análisis de los temas, características, ideas y palabras para identificar la intención del texto.					X	
Contexto	En los talleres utiliza la información de temas para conectar con las características sociales y relacionarla con el texto.					X	
Estilo	En los talleres identifica los tipos de los textos para identificar la idea principal.					X	

Escaneado con CamScanner

CALDAS UNIVERSITY - INEM BALDOMERO SANIN CANO
 CRITICAL READING THROUGH CROSS CURRICULUM APPROACH
 IN TENTH GRADERS
 STUDENT SELF-ASSESSMENT FORM

Rationale: This exercise promotes to evaluate aspects related to the use of the strategies of critical reading utilized in the tasks using: purpose of the exercise, identify the information, use utilized for the exercise, vocabulary associated, justification for the information, consider the information with the context social, the position, point de vista o opinion, from the exercise. The participation in this project of investigation with confidentiality and the results are of interest final to presenters academically. The level to que responde las afirmaciones de forma honesta y veraz tomada en cuenta el uso del lenguaje sea efectivo en el comportamiento del ser humano y sea causal para la salud.

Use una X para evaluar su desempeño en los talleres de lecturas críticas, tenga en cuenta los siguientes elementos en la escala de 1 a 5, donde 1 es la valoración más baja y 5 la más alta.

Aspecto	Descripción	1	2	3	4	5	EXPLANATION
Vocabulario	En los talleres relaciona palabras nuevas relacionadas con los temas de los talleres. En los talleres utiliza los temas de los talleres para identificar el propósito de un contenido.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Propósito	En los talleres hace un análisis de los temas, características, ideas y palabras para identificar la intención del texto.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Contexto	En los talleres utiliza la información de temas para conectar con las características sociales y relacionarla con el texto.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Estilo	En los talleres identifica los tipos de los textos para identificar la idea principal.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres

Escaneado con CamScanner

Temas	En los talleres relaciona la información del texto con el conocimiento previo. En los talleres que muestra de forma de los temas nuevos y los utiliza para el estudio. En los talleres utiliza el conocimiento previo para identificar el propósito principal del texto.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Contexto	En los talleres relaciona y utiliza vocabulario relacionado con los temas de los talleres.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Propósito	En los talleres relaciona y utiliza vocabulario relacionado con los temas de los talleres.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Estilo	En los talleres utiliza la información de temas para conectar con las características sociales y relacionarla con el texto.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Uso del lenguaje	En los talleres utiliza el conocimiento previo para identificar el propósito principal del texto.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Identificación	En los talleres relaciona y utiliza vocabulario relacionado con los temas de los talleres.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres

ESCRIBE OBSERVACIONES GENERALES RESPECTO A ESTA EVALUACION
 Aprendi a leer de una forma diferente que no sabia como por ejemplo a utilizar palabras que me ayudan a que pueda dar mi opinion sobre lo que leo respecto a lo politicamente

Temas	En los talleres relaciona la información del texto con el conocimiento previo. En los talleres que muestra de forma de los temas nuevos y los utiliza para el estudio. En los talleres utiliza el conocimiento previo para identificar el propósito principal del texto.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Contexto	En los talleres relaciona y utiliza vocabulario relacionado con los temas de los talleres.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Propósito	En los talleres relaciona y utiliza vocabulario relacionado con los temas de los talleres.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Estilo	En los talleres utiliza la información de temas para conectar con las características sociales y relacionarla con el texto.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Uso del lenguaje	En los talleres utiliza el conocimiento previo para identificar el propósito principal del texto.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres
Identificación	En los talleres relaciona y utiliza vocabulario relacionado con los temas de los talleres.					X	En relacionar palabras nuevas relacionadas con los temas de los talleres

ESCRIBE OBSERVACIONES GENERALES RESPECTO A ESTA EVALUACION
 Que me ayuda a leer de una forma diferente que no sabia como por ejemplo a utilizar palabras que me ayudan a que pueda dar mi opinion sobre lo que leo respecto a lo politicamente

CAJAL UNIVERSITY - INEM BALDOMERO SAMBANO SCHOOL
 CRITICAL READING THROUGH CROSS CURRICULUM
 APPROACH IN TENTH GRADERS
 CRITICAL READING RUBRIC



Rationale: The present critical reading rubric is designed to assess the students' critical reading skill based on infer, predict, writer purpose and tone, key words. Each aspect will be assessed with a scale from 1 to 5 (being 1 the lowest and 5 the highest score).

Aspect	Descriptor	1	2	3	4	5
Vocabulary Key words Purpose	Students can associate new words related to zombies and its effects in the human's behavior and health problems.					✓
	Student uses reading to identify the purpose of the writer.					✓
Infer	Students use newspaper titles, photos, student's environment in the school (zombies use), to know what the author purpose is?					✓
	Students relate the clues in the reading with their previous knowledge to draw conclusions and also the clues to identify the principal idea of the text.					✓
Tone	Students identify the writer's tone					✓
	Briefly students describe the writer tone according to the reading.					✓
Cross-curriculum vocabulary Recognition	Student recognizes and uses vocabulary related to zombies use and humans body effect.					✓
	Student identifies contextualized expressions with vocabulary related to zombies use and humans body effects.					✓
Language use	Student uses the second conditional to express their point of view related to zombies use and humans body effect.					✓
Critical reaction to reading content (critical thinking)	Student reacts critically to the reading topic expressing their opinions, points of view and proposal for their future concerning to life project.					✓

ADDITIONAL REMARKS ON LEARNER'S PERFORMANCE:

A few learners wrote in Spanish some answers
 learners worked completely alone, using the reading strategies
 according to the suggested instructions each one worked
 individually only heard some whispers concerning the
 subject to be treated exchanging points of view.




Appendix 13

INEM BALDOMERO SANIN CANO

WORKSHOP PLAN No. 1

Subject: English Teacher: Rubiela Cruz		Institution: Inem Baldomero Sanin Cano	City: Manizales Time: 4 hours
Grade: 9	Age: 14 - 16	Level: Elementary	No. 1,2
<p>Linguistic objective: By the end of this lesson, students should be able to use simple present and wh - questions in context</p> <p>Critical reading objective: Predict, infer and react to the main ideas from a text</p> <p>Cross-curriculum objective: To reflect and talk about environmental issues in the school context (food loss and waste)</p>			
<p>What language (grammar, vocabulary, functional expressions) will you focus on?</p> <ul style="list-style-type: none"> • Vocabulary • Simple Present • WH Questions 			
<p>Topic: Loss and waste food</p> <p>Rationale: This lesson is about loss and waste food, what are loss and waste food and the difference between both. What happens in the school with waste food? What are the consequences? What is the solution? By working on a workshop, the students learn about the vocabulary related to the topic and reflect on their behavior with the food in the school restaurant.</p>			
Materials: Flashcards, Laptop, video beam and speaker, handout.			
TIMING	STAGES		MATERIAL
15 min	<ul style="list-style-type: none"> • Warm up <p>Teacher shows some real flashcards to the students about food loss and waste in the school and asks some questions related to the pictures.</p> <p>The students brainstorm their ideas and what they know about the pictures.</p> <p>Learners' answers are summarized on the board with the main vocabulary related to food loss and waste.</p>		Flashcards

15 min	<ul style="list-style-type: none"> • Presentation of critical reading strategies: Inference <ul style="list-style-type: none"> ➤ Teacher explains at the board what the strategy inferences and prediction are about; first, are shown some pictures that they analyze to predict and infer what happens in each one of them.  <ul style="list-style-type: none"> ➤ Then, the teacher will explain and exemplify the Inference reading strategy through riddles. Students need to use in their answer expressing like I think.... I predict.....I guess is... Perhaps.... Maybe... 	Workshop
2 hours	<ul style="list-style-type: none"> • Pre-reading <p>Students, with the guidance of the teacher, complete handout 1</p> <p>Students have some minutes to find the meaning of new and put them in the order according to the (vocabulary) also with these words, students activate prior knowledge in order to help the text become comprehensible:</p> <ul style="list-style-type: none"> ➤ Using vocabulary to describe what happens in their community ➤ Complete sentences with the new vocabulary. <ul style="list-style-type: none"> • While reading <p>Students work on handout 2 applying the critical reading strategies:</p> <ul style="list-style-type: none"> ➤ In pairs students make a prediction related to the text title what is food loss and food waste? ➤ Read the text individually ➤ In pairs, learners develop the reading comprehension related to the text. ➤ Listen a short audio related to loss and waste food ➤ Students analyze the reading subject then choose the title according to the listening and place in the correct definition. <p>The teacher guides the learners in the reading task and provides feedback revising each item highlighting the use of the critical reading strategies <i>prediction</i> and <i>inferences</i>.</p> <p>In an additional critical reading task, the students read and react about an investigation related to loss and waste food in Colombia in which they are supposed to use the prediction and inference strategies to read critically what was learned in the class to infer individually the information of the text. Performance of learners will be assessed with the rubric in Annex 1</p> <ul style="list-style-type: none"> • After reading <p>Based on the critical reading, the learners prepare an oral presentation taking into account the following:</p>	<p>Handout 1</p> <p>Handout 2</p> <p>http://eschooltoday.com/global-food-waste-and-food-loss/what-is-food-waste.html</p> <p>Audio</p> <p>https://www.youtube.com/watch?v=dKLT00xWG5A</p>

