THE IMPACT OF THE INTERACTIVE READING APPROACH ON SEVENTH GRADERS´ READING COMPREHENSION

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MANIZALES

2020

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Thesis presented as a partial fulfillment of the requirements to obtain the degree of M.A in

English Didactics

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Acknowledgements

Abstract

This thesis presents an action research with the purpose of analyzing the impact of the interactive reading approach (IRA) on learner's reading comprehension in an EFL setting. This study was carried out with seventh graders from a public school, located in Manizales-Caldas who, according to the diagnostic stage, were not able to read in English in a comprehensible manner in the classroom. Within an action research methodology, I gathered data with three data collection techniques that were applied in this study including reading tests, classroom observations, and a survey. First, the findings suggested that the provision of clear instructions and the inclusion of activities focused on the interactive-reading approach, helped students to identify details and main ideas, intentionality of the author and prediction of meaning. Second, the application of reading comprehension strategies to passages referred to real-life experiences, words, images that are an important aid to comprehension for students who are just beginning to learn English, meaning constituted a source for students' engagement in learning, due to the appropriate innovative and illustrative materials that captured their attention and fostered accomplishment of learning activities and vocabulary learning.

Keywords: *Interactive reading approach, reading strategies, reading comprehension.*

Introduction

The reading skill in Language Education has an essential role for life. Every person reads e-mails, WhatsApp messages, text messages, recipes, restaurant menus, notices, ads, newspapers, magazines, documents, diaries, and many more written documents. Therefore, reading is an important skill to be developed at school and there are reasons why this ability becomes essential in an English as a foreign language (EFL) class. If an individual does not develop this fundamental ability, there is no improvement in foreign language learning. Thus, this vital skill helps students succeed in their learning process during their academic lives. Several authors such as Laddo (2017), stated that reading is one of the language skills that is very important for students to learn. Through this activity, students can improve their own language and experience.

According to the findings from the diagnostic stage, the participants are not able to read in English in a comprehensible manner. Regarding this situation, I decided to address the problem by designing and implementing six workshops to help students improve their comprehension of English texts. In addition, it is important to consider the objectives contemplated in the document "Colombia Very Well" from the Ministry of National Education (MEN, for its acronym in Spanish) (2014), which are addressed to enhance the English learning process in Colombian schools, within a communicative framework to develop each one of the language skills.

This research study entails eight chapters. Chapters comprises presents the justification. Chapter II includes the description of the problem. Chapter III comprises the research question, and the objectives. Chapter IV explores literature concerning the constructs of this inquiry: Interactive Reading Approach and related studies. Chapter V deals with the research

methodology, the type of study, participants, and data collection and instruments. Chapter VI

covers the phases of the study. Chapter VII presents the findings. Finally, chapter VIII describes

the conclusions and the pedagogical implications, limitations, and questions for further research.

1. Rationale

This project intends to do research in the field of teaching and learning reading skills. This is justified because of the need for improving students 'reading comprehension at a seventh grade at Eugenio Pacelli educational institution. The diagnosis suggests that students present difficulties in understanding the meaning of written texts and thus higher mental processes such as inferencing is not achieved. My aim whit this project is that my students find the reading comprehension activities much more relevant and useful as they learn issues related to their own home-town daily experiences, instead of reproducing information for school examinations and proficiency exams, which in turn, enhances not only content knowledge, but also personal growth.

One reason to develop this research project is that national standards entail the ability of reading, that is why, the English departments at schools have to fit those demands, especially reading comprehension in a foreign language. Additionally, I aim to have the chance to create and implement materials supported by using some reading strategies with the objective of enhancing reading comprehension. This study gives me the opportunity as a researcher to implement a new methodology by means of the interactive approaches in the English classes.

Moreover, this study may be useful for the EFL community of teachers at the local level, who are interested in exploring the contribution of creating innovative workshops, focused on the interactive-reading approach, to the development of the reading comprehension process of students in a public teaching and learning context.

Finally, this study is carried out to improve the English proficiency level of students. There is nothing more grateful for a teacher than having tangible evidence of the students' progress. It is possible to say that the learners' problem of developing learning strategies and improving their English skills is also a teachers' problem. Teachers are also responsible for students' improvement. Then, as soon as teachers improve their teaching practices by providing enough strategies for learners to learn, they will also improve their learning strategies to acquire different skills, raise the levels of school proficiency in the standardized tests, and have a common benefit for everyone. Furthermore, it addresses constructs like material development, reading comprehension, and the interactive approach, as pillars to foment the development of students' reading comprehension process.

2. Context of the Research, Setting, and Statement of the Problem

2.1 Description of the Context

English has become the most spoken language all around the world and Colombia is not an exception. Since 1994, the Ministry of National Education (MEN) has established the policy of teaching foreign languages in the General Law of Education. Currently, the government develops a program called COLOMBIA BILINGÜE 2015-2025, in which the process of teaching and learning English has a remarkable importance in order to make the country an internationally competitive one (MEN 2015). This research project corresponds to the methodological principles suggested by this program.

The setting where the pedagogical intervention of this study takes place is in Eugenio Pacelli high school which is a state school located in the urban area of Manizales, Caldas. Eugenio Pacelli has 625 students, and it offers a formal educational service at preschool, primary, and secondary level.

The official educational institution Eugenio Pacelli is committed to: educational inclusion, healthy coexistence, use of information and communication technologies, development of academic and labor competencies. They also aim for training in the English language, through the gradual implementation of the one-time day and the "Todos Aprender Program", as strategies for improvement continuity and the satisfaction of the educational community regarding their formal educational needs. On the other hand, the pedagogical model is the development of the anthropological dimensions of being. The school has been working on a "quality system" It should be noted that this quality system allows the school to have its own evaluation system, which is a permanent and flexible process.

The Institutional Educational Project (PEI) aims for the development of creativity, learning guiding principle of different fundamental and mandatory areas. Out of this, other alternatives for the development of thought emerge and, through it, strengthen student skills to solve problems and intervene in a way that requires proactive action of the student, the teacher and the parents. The teaching body is formed by 40 people, plus pedagogical support teachers, educational directors, and administrators.

One of the institutional objectives of the Eugenio Pacelli educational institution is to strengthen the command of the English language as a foreign language. For that reason, this curriculum is comprehensible and updated since it addresses the "Common European Framework (CEFR) of Reference for Language Learning Teaching Assessment". Nevertheless, it is advanced for the students' level. There is one English teacher in charge of carrying out the bilingual processes from sixth to eleventh grades. The school has two buildings, one for the primary school and the other one for the high school, and there is a playground for children.

2.2 Statement of the Problem

One of the main weaknesses to develop English skills in students from Colombian public schools is that Colombia is not a bilingual context. People do not need English in the country to survive, it is only the need for academic purposes. It was identified that some students from the target seventh grade had difficulties when working on reading tasks. Additionally, not all English teachers are well prepared to teach this subject. Based on my experience, I have realized that in some public schools around the country, the English subject was taught by teachers from different knowledge areas.

As a teacher, I have noticed that there are many problems to face when working on reading in an EFL class. To begin this study, I observed some of my classes, reflected upon them

and kept a teacher's journal. In addition to this, I developed three loop-writing activities and administered a pre-test and a post-test (See Appendix A). At the beginning of a reading activity, students felt blocked. In general, they began asking questions about the unknown vocabulary, type of question and the expectations of the final answer. This might be in such way because, for the learners, the reading exam was more difficult than the others, such as speaking or listening. Furthermore, it was found that the students did not know enough vocabulary. Moreover, there was not any precise methodology or parameter to teach the reading sub-skills; thus, the students did not perceive any continuity in their learning process.

In this sense, one of the main objectives of this study is to foster the students' reading comprehension skills through specific instruction on reading strategies.

3. Research Question and Objectives

3.1 Research Question

The main question for this current study is:

What is the effect of the implementation of the interactive-reading approach on the enhancement

of the reading comprehension skill of seventh graders at a public school?

3.2 Research Objectives

3.2.1 General objectives.

➢ To explore the effect of the Interactive-Reading Approach on the development

of the reading comprehension skill of seventh graders at a public school.

3.2.2 Specific objectives.

a) To determine the impact of IRA on the expansion of students´ vocabulary range

b) To describe the contribution of IRA on the increase of students´ participation and

motivation towards reading comprehension.

4. Literature Review

4.1 Theoretical Framework

In this chapter I address the theoretical foundations that frame the present research study

as follows: Approaches in Teaching Reading, Bottom-Up model, Top-Down Model,

Definition of Reading, reading as a Process, Reading in L1 and L2, Reading Strategies, Reading Comprehension, The Importance of Reading Comprehension, Reading techniques to Promote Reading Comprehension.

4.1.1   Interactive Reading approach

When we are talking about EFL reading it is essential to focus on different approaches. The interactive approach is considered the most comprehensive description of the reading process, more precisely, Morales (2010) states several findings which prove that interactive approach was effective in developing the students' reading comprehension of content-based

materials. I This approach has been studied by many authors throughout the years. Lopera (2015) defines reading as "an interactive process in which the writer and the reader dialog through a text" (p. 132). Wallace (2003) argues that all learners whether reading in first, second or another language are potentially making meaning from texts and engaging in the critique. In Hedge's (2000) words "reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author" (p. 188).

According to Nuttall (2000), the two approaches that interactive reading uses the bottom-up and top-down processing are "complementary ways of processing a text. They are both used whenever we read, sometimes one predominates, and sometimes the other, but both are needed" (p. 16). She argues that "in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to a bottom-up approach to check whether that is really what the writer says" (p. 17). In any case, the interaction is present.

The Bottom-up and Top-down theories along with learning literacy within a continuum learning that supports a sub-skill technique falls within the Bottom-Up approach, whereas learning that supports more holistic method falls within the Top-Down approach (Gunning, 2010, p.7).

4.1.2 Approaches in Teaching Reading:

The reading process involves mental practices that that allow the reader to go from a decoding process to a comprehension process. Alderson (2000) mentioned that some reading researches the last years have focused its attention on the exploration of two mental processes used by the readers to approach and understand a text. These processes have been classified as bottom-up and top-down approaches or models.

It is worth mentioning that the use of the approaches previously referred to within the classroom when students read can mean or provide motivation for students to increase interest in reading and continue to improve language skills, the bottom-up and top-down models, which involve the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs. In the top-down, the reader is an active participant in the reading process because he can make predictions and process information, and his prior knowledge has a significant role in the process. The top-down approach is an efficient method because it stimulates students to use their background knowledge to make predictions about the texts they read (Carrel, 1998).

4.1.3 Bottom-Up model

Firstly, readers must recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations

obviously require knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense to what is called meaning. As ascertained by Alderson, (2000), the bottom-up model is when the "reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes meanings" (p.16). In the sense, Gunning, (2010) affirmed that bottom-Up approach "refers to a kind of processing in which meaning is derived from the accurate, sequential processing of words. The emphasis is on the text rather than the reader's background knowledge or language ability", (p.8).

The word recognition is the first step and most important process to develop reading comprehension action. Manzo (1990) declared the "recognition of letters first, then the phonetic elements, then of word, then of word group" (p. 22). An essential aspect in the efficiency of these bottom-up approach is the working memory, which is a mental place where information is stored for brief periods. In view of this, the materials proposed for the implementation are intended to support students in these processes offering them activities to help with those grammar and vocabulary difficulties that make students struggle at the time of reading.

4.1.4 Top-Down Model

It is a process in which the readers draw their own intelligence and experience to understand a text. In the Top-Down model, the reader is an active participant in the reading process because he can make predictions and process information, and his prior knowledge has a significant role in the process. The top-down approach stimulates students to use their background knowledge to make predictions about the texts they read (Carrel, 1998). In terms of Top-Down approach, Gunning's mentioned that this approach "refers to deriving meaning by using one's background knowledge, language ability and expectations. The emphasis is on the reader rather than the text", (2010, p.8). Abraham, (2000) mentioned that readers look at the text for

"information and contrast it with their world knowledge, helping to make sense of what it is written", (p. 1, 6).

Concerning the application of Bottom-up and Top-down approaches Anderson, (2003) asserted that the reader uses both bottom-up and top-down strategies simultaneously or alternately to comprehend the text. On the other hand, readers use bottom-up strategies moving from the specific information to the general one. For instance, readers use top-down strategies moving from the general to the specific, until they encounter an unfamiliar word, and then, they employ decoding skills to achieve understanding of a text. That is to say, the first one occurs when readers try to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text and departs from these to trying to understand the whole text; the second happens when the learners use background information to predict the meaning of language or develop expectations of what they are going to read.

4.2   Definition of Reading.

Reading is one of the English skills which are essential to be mastered by the students. According to Brown (2007), reading is the most essential skill in the educational context as it can be the assessments for students' general language ability. Reading comprehension is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material. There are so many definitions of reading. Reading must be considered as an important part of people's daily life because it allows them to acquire and interpret knowledge and the information necessary to understand their context. Smith (2004) defines that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics –it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must clearly exercise control. In words of Harmer

(1998) "reading texts can introduce interesting topics, stimulate discussion, excite imaginative response" (p. 68). Godman (1996) sustained that "reading is a psycho-linguistic guessing game" (p.166) because it is a way to teach grammar, vocabulary and pronunciation. In consequence, this skill can be employed as a vehicle to teach and enhance other aspects of the language and competences. According to the previous lines, reading must be considered a dynamic and interactive process in which people use their linguistic and cognitive knowledge to make sense of a written passage.

Reading, as Goodman (1996) said, is a common way to "construct your own meaning, employing your own values, understandings and experiences" (p. 2). In the same line of thought, Freire and Macedo (2005) defined reading as "reading the word-world" (p. 3). In essence, reading is the process which implies the understanding of the world, based on people's knowledge and experiences; the ability to read, opens the world to people. Mastering reading skills before students reach a superior grade, because after seventh grade, students begin to read in order to gain knowledge and learn from the academic content. Reading is an essential skill that students need to gain in the early grades because it will be the foundation of learning in all academic subjects throughout their education (Cunningham & Stanovich, 1997; Sloat, Beswick, and Willms, 2007).

4.2.1 Reading as a Process.

Reading is a process that includes recognizing words, in order to develop comprehension. At the same time this reading is defined as a cognitive process that needs decoding symbols to arrive meaning. That is to say, it involves different mental operations that allow the reader to go from a decoding process to a comprehension process. According to Weaver (2009) reading as "both a psycholinguistic process (involving the mind actively processing the text) and a

sociolinguistic one (with multiple social factors that can affect how one reads, how much one gleans from the reading, and more)" (p. 13). Freire and Macedo (2013) stated that reading does not consist of merely decoding the written word or language; rather, it is "preceded by and intertwined with knowledge of the world language and reality are dynamically interconnected" (p. 29).

The process is complex because it requires students to engage in multiple cognitive activities, processes, and skills. These skills involve fluently decoding words, understanding the language syntax, making inferences, using background knowledge, and managing working memory as needed (Fletcher-Janzen, Reynolds, & Vannest, 2013; Hollenbeck, 2011; Kendeou, McMaster, & Christ, 2016; Woolley, 2011). Goodman (1996) defines reading as an active process in which readers use effective strategies to extract meaning from a text. From my experience, reading is the active process of constructing meaning from words that have been coded in print. and this skill is a complex process that requires an active interaction between the text and the students' background knowledge of the context. Reading requires attending to the environment, encoding, and interacting with the stimulus in a meaningful manner. As a result, students need to have a positive attitude towards reading and spend more time and effort on the reading process, also, they need to have access to different reading materials. As a language teacher, I should provide pleasurable reading experiences for students regularly, and model good reading habits

4.2.2 Reading in L1 and L2.

There are some differences in learning to read in L1 and L2, regarding the linguistic, developmental, and sociocultural factors. Reading is very important and helpful to us, not just in English class, but other subjects, such as mathematics, Chinese, biology, economics and others

also we need literacy skills to add to our knowledge of the material that we learned. In other words, because of reading, we can access a lot of information. According to Nation (2008), "people learn to read in their first language in a wide variety of circumstances" (p. 2). Children, for example, approach first language (L1) reading by listening to stories and by interacting with adults while and before reading. In this interaction, the children usually bring background knowledge to the text, make predictions about specific parts of the story or ask questions based on the title or some other features of the text. He also stated that in L1 "the techniques used to teach reading are largely meaning-focused" (p. 3). This means that in L1 the goal is to allow the reader to enjoy the story and try to understand the author's intention, interact with the text and construct a personal meaning from it. These techniques include the shared reading, which is an interactive experience that occurs when the teacher reads to students.

In relation to students' needs, Weir (1983) draws attention to L2 reader's difficulties with task requiring skills and strategies for reading efficiently, and helping pupils become more aware of themselves as readers, so they may develop a workable knowledge of reading strategies and thus become better prepared to reach better levels of reading comprehension in both L1 and L2.

4.2.3 Reading Strategies.

A number of researchers agree on the fact that reading is a process. For instance, Goodman (1996) conceptualized it as the process of constructing meaning between the writer and the reader. According to Anderson (2004), reading is a basic life skill. Reading skills is one very powerful tool for obtaining a wide range of specific information, including science and technology. Therefore, this skill is a basic requirement for the society, and overall in education, students have to spend a great time on reading materials.

For many years, reading strategies have had a number of definitions. In this sense, I agree with the concept of reading strategies defined as specific tactics carried out by readers to comprehend the intended meaning of a text. In this sense, Abbott (2006) described them as "the mental operations or comprehension processes that readers select and apply to make sense of what they read" (p.637). In this line of thought, Carrell (1998) stated that "reading strategies are of interest not only for what they reveal about the ways readers manage interactions with the text but also for how the use of strategies is related to effective comprehension" (reading strategies, para. 4). Both definitions suggest that readers use strategies as self-regulation tools that allow them to have control over information and their own learning process.

For this research study, four strategies will be implemented during all the reading process: a. using skimming to scanning, b. making predictions, c. identifying main ideas and summarizing and d. making inferences and questioning.

Skimming to Scanning.

When skimming, we go through the reading material quickly in order to get the gist of it to know how it is organized, or to get an idea of the tone or the intention of the writer. When Scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information. As ascertained by Nuttall (1996) scanning is "glancing rapidly through a text either to search for a specific piece of information (e.g., a name, a date) or to get an initial impression of whether the text is suitable for a given purpose" (p. 49). Likewise, Nuttall (1996) claimed that skimming is "glancing rapidly through a text to determine its gist…or to keep ourselves superficially

informed about matters that are not of great importance to us; much newspaper reading is skimming" (p. 49).

Making predictions

A reader makes predictions when he or she uses information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). Many researches have shown that good readers use their experiences and background knowledge to make predictions and formulate ideas as they read. It means that prediction activities could work hand-in-hand with background knowledge. This strategy also helps students make connections between their prior knowledge and the text. When using their background knowledge, their goal becomes finding out what is coming next. Further, they are engaged in generating predictions prior to reading by first drawing upon background knowledge. In this sense, Echeverri and Macknulti; (2010) stated that making predictions permits readers to anticipate information that will be presented in the text, such as identifying the purpose of the text and guessing about its content, based on features such as the title, the pictures, or some key words. By applying this strategy, students are given the opportunity to integrate what they know while they read and are also faced with new information that may conflict with their own assumptions which, in turn may reinforce critical thinking skills.

