

**INTERACTIVE READING AS AN APPROACH TO ENHANCE READING
COMPREHENSION THROUGH ENGLISH TEXTS IN SEVENTH GRADERS**

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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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Resumen

El propósito de este estudio fue explorar el enfoque de lectura interactiva, como una forma de mejorar la comprensión lectora de los estudiantes de grado séptimo a través de textos en inglés. Este estudio se realizó en un colegio público colombiano y participaron quince estudiantes. En la etapa de diagnóstico se utilizaron varios instrumentos de recolección de datos, como un cuestionario para los estudiantes, un cuestionario para la coordinadora y la rectora, un diario del docente y una prueba diagnóstica, para identificar el problema. El análisis de los datos reveló deficiencias en las capacidades de lectura de los alumnos: dificultad para extraer información general y específica, y para comprender palabras e ideas. La fase de acción consistió en la realización de seis talleres, cada uno de ellos dividido en cuatro fases. Los talleres se basaron en el modelo de lectura interactiva (IRA) y se centraron en tres estrategias de lectura; Predicción, KWL ("lo que sé", "lo que quiero saber" y "lo que aprendí") y Hacer conexiones. La fase de evaluación permitió valorar los resultados obtenidos al final del proceso. Los resultados informaron sobre la eficacia del enfoque de lectura interactiva en la comprensión lectora de los estudiantes. Las conclusiones de este estudio discuten el impacto positivo de las estrategias de lectura bajo el modelo de lectura interactiva. Finalmente, se proponen varias recomendaciones como la importancia de utilizar recursos digitales y trabajar en este proyecto frecuentemente, sin interrupciones, para desarrollar hábitos de lectura y disminuir las dificultades lectoras.

Palabras clave: Enfoque de lectura interactiva, comprensión lectora, estrategias de lectura.

Abstract

The purpose of this study was to explore the interactive reading approach, as a way to enhance seventh-graders' reading comprehension through English texts. This study was carried out in a Colombian public school and fifteen students participated. In the diagnostic stage various data collections instruments, such as students' questionnaire, principal and coordinator's questionnaire, a teacher's journal and a diagnostic test, were used to identify the problem. The analysis of the data revealed weaknesses in learners' reading skills: difficulty to extract general and specific information, and to understand words and ideas. The action stage consisted of the implementation of six workshops, each divided into four main phases. They were based on the Interacting Reading Model (IRA) and focused on three reading strategies, namely Predicting, KWL (Know-Want-Learn), and Making Connections. The evaluation stage allowed to assess the results obtained at the end of the process. The findings reported the effectiveness of the interactive reading approach on students' reading comprehension. Conclusions of this study discuss the positive impact of reading strategies under the interactive reading model. Finally, several recommendations are proposed such as the importance of using digital resources and working on this project frequently, without interruptions, so as to develop reading habits and decrease reading difficulties.

Keywords: Interactive reading approach, reading comprehension, reading strategies

Introduction

Reading is one of the English skills students must master in order to be academically and personally successful. We read all the time since we are exposed to different sources of information such as books, newspapers, emails, social media, advertisements, and many other written documents. Reading is sometimes of as a synonym of understanding, but do we always understand what we read? When students fail to comprehend a text, they feel frustrated and, as a result, they lose their motivation. Therefore, as teachers, we have to create materials that help students to learn how to use reading strategies and thus understand what they read. In addition to that, students must not only decode a text, but also interpret and interact with it. The present study makes part of the available research that intends to enhance reading comprehension in the classroom.

This study was carried out in a public school in Colombia. Fifteen students were selected by convenient sampling as they were motivated and interested to participate voluntarily. It was a qualitative research which followed the cyclical process and the stages proposed by Kemmis and McTaggart (1998): planning, observing, and reflecting. It was carried out in three stages: diagnosis, action, and evaluation. Each stage included the implementation of different instruments to collect and analyze data, and to further report the results.