	<ul style="list-style-type: none"> ➤ Infer: cause - effect relationship about food waste in the school for which students, in groups of 3, will critically propose a solution to the problem. ➤ Students infer the information from the text and design a slogan or a motto inviting students at Inem Baldomero Sanin Cano to avoid food waste to be posted in the school restaurant. 	<p>Handout 3</p> <p>Data from Colombian National Association of Food Banks -ABACO-</p>
30 min	<ul style="list-style-type: none"> • <i>Wrap up</i> <p>Teacher provides general feedback on the reading task and the oral presentation with real examples using the language forms of the lesson.</p> <p>References:</p> <p>http://eschooltoday.com/global-food-waste-and-food-loss/what-is-food-waste.html</p> <p>https://www.youtube.com/watch?v=dkLTO0xWG5A</p>	

Appendix 14

HANDOUT 1

Teacher: Rubiela Cruz Roa

Level: Ninth grade

Length: 1 week four hours


Objective: By the end of this lesson, students should be able to use simple present and wh - questions in context

Critical reading objective: Predict, infer and react to the main ideas from a text

Cross-curriculum objective: To reflect and talk about environmental issues in the school context (food loss and waste)

PRE- READING

Inference

 **What is an inference?**

★ You make an **inference** when you use **clues** from the story to **figure out** something that the author *doesn't tell* you.

★ When you make an **inference**, be ready to **identify the story clues** or your **own experiences** that you used.

1. Warm up: Look at the pictures below and answer the following questions.



- Do you know what is happening in these photos?

- Where does this happen? _____
- How do these pictures represent our social reality? Justify your answer

- What do you do if you do not like the food? _____

write the correct name of each picture, according to the following groups of words.

- Food
 - Meat
 - Soup
- C**

Healthy
Waste food
Lettuce

A

- Malnutrition
 - Healthy people
 - Rich people
- B**

- Healthy food
 - School restaurant
 - Eating loss and waste food
- E**

Throwing food **F**
Eating food
Children eating

- Children are eating
- To give food people in the street
- Throwing away food **D**



A _____

B _____

C _____



D _____

E. _____

f. _____

Complete the sentences using some words from exercise 2

When a person eats fresh fruits like apples, banana, watermelon, oranges, tangerines etc. And fresh vegetables like lettuce, tomatoes, broccoli etc. Drink water, they are _____.

A word to refer a babies when do not eat well _____.



<i>Something that is very important to live healthfully _____</i>	<i>If a person asks for food on the street before throwing it in the trash, it is better _____</i>
<i>What is the boy doing in the picture E? _____</i>	<i>What are the students doing in the school restaurant with the food? _____</i>

HANDOUT 2**WHILE READING****4. Before to read answer the following question**

What do the title suggest? _____

What will you learn about the theme? _____

What is food loss and food waste?

Food waste is simply food intended for consumption that is discarded along the food supply chain and cannot be used. There are many reasons why food is thrown away. As household members, we see lots of food waste occurring in our homes and places we go to, such as schools, workplaces and parks. But the bigger picture is more worrying, as the bulk of it occurs throughout the entire journey that food makes from the farms, through storage, processing, transport, market and finally to our homes.

In terms of waste management, food waste is that kind of waste resulting from food that is thrown away. See other types of waste here Food waste could be accidental or unintentional and may also be intentional. If food that is fit for consumption gets spilled during harvesting or transport, or go bad in storage, or rot in the market, we call it food loss. They usually happen accidentally.

On the other hand, if we go to the restaurant and heap our plates, eat a little and throw the rest in the trash bin, that would be food waste. If we buy more food from the market than we need, due to bad planning, and see them rot in our homes instead of giving them away, that is waste too. If a restaurant throws away the rest of the food that was not purchased or eaten, that too, is food waste. Food waste and food loss both end up with the same result: food waste! It is worth noting that food waste and food loss directly relates to waste of money, time, energy, land, and many more resources.

In general terms, residue (by-products) from food crops and animal parts such as shells from shelled nuts, leaves of carrots and orange peels, beet leaves and many roots, by-products from pork, are not considered food waste. They are called 'inedible items.' They may be used for producing animal feed and other pharmaceuticals. Food waste and food loss only includes those intended for human consumption.

<http://eschooltoday.com/global-food-waste-and-food-loss/what-is-food-waste.html>

1. The primary purpose of passage one is

- Make a comparison between food loss and food waste.
- Highlight a concern.
- Settle a controversy.
- Justify a distinction.

What is the purpose of this text for you?

- a. Explain what the difference between food loss and food waste is.
- b. Raise awareness about food waste.
- c. The writer is focusing on food

ANSWER

- d. What do you think is the problem in the text?

- e. Find something that interest you from the text. Explain why you chose that part?

- f. Do you agree or disagree with the author? _____ Explain why?

LISTENING OTHER VOICES

6. Watch the video and take notes about it. <https://www.youtube.com/watch?v=dkLTO0xWG5A>

Answer: work in group of three

- a. According to the video what is the author purpose?

- b. What did you learn about the theme in the video?

7. According to the video write four solutions to solve food waste?

- a. What is the difference between food waste and food loss? _____

- b. What can we as consumers do to avoid food waste? _____

8. In group of three students, compare and think the following reading and choose the title with the option suggested according to the listening.

Food supply chain

What can we as consumers

food waste and food loss

How is food loss
waste related to

Forests are cut down to make space for crop fields, production and processing sites and landfills. Through this process, which is called deforestation, a lot of animals lose their habitat and become threatened by extinction. Moreover, the plants in these forest are lost, which intensifies the problems associated with CO₂ and other greenhouse-gas emissions.

The term “food supply chain” refers to the process of how food from a farm or another production site ends up on our plates. It encompasses all the different stages that food goes through along this path.

Any food that could have been eaten but is wasted because of neglect and our behaviour (e.g. poor planning, overshopping) is called food waste. Any food that is unintentionally lost because of malfunctioning or inadequacies in food supply chains (e.g. lack of appropriate storage or refrigeration) is called food loss.

Food waste exists because we put too much food on our plates or are served excessive portions in restaurants or cafeterias, or because we let food spoil after we have bought it. In order to save food, we can take or ask for smaller portions and go back for more if we are still hungry. We can put leftovers in the fridge to eat the next day or in the freezer to eat at another time. Food which is about to spoil can also be frozen or used to make stews, smoothies, chutneys or jams. An even easier way to avoid spoiling food is to shop carefully

AFTER-READING

10. In group of three design a slogan or a motto inviting students at Inem Baldomero Sanin Cano to avoid waste food, to paste it in the school restaurant.

what solution can you implement from school and house to avoid waste food?

- A slogan or motto is a short and unforgettable sentence.
- Choose the most meaningful words.
- Write a complete sentence that attracts people’s attention.
- Revise it carefully with the help of your classmates.

HANDOUT 3

Students critical reading assessment

Students individually make predictions, interpretations and draw conclusions using evidence from the text and personal knowledge, ideas or beliefs to assume a critical point of view.

Colombia loss and waste food

In Colombia 9.76 million tons of food are lost and wasted each year. According to the Food and Agriculture Organization –FAO- Colombia has an available food offer for human consumption of 28 million tons per year (FAO 2017), that figure represents 34% of the total food that the country could consume during a year. Then, in Colombia for every three tons of available food, one finish at the garbage bin. Alarming, expensive and an ethically questionable situation, especially if we consider that Colombia still has a debt in the hunger fight: 42.7% of Colombian population lives in food insecurity and 13,2% of children under 5 years suffer of chronic undernourishment, 59 children died.

1. What can we have inferred from this paragraph? _____

Write a conclusion related to a text and your personal experience based of the following questions clues.

What motivated the writer to investigate about loss and waste food in Colombia?

What clues in the text make you believe that?

What is the message of this text?