Identifying main ideas and summarizing

In this strategy consists in identifying principal events or ideas in a text is something that good readers also do. Irwin and Baker (1989) argued that skilled readers have an ability to choose the information they will need in order to comprehend the reading text. Further, readers have the ability to ignore information that is not important as well. Summarizing can be defined

as: Deleting unimportant and redundant information, categorizing information, identifying and using the author's main ideas and creating your own main idea if the author did not clearly state his or hers.

Making inferences

This scheme helps readers to construct a coherent mental representation of a text. According to McNamara (2007), its purpose is to establish coherence between concepts by using both, the text and prior knowledge. Based on this information, this strategy allows students to deduce evidence based on explicit and implicit information from the text.

Questioning

Questioning is a strategy which can develop different levels of thinking skills in students. Kelty (1999) explains four types of questions: literal questions, which have answers stated directly in the reading, and help students focus on knowledge by finding and recalling information. Comprehension questions are those that require inference. Students must search for information in various parts of the reading and, at the same time, describe, compare, organize and explain ideas.

4.3 Reading Comprehension.

To define reading comprehension can be challenging if it is considered that for some people to comprehend a text is to recognize the words, while for others, it is the process of making mental representations of the words, that means assigning meaning to them. According to Clarke, Truelove, Hulme and Snowling (2014), to comprehend a text is when "language conveys meaning and allows the sharing of information, ideas and perspectives" (p. 1). In other words, when a text is well understood, reading becomes a pleasant, stimulating and a

transforming activity that offers different world perceptions. Another definition of comprehension was made by Sweet and Snow (2003), they argued that "comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (p.1).

Richards and Schmidt (2002) stated that comprehension is the recognition of the intended meaning of written or spoken communication. These experts also said that contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing). It is also supported by Smith that readers learn the meaning by making sense of words from their context, using what is known to comprehend and learn the unfamiliar.

4.3.1   The Importance of Reading Comprehension

Students need to increase interest in reading and continue to improve language skills, especially reading comprehension skills in order to be successful in both academic and personal life. In students' academic lives, reading comprehension is the basis for understanding all the academic content. Experts such as (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011) concluded that without having reading comprehension skills, students cannot accomplish all of that work.

The significance of reading comprehension increases significantly in all academic subjects as students go ahead through grades. The teacher acts as a guide in selecting appropriate strategies to learning, especially in learning the English language so as to eliminate the problems that arise in the learning process. Also, being able to understand what they are reading allows students to

quickly locate pertinent information, exclude non-relevant information to the present topic, and identify the important information to focus on.

4.3.2. Reading techniques to Promote Reading Comprehension

The use of suitable reading techniques will be one of the determinants in teaching and learning. Those techniques to develop comprehension and application in this study were activating students' background knowledge, having them make predictions, summarizing, and answer questions. Oxford (1990) offers a useful and comprehensive classification scheme of varies strategies and sub-strategies used by learners within the broader context of reading strategies. These techniques help leaners to manipulate the language, for example: taking notes, paraphrasing, silent period, predicting, summarizing, and using context clues. These strategies (predicting, silent reading, summarizing, asking questions about the text before, during, and after reading) are a way of accessing the meaning of texts, which are used flexibly and selectively in the course of reading. Reading strategies are often divided into three stages: (a) before reading, (b) during reading, and (c) after reading. To be able to read texts, students should have their strategies. Researchers as Brown (2001: 315) divides reading techniques into three phases. They are:

a) **Before Reading:** predicting

In making predictions, learners notice and recognize the selection by looking at the title, picture, vocabulary, grammar, and other language features in the text. In response to it, students formulate questions which bridge them to next selection of the text and the whole part of it. In this stage, the teacher's role is to assist the students in observing and identifying the selection of text and noticing the key words that facilitate them to guess the global understanding of the text. The teacher also expedites students to express questions, discuss and share their predictions of each

selection of the text. Hence, making prediction is important as Nuttall (1996) states that the ability to predict is an aid to understanding and a sign of comprehension.

b) While reading: silent reading

Pupils read the whole text to gather information or data related to their earlier predictions. The teacher supports students identifying any crucial vocabulary items in context.

c) After reading: confirming the predictions

After reading the complete text to gather information, learners are encouraged to explain what causes them to confirm or revise prior predictions. It is carried out through discussing the material read.

By employing strategies in reading, the educator and students are expected to be more organized in understanding a text. Nevertheless, this research focuses only on some strategies which are linear to the students' reading problems in making perditions, identifying the purpose of reading, analyzing vocabulary, using existing knowledge to make sense of new information, and asking questions about the text before, during, and after reading.

In consequence, these reading strategies are worked on each one of the six workshops with different types of exercises; where students also completed a feedback card (Freeman, 1998) to give their opinion about the readings and if they understood them, their preferred activities and strategies, and their importance for their lives. Pesa & Somers (2007) expand that before reading, prediction can "...activate prior knowledge, set a purpose for reading, and engage the reader from the outset", (p. 31). Related to while reading McKown & Barnett (2007) agree that "...good readers use their experiences and knowledge to make predictions and formulate ideas as they read" (p. 18).

4.4 Previous Related Studies

This section surveys some previous related studies in the field of English Foreign Language (EFL) teaching and learning connected to reading comprehension.

Firstly, Vinanurviyani (2018), conducted a qualitative action research in which the researcher evaluated critical reading in college students. He used the padlet application as an instructional media in fostering college students' critical reading skill. The strategies were questioning, discussing, interpreting, summarizing, and synthesizing. Data collection used in this study included reading tests, classroom observations, and questionnaires. Results evidenced that almost all students' critical reading skill increased significantly after using the Padlet application.

Another project was done by Echeverri and McNulty (2003), they used a directed reading-thinking approach using strategies for comprehension and application. This study worked with a mixture of qualitative and action research with a population of high school eighth graders. For data analysis the research used students" artifacts, a semi-structured survey and field notes. The strategies were prediction, prior knowledge, graphic organizers, and questions. The research showed that participants expressed that the strategies and an interactive reading task helped them to improve reading comprehension. The study reports that most pupils used English to answer knowledge, comprehension, and a good number of application questions.

Besides, an important study was carried out by Quiroga (2010). The author explored the development of the reading comprehension process supported by the interactive reading model to help seventh-grader students at a public school in Bogotá, be more successful in their daily life. The instruments used to gather information were observations, journals, interviews and questionnaires. The results of the study evidenced that the strategies chosen for the development of the participants' reading comprehension were very important and useful for them, although

some generated certain difficulty due to the little use they made of them. In addition, students were encouraged to find other ways to understand unknown concepts, to avoid the use of the dictionary. This research is relevant to my study since it stimulates the use of reading strategies and the interactive reading model as vital to develop the students' critical reading skill.

Also, Rios and Valcárcel's (2005) research project took three different groups of seventh graders, at a school. Their purpose was to motivate students to read and to help them achieve a good comprehension level. They showed how English language learning was developed from reading processes involving the other language skills and helped students to develop individual and social skills. They concluded that reading becomes meaningful to learn English when teachers selected reading material according to students" interests, age and needs.

Having described the constructs that underlie this research, the next chapter deals with the methodological design, type of study, instruments, and participants of the study.

5. Methodology

As mentioned above, my project aimed at exploring the use of the interactive-reading approach, on the development of the reading comprehension process of seventh graders at a public school. Hence, this chapter comprises both the research and the instructional designs that underlie this study.

5.1 Type of study

This research project corresponds to an Action-Research method and is designed within a qualitative paradigm. On the one hand, like in the majority of classroom research, this study uses an action research method as it relies on exploratory and interpretative procedures. It enables the role of participant research that allows the researcher to document and reflect systematically on the findings. It elicits the process of teaching, observing, developing strategies and evaluating performance in a current cycle. On the other hand, Creswell (2009) defines qualitative procedures as the methods where it is necessary to use diverse conventions, approaches and techniques to collect the information, analyze it and make an interpretation of the findings.

Moreover, this research project involves some of the main characteristics of qualitative methodology. First, the data collection procedures explore human assumptions about a certain problem in their own setting. Second, the analysis of data is inductive, and it comes from particular to general themes. Third, the researcher makes the analysis and interpretation of the meaning of the data. Fourth, the research question emerges from the data collected, and fifth, the written reports use a flexible and understandable structure. Those general aspects are the ones that make this research project qualitative.

5.2 Participants

The participants of this study were fifteen students from Eugenio Pacelli high school, and the teacher-researcher who conducted this research.

Students. This project was carried out with seventh graders from a public urban school. At the beginning of the implementation there were twenty-five (25) students, (thirteen boys and twelve girls) between fifteen and seventeen years old. They were selected because there was a heterogeneous group. Learners show different learning styles and multiple intelligences. Students from seventh grade used to receive three (3) hours of English per week in the morning. Nowadays, they also attend five (5) hours of English class per week in the afternoon thanks to the Bilingual Caldas program. The students' response was positive in terms of behavior and attitude. They were committed and respectful, but they continuously expressed that English was not something important or interesting for them and that they were only worried about the grades. This phenomenon was evident in the lessons as there was no participation. The students were not motivated by the lessons and they definitely did not use the target language in class.

All of the students came from poor neighborhoods near the school and the principal economic income of their families come from the work of the informality, their parents are informal workers. That is why, eleven of the students moved to different places or dropped out of classes. At the end of the implementation, there were fourteen students in the group (eight boys and six girls). Their academic performance was also heterogeneous. While some of the students achieved the higher levels according to the school system of evaluation, others stayed in the lowest level.

Teacher-researcher and materials developer. I performed two main roles throughout the development of this study. First, as a researcher, I proposed some strategies to help students

improve their reading comprehension. Besides, I had the chance to take a closer look at my students' needs to apply different strategies for them to foster their reading comprehension skills. As a materials developer, I innovated and adapted my teaching practices to respond to the students' context and needs. As stated by Núñez and Téllez (2009), "The onset of teachers' reflection is the individual assessment of the EFL classroom, which enables them to make decisions when they create or adapt materials that fulfil particular students' needs and learning settings" (p. 172). I became an instrument of change at Eugenio Pacelli high school and Confa program because I developed and implemented customized materials to motivate students and help them improve their reading comprehension.

5.3 Data collection and instruments

In the diagnostic stage, four different instruments to collect data were used: researcher´s journal, a survey, a teachers' interview and a pre-test. The journal was carried out, in order to collect data during the English classes. It recorded the students' performance during the classes and captured the researcher's point of view in the interpretation and reflection of the description according to the class observation technique. The pre-test was applied to the fifteen (15) students. The design of the pre-test was developed in different sections with the aim of collecting data of their knowledge baseline, profile in terms of language learning, affective, cultural, social, and academic needs. Moreover, a survey was used applied to (15) students. The design of the survey was developed in different sections with the aim of collecting data of their performance and opinions in terms of personal skills, classes' appraisals, preferences and expectations. Finally, the teachers' interview was applied in a meeting with four English teachers from the educative institution Eugenio Pacelli to collect data of their experiences and points of view of the process of teaching and learning English in their different settings.

6. Research stages / Phases of the study

6.1 Diagnostic stage

There are different types of instruments to gather data according to action research. Lankshear and Knobel (2006) stated that there are three main types of data involved in educational research: spoken, observed, and written data. In the diagnostic stage, I decided to conduct four different research instruments to obtain a variety of points of view and sources of information. These instruments were: researcher´s journal, a survey, a teachers' interview and a pre-test in order to identify the students 'English level before the intervention.

The observation was carried out from March, to July (2020), in order to collect data during the English classes. The researcher´s journal was used to record the students' performance during the classes and captured the researcher's point of view in the interpretation and reflection of the process description according to the class observation technique. The design of the survey was developed in different sections with the aim of collecting data of their performance and opinions in terms of personal skills, classes' appraisals, preferences, and expectations. The teachers' interview was applied to the four (4) language teachers. Finally, the pre-test was developed with the aim of collecting data from their performance and perceptions in terms of language skills. Through the first two sources of information, I was able to determine the main problem that students had in the English classroom. It refers to the low English level of the students which impaired their understanding of texts and their ability to solve comprehension problems in the foreign language. These issues were later confirmed with the data gathered in the pre-test results. The following table (table 1) summarizes the aims of these data collection instruments:

No.	DATA COLLECTION TECHNIQUE	DATA COLLECTION INSTRUMENT	RATIONALE
1	Observation	Journal	To collect data from the Researchers' point of view according to the participants' performance in the English classes and the context of the classroom.
2	Interview	Teachers' interview	To collect data of the teachers' experiences and points of view of the process of teaching and learning English in their different settings.
3	Surveying	Survey	To collect relevant information from the students' perceptions about the English class.
4		Pre-test	To collect data of the participants' performance and opinions in terms of personal skills, classes' appraisals, preferences and expectations.

Table 1. Data collection instruments during the diagnostic stage

6.1.1 Observations

Observations allow the researcher to record the main events observed or heard in classes. According to Burns (1999) this type of technique for data collection provides a constant report of "the perceptions and thought processes, as well as critical event or issues which have surfaced the classroom" (p. 89). Observations are an essential element of action research, since they provide the researcher with the tools to document and reflect about the interactions as they occur in the

classroom. At the same time, as I was a participant - observer during the investigation process, I was able to use what I had seen and heard to make reflections about the development of the classes and the students' reactions.

The observation format encompassed description, analysis and reflection. In the description part, general aspects of the class were included such as students' behavior and interaction with the teacher and use of the foreign language. The second and the third aspects were completed taking into account the analysis of a variety of dimensions involved in the teaching and learning process.

6.1.2 Interviews

The interviews provide teacher researchers with a clear view of teachers' opinions about students' performance in a foreign language. In Burns' (1999) words, individual interviews "give additional and more productive responses to follow up a particular issue, insight or observation already made but not fully reflected upon" (p. 119). They can be implemented by using open and close structured questions according to the researcher's interest, in order to explore the methodology and the skills teachers consider to be most relevant to the students' needs and to the high school aims. I interviewed some of the English teachers at school, and I specifically asked one of them about students' attitudes towards English classes. She thought that the implementation of new approaches combined with everyday themes would allow students to learn about the world, and to feel curious about different experiences. Moreover, she suggested that I should take into consideration students' level when implementing new material. When asked about the students´ communicative skills, the majority of the teachers interviewed suggested that there are three areas of difficulty that should be addressed. These are presented in the following summary of the teachers' responses:

"students have difficulties in reading and writing."

"they have lack of vocabulary."

CATEGORIES	FREQUENCY	EVIDENCE
Difficulties in reading and writing	2	In the interview, it was found that students have difficulties when they have to either read or write in the classroom.
Lack of vocabulary	2	The two English teachers agreed on the importance of vocabulary since some of the students do not read because they do not know enough vocabulary to read in English.
Importance of using new methodology	2	Teachers considered that the use of new methodologies help students learn while reading and doing things in the classroom.
Low use of L2	4	Teachers considered Spanish has to be used in class because students mostly complain when they speak English. The main reason is the lack of vocabulary to express themselves.
Shyness to use English in class	3	Teachers believed that students feel shy and embarrassed to speak English in class.

TOTAL	11	

Table 2. Teachers' responses in the interview

6.1.3 Survey

It is important to mention that surveys were also used because they were an initial tool to collect data about students' needs and perceptions about the English class and their own performance. Regarding surveys, Jansen (2010) contended that "in short, the qualitative survey is the study of diversity…in a population" (par. 7). I conducted a survey in order to recognize students' preferences, needs and interests regarding authentic materials, likes, and difficulties in the English class. A survey was implemented to find out about students' needs and interests. It showed that students' preferences focused on visual and audiovisual materials related to music, sports, movies, comics, and live projects. In terms of the four communicative skills, the survey results show that they have difficulties with reading and writing but they express their interest in improving their reading comprehension level as a priority. This information was useful to plan the content and focus of each workshop.

6.1.4 Pre-test

The pre-test was the last instrument used to validate the information obtained with the other two data collection instruments. The main purpose was to measure the students' performances before the intervention through the workshops. The students were asked some questions about the four skills (Appendix 2) in order to determine their comprehension of the languages and their oral and written performance in the language.

During the diagnostic stage, participants were asked to answer two questions from a reading comprehension exercise, to complete the exercise proposed and they were not allowed to

use any dictionary. They worked individually and the teacher did not assist them. At the same time, students had to listen twice to a record, they had to complete an exercise by choosing the correct option. In the speaking part, students were asked to record a short audio (1 minute) with their phones in which they should introduce themselves. They should mention; their names, their places of residence, their age, likes, and dislikes. Finally, in the writing section, students had to write a short paragraph about a person of your family without using dictionary.

After applying the pre-test, the results showed that the skill with more difficulties was reading comprehension, followed by writing and speaking. It was evident that students did not comprehend a text while they were reading. This was the result of several factors: the lack of vocabulary, inadequate texts with no challenging activities used by the teacher, and the lack of interest on reading by teenagers whose goals were placed on other communicative skills.

6.1.5. Findings during the diagnostic stage

The following table and graph present the results of the data collected during March and July 2020 from three different views and by using different instruments: researcher's journal, survey, a teachers' interview, and a pre-test:

Code	Frequecies				
	Journal	Survey	Interview	Pre-test	Totals
High interest in reading	9	15	10	**0**	**34**
Difficulties in reading and writing	7	8	5	**6**	**26**
Low level of English proficiency	2	4	6	**5**	**17**
Importance of using a new methodology.	4	7	6	**0**	**17**

Preferences on writing	8	3	6	**0**	**17**
Lack of vocabulary	5	2	4	**3**	**14**
Low performance in speaking	1	6	4	**2**	**13**
Desire for learning English	4	3	4	**0**	**11**
Low use of L2	2	1	5	**1**	**9**
TOTALS	**42**	**49**	**50**	**17**	**158**

Table 3. Triangulation table diagnostic stage.

Regarding the findings of the diagnostic stage, it was possible to find positive and negative findings from the data. The positive findings display the need and the importance of using a new methodology to enhance their motivation to learn the foreign language. The code "High interest on reading and desire for learning English" was identified among the three instruments with entries that suggested the importance of developing reading comprehension skills in the learners. The negative codes were similar to the positive ones; "Difficulties in reading and writing", "Low level of English proficiency" and "Lack of vocabulary". In both sides the results show the need of developing reading comprehension skills and also a sign that indicated that despite the difficulties, they were interested in improving the teaching and learning practices because they expressed their desire of learning English.

Taken from the teachers' interview:

'En su opinión cuál es la habilidad en la que los estudiantes tienen mayor dificultad?

"One cannot generalize but by doing so abruptly, the two most complex skills for most students are: reading and writing. our students do not like to read, hence the poor results on ICFES tests."

On the other hand, vocabulary represents one of basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. For that reason, it is essential to help students to increase their vocabulary. Vocabulary is one of the core components of reading instruction that is essential to successfully teaching students how to read since without vocabulary it is a very difficult task. The information provided by the instruments said that the students did not have enough vocabulary in the target language to read a text comprehensively. This can be seen in the following excerpt taken from the survey:

"¿Cómo se siente cuando se enfrenta a una actividad donde tiene que leer en inglés?