In the diagnostic stage the following instruments were administered: students' questionnaire, principal and coordinator's questionnaire, teacher's journal and a diagnostic test. After analyzing their results, the researcher could identify that the most significant problem was students' low reading performance due to the fact that they lacked effective

reading strategies, and showed difficulty extracting general and specific information from a text. Therefore, the aim of this study was to assist students in overcoming these issues. That is why it focused on the interactive reading approach as a way to enhance seventh-graders' reading comprehension through English texts.

Subsequently, six workshops were implemented using the interactive reading approach with the implementation of three reading strategies: predicting, KWL, and making connections. In each workshop, four stages were implemented: a warm-up activity, pre-reading, while-reading and post-reading. The topics for the workshops were selected according to the contents established in the English curriculum for this specific grade, and the readings were selected according to students' preferences, interests, and level.

In the evaluation stage, different instruments were used: teacher's journal, self-assessment form, focus group and a post-test. They provided valuable data regarding students' perception of the process and their learning progress. The analysis of the results revealed that there was a significant improvement in learners' ability to read. Students learned to use different reading strategies, interact with texts and understand what they read much better. Apart from that, they showed advance in vocabulary acquisition.

1. Research Problem

1.1 Purpose of the research (Justification/Rationale)

Learning a new language offers many advantages and opportunities for career promotion, academic purposes, and social activities. Research shows that studying a foreign language improves cognitive abilities, positively influences achievement in other disciplines, and results in higher achievement test scores, especially when studying a second language begins in elementary school. (Cumming-Potvin et al., 2003, as cited in Hostler, 2005).

Undoubtedly, English plays an essential role nowadays because it is the most commonly used language worldwide. According to some estimates, there are about 1,121 million people (native and non-native) who speak English on the planet. Therefore, the role of this language cannot be over-estimated due to the fact that it helps people connect in the global world.

In addition to being the most widespread means of communication in different countries, English also extends its importance to all the spheres of our life. First, it is used as a tool of communication if people decide to study in or travel to another country. Second, English is the language of the Internet, media industry and technology in general, and the language of programming in particular, the latter being one of the most rapidly developed areas of the modern world. Furthermore, knowing English also provides access to films, music, and literature around the globe.

Therefore, developing reading skills as a second language is essential because reading can expand a student's vocabulary and grammar and also help them understand

what they read. Learning to communicate in English involves four skills: speaking, listening, writing and reading. The latter is especially important because learners must be able to identify the purpose of the wide variety of written material they often encounter in books, media, and online. We can see that the quantity of search results in English is significant, and the number of books and articles written in English by far exceeds any other language. Nonetheless, not all English language learners can comprehend and interact with them critically. According to John Bostock (2020), the more students read, the better they will be in reading, speaking and writing, which means that reading activities should be a very important component in learning another language. Subsequently, the act of reading has the potential to increase students' vocabulary, L2 literacy, and knowledge of the world and its cultures.

This paper aims to determine the impact of interactive reading approach on enhancing reading comprehension through English texts. Through this model, readers have the opportunity to use both knowledge of word structure and background knowledge to interpret the texts they read. Hence, students make connections in different ways because they can combine their background knowledge with the act of reading and interacting with others so as to understand a text. Furthermore, students acquire a more analytical level of approaching a text with the help of various reading strategies. As a result, students improve their reading comprehension skills by using the above mentioned strategies and thus enhance their motivation towards learning the language.

This project intends to address one of the most significant problems that teachers and parents face today concerning young people, namely low reading abilities, which reflects in their low academic performance. The aforementioned issue might be rooted in

limited exposure to books at home and school as well as in overuse of social networks. Therefore, the goal of this research is to promote the development of reading habits by expanding students' vocabulary, improving their command of grammar and comprehension skills.

Considering the fact that the school where the present study was implemented focuses on research, the pedagogical and scientific impact will result in strengthening institutional investigation processes. Additionally, the implementation of a new methodology can benefit teachers and students from all over the country thus contributing to the National Bilingual Project which aims to improve the teaching-learning processes in the English classrooms in Colombia. Furthermore, this project will also prepare students for their future job of teaching in primary schools and in this way its outreach will be extended even further.