2. **Write at least three lines with complete sentences expressing your opinion about the problem discussed in the reading.**

I think _____

References:

<http://eschooltoday.com/global-food-waste-and-food-loss/what-is-food-waste.html>
<https://www.youtube.com/watch?v=dkLTO0xWG5A>

Data from Colombian National Association of Food Banks -ABACO- (<http://www.abaco.org.co/el-hambre>) and National Institute for Health –INS- (<http://www.ins.gov.co>)



Appendix 15

INEM BALDOMERO SANIN CANO

WORKSHOP PLAN No. 2

Subject: English		Institution: Inem Baldomero Sanin Cano	City: Manizales
Teacher: Rubiela Cruz			Time: 4 hours
Grade: 9	Age: 14 - 16	Level: Elementary	No. 1,2
<p>Linguistic objective:</p> <p>By the end of this lesson, students should be able to use adjective and simple past in real context</p> <p>Critical reading objective: Identify author’s purpose and tone</p> <p>Cross-curriculum objective: demonstrate behavior and attitudes appropriate about teen pregnancy in their environment school, family, and neighborhood.</p>			
<p>What language (grammar, vocabulary, functional expressions) will you focus on?</p> <ul style="list-style-type: none"> • Vocabulary • Adjective • Simple past 			
<p>Topic: teen pregnancy</p> <p>Rationale: This lesson is about teen pregnancy, causes of teen pregnancy curiosity or experimentation? peer pressure, family-related problems, lack of information, the influence of liberal view of sex, the impact of teenage pregnancy in school family and neighborhood</p>			
<p>Materials: Newspaper, Laptop, video beam, speaker, handout.</p>			
TIMING	STAGES		MATERIAL
15 min	<ul style="list-style-type: none"> ❖ Purpose Teacher shows some real newspaper with title, photos to explain what the purpose of the writer is, students brainstorm their ideas what they think is the purpose of the newspaper title and photos? ❖ Teacher explain the three common purpose to inform, to persuade, to entertain. ❖ Tone: to understand tone better teacher writes two statements made by employees on fast food restaurant. <ul style="list-style-type: none"> • First “I hate this job. The customers are rude, the managers are idiots, and the food smell like dog chow” • Second “I live working a burger barn. I meet interesting people, earn extra money, and get to eat all the chicken nuggets <p>The author expressed the feeling through the character intonation angry, sad, happy etc.</p>		Newspaper

15 min	<ul style="list-style-type: none"> • Pre-reading <p>Students, with the guidance of the teacher, complete handout 1</p> <p>they have some minutes to find the meaning of new and put them in the order according to the (vocabulary) also with these words, students activate prior knowledge in order to help the text become comprehensible:</p> <ul style="list-style-type: none"> ➤ Using adjective to describe what happens in the school colleagues ➤ Complete sentences with the new vocabulary. <ul style="list-style-type: none"> • While reading <p>Students work on handout 2 applying the critical reading strategies:</p> <ul style="list-style-type: none"> ➤ In pairs students make a prediction related to the text title "teen pregnancy" ➤ Read the text individually ➤ In pairs, learners develop the reading comprehension related to the text. ➤ Students analyze the reading and choose the title according to the written clues and place in the correct definition. <p>The teacher guides the learners in the reading task and provides feedback revising each item highlighting the use of the critical reading strategy's purpose and tone writer.</p>	<p>Workshop</p> <p>Handout 1</p> <p>https://www.sowetanlive.co.za/news/2013-03-12-the-role-schools-and-stakeholders-play-in-reducing-teen-pregnancy/</p>
2 hours	<p>In an additional critical reading task, the students read and react about written text related to teen pregnancy in Colombia in which they are supposed to use the prediction, inference, and identify purpose and tone of the writer that are some strategies to read critically. What was learned in the class individually the information of the text. Performance of learners will be assessed with the rubric in Annex 1</p>	<p>Handout 2</p> <p>http://news.trust.org</p>
30 min	<ul style="list-style-type: none"> • After reading <p>Based on the critical reading, the learners prepare an oral presentation taking into account the following:</p> <ul style="list-style-type: none"> ➤ Students watch a video and give their opinion about the information ➤ Students design individually "my life project" consider their purpose, tone and resources for presentation. <ul style="list-style-type: none"> • Wrap up <p>Teacher provides general feedback on the reading task and the oral presentation as a result of the information received.</p> <p>References</p> <p>https://www.sowetanlive.co.za/news/2013-03-12-the-role-schools-and-stakeholders-play-in-reducing-teen-pregnancy/</p> <p>https://america.cgtn.com/2017/11/23/innovative-program-in-colombia-helps-prevent-teen-pregnancies</p> <p>The Thomson Reuters Trust Principles.</p>	<p>Our Standards: The Thomson Reuters Trust Principles.</p> <p>Handout 3</p> <p>Audio</p> <p>https://america.cgtn.com/2017/11/23/innovative-program-in-colombia-helps-prevent-teen-pregnancies</p>



Appendix 16

HANDOUT 1

Teacher: Rubiela Cruz Roa

Level: Ninth grade

Length: 1 week four hours

Objective: By the end of this lesson, students reflect and talk about teen pregnancy and its implications.

Critical reading objective: main ideas from a text Identify author's purpose and tone

Cross-curriculum objective: demonstrate behavior and attitudes appropriate about teen pregnancy in their environment school, family, and neighborhood.

PRE- READING

Purpose and tone



Purpose: What is the purpose of the photo above? to inform us about teenage pregnancy; the author writes or shows with reason in mind, and you can better evaluate their ideas by determining what that reason is. The author reason for writing is also called purpose.

Tone: is the expression of the author's attitude and feeling about the subject. A writer's tone might be objective happy, sympathetic, angry, affectionate, respectful.

Warm up: look at the picture and describe it using adjectives related to feeling and emotion

According to the photo, the girl who is pregnant feels?

sad

Happy

Foolish

Disappointed

Hopeful

Tired

Ashamed

Worried



Embarrassed

Afraid

- ✓ Is this situation familiar to you? _____
- ✓ Do you think the girl is happy, worried, or confused? _____
- ✓ Is her body and mind ready for pregnancy? _____ Why?

- ✓ The pregnant girl in the picture feels _____.
- ✓ According to the girl position the girl seems to be _____.

Lessons 1: Feeling and Emotion

Vocabulary practice

1. Some of our friends need to describe their feeling and emotions. Write the corresponding adjective that best describes our friends' feelings.

		
Emerson feels _____ Because he left his homework at home.	Katy was _____ with her English grade. she needs to study harder	Laura felt really _____ this morning after doing all the activities in English class.
		
Dahiana were really _____ at noon before lunch.	Erick looked _____ because he didn't know how to explain the situation to his family.	They were _____ when the exam started

Before Reading

Match the words in column A to their correct meaning in column B. Then, check your matching after reading.

New words A		Meaning B
Friendship	R	A person without a job.
Relationship	E	The state of being friends.
Pregnancy	A	The state of being connected.
Unemployed	D	The state of being a mother
motherhood		A woman alone with her baby
Single mother		The state of being pregnant or expecting a baby

2. Complete the following sentences using the previous words.

- a. I have a very good _____ with my classmates.
- b. My brother has been _____ for the last six months.
- c. It is not easy to balance _____ and your studies.
- d. Most women feel sick during the first months of _____.
- e. Why do you want to end our _____?

Handout 2

WHILE READING

Before reading, answer the following question

What does the author purpose with the title?

Teen pregnancy

BOGOTA (Thomson Reuters Foundation) - Girls in Colombia view getting pregnant as a means of protection against gang violence in a country with one of the highest rates of teenage pregnancy in Latin America, government health experts say.

Anecdotal evidence from violent neighborhoods in the capital Bogota and the second city of Medellin shows some teenage girls intentionally get pregnant because they believe it brings security and status.

“In some contexts, being a mother is synonymous with protection,” said Paula Sierra, an adviser at the department of social integration at the Bogota mayor’s office.

Some girls view getting pregnant by a gang member as a way to be protected from rival gangs, and believe they are less likely to face pressure to commit crimes. “It sounds strange but if, as a girl, you don’t want to be in a gang you get a boyfriend who is a gang member because they will protect you,” Sierra said. “And at the same time, while you are pregnant people don’t expect you to have to do bad things anymore.”

CHILD MUMS

One in every five girls in Colombia between 15 to 19 years are or have been pregnant, according to government figures. Experts say teenage pregnancy in Colombia is also fueled by rape at the hands of relatives and stepfathers, a lack of information about sex, and obstacles in accessing contraception.

When girls get pregnant as teenagers it puts them on a path to poverty and dependence rather than school or decent work, and it brings health risks.

Worldwide about 16 million girls aged 15 to 19 give birth each year, and complications from pregnancy and childbirth are the leading cause of death among girls in this age group, according to the World Health Organization.

Last year, 314 girls aged 10 to 14 became pregnant in Bogota alone, down from 515 in 2015.

“We have to begin a cultural change that a girl under 14 years can’t be a mother. There are no circumstances that can justify it.”

Common myths include teenagers believing that girls can’t get pregnant when having sex for the first time or while having sex standing up.

Soap operas are also being used to reach teenagers, with plot lines tackling the issue of teen pregnancy and safe sex. A recent initiative between the department for social integration and a Colombian television channel, RCN, has seen teen pregnancy being discussed on a popular soap -

Francisco the Mathematician - that is set in a school. "We're trying to work directly with young people and to speak to them in their own language," Sierra said.

Discuss the following question in pairs and decide what is the author purpose?