A lot of students place themselves close to "sin suficiente vocabulario"

After analyzing those findings, it was clear that the main problem was the methodological strategy used by the teachers in order to foster learners' reading comprehension skills on seventh grade students. It is important to teach students to read comprehensively and to confront this problem, I suggested to use The Interactive Reading Approach (IRA) as one of the methods to improve students' reading comprehension skills. From my point of view, the IRA is an excellent method since it includes bottom-up and top-down processes which help learners to access their background knowledge, express their ideas, communicate effectively, and learn about new concepts. As Hesham (2005) suggested, "reading involves both top-down and bottom-up processes" (p. 144). Pupils need to use both of these processes so that they are able to achieve their goals in reading. When they have achieved their goals, they are able to improve their reading comprehension. Therefore, it was necessary to introduce the IRA in the lessons, design ludic tasks that the students would enjoy, and finally look for a strategy that impacted the performance of the students positively, in accordance with the codes found.

6.2 Action stage

Taking into account the diagnostic stage, the main problem of the learners in this specific setting was that they did not use English in the classroom. The main reason is that they did not have clear learning and reading comprehension strategies to cope with their lack of vocabulary. There was no participation, and they did not show any effort in the development of the classroom tasks when they read. To cover this specific need, six workshops were applied under the Interactive Reading Approach as the pedagogical strategy. After analyzing the learners' problem, the idea of developing social skills to have the students interact and read in the target language emerged. The topic of the workshops was focused on the students' interests and needs in order to have learner-centered classes, and the language focus of each one was selected according to the suggested curriculum proposed by the Ministry of Education - MEN (2016) for seventh grade. The implementation of the reading strategies was applied in the practice and production stages of the lesson where the students had the opportunity to practice and share their ideas about the lesson and complete the tasks with the cooperation of all the members of the class (teacher and classmates).

6.2.1 Workshops

In the action stage six workshops were applied. The intervention entails the implementation of six workshops focused on reading strategies. I conducted a survey to identify the topics the students were interested in so that they were included in the resources. Moreover, both the topics and vocabulary were selected taking into account the students' interests and needs. Having completed the previous stages, the implementation was based on the instruction of the reading strategy cycle (predicting, connecting, making inferences, questioning and summarizing). Since this study is

centered on the Interactive Reading approach, the sessions were divided into three parts: Pre-reading and vocabulary introduction, while-reading or practice time, and post-reading or task production. This last moment was very important because the learners were able to produce something creative by using all the knowledge and vocabulary learned during the session. The following table presents the topics studied in each workshop:

WORKSHOP # 1	WORKSHOP # 2	WORKSHOP # 3	WORKSHOP # 4	WORKSHOP # 5	WORKSHOP # 6
Healthy and unhealthy habits	Food waste	Environment care	My favorite social media	Cyberbullying	Famous people

The design of the workshops was made following some steps; the first part of the lesson presents a chart with the general specification of the course (subject, date, time, materials, target population and topic). Then, the approach and the objectives are explicit (linguistic objectives and communicative objectives), and finally, the steps to follow during the class which are: Pre-reading (warm up, presentation), while-reading (practice and production, evaluation) and post-reading (wrap up). Finally, the format presents the references and bibliography. The warm-up was a ludic activity to activate students' pre-knowledge of the topic. Most of the workshops contain mind maps and games. The presentation part was made by the teacher to explain the grammar focus, present the new vocabulary and the content of the lesson. The strategy of the intervention was applied in the practice and production part. The evaluation was an assessment task to check the students' understanding of the content of the lesson; and finally, the wrap up was a group activity to expand and reflect upon the topic of the class.

6.2.1.1 Workshop N• 1

The first workshop was applied to collect data about the students' perception of the application of some strategies to improve reading comprehension skills, and the methodology used during the English classes. The lesson was divided into four parts: pre-reading, while-reading, post-reading, and homework. The topic of this workshop was "Healthy and unhealthy habits" and the main objective was to validate students´ background knowledge on this field, through the application of two reading strategies: scanning and previous knowledge.

Some linguistic objectives were set: 1) to explore vocabulary related to healthy and unhealthy habits, 2) to recognize vocabulary related to habits, 3) to relate useful vocabulary to school life, 4) to scan to look for specific information in a text, and 5) to identify important vocabulary and synthesize important information from the text. Furthermore, this competence entailed that students would practice the vocabulary in the texts and the stories related to their real-life situations.

It is no secret to anyone that in the last twenty years, virtual education has had a great impact on humanity and not only that, it has also become a great challenge for people, since this leads us to be more and more to the avant-garde, to be more autonomous, critical but above all competent. Added to this, because of the difficult times we are going through today due to the pandemic, many changes and adjustments have had to be made and education is one of them; One of these changes is the strengthening and re-adaptation of virtual or synchronous education. starting from the aforementioned. This workshop was developed via Zoom and WhatsApp. Students were asked to send their answers and comments about "Healthy and unhealthy habits" and events within the story via WhatsApp. Once learners finished the workshop, the teacher administered a student´s questionnaire (self-assessment) that helped her determine the students'

enjoyment of the class and their perception on the value of the reading strategies mentioned earlier in this analysis.

In order to collect data during the workshop, three different instruments were used: a journal to collect the researcher's interpretation and reflection about the students' performance during the workshop and the context of the classroom (see appendix 3. Researcher's Journal format). A checklist to have a second view from an external observer in terms of the students' attitude and usefulness of the strategy of intervention was also utilized (see appendix 4. External observer's checklist form). The data collection method used in this study was an A-priori method as some codes were pre-determined in order to establish the effect of interactive reading approaches in the learners' reading comprehension skills. The instruments were applied during the whole implementation of the workshops and their analysis was taken into account for planning and applying the next ones. The data were analyzed by using the same procedures as in the diagnostic stage according to the theory of triangulation proposed by Freeman (1998). He presents four steps to analyze data: naming, grouping, finding relationships and displaying. The data collection method used in this study was an A-priori method as some codes were pre-determined in order to establish the effect of IRA on students' comprehension skills.

The following graph represents the percentages of the most frequent categories that emerged after analyzing the data collected during the first workshop.

ANALYSIS WORKSHOP N° 1

- Acceptance of interactive Reading approach
- Usefulness of methodological strategy implemented: previous knowledge to decode and understand unfamiliar words
- Students' success to identify specific information in the text
- Usefulness of the online resources to elicit reading comprehension
- Promotion of Reading Comprehension
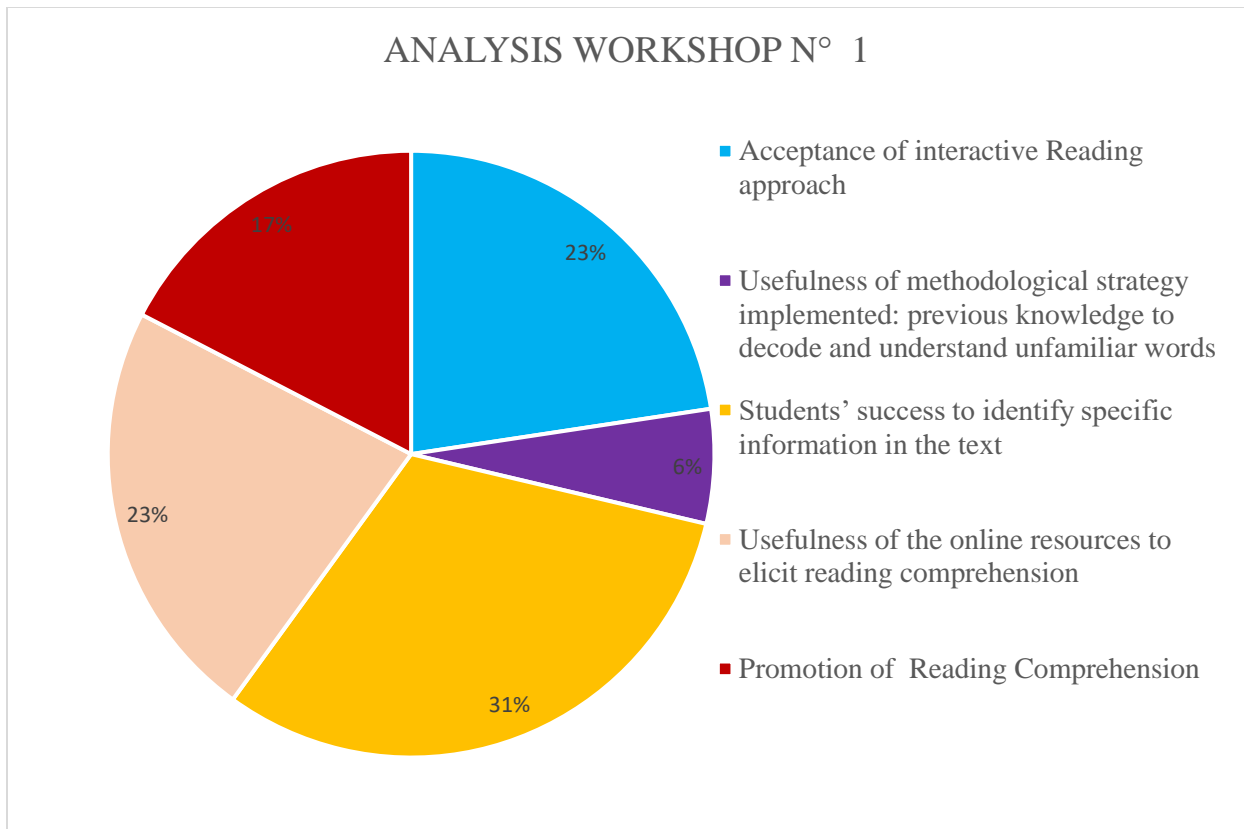
Graph 1. Analysis workshop N° 1

Students reported that the reading passage in the first workshop was interesting, informative, and relevant. Learners claimed that they liked the first reading because they were able to clarify their ideas about the topic. Students thought the text "The habits", was relevant for their lives: "I liked to read the text because I learned a good habits for my life" (student A). "The text teaches us things that we must learn for our lives" (group 3 student). Likewise, I perceived that students were motivated and engaged with the reading we did in class (teacher journal, July 2020).

This workshop…/Este taller…	Yes	No	Could be better
1) I think that this workshop has a relevant and meaningful local content related to my life experiences *Tiene un contenido relevante, significativo y localizado relacionado con mis experiencias de vida.*	X		

It is not a secret that ICT has brought great benefits to the teaching - learning process. Therefore, the development of virtual learning environments like the use of interactive online activities such as matching the pictures with the words that go together, another example of these interactive task was to put the habits (healthy and unhealthy) into the correct bubble, providing great forms of appropriation of knowledge, which enhanced the skills needed today such as metacognition and autonomy. We can see that the category "Usefulness of the online resources to elicit reading comprehension." with a 22,61% shows that implementing the technology in the class reaches the training of students and promotes reading comprehension. Moreover, as expressed by the students, it is evident to see the pleasure for the use of the virtual environment.

Thereby, in the next workshop, I will socialize the vocabulary about food waste, to employ the second part of standardized tests which will be to evaluate lexical knowledge relating the descriptions and definitions. Moreover, the second objective is to use the next reading comprehension strategies which will be to use previous knowledge, to identify specific information and to look for the main idea in a text. All of them will be dealt with according to the methodology of interactive reading approaches. Finally, I will motivate my students to use the L2 more often and to create a communicative class.

Sample of lesson

Workshop N• 1

Objective: By the end of this lesson, students should be able to:
- ※ To explore vocabulary related to healthy and unhealthy habits.
- ※ To recognize vocabulary related to habits.
- ※ Relate useful vocabulary to school life, courtship, relationship.
- ※ To identify important vocabulary and synthesize important information from the text.

Reading comprehension objective:

✓ Scan to look for specific information in a text.

✓ Express their own points of view assuming a comprehensible stance to propose alternative solutions.

PRE-READING

Warm-up

1) **Look at the image and discuss the following questions with a partner.**

a) **What sports can you see in the image?** I see…
b) **What food do you see in the image?** I see a… a…. and ….
c) **Are the foods in the picture healthy or unhealthy?**

1) **Chick on the link and match the picture with the words.**

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Healthy_Habits/Healthy_and_Unhealthy_Habits_fu301742ku

Healthy or Unhealthy Habits

Match the pictures with the words that go together.

	Eat fruits
	Smoke cigarettes
	Take a shower
	Drink beer
	Brush your teeth
	Eat junk food
	Get enough sleep

b) healthy or unhealty? WORK IN PAIR. Use the habits from the previous activity and classify them according to the two categories below.

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Healthy_Habits/Healthy_or_unhealthy$_ke525733fo

HEALTHY OR UNHEALTHY?

HEALTHY   UNHEALTHY
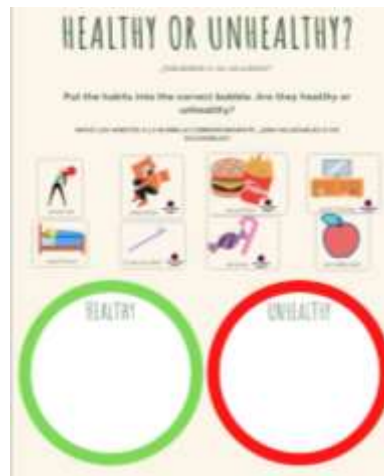
Yes/no questions to ask and answer about your habits.

First person singular	**Do I eat hamburge?** **Yes, I do** **No, I don't**
Second person singular	**Do you walk to school?** **Yes, I do** **No, I don't**
Third person singular	**Does she like to do exercises?** **Yes, she does**

	No, she doesn't **Does Alex eat vegetables?** **Yes, he does** **No, he doesn't**
First person plural	**Do we drink alcohol?** **Yes, we do** **No, we don't**
Second person plural	**Do you go to work?** **Yes, you do** **No, you don't**
Third person plural	**Do they play soccer?** **Yes, they do** **No, they don't**

WHILE- READING

Reading strategy: SCANNING: Read to look for specific information.

Look at the pictures and answer these questions:

Who is she?   What does she do?   Where is she?

Read the following real-life story based on Daniela's habits.

My habits

Hello my name's Daniela, I am thirteen years old. I am studying at the Malteria high school. Every day I wake up early and I do 15 minutes exercises routine from

Monday to Friday. I walk to school because my college is near to my house.
I enjoy colombian foods. I love ajiaco with white rice and avocado. I do not like fatty or junk food, but occassionally I eat a hamburger or pizza. I think that I don't have healthy habits because I don't drink water, I prefer to drink fruit juices with sugar.
On weekens, I watch TV or play movies on Netflix, check out my e-mail and social network stuff, do my homeworks and go to cinema with my friends.

Scan the text to answer the following questions.

1. How old is Daniela? _____
2. What time does Daniela wake up? _____
3. Daniela enjoys… _____
4. What food does not Daniela like? _____
5. She says that she does not have healthy habits because _____
6. Daniela go to school… _____

In relation with the previous text, write which sentences are true or false.

1. Daniela doesn't walk to school   (_____**False**_____)

2. Daniela doesn't like ajiaco   (_____)

3. She wakes up early every day   (_____)

4. Daniela prefers to drink water   (_____)

5. Daniela practice phiysical activity (_____)

6. Daniela's favorite food is pizza   (_____)

Circle the odd one out. Explain why. Look at the example.

0. Juice   (pear)   coffee   milk   _____It is not a drink_____

1. Broccoli   bread   cereal   pasta   _____

2. Lettuce   cucumber potato   meat   _____

3. Fish   yoghurt   steak   chicken   _____

4. French fries   cake   chocolate   ice cream _____

5. Bake   order   stir   fly   _____

6. Olive   meat   chicken   fish   _____

POST-READING

To complete the chart, ask two classmates yes/no questions about his/her habits. Follow the example:

No, I don't. I prefer vegetables

Do you eat junk food

Habit's chart

Habits	1)	2)	Me:
Drink water			
Watch TV a lot			

Play videogames			
Eat hot dog			
Ride a bike			
Study English			
Brush the teeth			
Eat fruits			
Like to read			
Eat vegetables			
Practice any sports			

Writing Time

Martin is a student in 7th grade. Write 3 recommandations for him use has to or doesn't have.

✓ Martin has to do exercises
✓ Martin doesn't have to eat greasy food.
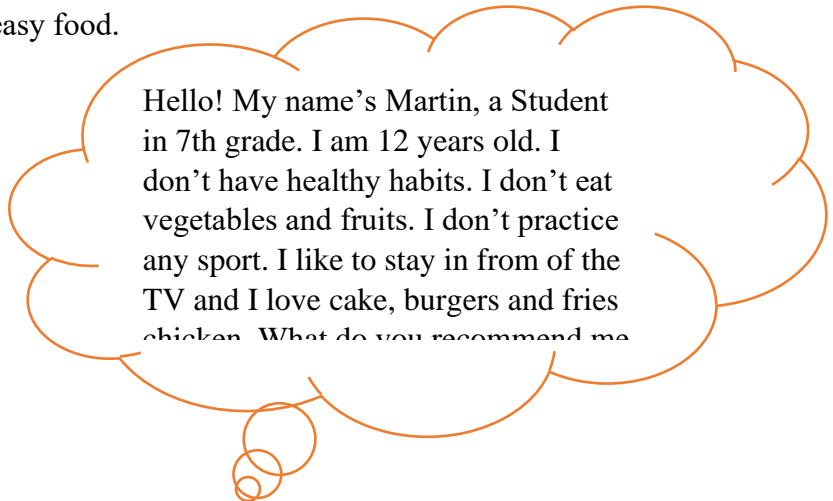
Hello! My name's Martin, a Student in 7th grade. I am 12 years old. I don't have healthy habits. I don't eat vegetables and fruits. I don't practice any sport. I like to stay in from of the TV and I love cake, burgers and fries chicken. What do you recommend me

_____

_____

_____

References:

https://www.myfamilyfirstchiro.com/healthy-habits-summer/

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Healthy_Habits/Healthy_and_Unhealthy_Habits_fu301742ku

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Healthy_Habits/Healthy_or_unhealthy$_ke525733fo

Self-assessment

<u>Your perception and reflection on your own performance and reading learning experiences.</u>

This workshop…/Este taller…	Yes	No	Could be better
I think that this workshop has a relevant and meaningful local content related to my life experiences *Tiene un contenido relevante, significativo y localizado relacionado con mis experiencias de vida.*			
Scanning strategy helped me to find specific information in the text *La estrategia de escanear me sirvió para encontrar información específica en el texto.*			
I can associate images to previous knowledge. *Puedo asociar imágenes con conocimientos previos.*			
The content of the reading was good and meaningful to develop different language skills (reading, listening, writing and speaking). *El contenido de la lectura fue útil y significativo para desarrollar diferentes habilidades del idioma (lectura, escucha, escritura y habla).*			
I can use vocabulary in contextualized sentences. *Puedo usar vocabulario y oraciones contextualizadas.*			
Reading strategies used during the reading time were usefulness. *Las estrategias de lectura usadas durante el tiempo de lectura fueron útiles.*			