Moreover, taking into account the fundamental role of reading in standardized tests, such as "Saber 11", this study will also have an important academic impact. By learning about various reading strategies and by improving their reading skills, students will get ready for the above-mentioned exam ahead of time and, as a consequence, will feel less anxious and more prepared when the testing time comes.

1.2 Description of the context and setting

Since 1994, Colombian government has launched a series of programs to promote the teaching and learning of English in the country. For instance, one of the measures taken by the Ministry of National Education (MEN) in 1994 included the issuing of General Education Law that was aimed at improving the country's educational position in the world. This law required that students develop speaking and reading skills in at least one foreign language starting in primary school. (MEN, 1994). Therefore, foreign language teaching is a mandatory area in the curriculum, and English is the most commonly taught language in Colombia. In addition to that, a more recent program called "Bilingual Colombia 2014-2018" emphasizes the importance of three important aspects; a). Enhance students' communication skills in English in elementary and middle schools. b) Improve the communicative competence and methodology of area teachers in English. c) Aim to improve the English level of students with degrees in languages (future teachers of English). (MEN, 2016).

As for the local context, the study was implemented in a public school called Escuela Normal Superior Maria Escolastica in Salamina, which is located amid the mountains of northern Caldas. Salamina is inhabited by more than 18.000 people and the socio-economic environment is mainly based on the agricultural sector.

The curriculum of the school is based on the documents designed by the Ministry of Education to plan, organize and develop the educational practices. They are enlisted below:

- Guidelines for the implementation of projects to strengthen English in territorial entities (MEN, 2014).

- Basic learning rights to teach English in high school (MEN, 2016).
- Suggested curriculum (MEN, 2016).

Students belong to a low social-economical stratum and face many difficulties, such as violence, drug addiction, and poverty. Moreover, some students live in foster families that belong to the Family Welfare Program. Students come from both rural and urban areas.

The school offers preschool, primary, secondary and complementary education (Complementary Formation Program). The emphasis of the latter is on shaping future educators, that is to say, it trains students to become primary school teachers. There are twenty-three teachers, a principal, a coordinator, a counselor, and about 300 students in elementary and high school. The school is committed to educating pupils about the importance of the environment, and its pedagogical model encompasses social, cognitive and humanistic approach. It is based on the theories of Rafael Floréz and Paulo Freire, and its essence is the integral development of a person. Moreover, it aims at strengthening research skills, thoughtful and entrepreneurial leadership, values, the use of a foreign language and new technologies through projects, activities, and ludic-pedagogical strategies. The school has its evaluation system which is a flexible process that is permanently adapted to the needs of both students and the institution.

The school has had agreements with the University of Manizales in the implementation of two English programs: one for primary school teachers, and the other one for some students. The former was “Teaching Together by Caldas”, promoted and financed by Caldas Department Secretary of Education. This program offered courses to primary school teachers in the region from 2016 to 2019. The latter is a course that had

been implemented with some students from the tenth and eleventh grades, and the Complementary Formation program providing them with a four-hour class once a week.

There are three English teachers: one of them teaches in primary school, and two in secondary school and Complementary Formation Program. Students from sixth to eleventh grades have five hours of English every week, while those in the complementary program two hours per week. Additionally, as it was mentioned before, some students in tenth and eleventh grades, and the complementary program have four additional hours of English instruction with the program from the University of Manizales.

In terms of English resources, the Ministry of Education has provided the school with textbooks, posters, flashcards, and some technological resources. However, teachers are in charge of bringing all the extra materials to class: loudspeakers, cables, and worksheets.

1.3 Description of the problem

Back in 1994, the Ministry of Education took an important measure issuing the General Education Law that required schools to teach students at least one foreign language. Nevertheless, the steps that have taken to achieve this goal have not been due to various reasons. First, one of the main difficulties faced in Colombia is lack of teachers who are well-prepared to teach English in primary schools. As a result, schools are forced to assign English classes to educators who are certified to teach general subjects, but not English. Second, the results are being affected by the insufficient time of English instruction per week. As a consequence, when students begin high school, they have a very low level of proficiency which prevents them from complying with the requirements stated in the Suggested Curriculum (MEN, 2016). Finally, Colombian students are rarely exposed to English outside the classroom because they live in a Spanish-speaking environment.