1. What kind of writing is this?

- Narrative
- Diary
- Letter
- Description
- Poem
- Essay
- Article

2. Purpose: why has the text been written?

- a. To argue
- b. To explain
- c. To evaluate
- d. To persuade
- e. To instruct
- f. To entertain
- g. To inform
- h. To describe
- i. To analyze

3. What is the writer trying to do?

4. The tone of the text is **formal** (polite) or more **informal** (familiar or chatty)?

5. What do you think are causes of teenage pregnancy in Colombia?

6. What is the implication for teens?

7. Do you agree or disagree with the author? _____ Explain why?

Causes

AFTER-READING

Work with a partner and select the correct title that corresponds to the characteristics.

Consequences

Methods of Preventions

Teen pregnancy	
	<ul style="list-style-type: none"> ✓ Poverty and low educational level ✓ Lack of knowledge on birth control methods
	<ul style="list-style-type: none"> ✓ Loss of personal space and freedom ✓ The teen mother usually drops out school ✓ Economic problems to raise the child
	<ul style="list-style-type: none"> ✓ Resisting pressure from peers and couple for having sex ✓ Learning about methods of birth control ✓ Learning about the facts and risks associated with sex

HANDOUT 3**Students critical reading assessment**

Students individually identify author purpose and tone, draw conclusions using evidence from the video and personal knowledge, ideas or beliefs to assume a critical point of view.

Watch the video and identify the purpose and tone of the author

<https://america.cgtn.com/2017/11/23/innovative-program-in-colombia-helps-prevent-teen-pregnancies>

What do you think about sexual education in the school?

According to the video what motivated Gerardo Paredes teacher at high school in Colombia's capital, 11th graders with special training are leading sex education discussions with their peers.

My Life Project

What do you think your life will be when you get older? Design your project in the map with clear purpose and optimistic tone.

My life in some years

Name: _____

Parents' name: _____

Where and when born

Personal traits

Likes _____

Dislike _____

2021	2022	2024	2030
↓	↓	↓	↓
<p style="text-align: center;">I will</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">I will</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">I will</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">I will</p> <hr/> <hr/> <hr/> <hr/>

References :

<https://www.sowetanlive.co.za/news/2013-03-12-the-role-schools-and-stakeholders-play-in-reducing-teen-pregnancy/>

<https://america.cgtn.com/2017/11/23/innovative-program-in-colombia-helps-prevent-teen-pregnancies>

<http://news.trust.org> *The Thomson Reuters Trust Principles.*



APPENDIX 17

INEM BALDOMERO SANIN CANO

WORKSHOP PLAN No. 3

Subject: English Teacher: Rubiela Cruz		Institution: Inem Baldomero Sanin Cano	City: Manizales Time: 4 hours
Grade: 9	Age: 14 - 16	Level: Elementary	No. 1,2
<p>Linguistic objective:</p> <p>By the end of this lesson, students recognize the importance of some word related to values should be able to use modal verbs should and shouldn't</p> <p>Critical reading objective: students will determine the meaning of new vocabulary and connect the text with personal and environment live.</p> <p>Cross-curriculum objective: Students recognize the importance of some word related to values for share with their partners.</p>			
<p>What language (grammar, vocabulary, functional expressions) will you focus on?</p> <ul style="list-style-type: none"> • Vocabulary: associated to values • Modal's verbs: should/ shouldn't 			
<p>Topic: social local problems</p> <p>Rationale: This lesson is about social local problem, people who are like me and different from me and how I treat each person within a school setting.</p>			
<p>Materials: photos, Laptop, video beam, speaker, handout.</p>			
TIMING	STAGES		MATERIAL
15 min	<ul style="list-style-type: none"> ❖ Connect: Teacher shows some real photos related to their environment; students try to guess through brainstorm and connect its answer with the reality "how would you feel if you were in this student's position "? ❖ Key words: Students will determine the meaning of new vocabulary words. 		photos

APPENDIX 18

HANDOUT 1

Teacher: Rubiela Cruz Roa

Level: Ninth grade

Length: 1 week four hours

Objective: By the end of this lesson, students connect the text with other text and personal lives, as well, find key word to understand better the text related with social awareness and implications in their reality.

Critical reading objective: connect the text with real lives experiences also find key word to understand better the reading information

Cross-curriculum objective: To identify and use vocabulary related to social local problems.

I CAN CHANGE THE WORLDYOU CAN CHANGE THE WORLD



Warming up: look at the picture and write the values name in the corresponding place.

Reconciliation, kindness, harmony, tolerance, diversity, equality, unity,



a. _____



b. _____



c. _____



d. _____ e. _____ f. _____

Connect: connect main ideas to what I know to better understand, connection between your current knowledge and what you are reading and asking yourself questions as you read. As you read, you are having questions and ongoing internal dialogue with the author in which you reflect on, to examine, form opinions and assess the author arguments.

Key words: Underline any words that you do not know (if necessary) in order to go back and define when you reread.



Before Reading

using previous knowledges to connect the information in the charts

Identify the word defined in each chart and match it to the words given in the box below

□ "It means that people cause little or no damage to the environment"

□ "It means that people are different in gender, race, religion, political thinking and likes"

□ "it is the quality of being together to achieve a goal or purpose"

□ "it is about treating people regardless of their differences"

□ "it means that you can accept behaviors and beliefs that are different from ours"

□ "It is an action we practice when we forgive those ones who have hurt us"

□ "it means that people agree to work in peace and with good relations"

□ "it is about helping people when they are in trouble"

□ "it means that people cause little or no damage to the environment"

□ "It is the practice of protecting and conserving our natural resources and the living"

L "It is the quality of being together to achieve a goal or purpose"

□ "it means that you are not interested and selfless caring for the well-being of others"

_____ sustainability _____ equality _____ environmental care _____ unity
 _____ tolerance _____ diversity _____ solidarity _____ reconciliation
 _____ kindness _____ harmony _____ freedom _____ altruism

HANDOUT 2**While reading**

Read the following paragraph regarding hip-hop culture and then, answer the questions below

hip-hop culture

Hip hop has been vital in promoting social and political awareness among the youth of today. Rap music educates people from several different perspectives and raises many social issues. Rap is channel for people to speak freely about their view on political or social issues and by doing so, it engages teenagers to become concerned and aware of these issues. This is important in making the youth aware of the world around them and the conditions they face in society, enabling individuals to discuss ways in which they can make a positive change within society. A few of the issues that hip hop has created awareness in are racial discrimination, individuality and the importance of education and believing in your dreams. Hip hop also is a reflection of the soul and mind and is a support for both the artists and listeners who may be struggling with the same issues. Music in general brings people together, but the youth of today can relate to the struggle and difficulties that most rappers talk about. Since the release of Grandmaster Flash's "The Message" in 1982, rap music has adopted a more political tone. Rap music, more than any other genre, has alerted both private and public citizens of the dilemma of the lower classes in urban areas among other issues. Some rappers are known for their controversial lyrics can often bring attention to greater issues. Taken and adapted from: <https://impactofrapmusiconyouths.weebly.com/positive-impacts.html>

1. Identify key words, Underlines in grammatical categories.

VERBS	NOUN	ADJECTIVES	ADVERBS

2. The information in the text connects with your knowledge about rap music.

3. Do you know singer in Colombia who sing a song related to social problem?

4. Do you agree or disagree with the writer? _____ why _____

5. What do you know about rap music?

Grammar tip! We use should to give advice or make recommendations.

You all should try to solve your differences to work

Students should / shouldn't encourage violence. They should / shouldn't promote ways to solve

Students should / shouldn't be so cruel with their classmates. They should / shouldn't respect people's differences.

Andrea should / shouldn't refuse Mariana's help. She should / shouldn't accept her classmate's solidarity

Use some words from the previous activities.

You _____ accept people's differences regarding gender identity, religion creeds, social classes, ways of learning and personality traits. We all have

We all _____ keep clean our school and care of the plants and other living beings. This is _____

We _____ let him alone in the classroom but we _____ help him to get downstairs and spend time with

Students critical reading assessment

Discrimination in Colombia

In 2011, the Colombian State enacted a law against racial discrimination, gender, religion, sexual orientation, among others. However, there are still cases of discrimination, the most frequent being those involving unequal treatment of women.

Discrimination is the act of treating a person or a group of people in an illegal or unfavorable way for reasons of race, color, sex, nationality, language, religion, or social origin. Prohibiting discrimination is a fundamental and absolute principle, declared by all international standards relating to human rights. Discrimination against any person is a violation of human rights we are all the same regardless of race or color.



After almost 15 years of being on television, finally I was able to appear with my naturally curly hair or afro. All my life I have battled with the stereotype of the woman with straight hair: I have exposed myself to hair irons and chemical treatments to "look better on screen." For women in general, hair is a symbol of power and those women who have afros, curls, who are black, or mestizo have allowed us to be told that our hair is bad, ugly, dirty and unmanageable. I want to have the freedom to look how I want to look, from my sense of femininity and thanks to the support of my director Cecilia Orozco today we have taken a step forward without judgment, freely, powerfully. Thank you for inspiring this change ... I don't know if it will be forever but today, I feel secure, strong and definitely me. Whether with curls, straight hair, afros, wigs or bald, blonde or redhead: owners of ourselves. Full stop.