In this workshop I learned

_____

_____

In this workshop I enjoyed

_____

_____

To improve the reading process, I would like

_____

_____

My attitude during this workshop was
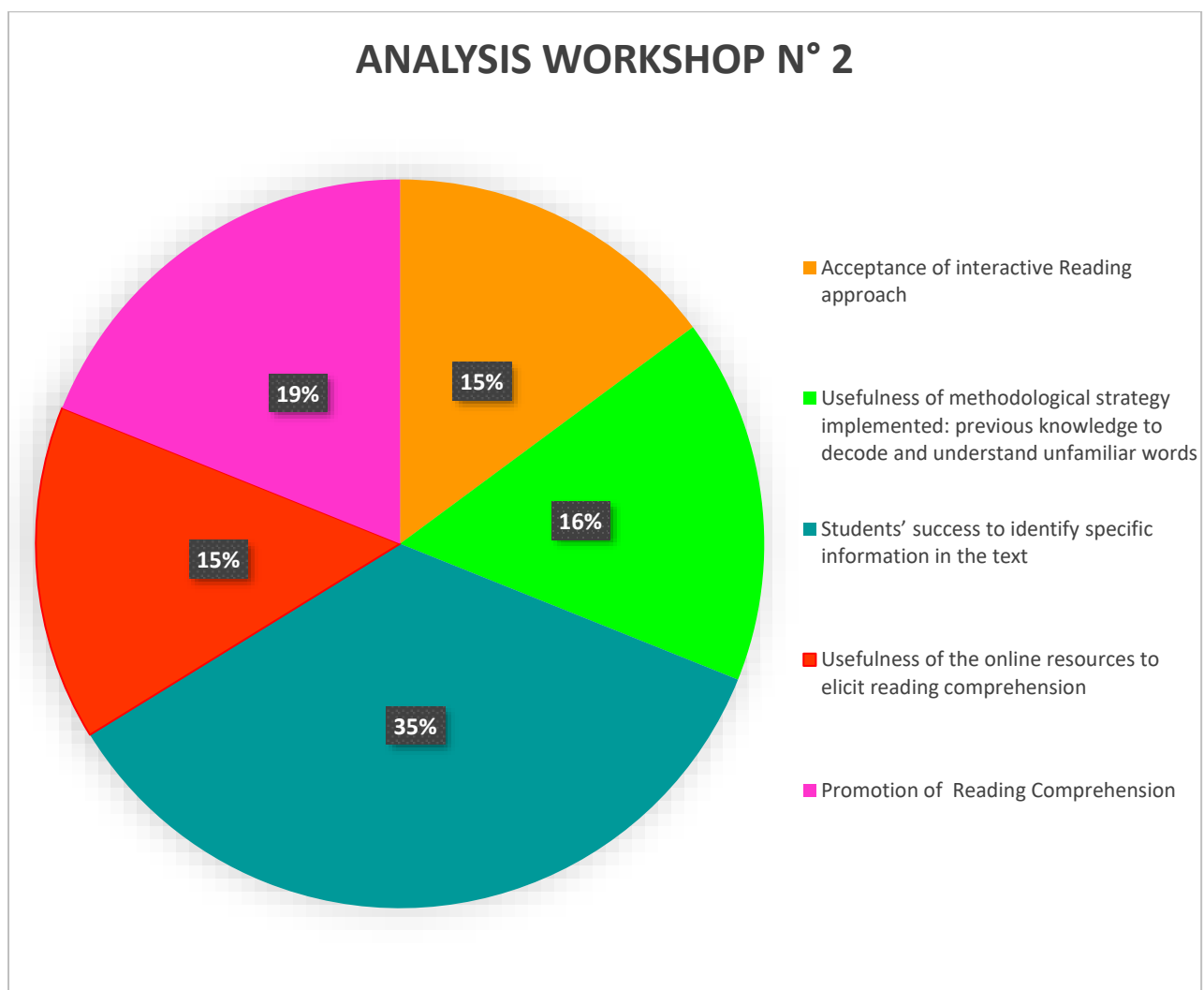
6.2.1.2 Workshop N° 2

Same as in the first workshop, this workshop was applied as part of the exploratory phase. This time the topic was food waste in order to cover the suggested curriculum in its agreement with the MEN (2016).

Some of this workshop's objectives were as follows; first to recognize vocabulary related to food waste, to relate useful vocabulary to school life, and the environment, to explain why food waste is a problem. and finally, to skim to look for getting main information in a text. The linguistic objective was to ask and answer about your habits.by using Yes/no questions.

The first part of each worksheet was pre-reading, in which the learners built up vocabulary and received the input they needed to understand the texts. The reading strategies used for this stage were predicting and connecting because the students had to use their prior knowledge, own experiences, and opinions to complete the activities. The second stage was while reading, in which the students developed their reading skills and used the vocabulary and input to understand the information given by the text. The cognition was worked in this stage since the learners had to comply with reasoning tasks by using self-questioning and inference as reading strategies. The last stage was after-reading which was based on both, cognition and communication. In this task the students had to answer questions related to the text and could access online materials and activities from any device such as cellphone, tablet, or computer. These online resources had a positive impact in the sense that they foster opportunities for richer interdisciplinary content learning and allow the development of reading comprehension skills. For example, online activities helped students to read, analyze, and use information and resources to solve problems through teamwork.

To analyze this workshop, the same journal format was used in order to have the researcher's point of view and an external observer to have a second view in terms of the students' attitude and usefulness of the strategy of intervention: a self-assessment that was applied to the students at the end of the workshop. The following graph presents the most frequent codes that emerged as a result of the analysis of this workshop.

Analysis workshop N° 2

Graph 2. Analysis workshop N° 2

Unlike the first workshop, the most frequent code that came out from the data analysis of the second workshop was the usefulness of the Reading Strategy: to look for specific information. In the checklist, this code appears in the students' self-assessment with entries such as:

ᔆ "Para mí las clases así son mejores porque así puedo entender mejor lo que la profesora nos enseña" (for me, classes like this one are better because I can understand better what the teacher taught us). *(Students' artifacts workshop No.2)*

In the reflection part of the journal, the researcher wrote, "The implementation of the strategy has raised the students' confidence in the English class". They are an excellent tool for classroom management." The same phenomena happened in the students' interview, where the researcher asked the students about their perception of the new methodology used in the English classes. Some of the participants wrote:
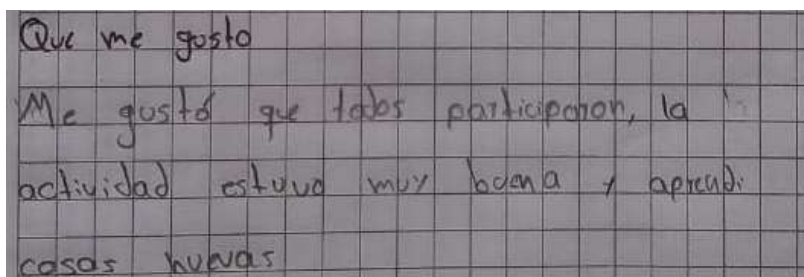
WORKSHOP #2

SUBJECT	English	MATERIAL	Laptops, cellphones, tablets, speakers, webpages.
DATE	July 2020		Seventh grade 25 students

		TARGET POPULATION	Pre- intermediate level
TIME	3 hours	TOPIC	Food waste.

Objective: By the end of this lesson, students should be able to:

- ※ To recognize vocabulary related to food waste.
- ※ Relate useful vocabulary to school life, relationship.
- ※ To explain why food waste is a problem.
- ※ Inspire students to be mindful in eating practices and eliminating the wasting of food through investigations, to help meet the Global Goals for Sustainable Development

Reading comprehension objective:

- ✓ Skim to look for getting main information in a text.
- ✓ Comprehend written language about food waste.

- ✓ Express their own points of view assuming a comprehensible stance to propose alternative solutions.

<center>

PRE-READING

Warm-up

</center>

Reading strategy: Previous knowledge

2) **Look at the image and discuss the following questions with a partner.**

a) **What can you see in the images?** I see…
b) **What do you know what is happening in these photos?** I know…
c) **How do these pictures represent our social reality?** I think a… a…. and ….

3) The teacher writes in the middle of the board the word "food waste" and asks the students to do a brainstorm about all the ideas that come to their mind according to the topic.
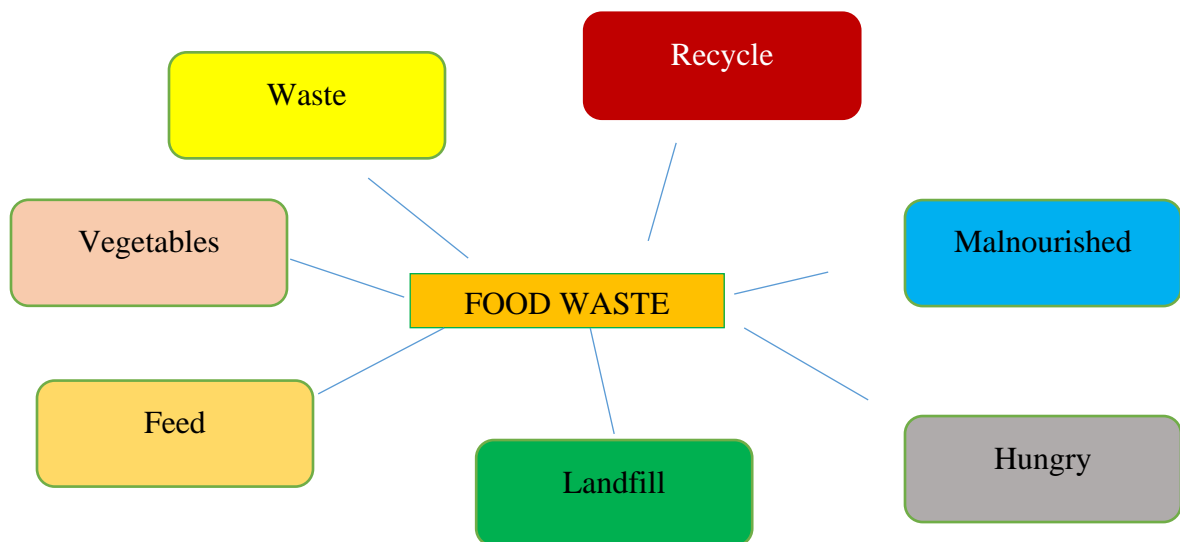
b) Use the vocabulary from the previous activity and match the word with the correct picture.

Malnourished

Landfill

Recycle

To feed

Food

Grammatical Rules

To form the present continuous, the auxiliary verb is used "to be" and the verb + ing.

Subject	Auxiliary (to be)	Verb + ing

I	Am	talking, eating, learning, doing, going…
he, she, it	is	talking, eating, learning, doing, going…
you, we, they	Are	talking , eating, learning, doing, going…

WHILE- READING

Reading strategy: SKIMMING: Read to look for main ideal.

Before to read answer the following question.

What does the title suggest?

What will you learn about the title?

The vulture and the little girl
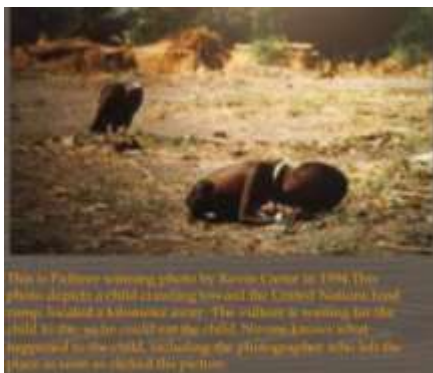
NEW WORDS:

Vulture: Buitre

Depict: Representar

Crawl: Arrastrarse

Die: Morir

No one: Nadie

Skim the text in the photography and answer the following questions.

1. **This text is about**

   a) A child playing
   b) A vulture eating

    c) A child dying of hunger

2. The information about the child is given

    a) False
    b) True

3. Which category of Pulitzer prize is

    a) Investigation report
    b) Feature photography
    c) Public service

4. Who took the photograph?

    a) Kevin Carter
    b) United Nations

Listen the song "If Ed Sheeran's "Shape of You" was about Food Waste" and number the strophes. https://www.youtube.com/watch?v=B1-pKWOt2yM

I saw my dream woman at the bar

Throw half of her meal out,

And my jaw hit the floor

She's perfect in every way,

but if she wastes,

it's a dealbreaker for sure

I don't love when you waste your food

We make way more than we consume

Starving kids don't get to choose

When they go to bed hungry

Now I'm singing like

Girl, did you know how much

food in the world gets wasted? 1 point 3

Billion tons of food from stores restaurants,

homes, and companies?

At the grocery in aisle two

I always buy all the ugly fruit

Cuz you know that it still tastes like it's brand new

And it's good for your country

Oh I oh I oh I oh I

I don't love when you waste your food

Oh I oh I oh I oh I

I don't love when you waste your food

The club isn't the best place to save the planet, so the restaurant's where I go

Me and my friends at the table talking stats about bout food waste in the world

1

POST-READING

Watch the following video, take notes and answer some question about it.

1) **What did you learn about the theme in the video?**

2) **According to the video write four solution to solve food waste**

How to reduce food waste?

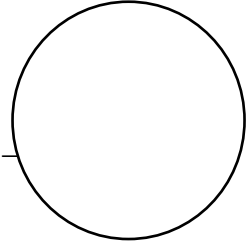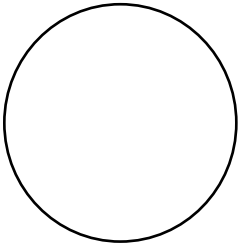**O: only buy what your family needs.**

1._____

2._____
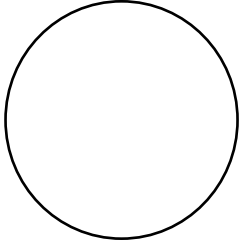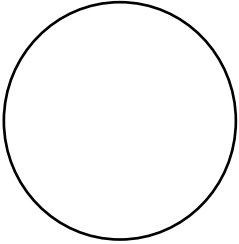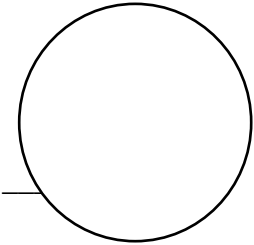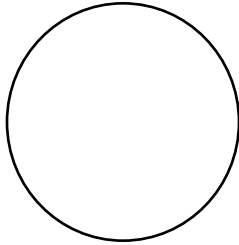
3._____

4. _____

Homework

In group of 3 you will be examining the amount of food consumed compared to the amount of food wasted during a school or home lunch period.

Before	After	Totals

Before   **After**   **Totals**

Student's name:
Lunch #1
% Consumed: _____
% Wasted: _____

Student's name:
Lunch #2
% Consumed:

% Wasted: _____

Student's name:
Lunch #3
% Consumed:

% Wasted: _____

TOTAL
% Consumed: _____

% Wasted: _____

References:

https://www.myfamilyfirstchiro.com/healthy-habits-summer/

https://www.google.com/search?q=food+waste+vocabulary&sxsrf=ALeKk00LK__6L4MZQcA
QrbeLz4W5fjbA0A:1595789611861&tbm=isch&source=iu&ictx=1&fir=XeqDf2-
ZeF7IUM%252CG_oRjn6AzXq4jM%252C_&vet=1&usg=AI4_-kQQL_JpZxSnAH0GnB-
eGnOf2ns9Lw&sa=X&ved=2ahUKEwiNwc3Hy-vqAhWCl-
AKHQLcDcEQ9QEwCHoECAsQJQ&biw=1366&bih=625#imgrc=9KvTO5l7ye92BM&imgdii
=Y7RE1omoPzeQ_

Self-assessment

Your perception and reflection on your own performance and reading learning experiences.

This workshop…/Este taller…	Yes	No	Could be better
I think that this workshop has a relevant and meaningful local content related to real life experiences *Tiene un contenido relevante, significativo y localizado relacionado con experiencias reales de vida.*			
Skimming strategy helped me to find general and main information in the text *La estrategia de hojear me sirvió para encontrar información general y principal en el texto.*			
I can associate images to previous knowledge. *Puedo asociar imágenes con conocimientos previos.*			
The content of the reading was good and meaningful to develop different language skills (reading, listening, writing and speaking). *El contenido de la lectura fue útil y significativo para desarrollar diferentes habilidades del idioma (lectura, escucha, escritura y habla).*			
I can use vocabulary in contextualized sentences. *Puedo usar vocabulario y oraciones contextualizadas.*			
Reading strategies used during the reading time were usefulness. *Las estrategias de lectura usadas durante el tiempo de lectura fueron útiles.*			

In this workshop I learned

_____
_____

In this workshop I enjoyed

_____
_____

To improve the reading process, I would like

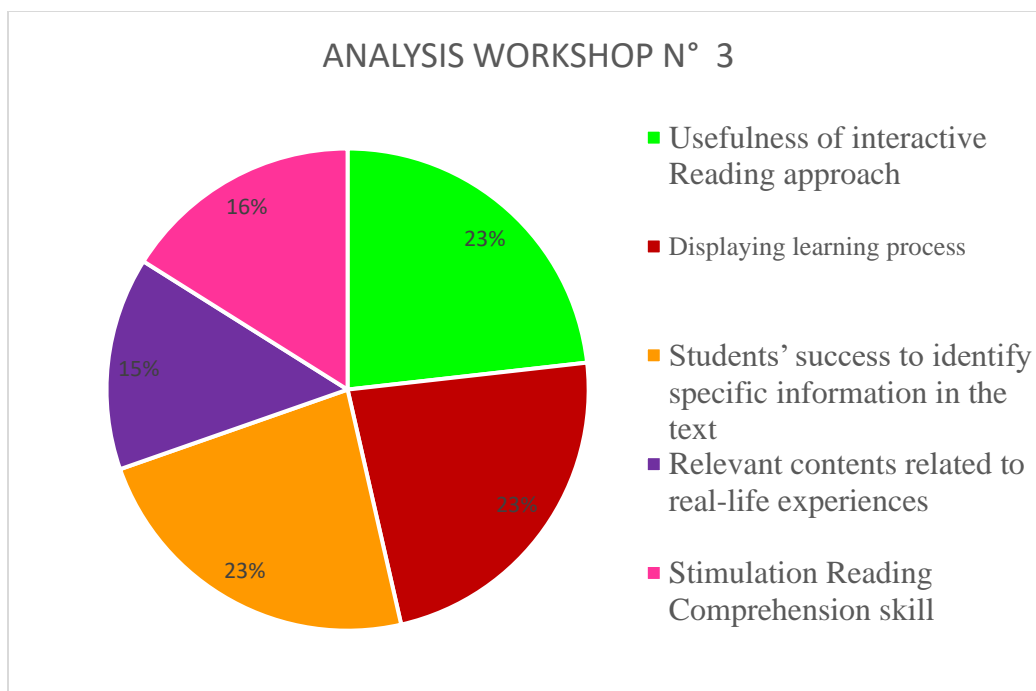_____
_____

My attitude during this workshop was

_____
_____

6.2.1.3 Workshop N• 3

In the third workshop the topic of the lesson was Environment care. The objectives were to stimulate thinking and actions about responsibility towards environment care and to describe the things we can do to help the environment. On the one hand, the reading comprehension objective for this third workshop was to formulate and respond to questions about the text. On the other hand, the linguistic objective was the use of the verb "CAN". In the pre-reading (warm up) the teacher stimulated a brainstorming activity about the topic to make a collective mind map on the board by showing her screen via Zoom. The presentation was the creation of virtual charts with images and posters of the vocabulary about the content making emphasis on the daily activities.