In order to identify the specific problem that affected my students most of all, I applied three different data collection instruments: a student's questionnaire, a teacher's journal, and a pre-test. After the instruments were administered and the data were analyzed, the following categories emerged:

Positive attitude towards English. This category involved the occasions when students enjoyed their English classes and were engaged in the activities proposed by the teacher.

The category called **Difficulties in Reading** referred to the situations when students were confused about the meaning of words and sentences while completing reading tasks. Apart from that, they could not understand the main idea or specific details of a text, and, as

a result, answered comprehension questions incorrectly. They also felt shy and embarrassed to read aloud because of the fear to mispronounce some words.

Another category, **Difficulties in listening**, dealt with the moments when students did not recognize the words they knew or did not understand the message while listening to English speech. Additionally, they frequently forgot what they had previously heard.

And finally, the category called **Difficulties in writing** was related to the times when students lacked vocabulary that was necessary to complete writing tasks. Moreover, I could evidence that they had difficulties with spelling and word meaning as well as with reading back what they had previously written.

It can be concluded that the data analysis from the diagnostic stage showed that students had difficulties with reading comprehension. That is why, I decided to carry out a research project that would impact students' reading comprehension by implementing some reading strategies under the reading interactive approach.

1.4 Research Question and Objectives

1.4.1 Research question

After the analysis of the data gathered during the diagnostic stage, the following question emerged:

What is the effect of the Interactive Reading Approach on the reading comprehension of seventh-grade students at a public school?

1.4.2 Objectives

General Objective

To analyze the impact of the interactive reading approach on seventh-grade students' reading comprehension.

Specific objectives

- To determine the meaning of vocabulary in context
- To measure the effect of reading strategies on students' reading comprehension
- To identify the impact of the interactive reading approach on students' vocabulary range.

2. Literature review

This section aims to demonstrate the impact of the interactive reading approach on students' reading comprehension through English texts. According to these constructs, the Theoretical Framework section discusses the theory related to the teaching of English as a foreign language in Colombia, bottom-up and top-down reading approaches, the Interactive reading model, reading comprehension and reading strategies. After that, the Previous Studies section presents several related research reports

2.1 Theoretical Framework

The Teaching of English as a Foreign Language in Colombia

According to Ghosn (2002), “the teaching of English as a foreign language in primary schools is gaining popularity throughout the world” (p.1). In addition to that, English is taught in higher grades and is often used as a link among all the other subjects of the curriculum. Similar efforts have also been reflected in Colombia where different educational and linguistic reforms have been implemented in order to enhance the teaching-learning processes of English as a foreign language in public schools. In 2006 the Ministry of Education presented the National Bilingual Program for 2004- 2019 (MEN, 2006). This program aimed to make Colombian citizens bilingual in both Spanish and English, and “to have an influence not only in schools and universities, but also outside the formal education system to change the way teachers and students perceive foreign language teaching and learning in Colombia” (Usma Wilches, 2009).

In 2007 the government would establish the set of standards for elementary and secondary schools based on the recently adopted Common European Framework and also

defined with the ICFES (Colombian Institute for the Promotion of Higher Education) the application of standardized tests aligned with the Common European Framework Reference for Languages for students and teachers.

More recently, in 2014 the government launched the National English Program 2015-2025 “Colombia, very well” (MEN, 2014). It is an initiative that adds to the other programs promoted by the Ministry of Education to strengthen the improvement of the quality of education, and it focuses on three fundamental aspects. The first one is related to teacher-training strategies and pedagogical materials needed for basic and secondary education. The second one is connected with education quality as well as the accompaniment and financing of education. And finally, the third one refers to the link with the productive sector.