The news anchor was criticized by both white and black people. Lara explains that Afro-Colombian women fight from when they are little “in order to belong.” “My mother gave me small black dolls so that I would feel like I belonged, but I felt ugly because I didn’t see anyone with curly hair on television.”

In a country where 20% of the population is black – most of whom live in poverty in the region bordering the Pacific Ocean (where Lara was born) – the best way for women to avoid discrimination is to have straight, light-colored hair and extensions. In other words, to make themselves look like white women. “Every black girl celebrates communion and her 15th birthday with straight hair,” says Lara.

1. Circle all unknown word and try to use some in the exercise two.
2. Connect the main information in the text with your real lives. have you ever felt discriminated at school, neighborhood or in the city? _____ Can you put them into your own words write your experience?

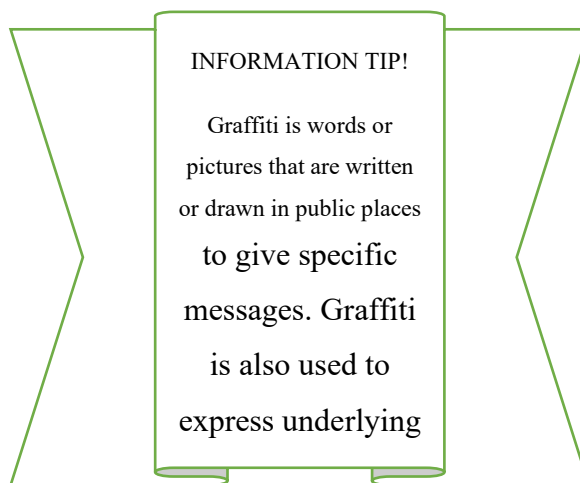
3. The text reminds me when..... Connect the text with your aptitude of indifference to social problems like discrimination, tolerance, diversity, equality, unity write two examples.

Groups of four

1. What I learned with this workshop, to create a graffiti with which you propose an idea to avoid racism, intolerance, discrimination connect the reading with your previous knowledge also consider the following phrase. I CAN CHANGE THE WORLD.....YOU CAN CHANGE THE WORLD ... WE CAN CHANGE THE WORLD



Example



References

Critical Reading and Thinking Skills - Advanced. (2019). Retrieved October 23, 2019, from Phoenix Learning Resources website: <https://www.phoenixlearningresources.com/products/critical-reading-and-thinking-skills-advanced.aspx>

<https://impactofrapmusiconyouths.weebly.com/positive-impacts.html>

https://elpais.com/elpais/2018/05/04/inenglish/1525435145_578339.html



APPENDIX 19

INEM BALDOMERO SANIN CANO

WORKSHOP PLAN No. 4

Subject: English		Institution: Inem Baldomero Sanin Cano	City: Manizales
Teacher: Rubiela Cruz			Time: 4 hours
Grade: 9	Age: 14 - 16	Level: Elementary	No. 1,2
<p>Linguistic objective: By the end of this lesson, students should be able to use simple vocabulary related to drugs and present perfect tense.</p> <p>Critical reading objective: To predict, infer and react to the main causes and effects of social problems in their context.</p> <p>Cross-curriculum objective: to assume a critical point of view about real causes of drug addiction in the students' community. (Social studies and Character)</p>			
<p>What language (grammar, vocabulary, functional expressions) will you focus on?</p> <ul style="list-style-type: none"> • Vocabulary about social issues (drug addiction) • Present Perfect 			
<p>Topic: Drugs</p> <p>Rationale: This lesson is about drug addiction, its causes and consequences. What happens in the school with drugs? What do the students infer about the effects and they will assume a critical position on the subject? By working on this workshop, the students learn about the vocabulary related to the topic and reflect on their behavior with the drugs consume in their environment.</p>			
<p>Materials: Flashcards, reading, handout.</p>			
TIMING	STAGES		MATERIAL
15 min	<ul style="list-style-type: none"> • Warm up <ul style="list-style-type: none"> ➢ Teacher shows some flashcards to the students about drugs and its effects in the body and brain; after that, students discuss in group of three what they are observing in the pictures. ➢ The students will react about what they know in relation to this topic in their environment. ➢ Learners' answers are summarized on the board with the main vocabulary related to the topic. 		Flashcards
15 min	<ul style="list-style-type: none"> • Review of critical reading strategies: Inference <ul style="list-style-type: none"> ➢ Teacher review the objective and the critical reading strategies use in the workshop critical reading strategies inferences and predict; first, are shown some pictures that they analyze to predict and infer what happens in each one of them. • Pre-reading 		Workshop

2 hours	<p>Students, with the guidance of the teacher, complete handout 1</p> <p>Students have some minutes to discuss the picture meaning and answer the question related to the picture; students infer the answer, also with these pictures, students activate prior knowledge in order to help the text become comprehensible:</p> <ul style="list-style-type: none"> ➤ Using vocabulary to describe what happens in their community ➤ Find the new vocabulary in a crossword and talk about the meaning in pairs. • While reading <p>Students work on handout 2 applying the critical reading strategies:</p> <p>In pairs students make a prediction related to the text heading effects of drug abuse and addiction</p> <ul style="list-style-type: none"> ➤ Read the text individually ➤ In pairs, learners develop the reading comprehension related to the text. ➤ Students analyze the reading subject then according to the clues answer the question. <p>The teacher guides the learners in the reading task and provides feedback revising each item highlighting the use of the critical reading strategies <i>prediction</i> and <i>inferences</i>.</p> <p>In an additional critical reading task, the students read and react about an investigation related to drugs in the school, recognize that there is a social problem in Colombia in which they are supposed to use the prediction and inference strategies to read critically what was learned in the class to infer individually the information of the text. Performance of learners will be assessed with the rubric in Annex 1</p> <ul style="list-style-type: none"> • After reading c. Based on the critical reading, the learners think about what can the school, the community and the government do to help people who use drugs or who are at risk of using drugs? ➤ Infer: cause - consequence relationship about drugs in the school for which students, in groups of 3, will be a critical reaction and propose a solution to the problem. 	<p>Handout 1</p> <p>Handout 2</p> <p>https://colombiareports.com/colombia-becoming-drug-consuming-nation</p> <p>Handout 3</p> <p>reporthttps://www.gatewayfoundation.org/faqs/effects-of-drug-abuse/</p>
30 min	<ul style="list-style-type: none"> • Wrap up <p>Teacher provides general feedback on the reading task and the students participation with real examples using the language forms of the lesson.</p> <p>References:</p> <p>https://colombiareports.com/colombia-becoming-drug-consuming-nation-report/https://www.gatewayfoundation.org/faqs/effects-of-drug-abuse/</p>	

WORKSHOP 4

HANDOUT 1

Teacher: Rubiela Cruz Roa

Level: Ninth grade

Length: 1 week four hours

Objective: By the end of this lesson students will assume a critical stance about the drug addiction issue through critical oral texts

Critical reading objective: To predict, infer and react to the main causes and effects of social problems in their context.

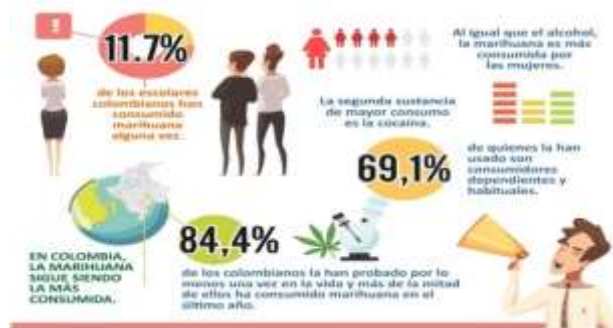
Cross-curriculum objective: to assume a critical point of view about real causes of drug addiction in the students' community

PRE- READING

CAUSES AND CONCEQUENCES OF DRUGS

Inference

Warm up: In group of three look at the pictures and discuss the following question with your classmate.



Do you know someone who uses drugs? _____

✓ *Have you ever been tempted to consume drugs?* _____
 ✓ *How do these pictures represent our social reality?* _____ *why?*

a. What are the flashcards about? _____

b. Does it happen at the School? _____

c. Why do you think it happens here? _____

C	S	U	O	R	E	G	N	A	D	E	N	R	S	A
A	P	O	N	U	O	E	H	L	I	I	O	A	A	I
O	S	R	E	O	I	A	A	I	E	O	E	E	A	R
I	U	A	O	Y	A	I	L	A	A	E	V	S	I	C
O	B	L	I	H	E	C	L	R	L	I	I	O	M	O
S	S	T	A	A	I	I	U	C	T	B	D	C	P	L
H	T	A	Y	O	M	B	C	C	A	N	P	A	A	O
A	A	N	O	D	A	A	I	N	C	A	C	H	C	M
A	N	A	I	A	U	D	N	T	A	E	E	E	T	B
C	C	E	A	A	D	A	A	I	I	S	O	R	A	I
E	E	A	C	A	C	E	T	A	Z	O	N	O	N	A
O	L	A	G	E	L	L	I	N	A	A	N	I	O	N
E	S	O	D	R	E	V	O	N	L	O	L	N	I	R
C	R	I	S	I	S	R	N	L	L	S	I	E	O	B
B	N	N	B	M	A	R	I	J	U	A	N	A	S	E

WORDS

Addictive
Heroin
Overdose
Marijuana
Illegal
Crisis
Impact
Prohibition

Vocabulary related drug addiction

HANDOUT 2

WHILE READING

Read the heading and write what do you predic the text is about? _____

Effects of drug abuse and addiction

Drugs are chemicals that affect the body and brain. Different drugs can have different effects. Some effects of drugs include health consequences that are long-lasting and permanent. They can even continue after a person has stopped taking the substance.