In order to collect data during the workshop, three different instruments were used: Firstly, a journal in order to collect the researcher interpretation and reflection about the students' performance during the workshop and the context of the classroom (see appendix 3. Researcher's Journal format). Secondly, an external observer form was analyzed to have a second view from the class in terms of the students' attitude and usefulness of the strategy of intervention, and finally a self-assessment that was applied to the students at the end of the workshop in order to follow their appraisal, expectations and progress (see appendix 5. Students' Self-assessment format). The instruments were applied during the whole implementation of the workshops and their analysis was taken into account for planning and applying the next ones. The data were analyzed by using the same procedures as in the previous workshops according to the theory of triangulation proposed by Freeman (1998).

The following graph represents the percentages of the most frequent categories that emerged after analyzing the data collected during the third workshop.

ANALYSIS WORKSHOP N° 3

- Usefulness of interactive Reading approach — 23%
- Displaying learning process — 23%
- Students' success to identify specific information in the text — 23%
- Relevant contents related to real-life experiences — 15%
- Stimulation Reading Comprehension skill — 16%

Graph 3. Analysis workshop N° 3

A further advantage of considering learners' likes was the positive effect on learners' motivation. Both the designed and online materials stimulated students and provided real connection to the world. Also, I identified that students were committed because their opinions and ideas were taken into consideration to select appropriate authentic texts, to design suitable activities and implement them successfully in the class for the purpose of changing the traditional lessons. The importance of taking into account students' preferences when choosing and designing material to engage students and to make it easier for them to understand and promote learning processes in an EFL setting. According to Rifkin (2004), "learners' beliefs (including their preferences) about the learning process are of critical importance to the success or failure of any student's efforts to master a foreign language" (as cited in Eslami-Rasekh & Valizadeh, 2004, p. 1). Among the authentic materials I selected, which were based on a survey inquiring about students' interests and the type of texts they enjoyed readings the most, I chose: song lyrics, a short text about environment, and

a video in order to offer them different types of texts. The following excerpt shows how a student

commented about the video:
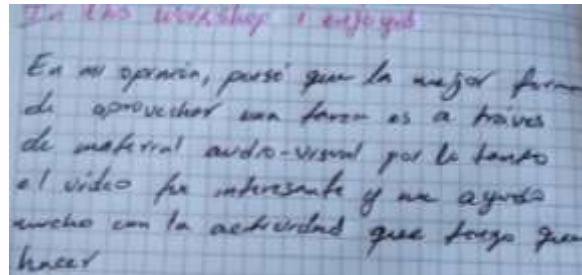
In the checklist for example, the external observer added that, "Los estudiantes reconocen

fácilmente el vocabulario de la clases" (the students recognize easily the vocabulary from the

lesson). In the reflection part of the journal the researcher wrote that "Now, they know more

vocabulary than before, and they use it to create sentences". In addition, and in regards to the

type of material used, one student said that:

ൽ "The material was really good because the video helped me to learn and understand about

the activities I must work on. Also, it generated desire to know about what is going to

happen." *(Students' artifacts workshop N° 3)*

This excerpt made me notice that audio-visual materials were easier for learners to comprehend

because there was a combination of signs based on images and sounds, in spite of the fact that they

did not understand some listening expressions. Also, visual, and audio-visual materials offered

other ways to comprehend the world; by reading online, students discover words they did not know

and can easily figure out their meaning from the context in which they are found. Moreover, while

observing this session one of my perceptions was that:

"I noticed how important it is to include technology in the learning process because it offers

learners new opportunities to access information." (*Teacher's Journal*).

The category of the relevance of the contents related to real life experiences embraced the importance of considering learners' needs and interests. The following response shows how a student commented about this category:

This workshop…/Este taller…	Yes	No	Could be better
I think that this workshop has a relevant and meaningful local content related to real life experiences *Tiene un contenido relevante, significativo y localizado relacionado con experiencias reales de vida.*	★		

WORKSHOP #3

SUBJECT	**English**	**MATERIAL**	**Laptops, cellphones, tablets, speakers, webpages.**
DATE	August 2020	**TARGET POPULATION**	Seventh grade 25 students Pre- intermediate level
TIME	3 hours	**TOPIC**	Environment care

Objective: By the end of this lesson, students should be able to:

※ To recognize vocabulary related to environment care.
※ To stimulate thinking and actions about responsibility towards environment care.
※ To describe the things, we can do to help the environment.
※ To create posters about environmental awareness.
※ To contrast between things that are helpful and harmful to the environment.
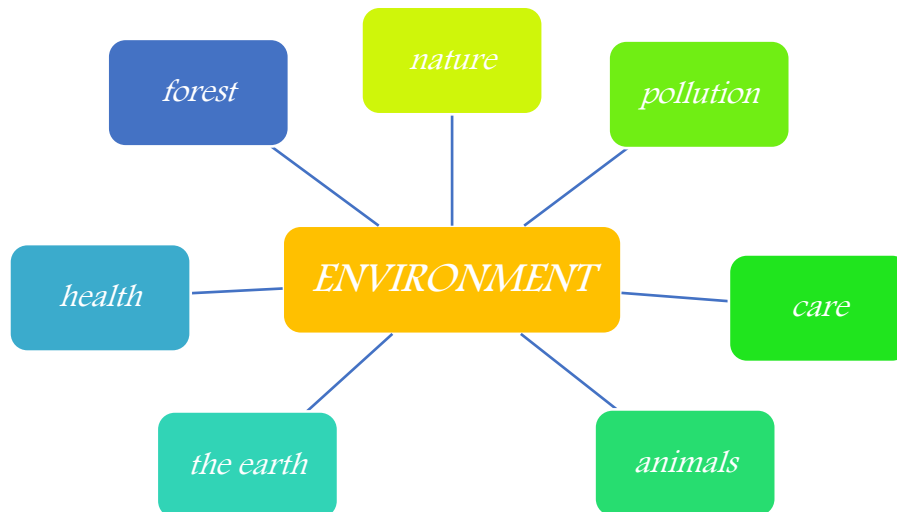
Reading comprehension objective:

✓ formulate and respond to questions about the text.

PRE-READING

Warm-up

4) **The teacher writes on the middle of the board the word "environment" and ask the students to do a brainstorm about all the ideas that come to their main according to the topic.**

Note: teacher gives some examples and write all the ideas that the students tell. At the end, ask the students to draw the chart in their notebooks and add more ideas if they consider it necessary.

WASTE	
Biodegradable	**Non – biodegradable**
Banana peels	Plastic bottles
Rotten food	Soda cans
Vegetables	Metals
Fruit	Sty foam cups

Add to the chart more examples according to the students' participation.

Task 2: Paste on the board the words *reuse, reduce, and recycle* and explain its meaning.

After that, show to the students some present simple sentences written on blog sheets (*recycling paper)* and ask them to paste it in the correct place.

Reduce:

- Do not buy things that you do not use
- Walk instead of drive
- Use less water
- Turn the lights off
- Use both sides of paper

Reuse:

- Fix broken things
- Give thing that you don't use to someone else
- Use containers instead of plastic bags
- Refill a bottle of water
- Buy reusable bags

Recycle:

- Use old paper to make new one
- Use old plastic to make new one
- Paint cans to use as containers

Learning strategy: activating background knowledge.

Environment vocabulary

Drag the vocabulary with the correct pictures. https://es.liveworksheets.com/cd622603lm

* drop litter around   * waste water
* save animals   * pollute the air   * use solar energy
* use plastic bags   * clean the environment
* recycle materials   * use pesticides

We [　　　]   We [　　　]   We [　　　]

....

We [　　　]   We [　　　]   We [　　　]

WHILE- READING

Before reading the text, match each symbol with the corresponding image.

https://es.liveworksheets.com/fs116992qb

Reduce   Recycle   Reuse

Reading strategy: QUESTIONING: formulate and respond to questions about the text.

Read the passage and choose the right answer.

New vocabulary

Turn off: cerrar

Already: ya

Again: de nuevo

REDUCE, REUSE, RECYCLE

There are 3 ways to make the Earth a greener place: Reduce, reuse and recycle. When people reduce, it means they are using less of something. This means less waste. Turning off the water when we brush our teeth is a way of reducing. We don't waste water by doing this. Reusing is to use the things we already have again. We can use re-usable shopping bags made of cloth instead of plastic bags when we go to a supermarket. Using both sides of the paper is also a way of reusing.

Finally, we can recycle. Recycling is to create new materials from old ones. Materials like paper, plastic and metal can be recycled. You can recycle the things like newspapers, soda cans, plastic containers and magazines.

If we want to live in a green and clean world, we must take care of our world.

Watch the video and complete the next activity.
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Environme nt/Earth_day_ue198659ue

2.Match the sentences with the correct pictures.

A **whale is helping** smaller sea creatures who are trapped in **plastic waste**.

On land **a young boy** is **asking for help to** clean the sea.

It is **not easy** to protect the planet **alone**.

POST-READING

Grammatical Rules

To form the verb can: "Can" is one of the most commonly used modal verbs in English. It can be used to express ability or opportunity, to request or offer permission, and to show possibility or impossibility.

Subject	Affirmative form	Negative form
I he, she, it you, we, they	can	Can't / can not

Example:

- You **can** ride a horse. *ability*

- I **can** stay with my brother when we are in Paris. *opportunity*

- Camila **cannot** stay out after 10 PM. *permission*

- **Can** you hand me the stapler? *request*

- Any child **can** grow up to be president. *possibility*

Write 3 actions that you can do to save the environment and 2 actions that we cannot, using the verb CAN.

O: I can plant a tree.

1._____

2._____

✎ **3.**_____

✎ **4.** _____

References:

https://es.liveworksheets.com/pm118835pj

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Environment/Earth_day_ue198659ue

https://es.liveworksheets.com/fs116992qb

https://www.englishpage.com/modals/can.html

Self-assessment

Your perception and reflection on your own performance and reading learning experiences.

This workshop…/Este taller…	Yes	No	Could be better
I think that this workshop has a relevant and meaningful local content related to real life experiences *Tiene un contenido relevante, significativo y localizado relacionado con experiencias reales de vida.*			
Questioning strategy helped me to formulate and respond to questions about the text? *¿La estrategia de preguntas me ayudó a formular y responder preguntas sobre el texto?*			
I can associate images to previous knowledge. *Puedo asociar imágenes con conocimientos previos.*			
The content of the reading was good and meaningful to develop different language skills (reading, listening, writing and speaking). *El contenido de la lectura fue útil y significativo para desarrollar diferentes habilidades del idioma (lectura, escucha, escritura y habla).*			
Thinking of what I know about the theme before reading was useful. *Pensar en lo que sé sobre el tema antes de leer fue útil.*			
Reading strategies used during the reading time were usefulness. *Las estrategias de lectura usadas durante el tiempo de lectura fueron útiles.*			

In this workshop I learned

_____

_____

In this workshop I enjoyed

_____

_____

To improve the reading process, I would like

_____

_____

My attitude during this workshop was

_____

_____

6.2.1.4 Workshop N• 4

As I mentioned early in this section, the topic for this workshop was My Favorite Social media. The linguistic objectives were to recognize vocabulary related to social media, and to improve students' reading comprehension skills and develop reading habits. The Reading comprehension objective was anticipating information and events in the text. The grammar objective was to share preferences by using frequency adverbs. In the pre - reading stage (warm up) the teacher writes on the middle of a slide the words "Facebook, Twitter, Snapchat, Instagram, Tik Tok and show students pictures of their logos" and ask the students to match each logo with the correct vocabulary. After that, the students answered some questions related to the previous exercise. For the implementation of the strategy, which is anticipating information and events in the text, students worked in pairs and read a real-life story based on Yudy's story and choose the right answer, but before reading and answering, students were asked to look at the pictures in the text and answer 3 questions while guessing or predicting what the story was about.

This subcategory demonstrates that a hands-on activity had a positive impact on students' learning process because they showed interest, collaboration, teamwork, and engagement when developing the tasks. The following sample from the students' artifacts illustrates how hands-on activities were integrated in the material. This activity entailed selecting and writing the correct answer related to a text. It was related to real-life story based on Yudy's story, and at the end of the class students did a great job and demonstrated commitment and engagement through this activity.

In the grammar part of the lesson the teacher pasted a poster with the sequence adverbs on the board and explained the grammar topic. Afterwards, she wrote sentences about the topic using the adverbs and asked the student to do the same in their notebooks with their own information.

Then, in pairs the students asked questions to each other about how often they did these activities in the social networking websites. Finally, the students listened to a conversation and answered three comprehension questions.

The following table represents the data analysis of the fourth workshop:
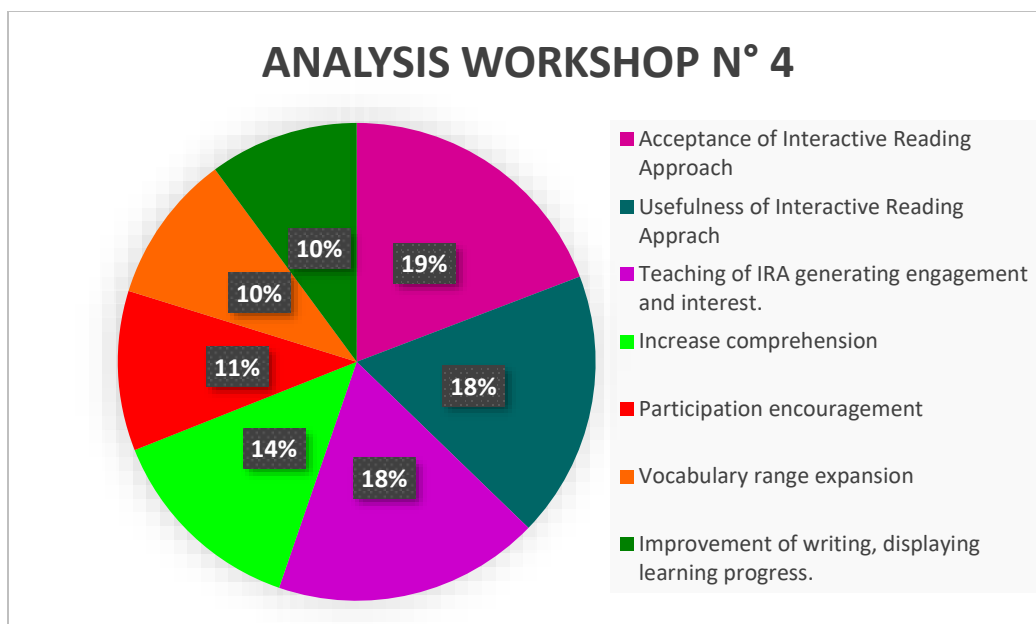
Graph 4. Analysis workshop N° 4

In the analysis of the fourth workshop the most frequent codes that emerge from the data were nearly the same as in the previous workshops with entries that suggest the same information presented in the third workshop. "Acceptance of Interactive Reading Approach" was the most frequent code with twenty-six entries, nineteen percent (19 %) among the three instruments. "Usefulness of the Interactive Reading Approach" and the code "Increasing of compression through IRA." ended with eighteen percent (18 %) each one. Increase a wider vocabulary, fourteen percent (14%) of the entries and finally participation encouragement, showing writing improvement. ended with eleven percent (11%) of the entries. Furthermore, this time two other codes emerged from the data analysis with a smaller number of frequencies, but they were common among the three instruments.

The following excerpt from the teacher's journal highlights that the use of reading strategies was essential to engage the students in the learning process. Additionally, it shows that

hands-on activities had a positive impact on the learners since they described these activities as enjoyable, fun, and easier:

In the self-assessment, one of the students commented that "me ha empezado a gustar más el inglés, siento que he aprendido más en estas nuevas clases." (I have start enjoying more the English language, I feel that I have learned more in this new classes). *(Students' artifacts workshop N° 4)*

And finally in the checklist the external observer added that "Las estrategias de lectura utilizadas en el taller promueven el autoestima y les brinda a los estudiantes confianza en sí mismos" (Reading strategies used in the workshop promote self-esteem and give to the students faith in themselves). *(External observer No.4)*

ℭℜ Students mentioned that hands-on activities helped them to learn more vocabulary and understand that text easily because they could work with partners and this collaborative work makes them acquire knowledge in a better way. Also, I have noticed they like creating stuff, coloring, cutting and so on because it is something new in their classes, this motivates them to accomplish the final task. *(Teacher's journal worksheet N°4)*

The categories in this workshop provided information about how the use of reading strategies elicited the understanding of texts, encouraged reading comprehension, and included students' perceptions of their reading and learning process. Moreover, it describes how students increased knowledge with respect to what they already know and constructed meaning by using the combination of some reading strategies.

Creating a meaningful and interactive environment during the implementation was challenging since most of time students felt scared and embarrassed when communicating and sharing their ideas in English. However, these communication experiences are essential when

learning a foreign language. Stevens (1950) asserted that "communication is the discriminatory response of an organism to a stimulus" (p. 689). Based on this, the stimulus to make students communicate during the sessions was the activities proposed in the worksheets that, in many cases, included teamwork. This sample from the worksheet shows how the topic "My favorite social media" helped them learn vocabulary related to internet.

Considering this, the workshop provided students with enough examples of reading texts in English, as well as they comprised activities in which the learners had to use the vocabulary acquired. Thus, it is essential that students receive a meaningful input that leads them to finally communicate naturally. Furthermore, monitoring and guiding the learners' process is crucial to ensure a communicative environment.

The next examples show that the activities included in the worksheets generated the need to communicate and exchange experiences, opinions, perceptions, and information during the sessions. The learners shared their points of view related not only to the contents, but also to their personal understandings and previous knowledge:

In the following field note it can be observed that students demonstrated with both their words and their attitudes that they enjoyed the tasks and took advantage of the time they had to exchange information. The participants learned from their classmates and this interaction was necessary to build the knowledge they needed to achieve the task.

ﻼ Some of the students said that the topics are meaningful for them because they have to express and connect these with their personal opinions and experiences, in that sense they are more into each topic. *(Teacher's journal workshop N°4).*

ଓ Other the students wrote: "Me siento muy bien he podido aprender más" (I feel good because I have learn more) or "he mejorado en la lectura y la escritura" (I have improved reading and writing). *(self-assessment No.4)*

The following excerpt from the external observer illustrates how students learned from their partners' interventions (opinions, experiences, answers) to build their knowledge about each topic.

ଓ The students liked when they worked in groups and answered the questions because their partners told them interesting things about the topics and that helped him/her more about each topic. *(External observer No.4)*

In the checklist for example, the external observer added in the part of comments that, "Los estudiantes reconocen fácilmente el vocabulario de la clases" (the students recognize easily the vocabulary from the lesson). In the reflection part of the journal the researcher wrote that "Now, they know more vocabulary than before, and they use it to create sentences". Finally, in the survey an item talked about the fact that new vocabulary helped them develop the task and all the students answered this item in the scale that reflects excellent performance.

To sum up, despite the fact that the purpose of this research was fostering students' reading comprehension, the inclusion of communicative activities fostered the four skills as they provided opportunities to interact with the language.

WORKSHOP #4

SUBJECT	English	**MATERIAL**	**Laptops, cellphones, tablets, speakers, webpages.**

DATE	September 2020	**TARGET POPULATION**	Seventh grade 25 students Pre- intermediate level
TIME	3 hours	**TOPIC**	My favorite Social media.