To conclude, the Ministry of Education has provided English teachers with different types of materials that prepare pupils for academic work in L2 according to their context. The government has tried to improve foreign language teaching and learning in Colombia through the implementation of useful, contextualized and effective methodologies and materials.

Definition of Reading

Grabe and Stoller (2013) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. As part of decoding, it involves moving from symbols to verbal or written communication. Likewise, Celce, M. (2001) says that the ability to read requires that the reader draw information from the text and combine it with information and expectations that the reader already has. Having a background

allows the reader to make connections, enrich life experiences, and also to understand the author's message.

According to Krashen (1982), reading is a comprehensible input and it contributes to writing and speaking competence. According to him, reading comprehension is a process in which the reader engages with the text to construct meaning. Likewise, reading is a psycholinguistic process which “requires partial use of available minimal language cues selected from perceptual input on the basis of the reader’s expectation. As this partial information is processed, tentative decisions are made to be verified, rejected or refined as reading progresses” Goodman (1976).

Snow (2002) argues that comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.11). Therefore, reading is an interactive process between the reader and the text, and a multifaceted process so learners must be aware of different strategies to make predictions about what will happen next, monitor their understanding of content, sequence events, clarify confusing sections of a text, or connect what they are reading to their own experience or prior knowledge. As a result, reading as one of the four language skills is a complex and multi-faceted activity in the EFL context.

Nunan (2015) says that reading is a receptive rather than passive skill due to the fact that it involves highly complex thinking processes. It is also an active thinking process because it requires not only students’ comprehension skills but also their prior knowledge and previous experiences.

Overview of Reading

Learning a foreign language requires a solid understanding of reading, which is an essential ability. It is one of the basic skills of the English language, which can be trained and developed for efficient learning. According to Al-wossabi (2014), “reading is seen today as one of the most fundamental skills to acquire knowledge in any discipline” (p.1). People use this skill to expand their knowledge and improve their abilities in school, so it is integral to everything people do within an academic environment.

According to Harmer (2007), reading is useful for language acquisition because it has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing. Similarly, he regards reading as probably the most important skill in academic contexts because most students in academic settings learn a second language – especially English – to acquire information through reading. Therefore, understanding and performing a great amount of reading tasks in speed and with good comprehension becomes essential for students Yukselir, C (2014). Thus, students who read frequently tend to perform better at school and also to get more general knowledge than those who do not. Therefore, developing reading skills is crucial for academic success and everyday classroom activities.

Reading Comprehension

Reading comprehension is one of the keys to success for the students not only in academic contexts but also for life. Reading is one of the four skills students must master to learn English, and it helps them to develop other language skills. Nevertheless, reading comprehension means different things to different people. Kruidenier et al (2010), state that as part of the reading process, comprehension involves all the elements that come into play

together. Soedarso (2002) indicates that reading is the ability to understand the main idea, specific details, and the whole message. In order to comprehend a text, we must decode and remember words and then associate them with their meanings in our heads. The meaning of each phrase and sentence must be retained so that it does not get lost before the next one is processed. In this case, the reader must see the whole text to understand the author's network of thoughts to comprehend the text effectively.

Likewise, Snow (2002) states that reading comprehension is a process in which the reader engages with the text to construct meaning of sentences, paragraphs, or a whole text. To understand what has been read, a reader must interact with the text by identifying vocabulary, organizing ideas, understanding concepts, specific details, the general idea, and understanding the authors' purpose. According to Langenberg et al. (2000), comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text.

Reading comprehension is a complex phenomenon that includes different sub-skills. Krashen & Terrell (1998) identify the four main sub-skills of reading as skimming, scanning, intensive reading and extensive reading. Thus, the interaction of reading subskills with reading strategies guarantee an effective learning and understanding what students read. According to Browne (1998), in order to learn those sub-skills and become efficient learners, students must overcome two main obstacles. First, they need to master fundamental bottom-up strategies for processing letters, words, and phrases as well as top-down, conceptually driven comprehension strategies. And second, they must develop relevant content and formal schemata - background information and cultural experience - as part of this top-down approach. As a result, both models allow students to work on the text itself, and the context and ideas that appear in their mind while reading.