There are a few ways a person can take drugs, including injection, inhalation and ingestion. The effects of the drug on the body can depend on how the drug is delivered. For example, the injection of drugs directly into the bloodstream has an immediate impact, while ingestion has a delayed effect. But all misused drugs affect the brain. They cause large amounts of dopamine, a neurotransmitter that helps regulate our emotions, motivation and feelings of pleasure, to flood the brain and produce a "high." Eventually, drugs can change how the brain works and interfere with a person's ability to make choices, leading to intense cravings and compulsive drug use. Over time, this behavior can turn into a substance dependency, or drug addiction.

Today, more than 7 million people suffer from an illicit drug disorder, and one in four deaths results from illicit drug use. In fact, more deaths, illnesses and disabilities are associated with drug abuse than any other preventable health condition. People suffering from drug and alcohol addiction also have a higher risk of unintentional injuries, accidents



and domestic violence incidents. Drug use and mental illness often co-exist. In some cases, mental disorders such as anxiety, depression, or schizophrenia may come before addiction; in other cases, drug use may trigger or worsen those mental health conditions, particularly in people with specific vulnerabilities.

What is the purpose of this text for you? _____

1. Work by pairs and define the importance of the text for you. _____

2. What can you learn about the effects of drug addiction _____

3. Based on the information in the passage, it is reasonable to infer that drugs affect.....

- the motivation to teenagers consume
- causes and consequences of illness
- only brain with its chemicals
- Body and brain with its chemicals

4. **Work with a classmate. Draw a line to complete the definitions.**

drug addiction
substance abuse
drug dependence
overdose
drug intoxication
drug addict
substance user
trader
drug trafficker
dope dealer
treatment
rehabilitation
detoxification

is the process of helping a person (using medicines or therapy) to cure him/her from an addiction
is to take too much of a drug that can make you dangerously sick or cause your death.
a person who sells illegal substances, usually on the streets. Also, a person who smuggles drugs to other cities or countries
a person who is consumed by a substance abuse.

HANDOUT 3

AFTER READING

Students critical reading assessment

Before to read answer the following question, read individually

1. Read the heading and write what do you predict the text is about?

What will you learn about the theme? _____

Teenagers, drugs and health effects

Half of all new drug users are under the age of 18. Experimentation plays the biggest role in teenage drug use. However, experimentation is a fact of life and just because a teen has tried drugs or alcohol doesn't mean they will become an addict. It's more important to understand why some teens are tempted to experiment. Common reasons teens abuse drugs include: Curiosity, peer pressure, stress, emotional struggles, a desire to escape. Drug use can have a wide range of short- and long-term, direct and

indirect effects. These effects often depend on the specific drug or drugs used, how they are taken, how much is taken, the person's health, and other factors. Short-term effects can range from changes in appetite, wakefulness, heart rate, blood pressure, and/or mood to heart attack, stroke, psychosis, overdose, and even death. These health effects may occur after just one use. Longer-term effects can include heart or lung disease, cancer, mental illness, HIV/AIDS, hepatitis, and others. Long-term drug use can also lead to addiction. Drug addiction is a brain disorder. Not everyone who uses drugs will become addicted, but for some, drug use can change how certain brain circuits work. These brain changes interfere with how people experience normal pleasures in life such as food and sex, their ability to control their stress level, their decision-making, their ability to learn and remember, etc. These changes make it much more difficult for someone to stop taking the drug even when it's having negative effects on their life and they want to quit. The majority of adults with an addiction first experimented with drugs before they turned 21. The good news is that the rates of teenage drug abuse have been declining. If you think your teen is using drugs. There are many signs that a teen is using drugs. It can be difficult to tell the difference between the pangs of adolescence and actual drug use, but parents can be proactive in talking to their teen to find out what's going on. Some common signs of teen drug abuse include bad grades, bloodshot eyes, laughing for no reason, loss of interest in activities, poor hygiene, diminished personal appearance, avoiding eye contact, frequent hunger or "munchies", smell of smoke on breath or clothes, unusual tiredness, missing curfew. Parents can ask straightforward questions when said in the right tone. Simply asking, "Have you been using drugs or alcohol?" or "Has anyone offered you drugs recently?" can be enough to get the conversation started.

The report revealed that 2.1% of students between the ages of 11 and 18 have consumed at least one psychoactive substance in their lives. The list of abused substances includes glues and solvents, poppers, hallucinogens, ecstasy, marijuana and crack cocaine. Marijuana was the most popular substance among the group. The study estimated that 7% of all students have tried cannabis at least once and 178,000 students have smoked it in the last year.

The departments of [Caldas](#), [Antioquia](#), [Risaralda](#), [Quindio](#) and [Bogota](#) have the highest numbers of reported drug users. Health Minister Beatriz Londoño noted that the Colombian government does not currently have a large-scale prevention program for adolescent drug abuse but, announced plans to train 5,700 doctors to recognize signs of addiction in at-risk youth.

2. According to the text what is the author purpose?

3. What did you learn about the theme in the text?

4. Individually define de importance of the text for you

5. What did you learn about the effects of drug effect

6. Read individually the questions and circle the possible answer(s).

Some of the health problems caused by drug use are.

- | | | |
|---------------|-----------------|--------------|
| • gum disease | • heart attacks | • bronchitis |
| • cough | • anemia | • asthma |

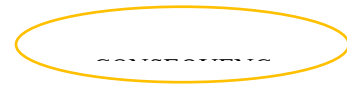
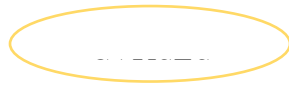
- strokes
- vertigo
- lung infection
- dizziness
- rotting teeth
- hypertension
- sleeping problems
- learning problems
- emotional problems
- changing behavior

7. why would teenagers use drugs for the first time?

- For curiosity
- To be a rebel
- To feel different
- For fun
- To relax
- To forget their problems
- To feel better
- To relieve boredom
- To overcome a low self-esteem
- Pressure from friends

8. what have you done to avoid drug use? _____

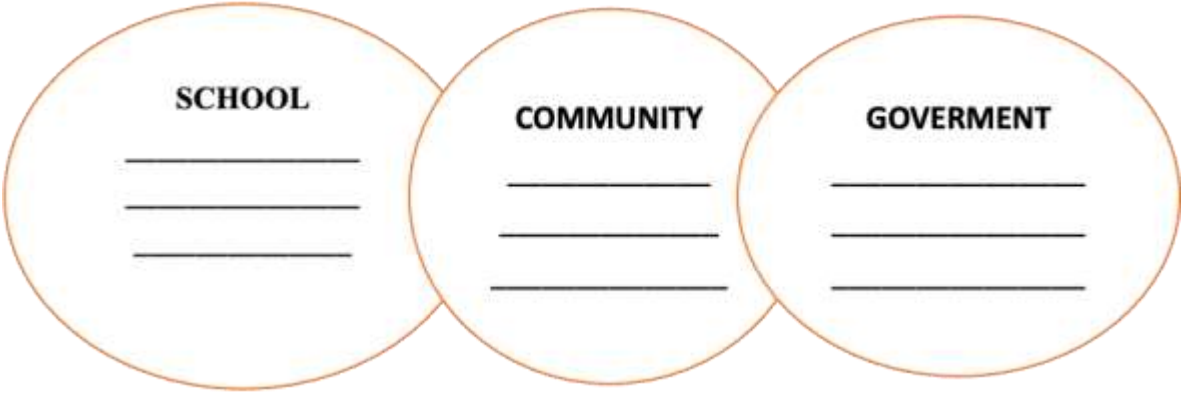
9. Identify what causes and consequences of the use of drugs are mentioned in the text.



Four horizontal lines for writing, with a small horizontal line at the bottom center.

Four horizontal lines for writing, with a small horizontal line at the bottom center.

10. Now think about Colombia. What can the school, the community and the government do to help people who use drugs or who are at risk of using drugs?