Objective: By the end of this lesson, students should be able to:

- ※ To recognize vocabulary related to social media.
- ※ To develop students' spoken fluency and improve reading skills.
- ※ To talk about Facebook and other social medias.

Reading comprehension objective:

- ✓ Anticipating information and events in the text.

PRE-READING

Warm-up

Reading strategy: Previous knowledge

5) **The teacher writes on the middle of a slide the word "Facebook, Twitter, Snapchat, Instagram, Tik Tok and show students pictures of their logos" and ask the students to match each logo with the correct vocabulary.**

Tik Tok

Twitter

Instagram

Facebook

Snapchat

Note: teacher asks what they know about these social media sites.

Look at the images again.

1. In your opinion What is the most popular social media platform?
2. What social media do you use?

3. What is your favorite social media and why?
4. How many hours do you spend on social media per day?
5. Do they know any people who are famous for social media?

Learning strategy: activating background knowledge.

Social media vocabulary

Complete the vocabulary with the word in Spanish.

2.- Complete the vocabulary with the word in Spanish.

Social network =	Cautious =
Share =	Log out =
Strangers =	Log on =
Being =	Upsetting =
Password =	Post =
Cyberbullied =	Inappropriate =

WHILE- READING

In pairs find and highlight 8 words in the word search related to social networking.

```
t q c q n l l t d b t o z g e
a f c z n y y c u p l l p u u
w k f r a o f h d r n v g j g
a r g g j u x r l o g r q z z
t s o s s t a t u s x f y i y
c q d n e u j h q d u n c p v
h c n a j b f h h y p r u o c
s r q p l e a w d w d o b z j
t m g c q f c p k t a i n n r
k f m h k v e c m w t d v r t
n q k a r p b b p i e b u i w
v c j t n d o c e t m y c o e
l i n e i n o s d t j u y y e
l k b w w c k x v e b s i r t
m o i l k k e m b r h a f i g
```

1. Youtube
2. Line
3. Watch
4. Facebook
5. Snapchat
6. Statu
7. Twitter
8. chat

Reading strategy: MAKING PREDICTIONS: anticipating information and events in the text.

Look at the pictures in the text and answer these questions:

Is that person a girl o boy? How does this feel? Where is she?

I am guessing or predicting the story will be about _____

Work in pairs. Read the real-life story based on Yudy's story and choose the right answer.

Do the names Facebook, Instagram, or Twitter ring a bell? They probably do because they are some of the most popular sites on the internet today.

Hello, This is my friend, her name's Yudy, **who** likes social media, her favorite one is Facebook. She is fourteen years old. Yudy is a 7th grade student. She and I are in 7th grade. She has a smartphone. Yudy use her cell phone every day. She is learning English through her smatphone and Facebook. Her teacher created a Facebook group, Yudy and her classmates share all information by the Facebook group. They are learning words and expressions all time.

Yudy loves Facebook because she can chat with her friend and learn English at the same time. Yudy loves using her cell phone and favorite social media because she uses it to go online and do her homework and stay in touch with her friends and classmates.

1. **What is Yudy's favorite social media?**
   a. Facebook
   b. Instagram

     c. Twitter

2. The word "Who" in paragraph 1, refers to whom?
    a) Social media
    b) Facebook
    c) Yudy

3. What can she do with her smartphone?
  a) Play and chat
  b) Go online and do homework
  c) Learn and listen to music

4. She likes to use Facebook because

_____

_____

_____

_____

POST-READING

Grammatical Rules

Adverbs of frequency are used to say how often we do things or how often things happen. Here are some common adverbs of frequency (in order from most frequent to least frequent)

Example:

- I **often** listen to music in my cell phone. (subject + adverb + main verb)

- I am **usually** hungry after school. (subject + to be + adverb)

- I **sometimes** go with my frriends.

- They **always** watch Netflixs series.

Write how often you do these activities in the social networking websites. Then, find out how often your partner does. What questions can you ask?

0. How often do you share your password?

Websites	You	Your partner
Share your password		
Accept invitations from people you don't know		
Share privatre information with strangers		
Tell your parents if you are being cyberbullied.		
Think before you post photos.		

Listening part:

Listen the conversation and answer the three questions.
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening/The_future_of_communication_ir27941rx

References:

https://www.examenglish.com/FCE/fce_reading.htm

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening/The_future_of_communication_ir27941rx

https://www.myenglishpages.com/site_php_files/grammar-lesson-adverbs-of-frequency.php

https://www.oxfordlearnersdictionaries.com

Self-assessment

Your perception and reflection on your own performance and reading learning experiences.

This workshop…/Este taller…	Yes	No	Could be better
I think that this workshop has a relevant and meaningful local content related to real life experiences *Tiene un contenido relevante, significativo y localizado relacionado con experiencias reales de vida.*			
The making prediction strategy helped me to anticipate information and events in the text. *La estrategia de hacer predicciones me ayudó a anticipar información y eventos en el texto.*			
I can associate images to previous knowledge. *Puedo asociar imágenes con conocimientos previos.*			
The content of the reading was good and meaningful to develop different language skills (reading, listening, writing and speaking). *El contenido de la lectura fue útil y significativo para desarrollar diferentes habilidades del idioma (lectura, escucha, escritura y habla).*			
Thinking of what I know about the theme before reading was useful. *Pensar en lo que sé sobre el tema antes de leer fue útil.*			
Reading strategies used during the reading time were usefulness. *Las estrategias de lectura usadas durante el tiempo de lectura fueron útiles.*			

In this workshop I learned

_____
_____

In this workshop I enjoyed

_____
_____

To improve the reading process, I would like

_____
_____

My attitude during this workshop was

_____
_____

6.2.1.5 Workshop N• 5

For this workshop, the topic was cyberbullying. This topic was one of the most attractive ones for the students since it was related to the realities and beliefs of the teenagers' population. Some of the linguistic objectives were to recognize vocabulary related to cyberbullying and stimulate thinking and actions about bullying prevention. The reading comprehension objective was to go beyond the evidence and identify key words in questions. In the warm up, the teacher wrote the name of the topic "bullying" on a slide and asked the students what they knew about the topic; later, a brainstorming activity was made with their comments. For the presentation part of the lesson the teacher presented the explanation about the topic by giving examples. Then, the students watched a video about cyberbullying. While the video was playing, the students took notes about important facts and key words. Afterwards, the students answered YES/NO to five statements. For the practice and production stages, the strategy was to make inference, before the reading part, the learners matched some numbers with the corresponding images.

For the implementation of the strategy which was the practice and production part of the lesson, the students read a text and answered some questions using the reading strategy mentioned earlier.

As a result of the analysis of this fifth workshop some new codes emerge from the data as the most frequent ones. The following graph represents the percentages of the most concurrent codes of the workshop among the three instruments:

ANALYSIS WORKSHOP N° 5
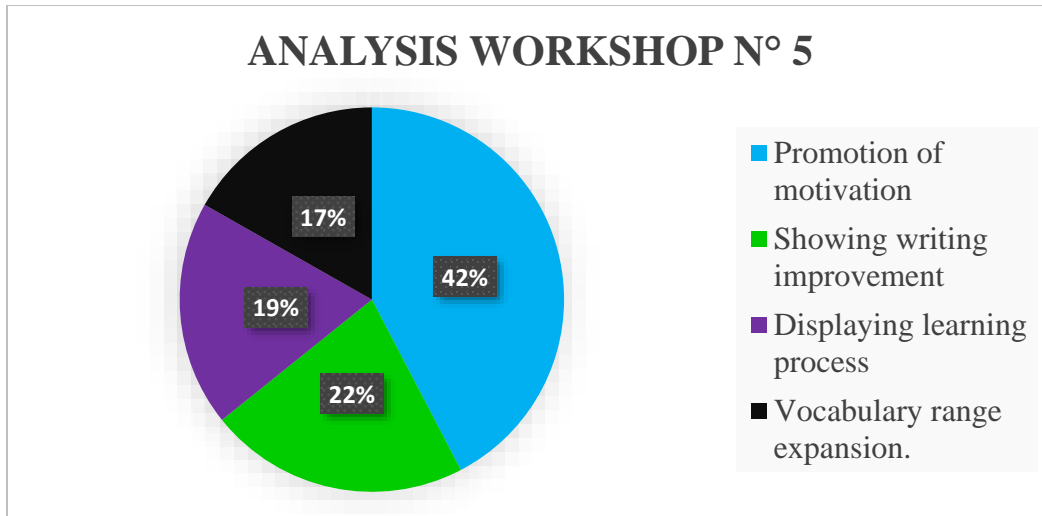
Graph 5. Analysis workshop N° 5

The first code that resulted from the analysis of the data was "Promotion of motivation." This new category was most frequent in the self-assessment when the students wrote entries such as:

- ∞ "Hemos aprendido mucho con estas actividades tan divertidas, los trabajos en equipo y las páginas de trabajo tecnológico son muy buenos y divertidos" (we have learned a lot with these fun activities, the work in group and the technology pages are very nice, and fun)

- ∞ "Las clases me parecen muy chéveres porque no solo es escribir en la clase por zoom si no también haciendo actividades lúdicas" (I think the classes are very cool because it is not just writing by zoom but also to perform ludic activities)

- ∞ "Pienso que la metodología usada en clase debe seguir como esta, porque me parece muy entretenida" (I think that the methodology used in class must continue like this, because I consider it is very entertained).
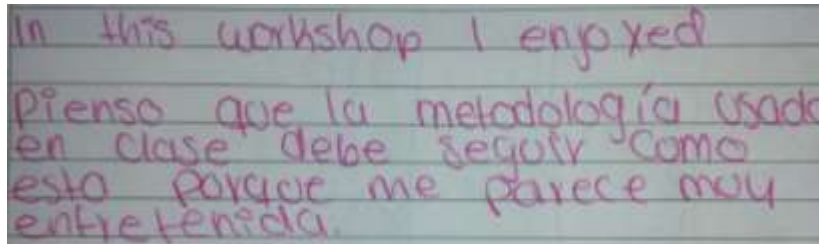
On the other hand, the second code, "showing writing improvement" was concurrent in the journal and also in the self-assessment. As an example of this category the researcher wrote some entries that concerned this information; "While the videos are playing most of the students take notes of some words in their notebooks", they easily complete the activity, and "the students share in Spanish some facts that they understand about the content of the tape script".

Moreover, this second category unveils the impact of activities whose purpose is to communicate with the text using reading comprehension strategies. Because of this, I decided to create and implement materials with these characteristics. This was illustrated in the previous students' artefacts. Taking note (writing part) facilitated students' comprehension of the text and guided them during the process as evinced in the self-assessment of two students.

(Student's artifact self-assessment, worksheet N° 5)

WORKSHOP #5

SUBJECT	English	MATERIAL	Laptops, cell phones, tablets, Computer, smart phone with Internet access
			Seventh grade

DATE	September 2020	TARGET POPULATION	25 students Pre- intermediate level
TIME	3 hours	TOPIC	Cyberbullying

Objective: By the end of this lesson, students should be able to:

※ Recognize vocabulary related to cyberbullying.
※ Know about different forms of bullying.
※ Identify bullying behavior
※ Learn what to do when they see bullying or are bullied.
※ Stimulate thinking and actions about bullying prevention.
※ Consider the different perspectives of those involved in a cyberbullying incident

Reading comprehension objective:

✓ Go beyond the evidence and identify key words in questions.

PRE-READING

Warm-up

Reading strategy: Previous knowledge

6) The teacher asks students if they know what bullying is?
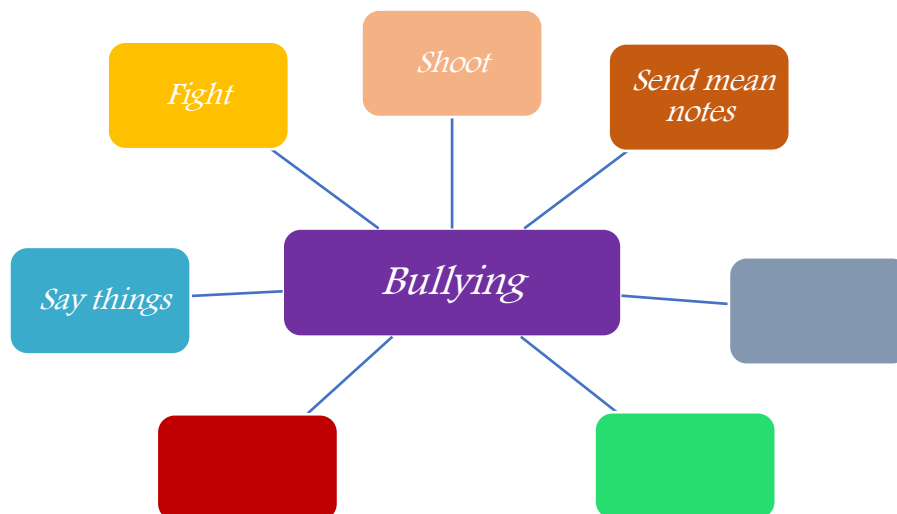
Note: The teacher gives examples of what bullying is and is not.

What is Bullying?

Bullying is when someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them.

Bullying can be:

Physical

hitting

pushing and shoving

fighting

tripping

yelling at someone

making rude gestures

taking or breaking another person's things

Emotional

name calling

making fun of someone

laughing at someone

leaving someone out on purpose

starting rumors or telling lies about someone.

sending mean messages on a computer or cell phone

trying to make someone feel bad about who they are.

Where Does Bullying Happen?

Bullying can happen anywhere. It can occur in your neighborhood, while going to school, at **school, and while on-line.**

What is Cyberbullying?

Using technology—internet, email, cell phones, social media, pictures— to hurt or harm someone else.

Includes:

Sending mean text messages

Posting statements online that are unkind or not true.

Sending or posting pictures that are not yours to share.

Making negative comments online about someone

Agreeing with someone who posts something hurtful.

Watch the video and complete the next activity.

https://es.liveworksheets.com/kx14375dr

1. Carlitos suffers discrimination. YES - NO

2. The others know him well. YES - NO

3. He insulted everyone in the social networks. YES - NO

4. He feels really sad. YES - NO

5. The girl decides to delete the page. YES - NO

WHILE- READING

Before reading the text, match each number with the corresponding image.

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Bullying/What_is_bullying_$_kg235055ph

The most common types of bullying :

Match these numbers with the pictures on the right

1) Physical bullying

2) Cyber-bullying

3) Verbal bullying

4) Racist bullying

Which of the following is an example of cyber-bullying?

a. make negative comments about a person's physcial appearance

b. spread nasty rumours

c. post a nasty comment on facebook

d. stealing another person's belongings

Reading strategy: MAKING INFERENCE: go beyond the evidence and identify key words in questions.

Read the passage and choose the right answer.

Karen is a teenager; she is 13 years old. She is a seventh-grade girl. She likes social media, especially Facebook. One day, she joined a new school. it all started on her first day when she introduced herself. she gets two messages as she is leaving for school.

The messages say:

You're so ugly.

Freak!

In the school's WhatsApp group nobody talks to her, it continues until it began to hurt her physically and mentally. Karen is unhappy and she begins feeling like she doesn't belong here.

Karen tells the teachers that a girl was being mean to her, her teachers explain her that Cyber-bullying is a form of online harassment of a person. This problem was almost unheard of only 15 years ago. However, more and more people are now using the Internet. This is creating new problems for society. On the Internet, it is easier for people to hide their identity. This can encourage bullies to use the Internet to engage in this kind of harmful behavior. There are many ways that cyber-bullies use the Internet to **hurt** their victim.

Answer the following questions.

1. **What kid of bullying does Karen suffer?**

   o Physical bullying
   o Cyber-bullying
   o Verbal bullying

2. **How does Karen feel?**

   o Sad
   o Happy
   o Frustrated
   o Hurt

3. **According to the text, What can be inferred about cyberbullying ?**

   o when someone hides their identity online
   o when someone encourages a person to post content online
   o when someone uses the internet to harm or frighten another person
   o when someone hurts or frightens someone who is smaller or less powerful

4. **According to the article, why was cyber-bullying almost unheard of 15 years ago?**

   o because recently most societies are worse than ever
   o because recently more people are now using the Internet
   o because recently more people are turning into bullies
   o because bullying someone online is easier than bullying someone physically

5. **The word 'hurt' in paragraph 3 could be replaced with:**

   o Abuse
   o burn
   o assist
   o smash

POST-READING

Discussion

Is bullying a problem in your school?

What can people do to stop it?

References:

https://pacerkidsagainstbullying.org/what-is-bullying/

https://www.csus.edu/faculty/m/tmigliac/Bullying-Awareness-Lesson-Plan-K_3.pdf)))))

Self-assessment

Your perception and reflection on your own performance and reading learning experiences.

This workshop…/Este taller…	Yes	No	Could be better
I think that this workshop has a relevant and meaningful local content related to real life experiences *Tiene un contenido relevante, significativo y localizado relacionado con experiencias reales de vida.*			
The making inference strategy helped me to go beyond the evidence and identify key words in questions. *La estrategia de hacer inferencia me ayudó a ir más allá de la evidencia e identificar palabras clave en las preguntas.*			
I can associate images to previous knowledge. *Puedo asociar imágenes con conocimientos previos.*			
The content of the reading was good and meaningful to develop different language skills (reading, listening, writing, and speaking). *El contenido de la lectura fue útil y significativo para desarrollar diferentes habilidades del idioma (lectura, escucha, escritura y habla).*			
Thinking of what I know about the theme before reading was useful. *Pensar en lo que sé sobre el tema antes de leer fue útil.*			
Reading strategies used during the reading time were usefulness. *Las estrategias de lectura usadas durante el tiempo de lectura fueron útiles.*			

In this workshop I learned

_____
_____

In this workshop I enjoyed

_____
_____

To improve the reading process, I would like.

_____
_____

My attitude during this workshop was.

_____

_____

6.2.1.6 Workshop N• 6

This time, the topic of the lesson was Famous people. The main objective was to recognize events that happened in the past, and the reading comprehension objective was to identify the most important ideas in a text. In the warm up the teacher showed a picture of three very famous people and did a brainstorming activity with the students in which they gave ideas about the topic. Next, the students matched a photo with the information. In the presentation part, the students read a short paragraph aloud about a very important person in the world. After that, the teacher made some questions in order to check understanding. Then, in the presentation and practice part of the workshop, the teacher drew a chart categorizing the simple past verbs according to each type and using and giving examples around the topic. Next, students were asked to complete a table with the past forms of a variety of verbs.

Overall, the general presentation of the workshops was suitable for my students. The colors, contents, and organization of pictures, charts and speech bubbles in the material did not only grab students' attention immediately, but also provoked interaction in relation to its contents. From this, I can tell that the workshops exerted a powerful and positive influence on students' learning and perception of English language. To grab students' attention there is nothing better than involving contents about famous people which suggests that they also perceived these workshops as relevant and useful.

The majority of students considered that workshop N. 6 complied with such aspects, only two students regarded that their workshop did not consider their preferences and learning styles.

Thus, self-assessment demonstrates that teacher-made materials achieved impact via novelty, variety, attractive presentation, and appealing content.

Finally, for the wrap up, the students worked and created a short line about a famous person that they admired, using the past simple tense. For the evaluation, the students took an assessment test in order to evaluate the content of the last lesson.

The following table shows the analysis of the last workshop (workshop N°6) and the percentage of entries according to each code. This table was made taking into account the frequencies among the three instruments (Researcher's journal, students' self-assessment, and external observer's form).

ANALYSIS WORKSHOP N° 6

- 18%
- 31%
- 21%
- 30%

- The use of IRA generated Reading a stress-free setting.
- Usefulness of Interactive Reading Approach
- Promotion of motivation.
- Eliciting reading skill
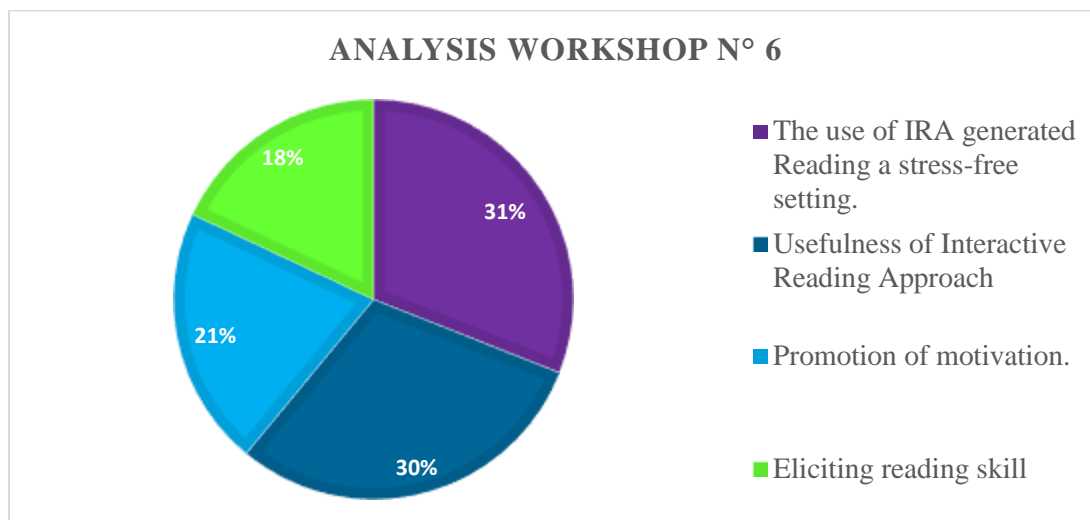
Graph 6. Analysis workshop N°6

On the one hand, when I designed the workshops, I considered needs analysis as a substantial source of information about students' interests and perceptions regarding L2, but the most important was my observation of the way they relate to each other in the class. I noticed that the codes reading through stress-free setting and online activities. This sub-category emphasizes the 'means', which are the materials and their potential to generate the motivation students need to read and complete in online activities presented in the workshops. The first one was frequent among the three instruments with entries like "they seem to understand easily the topic because

there were no questions" in the journal, "He aprendido mucha cosas que antes no había entendido cuando leía"(I have learned many things that I had not understood before when I read) in the self-assessment and "Es evidente que los estudiantes ahora hacen uso del idioma" (it is evident that the students are now using the language) in the checklist. The second one was also concurrent in the three instruments especially in the self-assessment where the students gave comments such as:

- "En el taller aprendí mucho con el material en linea que la profe nos pone" (in the workshop I learned a lot with the online material that the teacher gives us). *(Students' artifacts workshop N° 6)*

On the other hand, the other two codes that came out from the data analysis as frequent categories were "Promotion of motivation." and moreover, the following excerpts from field notes corroborate students' reactions of astonishment and surprise when they saw the material.

- Some reactions of students were really positive in relation to aspect of the workshop. A student said "Uyy que bueno con colores" ["Wow! This is great with colors"] another said "ayy algunas personas yo las conozco". ["Whoa! I know some people"] (*Teacher's journal workshop No.6, warming up*).

- Almost to reach the end of this session, some students handed in the workshop to the teacher. and told: "Muy bonito el taller está muy chevere". ["Very nice, the workshop is awesome"]. Another student told the teacher that "this workshop is better because is more real and motivated me to develop all the activities". *(Teacher's journal workshop N° 6)*

In the checklist the external observer gave comments like:

- Su disponibilidad y compromiso con las actividades de la clase muestra que realmente disfrutan de esta nueva estrategia" (their willing and commitment with the class tasks show that they actually enjoy this new strategy). *(External observer No.6)*

This reveals students' motivation and positive reactions in relation to the aspect and contents that, according to a student, were more realistic.

In essence, during the application of this investigation, the strategies used demonstrated their substantial benefits for reading because the students applied them to their lives. They found the strategies for learning suitable, and they constructed new knowledge by including them when they read any kind of text in any subject.

Reading strategies are crucial for students and help them to be successful with comprehension, like Graesser (2007) affirmed, "Reading strategies… are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehended" (p. 34). Learners can access meaning easier with reading exercises and to interact independently with any text they face that have been properly prepared. Also, they can build a knowledge of language such as vocabulary, structural which will facilitate development of greater reading ability.

In conclusion, to establish goals for the reading classroom and how successful readers interact with texts. So, developing reading skills is very important for students who speak English as a second language. If they can read well in their first language, They'll probably be able to read well in a second one and reading is a good way of improving vocabulary.

It is relevant to recognize that overt reading comprehension strategies guide students and enables their contact with the written text. Since "comprehension monitoring studies demonstrate the potential for strategies that activate prior knowledge to enhance comprehension before reading or that teach students to use ongoing strategies to help process tests as they read" (Gersten et al., 2001, p. 284). Reading strategies here, as it was previously stated, are actions or cognitive

conscious activities that facilitate comprehension and foster self-investment as well as support those who have difficulties to comprehend a text.

WORKSHOP #6

SUBJECT	English	MATERIAL	Laptops, cell phones, tablets, speakers, webpages.
DATE	September 2020	TARGET POPULATION	Seventh grade 25 students Pre- intermediate level
TIME	3 hours	TOPIC	Famous people

Objective: By the end of this lesson, students should be able to:

- ※ Recognize vocabulary related to famous people.
- ※ Determine two or more central ideas in a text.
- ※ Talk and read about famous people.
- ※ Practice using the past simple tense.
- ※ Have critical and creative thought.

Reading comprehension objective:

- ✓ To discern the most important ideas in a text
- ✓ To identify the relevant information in the presented in a text.

PRE-READING

Warm-up

Reading strategy: Previous knowledge

1) **The teacher will start showing to the class a picture of three very famous people (Maluma, Barack Obama and Justin Bieber), and will ask to the class what are the name of those singer.**

Note: In order to help the students to get into the topic, the teacher will show again the pictures of those artist and write the name of the class: FAMOUS PEOPLE.

Famous people.

Match the photo with the information.

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Possessive_adjectives/Famous_people_rr724648nz

WHILE- READING

Before reading the text, pay attention to following vocabulary.

Vocabulary:	
Convict: condenar	**Award:** premio
Overthrow: derrocar	**Only:** solamente o únicamente
Retiremet: jubilación	**Treason:** traición
Speak one's mind: decir lo que uno piensa	

Students are going to read to you a short paragraph, about a very important person in the world. Before that, the teacher will make some questions:

Do you want to know who I am talking about?

Well I'm talking about Nelson Mandela.

Who is he?

Read the passage and choose the right answer.

Nelson Mandela´s biography

Nelson Mandela was one of the most loved and respected people in the world. Nelson Mandela was a South African activist and politician, who was convicted to life in prison in 1962 for trying to overthrow the South African government. He got out of **prison** in 1990 after apartheid ended. Mandela used his popularity and charisma to become President of South Africa from 1994 to 1999.

After his presidency, Nelson Mandela continued to fight for equality and justice. Even retirement couldn't stop Mandela from speaking his mind to people all over the world.

He became a popular speaker who toured the world, inspiring people with his message. Nelson Mandela received many awards during his life, including the Nobel Peace Prize and the Presidential Medal of Freedom. He fathered six children during his life. He **stopped living** on December 5, 2013 at the age of 95.

---

1. **What is the title?**

   a) Nelson Mandela presidency.
   b) Nelson Mandela life.
   c) Nelson Mandela biography.

2. **Which sentence best summarizes the passage #1?**

   a) Mandela was arrested and jailed because he was accused of treason by the South African government.
   b) He was born in Transkei, South Africa.
   c) The press called Nelson Mandela 'The Black Pimpernel'.

3. **Did Nelson Mandela support apartheid?**

   a) Yes, he did
   b) No, he didn't
   c) Probably

4. Mandela was the president of South Africa for _____.

a) five years
b) seven years
c) four years

5. The word "prison" is close in meaning to:

a) Sanatorium
b) Dormitory
c) Jail

6. Which of the following statements IS NOT true?

a) Mandela was a charismatic and popular political leader.
b) Mandela received only two awards in his life: the Nobel Peace Prize and the Presidential Medal of Freedom.
c) Mandela spoke before audiences around the world about justice and equality.

7. The expression "He stopped living" is close in meaning to:

a) He surrendered
b) He died
c) He left

<div style="background:magenta; text-align:center">**POST-READING**</div>

Grammatical Rules

※ To make the past form of the verb, we usually add the –ed ending:

The pronunciation of the –ed ending depends on the letter which comes before it. If the letter before the –ed ending is a voiced consonant, it is pronounced /d/ - e.g. **lived.** If the letter before the –ed ending is an unvoiced consonant, it is pronounced /t/ - **e.g. helped** If the letter before the –ed ending is 'd' or 't', it is pronounced /Id/ -**e.g. wanted**	
Verbs	**past simple**
want	**wanted**
learn	**learned**
stay	**stayed**
walk	**walked**
show	**showed**

a) Can you find any examples of regular past simple verb forms in the previous reading text?

_____

_____

b) Complete the table with the past verb forms below it. Can you think of any more?

walked	played	wanted	decided	loved	shouted
worked	wished	laughed	liked	stayed	watched
invited	asked	kissed	washed	listened	pulled

past verbs ending /d/	past verbs ending /t/	past verbs ending / /Id/

※ Some verbs have an irregular past form. They don't take the –ed ending.

Verbs	Past simple
be	was (I, he, she, it) were (you, we, they)
do	did
have	had

c) Can you find some examples of irregular past simple verb forms in the reading text?

_____

_____

Wrap-up

By working in pairs or group of three people will create a short line about a famous person that you two admired, using the past simple tense.

_____

_____

_____

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Self-assessment

Your perception and reflection on your own performance and reading learning experiences.

This workshop…/Este taller…	Yes	No	Could be better
I think that this workshop has a relevant and meaningful local content related to real life experiences			

Tiene un contenido relevante, significativo y localizado relacionado con experiencias reales de vida.			
Summarizing strategy helped me to retell and respond to questions in a text using the language. *La estrategia de resumen me ayudó a volver a contar y responder preguntas en un texto usando el idioma.*			
I can associate images and vocabulary to previous knowledge. *Puedo asociar imágenes y vocabulario con conocimientos previos.*			
The content of the reading was good and meaningful to develop different language skills (reading, listening, writing and speaking). *El contenido de la lectura fue útil y significativo para desarrollar diferentes habilidades del idioma (lectura, escucha, escritura y habla).*			
Thinking of what I know about the theme before reading was useful. *Pensar en lo que sé sobre el tema antes de leer fue útil.*			
Reading strategies used during the reading time were usefulness. *Las estrategias de lectura usadas durante el tiempo de lectura fueron útiles.*			

In this workshop I learned

_____
_____

In this workshop I enjoyed

_____
_____

To improve the reading process, I would like

_____
_____

My attitude during this workshop was

_____
_____

6.3 Evaluation Stage

I established some categories from which I generated theory supported by both literature on

the field, and the data collected through the three instruments. In consequence, I started the

analysis process by organizing all the data from the instruments; then, I looked for common

patterns, specific features and coherent categories emerging from the teacher's journal, self-

assessment and non-participant observer form. The following table represents the seven different

categories that emerged as a result of the analysis of the three instruments.

Categories
1) **Positive aspects:** Acceptance of Interactive Reading Approach, enhancing reading skill.
2) Usefulness of IRA, displaying learning progress.
3) Participation encouragement, showing writing improvement.
4) Promotion of motivation.
5) Improvement of writing, displaying learning progress.
6) Vocabulary range expansion.
7) Usefulness of the online resources to elicit reading comprehension.

6.3.4 Data triangulation of the six workshops

To analyze the data collected with the three different instruments (the researcher's

journal, students' self-assessment and non-participant observer form), some procedures were

conducted according to the theory of "Triangulation" proposed by Freeman (1998) in the book

"Doing teacher-research: from inquiry to understanding" in which he presents four steps to

analyze data: naming, grouping, finding relationships and displaying. Moreover, I applied the

color-coding technique because it "allows the researcher to communicate and connect with the

data to facilitate the comprehension of the emerging phenomena and to generate theory grounded

in the data." (Basit, 2003, p.152). According to the information presented early, this research

study followed Burns perspective about action research, Burns (1999) affirmed that Action

Research is a "reflecting research cycle of planning, acting, observing and reflecting" (p. 4). She set the following phases: exploring, identifying, planning, collecting data, reflecting, speculating, intervening, observing, reporting, writing, and presenting. Likewise, for the data analysis, triangulation is necessary.

On the other hand, the following table corresponds to the most frequent categories that emerge from the data collected as a result of the analysis of the three instruments during the six workshops of the action stage. The emerged codes were as follows:
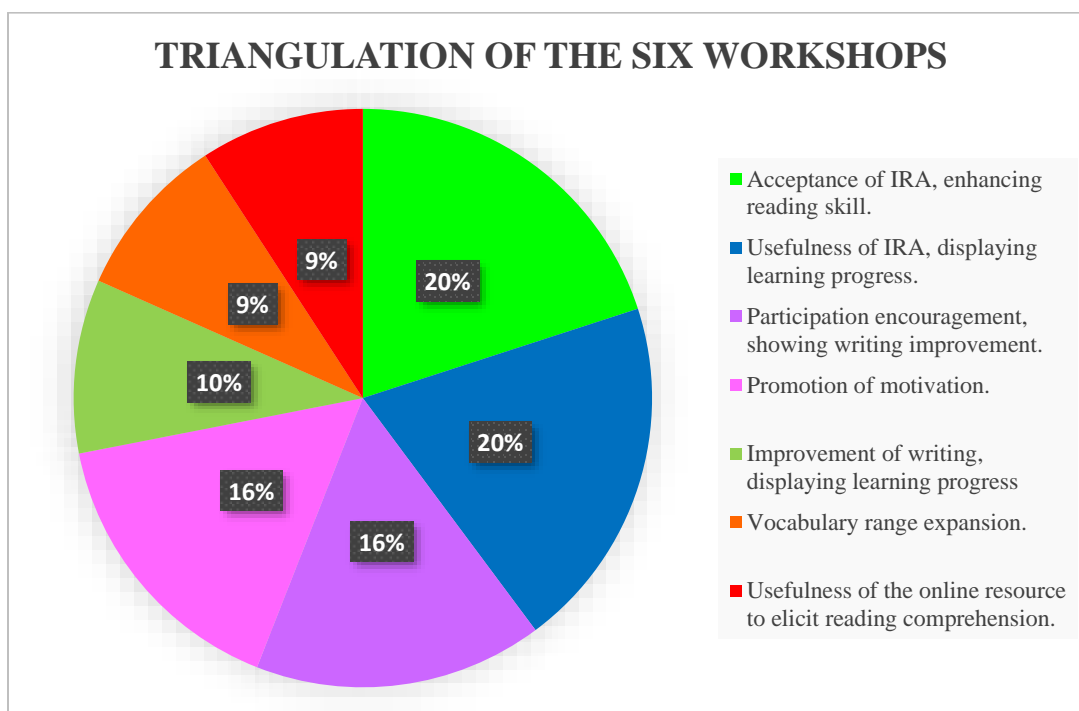
Graphic 7. Data triangulation of the six workshops

The two first workshops' principal aim was to explore students' performance and attitude after being exposed to reading strategies. To expose students to suitable and meaningful materials that elicited a great impact on students' reading comprehension was the main purpose of this intervention. To do so, I kept in mind features such as "a proper selection of activities … suitability of students' age, interests, needs and expectations, availability of use. Furthermore, this category

presents the improvements the students had in terms of reading comprehension and the use of the strategies cycle (pre, while and post reading. Macmillan (2005) pointed out that once a person starts reading texts in a foreign language, he is unable to decode the message. It was evident that students did not use suitable strategies to understand the texts easily. It is relevant to note that after working on the five reading strategies along the implementation (scanning, skimming, making predictions, summarizing, questioning), helped students increase their ability to comprehend; such strategies also made them aware of their potentials when they are trying to learn honestly. Experts such as Mikulecky (2005) argued that reading is one of the most important skills in second language teaching since it is an intentional process that involves the use of strategies to construct meaning.

Throughout the implementation of the strategies, the usefulness of the interactive reading approach and materials were encouraging as the learners had many opportunities for practicing and using the language. Firstly, they had the opportunity to discuss a text with others. Secondly, students were placed in a group with others of a similar ability; This strategy helped to take some of the stress out of reading and built confidence, increasing student's motivation. thirdly, the development of this research gave students the possibility to establish a connection between the topics presented in the workshops with their real-life experiences. This research study fulfilled students' needs and increased their interest in the English class. In light of this, it is possible to affirm that using Interactive Reading Approach centered on familiar topics promotes a meaningful learning for students since they see the usefulness of this knowledge for their lives.

Another category that was taken into account was associated with the students' attitude when learning the foreign language. Improving the students' learning process and experiences in the target language should be one of the main goals of teachers. This category was evident along

the intervention because the students became aware of the relevance of using reading strategies to improve their reading comprehension. Moreover, it was observed that the online materials, strategies, and activities encouraged the students towards the classes, thereby having a positive influence on the students' performance. On the other hand, Brewster (2000), affirmed that engagement, remarked implementation of materials and cooperative learning are essential to promote a meaningful learning. It is important for the pupils to have engaging activities and teamwork since this could be one way to improve their intellectual ability.

As well as online materials, strategies, teamwork, and activities, another way to promote learning in the classroom is by means of any educational experience that actively involves learners in interactive activities and tasks, and that was possible thanks to the use of the internet. This educational experience was relevant in this research because it provided the students with an enjoyable and effective way of learning different from using their traditional textbooks. Some online activities like dragging and matching some images with their definitions had a positive impact on the students' learning process because these kinds of activities allow students to interact online and take advantage of different technological tools. Online education has become a popular way in the teaching and learning process since learners join in virtual lectures, chat with fellow students, pose questions to teachers and much more.

One of the most meaningful aspects found in the workshops was the acceptability of the Interactive Reading Approach during the implementation since it created a meaningful and interactive environment. Considering this, the workshops provided students with enough examples of reading texts in English, as well as activities in which the learners had to use the vocabulary acquired. In this way, it is essential for the students to receive a meaningful input that leads them not only to read but also to communicate naturally.

The analysis of the results showed a positive effect of the study on student's engagement. It is interesting to notice that the most frequent category was also a new emergent one. "Promotion of motivation" emerged from entries in which the participants express that the strategy of intervention had increased the students' awareness about the importance of learning English and that they were finally enjoying the lessons. Another frequent category that emerged from the data analysis was "improvement of writing, displaying learning progress". This category could be considered as one of the most notorious changes of the students' performance. During the first workshop of this study, the development of the writing skill ended as a negative finding. Something similar happened with the code "vocabulary range expansion" which covers the negative category found during the analysis of the first part that showed "lack of vocabulary". Such improvements were achieved thanks to the instruction on reading strategies and the implementation of the Interactive Reading Approach.