References:

<https://colombiareports.com/colombia-becoming-drug-consuming-nation-report/https://www.gatewayfoundation.org/faqs/effects-of-drug-abuse/>

<https://www.drugabuse.gov/related-topics/health-consequences-drug-misuse>



APPENDIX 20
INEM BALDOMERO SANIN CANO

WORKSHOP PLAN No. 5

Subject: English Teacher: Rubiela Cruz		Institution: Inem Baldomero Sanin Cano	City: Manizales Time: 4 hours
Grade: 9	Age: 14 - 16	Level: Elementary	No. 1,2
<p>Linguistic objective: By the end of this lesson, students. Will be able to reflect and discuss about issues related to bullying in school community, and give advice using the correct form of modal verb should and shouldn't in real context.</p> <p>Critical reading objective: Identify author's purpose and tone</p> <p>Cross-curriculum objective: demonstrate behavior and attitudes appropriate about bullying in the school community.</p>			
<p>What language (grammar, vocabulary, functional expressions) will you focus on?</p> <ul style="list-style-type: none"> • Vocabulary • Modal verb should/shouldn't 			
<p>Topic: Bullying</p> <p>Rationale: This lesson is about bullying in the school, to reflect and discuss about issues related to bullying, and give advice to stop aggressive behaviour by raising students' awareness of respect, solidarity and empathy to manage difference.</p>			
Materials: workshop, dictionary, flashcard			
TIMING	STAGES		MATERIAL
30 min	<ul style="list-style-type: none"> ❖ Purpose Teacher shows three short videos about bullying and discuss with the students what is the author purpose with the videos "bullying no way" ❖ Teacher review the three common purpose to inform, to persuade, to entertain. ❖ Tone: Teacher review the author's attitude toward the topic. 		<p>AUDIO</p> <p>https://bullyingnoway.gov.au/resources/videos/pages/videoplayer.aspx?VideoID=82</p>

15 min	<ul style="list-style-type: none"> • Pre-reading <p>Students, with the guidance of the teacher, complete handout 1</p> <p>they have some minutes to find the meaning of new and put them in the order according to the (types of bullying) also with these words, students activate prior knowledge in order to help the text become comprehensible:</p> <ul style="list-style-type: none"> ➤ Observe the pictures and write the correct meaning with the new vocabulary related to types of bullying. <ul style="list-style-type: none"> • While reading <p>Students work on handout 2 applying the critical reading strategies:</p> <ul style="list-style-type: none"> ➤ Individually students make a purpose related to the text title "what is bullying" ➤ individually, learners develop the reading comprehension related to the text. ➤ Students answer some critical question where students identify the tone and writer purpose. The teacher guides the learners in the reading task and provides feedback revising each item highlighting the use of the critical reading strategies learned in the workshop before like infer and predict. 	Workshop Handout 1
2 hours	<p>In an additional critical reading task, the students read and react about written text related to bullying in the school community in which they are supposed to use the purpose and writer's tone. there are some strategies to read critically. What was learned in the class individually the information of the text. Performance of learners will be assessed with the rubric in Annex 1</p> <ul style="list-style-type: none"> • After reading <p>Based on the critical reading, the learners discuss in groups the question suggested. Then, create a short video by joining all their answers, they can use their cellphone.</p>	Handout 2
30 min	<ul style="list-style-type: none"> • Wrap up <p>Teacher provides general feedback on the reading task, in their short video presentation as a result of the information received.</p> <p>References</p> <p>https://bullyingnoway.gov.au/resources/videos/pages/videoplayer.aspx?VideoID=82</p>	Handout 3



WORKSHOP FIVE

HANDOUT 1

Teacher: Rubiela Cruz Roa

Level: Ninth grade

Length: 1 week four hours

Objective: By the end of this lesson, students will be able to reflect and discuss about issues related to bullying in school, and give advice using the correct form of modal verb should and shouldn't in real context to stop aggressive behavior by raising students' awareness of respect and solidarity.

Critical reading objective: Recognize the author purpose and tone

Cross-curriculum objective: To reflect and talk about bullying in the school and community

PRE- READING

BULLYING IN THE SCHOOL (INFERENCE)



What is the pictures about?

a. How do you feel about the situation described in the picture? _____

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C. Have you ever evidenced situations like this in Inem school? _____ Which ones?

d. What would you have done in this situation? _____

Work individual find (10) ten words using contextualized vocabulary in meaningful situation. Write the name of wich type to bullying describe each picture.



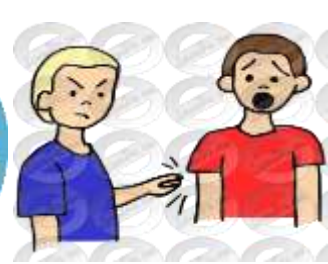
a. _____



b. _____



c. _____



d. _____



e. _____



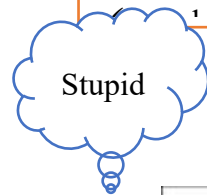
f. _____



g. _____

WORDS VOCABULARY

- ✓ Laugh at mock
- ✓ Exclue ignore
- ✓ Spread rumorus
- ✓ Shove
- ✓ Gossip
- ✓ Slap
- ✓ Pinch
- ✓ Write nasty comments
- ✓ Threaten intimidate



h. _____



i. _____



j. _____



HANDOUT 2
While Reading
What is Bullying?

Bullying can happen at school, at home or online. It is never okay and it is not a normal part of growing up. Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behavior is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying.

1. What is the author’s purpose in the text? _____

2. The 3 main features of bullying are: _____

3. What is bullying implication for teens in the school? _____

4. Bullying is _____

- a. Helping someone in an adverse situation
 - b. Putting someone up
 - c. Being there for a person in trouble
 - d. Putting someone down
5. Fill in the blanks to give advice to avoid bullying with should or shouldn’t.

Grammar tips

+	Should + infinitive
	You should tell them the
	You shouldn’t tell them the truth.
	Yes, you should. No, you shouldn’t
-	
?	Should I tell them the truth?

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- You _____ laugh at someone.
- She _____ help a person that is bullied.
 - They _____ spread rumors.
 - We _____ be confident in our abilities
 - He _____ hurt people.
 - I _____ be spectators facing bullying

HANDOUT 3

AFTER READING

Students' critical reading assessment

A case of bullying in Colombia culminates in the death of a 12 years old boy. The sad fact happened on Monday last week in Itagui Antioquia when the child, leaving the school, saw that three classmates, between 10 and 12 years old, were attacking another students and decided to warn managers about. When the child was leaving the school, the aggressors waited for him to take revenge and gave him a big beating that caused him serious injuries. On Wednesday, the teacher called John Alexander mother to let him know that the boy was feeling sick and was throwing up. All the ladies that work in the school restaurant helped collected money to take him to the Sur hospital, where the pain calmed him and sent to the house. On Friday he returned to the school restaurant and kept on going. He showed us bruises he had on one of his thighs, "said Magali Avila, who collaborates in a community dining room where the victim and her four brothers went to lunch." On Saturday it got worse and we told the mother take it back to the hospital, where he was sent to the Leon XIII clinic and from there, in the absence of a specialist, he was referred to the El Rosario Clinic, where he died, "he explained. After the authorities determined that the child died from blows that other students gave him, the school officials suspended the classes and declared themselves waiting for the investigations, and the municipal secretary of education Guillermo Leon Restrepo said the authorities assumed the tasks to determine the circumstances surrounding the death of the little student, who presented serious injuries to his body .

a. According to the text what is the author purpose?

b. what do you think is the tone of the writer? _____

c. What can we have inferred from the first text? _____

d. The writer says, "Guillermo Leon Restrepo said the authorities assumed the tasks to determine the circumstances surrounding the death of the little student, who presented serious injuries to his body. The tone of this sentence is?

- a. very serious. c. sympathetic. b. threatening. d. sarcastic.

Another real case of bullying in the school

There's a gang of kids at my school who are making my life hell. A few weeks ago, they asked me for money. I said No, but then they pushed me and hit me. Like a fool, I gave them my bus fare and so I had to walk home. But that was only the start of it. Every day after that they asked for more. I had to take money from my mum's purse to pay them. Now I can't face them anymore. I haven't been to school for over a week. I'm so afraid of them! I've got fever and I throw up everything

I eat. I just can't stop wondering "why me"?! What should I do? I can't talk to anyone else about my problem. Please help me. Leonardo lozano

1. What can you advice to Leonardo victim of bullying to do?

You should _____

You shouldn't _____

2. What would you advice a bullying victimizer to do?

You should _____

You shouldn't _____

3. What is the difference between the first and second text?

4. Write a conclusion related to a text and your personal experience based of the text information.

e. The tone of the passage is "I can't talk to anyone else about my problem. Please help me"

- a. sad. b. plain and factual. c. boastful. d. critical, or finds fault

f. What can we do to stop bullying?

- a. Being a bystander
 b. Being a bully too
 c. Talking with your parents and teachers.
 d. Being unhappy
 g. Write at least two lines with complete sentences expressing your opinion about the problem discussed in the reading.

I think _____

Discuss in groups the following question. Then, create a short video by joining all your answers. You can use your cellphone.

**How we can prevent bullying in our school?
 What is your advice for those bullied people you know?**



References

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx>

<https://www.infobae.com/2012/04/26/1049206-un-caso-bullying-colombia-culmina-la-muerte-un-nino-12-anos/>

Designed by Rubiela Cruz



APPENDIX 21

INEM BALDOMERO SANIN CANO

WORKSHOP PLAN No. 6

Subject: English Teacher: Rubiela Cruz		Institution: Inem Baldomero Sanin Cano		City: Manizales Time: 4 hours	
Grade: 9	Age: 14 - 16	Level: Elementary		No. 1,2	
<p>Linguistic objective: By the end of this lesson, students will be able to use second conditional in context.</p> <p>Critical reading objective: Connect the text with real lives experiences also find key word to understand better the reading information.</p> <p>Cross-curriculum objective: To read and react critically to social problems related to teenagers in the Colombian contexts (Social Studies, Character, Ethics)</p>					
<p>What language (grammar, vocabulary, functional expressions) will you focus on?</p> <ul style="list-style-type: none"> • Vocabulary • Second Conditional 					
<p>Topic: Abortion in Colombia Causes and Effects</p> <p>Rationale: This lesson is about abortion in Colombia. What happens in the students' context with abortion? What are the causes and effects of this social problem? What is the solution? By working on a workshop, the students learn about the vocabulary related to the topic and reflect on their behavior with the topic.</p>					
Materials: Flashcards, handout.					
TIMING		STAGES		MATERIAL	
15 min		<ul style="list-style-type: none"> • Warm up <p>Teacher shows some real flashcards to the students about causes of abortion in their environment and then asks some questions related to the pictures.</p> <p>The students brainstorm their ideas and what they know about the pictures.</p> <p>Learners' answers are summarized on the board with the main vocabulary related to abortion.</p>		Flashcards	

Designed by Rubiela Cruz



WORKSHOP SIX

HANDOUT 1

Teacher: Rubiela Cruz Roa

Level: Ninth grade

Length: 1 week four hours

Objective: By the end of this lesson, students will be able to use second conditional and present perfect tense in context.

Critical reading objective: Connect the text with real lives experiences as well find key word to understand better the reading information

Cross-curriculum objective: To read and react critically to social problems related to teenagers in Colombian contexts (Social Studies, Character, Ethics)

PRE- READING

ABORTION IN COLOMBIA



- ✓ *What do you think when you see these picture? _____*
- ✓ *Have you (or any person you know) ever lived This experience with a pregnancy test?*

Warming up: look at the picture and write the causes of abortion in the corresponding place.

Drugs and alcohol, low socio - economic status, teen abortion, peer pressure and sexual abuse, media influence,



a. _____



b. _____



c. _____



d. _____

e. _____

e. _____

1. **What do you think when you see these pictures?** _____

2. **Discuss the following questions with your classmates**

✓ Does this picture represent our social reality? _____

✓ Why do you think it happens? _____

✓ Is this situation familiar to you? _____

3. Find someone who Work in groups of four. Ask your classmates the following questions and write their names.

<i>Do you have a boyfriend or girlfriend?</i>	<i>Have you already started your sexual activity?</i>	<i>Which birth control methods do you know?</i>
<i>Are you conscious about the consequences of having sexual activity without protection?</i>	<i>Does your family talk to you about birth control methods?</i>	<i>Who is responsible for using birth control methods in a relationship?</i>

HANDOUT 2

WHILE READING

what is abortion?

Abortion is the intentional termination of a pregnancy after conception. It allows women to put an end to their pregnancies but involves killing the undeveloped embryo or fetus.

The Negative Effects of Abortion

Claire Culwell's mother noticed that she was pregnant when she was 13 years old. Claire's mother grew up in a broken home and her mother was forced to abort within 5 months. Claire's mother believed abortion was a success, so she continued her life. But after four weeks my friend said to her that something seemed to have disappeared and said she should go back to see a doctor. It was when she knew she was still pregnant. Claire survived, but unfortunately her twin did not survive. Many people do not realize that abortion is actually a dangerous procedure. Although technology is progressing, there is still a great potential for negative physical side effects, and almost certainly negative psychological side effects. Abortion is an unnatural process that destroys the main function of the body. Despite the prohibition, about 300 000 to 400 000 illegal

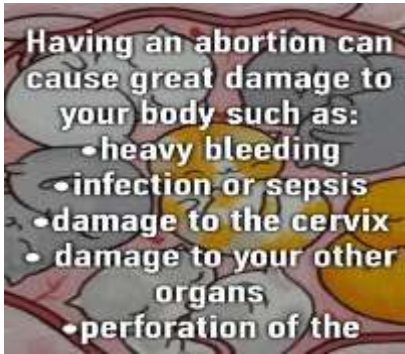
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abortions have been performed annually in Colombia. Until the new decision, Colombia, together with Chile and El Salvador, were the only three Latin American nations that prohibited abortion in all circumstances.

The court ruling came in response to a lawsuit filed last year by Monica Roa, an attorney with Women's Link Worldwide. She argued that Colombia's abortion law unjustly discriminated against women, especially the poor. One study estimates that clandestine abortions cause 28% of maternal deaths in Colombia, a disproportionate number of which are among poor women. "The women who live in rural areas are the ones who pay the cost in health, or even with their lives", because abortions are illegal, she says.

- a. **Key words:** Underline any words that you do not know.
- b. What issue is the writer focus on? _____
- c. What do you think about Claire experience..... have you ever seen a case related to her?

Effects after abortion



- Illness caused by the body's response to an infection
- Is an uncommon but potentially serious complication of uterine manipulation, evacuation of retained
- The end of the life of a person or organism products
- It may be caused by a number of factors, including infections, chemical or physical irritations
- Heavy menstrual bleeding (also known as menorrhagia) is excessive and/or prolonged bleeding.

- d. **Classifying new terms into meaning.**

EFFECTS

DEFINITION

Second conditional

Example: If I were invisible for one day, I could play tricks on my friends

Using background knowledge

Juan invites Karen to watch a movie in his house. She accepts his invitation. They watch the movie and suddenly Luis proposes Alicia to go to his bedroom.

Karen says that:

What would you do if you were Juan or Karen?

If I were Alicia, I would _____

If I were Luis, I would _____

AFTER READING

Students Critical Reading Assessment

Abortion in Colombia

There are an estimated 450,000 illegal abortions in Colombia every year, and unsafe abortion is a leading cause of maternal mortality. Recent studies indicate that a higher proportion of adolescent girls than adult women undergo illegal abortions: 36 percent of adolescent pregnancies end in abortion, whereas 12 percent of other pregnancies do. Colombia's penal code prohibits abortion in all circumstances, though the penalty is substantially lower where the pregnancy is the result of rape or non-consensual artificial insemination. In such cases, a judge may also waive the punishment altogether on a case-by-case basis, when the abortion occurs in "extraordinary situations of abnormal motivation" and where he or she considers the punishment "unnecessary."

In 2001, the court held that the possibility of waiving the punishment for abortion was constitutional because it was limited to certain "strictly outlined" circumstances. In a clarifying statement attached to this 2001 decision, four constitutional court judges, who had voted in favor of the decision, clarified the law relating to women's criminal responsibility for abortion where the pregnancy is the result of rape or non-consensual artificial insemination. In such cases, argued these judges, "the exceptional and admirable thing would be for the woman to decide to continue the pregnancy until she gives birth. ... But she cannot be required to procreate, nor can she be the object of penal sanctions for having exercised her fundamental rights and for having tried to minimize the consequences of the rape [by having an abortion]."

In May 2006 Colombia's Constitutional Court handed down a decision on the case, declaring the country's blanket criminalization of abortion in violation of women's constitutional rights. The court declared that neither women nor doctors can be penalized for procuring or providing abortions where one of three conditions is met: 1) the pregnancy constitutes a grave danger to the pregnant woman's life or health; 2) the fetus has serious genetic malformations; or 3) the pregnancy is the result of rape or incest.

<https://www.hrw.org/legacy/women/abortion/colombia.html>

Designed by Rubiela Cruz

- 4. Circle all unknown word and find the meaning.
- 5. What issue does the writer focus on? _____
- 6. Connect the main information in the text with your real lives. have you ever lived or met a person with an abortion situation _____ Can you put them into your own words? write your experience?

- 4. The text reminds me when.....Connect the text with your attitude towards abortion and experience that you have lived.....

7. Match the method in column A to its characteristic in column B.

Method	Characteristics
a. patches	1. Placed under the skin
b. abstinence	2. Must take it daily.
c. Pills	3. Get it every three months.
d. condoms	4. Deciding not having sex.
e. implants	5. Protects you against HIV and other STIs.
f. injectable contraceptives	6. Girls stick it on their bodies.

- 8. Work with a partner and discuss about the possible solutions that you can give to avoid the abortion in your context.

- 6. What connections can you make between this article and others you have read?

- 7. How can the school prevent teen abortion?

References

Human Rights Watch: Women’s Human Rights: Abortion. (2019). Retrieved November 17, 2019, from Hrw.org website:
<https://www.hrw.org/legacy/women/abortion/colombia.html>