Something really interesting in the design and implementation of the six workshops was that when online materials employed in class had a positive impact, they also helped students feel comfortable and vice versa. In this respect, the online materials used in this project were connected with students' reality, contexts, and interests. Hence, the importance of using, adapting, or designing online materials that really fit students' interests and reality, as it is important to know well students' attitudes towards English language and their proficiency level to determine what sort of activities can help them develop confidence. This category affords ideas to design activities and lessons that really reflect students´ needs and interests. This category was relevant ever since those online materials proposed in class fomented reading comprehension in class.

On the other hand, the online materials help to encourage learners to discover things by themselves. This is of particular significance because students can also accomplish learning

objectives by applying deliberately those strategies implemented in the English class. Through this process, the students will feel that what they are learning is useful and relevant and it has a practical purpose for their lives.

Finally, the importance of these categories for this research is mainly because learners felt comfortable in class so that they achieved learning goals through relevant online materials. Thus, they developed confidence and felt at ease. For all the reasons mentioned above, those categories for were pertinent for the present pedagogical intervention.

It is relevant to bear in mind some subcategories that supported all the categories in this intervention, and they are: *Methodological strategy implemented: previous knowledge to decode and understand unfamiliar words, students' success to identify specific information in the text, Relevant contents related to real-life experiences.*

As mentioned before, it was necessary to consider students' likes and interests in order to explode and use different materials. The previous sub-categories showed that students were more motivated if their needs were considered and if a contextualized material was provided. Moreover, the subcategories demonstrated that the activities had a positive impact on students' learning process because they showed interest, collaboration, teamwork, and engagement when developing the tasks.

7. Findings

The strategies used for the purpose of scaffolding the students' language process were eliciting key vocabulary, reading with a purpose in mind, taking notes, and using previous knowledge. However, it is important to mention that this study had a greater impact on the students' reading comprehension as a dynamic and interactive process than on the students' linguistic competence.

The exploratory phase (Phase 1) gave the researcher the possibility to improve the strategy of intervention by looking for a solution to cover the negative categories that emerge from the data analysis. This phase can be considered as the most important one because from here the researcher constructed the patterns of comprehensive reading and created a communicative environment during the English classes in order to end up with positive issues. They start showing improvement in their reading skills with tangible evidence. The most remarkable findings of this study were:

ℛ *Acceptance of Interactive Reading Approach, enhancing reading skill:* The principal finding of this research project was that the use of Interactive Reading Approach "enhanced the reading skill. It was common to listen to the students producing short sentences in the target language and sharing information read among them during the time that they spent working in pairs or groups. This category provides information about how to teach or train students on the use of reading strategies, leading them to understand multimodal texts, to encourage reading comprehension, and include students' perceptions of their reading and learning process. These aspects showed a perspective where the approach was useful to enhance the reading skill because the learners reflected on their own ability to comprehend texts by implementing the reading strategies. During reading time the students had the opportunity to feel comfortable reading and

answering questions. Moreover, as the tasks were based on familiar and interesting contents, they easily got engaged with the task as if they were not in an academic context. While reading, students were in contact with a variety of texts which offered them the opportunity to know and learn about real expressions used in English, to know about other cultures, to learn new expressions and vocabulary, and to have the chance to explode some interactive reading strategies. Moreover, I noticed that students considered that the use of the Interactive Reading Approach offered them new opportunities to foster understanding and to enhance the learning of English.

Usefulness of IRA, displaying learning progress: In this category learners generated their meanings from a variety of elements: the prior knowledge they had about a topic, their expectations once they approached the text, their assumptions about the topic and even from the questions that may arise throughout the reading. Most students recognized that the interactive reading, which starts from the most specific elements of the language, to form a general idea of the text, was very useful, because it allowed filling the information gaps that were present at the beginning of the reading process. Thus, on one hand, the bottom-up strategy was used when searching for words to interpret the text in general, or when a quick reading was made, and the general idea was identified with the help of the teacher. On the other hand, students were asked to formulate a prediction based on the reading of the title of the text, that is, from a general aspect to build meaning between the reading that is approached and the previous knowledge, that is to say from the use of top-down strategy.

Participation encouragement, showing writing improvement: The Improvement of the teaching practices requires innovation and dynamism to generate a positive impact on students' learning processes. Learners were encouraged to read in order to comprehend the ideas in written texts. Pupils could follow and understand the instruction given and did the task well. The students'

comprehension, especially, in findings showed that the main idea and the detail information of the text increased since IRA strategy helped them in directing their thinking ways in reading by making predictions and confirming the predictions. As the result, most of them were actively participating during the teaching and learning practice.

☙ ***Promotion of motivation:*** this category emerged from the beginning of the study and stayed until the end of it. It was common to find entries which showed that the IRA had a positive effect on the lessons. The levels of awareness about the importance of learning English increased and the student changed its behavior in front of the process of learning English. They showed how motivated by the class tasks they were and also, they demonstrated a continuous joy and effort among the activities. The workshops and online tasks made the class dynamic and there was no opportunity for them to be bored during the classes. Most of the students expressed that the kind of activities proposed in the workshops should be applied as the main strategy in all areas of knowledge. At the beginning of the study, creating a meaningful and interactive environment was challenging since most of time students felt scared and embarrassed when reading in English. However, the workshops provided students with enough examples of reading texts in English, as well as activities in which the learners had to use the vocabulary acquired. In this way, students got used to receiving meaningful input that led them to finally overcome their fears and became more motivated towards reading Besides, monitoring and guiding the learners' process was crucial to ensure a communicative environment.

☙ ***Improvement of writing, displaying learning progress:*** This category presents the improvements the students had in terms of writing. This finding was also related with the improvement of the students' reading comprehension skills. Elaborating ideas and answering comprehension questions was tough for students at first. They struggled with this because they

were not used to do it even in Spanish. Gradually, however, thanks to the instruction on reading strategies and the implementation of the Interactive Reading approach, and improvement in the way students were written was observed. In addition, these results showed that the learners changed their perspective towards reading, writing, and speaking in the foreign language since they participated actively in the tasks.

Through the use of the Interactive Reading Approach in seventh grade, most learners improved their attitudes in the English class based on the results gathered in the evaluation stage of this study since the positive responses of the learners were higher in comparison to the negative ones. The learners showed more interest in the learning tasks and their behavior was appropriate as a result of the expected progress on the tasks. Additionally, their class performance improved according to the results due to their active participation and concentration which were indicative not only of their enthusiasm, but also, of their engagement and understanding on the topics and the tasks through which they developed reading comprehension skills.

  *Vocabulary range expansion***:** Many studies confirm the connection between vocabulary size and reading comprehension. so, the increase in vocabulary improves the quality of reading comprehension and learning. Schmitt (2000) mentions that a person needs to know between 95-98 % of the words in a text in order to understand it successfully. It is important to mention that this study had a greater impact on the students' reading comprehension as a dynamic and interactive process than on the students' linguistic competence. The picture and keywords during the lesson helped the students a lot in activating their background knowledge. The vocabulary guessing also helped the students to overcome their difficulties in comprehending.

  Usefulness of the online resources to elicit reading comprehension: One of the most meaningful aspects of the workshops was the fact that they included online materials and topics

from the students' academic life. This category evidenced the importance of the role of online resources in education nowadays. It was the product of how contents and activities contributed to enhance students´ motivation and interest towards the English class. Hence, it is imperative to give importance to the content taught in class and combine it with meaningful resources to achieve better and durable results.

This chapter presented the data analysis process and the emergent categories for each construct. It also covered the evidence from the instruments and the theory that supported each finding. The following chapter deals with the conclusions and the pedagogical implications of this research project. Furthermore, it describes the limitations of this study and the possible questions for further research.

8. Conclusions

Concerning the research question, it is possible to conclude that the use of IRA, impacted students 'reading comprehension on a positive way. As a major finding, this study reveals the usefulness of IRA to raise the levels of reading skills of the learners. As a result, it shows that the reading strategies are an excellent tool to improve reading comprehension, to motivate students to learn English, to elicit vocabulary and to develop self-confidence. Through the use of reading strategies students increased their tools to understand a text so that this intervention had a positive impact on their leaning process.

On the one hand, the design and implementation of workshops based on IRA allowed the teacher researcher to implement attractive materials and encourage the students towards the class. The use of the interactive reading strategies stimulated students´ curiosity for the language learning process. On the other hand, the workshops were the source by which the students were faced with a number of multimodal texts which benefited their comprehension of different meaning.

Moreover, the workshops applied contained a significant number of meaningful activities addressed to challenge thinking. Learners enjoyed working with others, sharing their ideas, asking questions, and probing whether their hypotheses were valid or not. It is important to teach or train students in new strategies such as organizing information, skimming, scanning, making predictions and summarizing key information for their reading process to be successful. During the reading process students' learning process should be monitored and the teacher needs to model what s/he expects students to do. To Foster students' reading comprehension in an English class through reading implies: a) the use of online and interactive activities and cooperative work to make reading meaningful, b) the explicit use of different reading strategies during this process.

In the same line of thought, online materials drew students' attention and showed them the steps they needed to take into account when applying the strategies in each reading stage (pre-while and post-reading), starting from the easiest to the most complex one. Also, by doing each reading activity and developing the final tasks, the learners demonstrated the correct use of the reading strategies, as well as showing that they understood the texts and learned vocabulary. The use of digital materials came up as a way of enhancing the creativity on students.

According to the evaluation stage, the levels of reading comprehension have increased, and the students seem to be more comfortable in the English classes since reading strategies favored the process of reading comprehension. Given that Pardo (2004); Snow (2002); and Woolley (2011) defined reading comprehension as a process of interaction reader-text, the strategies facilitated students' interaction with the passages and articles in the worksheets. The learners understood not only the main idea, the author's intention, the details the text had, but also, they were able to summarize and to read between the lines with the objective of getting what the sentences and words meant. Prior knowledge, using imagery and overt strategies showed reading comprehension as a natural process where specific actions could guide the student's interaction with the text.

As a conclusion, the interactive reading approach has had a positive effect on the acquisition of the reading skill. This strategy of intervention has motivated students to learn a second language and has given the teacher a tangible evidence of their learning process. The IRA is useful not only for the development of academic skills but also for growing human values such as cooperation and teamwork since students interact with one another in order to acquire a

common benefit. This proposal could be used in other settings other than the urban area where a positive impact in the students' behavior and performance might be evident too.

Limitations

Due to the emergency caused by the COVID 19 pandemic, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. For that reason, I had to teach synchronous classes through a virtual platform called Zoom. This new situation posed a variety of challenges to overcome. One of those challenges was the fact that some students without reliable internet access and/or technology struggle to participate in any kind of digital learning. Throughout the entire implementation, another limitation was the continuous students´ absences to the synchronous classes which caused a delay in some processes. In three classes, more than five students missed the classes and it turned out to be a drawback for these students.

This situation affected their participation in class and in the reading comprehension activities. In most classes, at least one student missed class; there were also many classes when two students did not attend which affected the normal development of the implementation of the workshops.

Pedagogical implications

This research study represents a great opportunity to enhance my professional and personal growth (Núñez & Téllez, 2015; Núñez et al., 2017a). Even though, developing materials is an inherent activity for us, teachers, and it is part of our practice routine, I realized how important it is to invest time in the creation of suitable materials that encourage students towards the classes. Furthermore, I learned that developing materials implies a complex process in which it is essential to take into account students' interests, needs and expectations.

I was able to recognize that the design and implementation of workshops focused on the Interactive reading approach, changed the traditional teaching methodologies used while teaching English at Eugenio Pacelli public school. Likewise, this research was important for the community where it took place because as, a teacher researcher, I was able to develop and implement materials based on my learners' interests which offered the community new opportunities to teach and learn and gave students the possibility to reflect about their learning process. Furthermore, as a teacher, I learned to always focus my classes on topics and activities that respond to the students' necessities and interests. Additionally, I recognized the importance of using a variety of strategies to facilitate students' language learning.

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Appendixes

Appendix 1. Researcher's Journal format.

WORKSHOP N°1

Instrument: Journal

Technic: CLASS OBSERVATION

SUBJECT	English	MATERIAL	Laptops or tablets, cellphones
DATE	July 2020	TARGET POPULATION	seventh grade / 25 students/ Pre-intermediate level
TIME	3 to 4 hours	TOPIC	Healthy and unhealthy food

DESCRIPTION	INTERPRETATION	REFLECTION

Appendix 2. External observer's check list format.

THE IMPACT OF THE INTERACTIVE READING APPROACH ON SEVENTH GRADERS READING COMPREHENSION

External observer format.

El presente instrumento se aplica con el fin de recolectar información acerca de la percepción de un observador externo en relación con el efecto del uso de enfoques de lecturas interactivas para mejorar la comprensión de lectura en los estudiantes del grado séptimo de la **Institución Educativa Eugenio Pacelli.**

OBJETIVO: explorar la apreciación de un observador externo con respecto a los procesos de enseñanza y aprendizaje del inglés a través del uso enfoques de lecturas interactivas.

INSTRUCCIÓNES: marque la casilla que mejor se relacione con su percepción en relación a los criterios de evaluación mencionados de acuerdo a la siguiente escala de valoración: 1-PESIMO, 2–MALO, 3-REGULAR, 4–BUENO, 5-EXCELENTE.

CRITERIOS DE EVALUACIÓN	ESCALA DE VALORACIÓN					COMENTARIOS
	1	2	3	4	5	
a. Estrategia metodológica implementada.						
b. Los estudiantes comprenden la lectura expresando sus opiniones, punto de vista con relación al tema.						
c. Material audiovisual utilizado.						
d. Actitud de los estudiantes						
e. Lectura de los estudiantes en inglés						

f. Asesoramiento docente							
g. Control de disciplina							
h. Disposición de los estudiantes							

Observaciones y recomendaciones:

_____

_____

_____

_____

Appendix 3. Students' Pre-test, and Post-test

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Universidad de Caldas

Facultad de Artes y Humanidades

Departamento de Lenguas Extranjeras

Pre – test

</div>

Investigador: Luz Mery Mena Mena

Name:

_____

School: _____ **Group:** _____ **Date:**
_____

Va a encontrar una serie de ejercicios. Esta prueba no tendrá ningún fin evaluativo, solamente tiene propósitos investigativos. Por favor responda las preguntas honestamente.

<div align="center">

SECTION I. READING COMPREHENSION

</div>

Read the text and answer the questions.

> One of my favourite vacation places is The Nevado del Ruiz, is a volcano located on the border of the departments of Caldas and Tolima in Colombia. This place is a very interesting place to visit. The Nevado del Ruiz can be a dangerous place. The weather can change from one hour to the next, and from one peak to the next. Always check the weather forecast before you go out. The weather can change from being rainy one day to sunny the next, or from strong wind and gales in the morning to snow in the afternoon: **Wikipedia**

1. **Summarize the main idea in the previous text.**

_____
_____
_____

2. **How can the weather in the Nevado del Ruiz be described?**

_____
_____

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SECTION II. LISTENING

</div>

A1_first_day_at_school.mp3   Listen to the conversation and answer the questions below.

1. Jing and Tania are in the same class.
      a. True   b. False
2. Their teacher is a…
      a. Man   b. woman.
3. Jing knows where the classroom is.
      a. True   b. False

SECTION III. SPEAKING

Talk about yourself. You can include any kind of information. Here there are some ideas.

My name's ...
I'm from ... / I live in ...
I was born in ...
I'm ... years old.
I go to ... school.
I like ... because ...
I don't like ... because ...

SECTION IV. WRITING

There is no doubt family is a treasure. Think about a person of your family –It could be a relative, your boy/girlfriend and even your pet– Now, write a short description about her or him.

This is my…

_____
_____
_____
_____
_____
_____

Appendix 4. Entries

Date: July 20, 2020

Institution: Eugenio Pacelli high school

Participant: The coordinator

Last Monday I called to Eugenio Pacelli high school to apply a survey to my participants of seveth grade, I was asked to talk to the coordinator. Coordinator Carmenza started asking me about my thesis and the kind of workshops I was intending to apply to my participants. I began telling her about my plan on working on reading to help students to the institution and She intervened saying "Me preocupa que la institución tiene muchas horas de Ingles semanales dirigidas a los estudiantes pero no veo resultado en los estudiantes, no leen, seguimos utilizando estrategias tradicionales, por otro, el desinterés por parte de los estudiantes que no dan los resultados que se esperan.".

Appendix 5. **Research interview**

July 27th, 2020.

Interviewer: Luz Mery Mena

Interviewee:

1.   ¿En su práctica docente cuáles son las dos habilidades más complejas para los estudiantes?

2.   ¿Cuál es la actitud de los estudiantes en la clase de inglés?

3.   ¿Utiliza usted más español que inglés en el salón de clase, por qué?

4.   ¿Considera que la utilización de nuevas metodologías sería relevante como refuerzo de la clase de inglés?

5.   ¿En su percepción cuál es nivel de los estudiantes en el idioma inglés?

Appendix 6. Survey

Universidad de Caldas

Facultad de Artes y Humanidades

Departamento de Lenguas Extranjeras

Survey

Investigador: Luz Mery Mena Mena

Date: _____   Age:

Va a encontrar una serie de preguntas de selección múltiple. Esta encuesta no tendrá ningún fin evaluativo, solamente tiene propósitos investigativos. Por favor responda las preguntas honestamente.

1. **¿Cuál es la habilidad que consideras es la más difícil? por qué?**

    a) Lectura   b) Escritura   c) Escucha   d) Habla

_____

2. **¿Lees en español?**

    a) Si   b) No

3. **¿Lees en inglés?**

    a) Si   b) No

4. **¿Cuándo lees en inglés, es fácil para ti entender?**

a) Muy fácil   b) Fácil   c) Difícil   d) Muy difícil

5. ¿Conoces alguna estrategia de lectura?

a) Si   **b) No**

Cuál?_____

6. ¿Lees por ...

a) Placer.

b) Finalidad académica.

c) Ampliando tu vocabulario.

d) Despertando tu imaginación.

e) Mantenerse informado.

f) Otro_____

7. ¿Qué tipo de textos te gusta leer?

a) Novelas

b) Ciencia ficción

c) Biografías

d) Misterio

e) Cuentos

f) Drogas y alcohol

g) Literatura

h) Revistas

i) Noticias

j) Relaciones amorosas

k) Historietas

l) Libros de cocina

m) Romance

n) Materias escolares

o) Historia

8. **Cuando lees un texto en inglés. ¿Qué proceso sigue?**

   a) Subraya las palabras desconocidas

   b) Traduce las palabras desconocidas.

   c) Traduce el texto completo.

   d) Trate de entender la palabra en contexto.

   e) Pide ayuda al profesor

9. **¿Cuál podría ser una posible actividad de clase para ayudarlo a comprender la lectura? (puedes elegir más de una opción)**

   a) Leyendo todos los días

   b) Trabajar en estrategias de lectura específicas (imaginación, inferir, resumir…).

c)   Obtener el significado de vocabulario desconocido.

d)   Leer en voz alta