Models of Reading

According to Browne (1998), there are three major models for the reading process: bottom-up, top-down, and interactive.

Interactive Reading Model.

The interactive reading model is the interaction of both bottom-up processing and top-down processing, and, therefore, they are used to complement each other. Learning to read requires both of these processes. Research on teaching reading has shown that “a combination of top-down and bottom-up processing, or what has come to be called interactive reading, is almost always a primary ingredient in successful teaching methodology because both processes are important” (Corrêa, 2009, p.106). In this way, readers are more involved in the process, additionally, this model appears to provide a more accurate picture of reading success since it integrates the student's experience and skills. At the same time, Nutall (1996) suggests that while using the top-down approach to understand the meaning, students can then shift to the bottom-up approach to check whether that is really what the writer is saying. As a result, word recognition must be fast and efficient; and background knowledge contributes to text comprehension, inference, and prediction.

Bottom-up Model.

In bottom-up reading strategies, linguistic units are examined, which can be considered a lower-level reading process. Because this model explains that reading is a process that starts with a learner's knowledge of letters, sounds and words as well as how these words are combined to form phrases, clauses, and sentences, and then these are combined to form longer stretches of text such as paragraphs.

In addition, according to Grabe, W. & Stoller, F. (2010), bottom-up models suggest that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text with only minimal interference from their own backgrounds. To understand the text, readers must analyze individual letters and combinations. According to this approach, reading is more about finding than considering in the mind of the reader. Reading involves understanding meaning from smallest to greatest components: letters, sounds, words, and structures help readers comprehend the text's meaning.

Top-down Model.

To build global comprehension, this model incorporates the reader's experience into reading. Goodman (1996) argues that a reader's top-down processing is essential to successful reading, and in many cases, reading involves the reader's existing schematic knowledge. By activating their own background knowledge, readers can create understanding. Students are trying to understand the overall purpose of the text and relate it to their own experiences and knowledge of the topic. In top-down processing, Nutall (1996) proposes that readers draw on their intelligence and experience to understand the text.

Using Texts in the Foreign Language Classroom

Reading is an effective way to learn a language, furthermore, reading has an invaluable place in classrooms. There is a wide range of texts that can be read in a foreign language. Therefore, it's important to consider both the diversity of texts and the diversity of readers. According to Nunan (2015), while language learning is the classroom goal, students must be able to read for meaning because different reading assignments require unique skill sets. As a result, it is essential to consider that not all texts are suitable for a

language classroom. This project was focused on using text to convey meaning, motivate and promote English learning in students.

The task of selecting a text entails a lot of responsibility because the reading materials must correspond to the student's interests, concerns, life, and world. Therefore, the reading material can motivate students to be interested in reading. Thus, students will become more proficient readers by not only applying the skills taught but also applying information relevant to their lives. It is crucial to facilitate unconscious students' delight by allowing them to relate their personal experiences to the text. Since reading is an individual and private activity, it is the teacher's responsibility to guide students in their process of improving this skill. Therefore, students should read on their own doing their best effort until they could feel that teacher support is unnecessary. It is crucial that the students feel comfortable with the selected interesting material for classroom usage.

Another significant component is integrating reading skills since the text can be used or exploited to help students develop skills or strategies. Moreover, teachers should select texts appropriate to the level of the students and that are not too tedious to read. It is also critical to consider the vocabulary and language structures that students are familiar with when choosing texts based on their level. Therefore, reading texts provide good models for English writing and allow to generate fascinating classes, introducing topics appropriate for students' level, preferences, and interests, in order to provide opportunities for discussion, and encourage their participation with imaginative responses.

Reading Strategies

Reading strategies are also crucial when learning to read because they can help us read more effectively. Readers need to use one or more strategies to aid their

comprehension of a text. It is essential for students to learn when and how to use these strategies. Once the strategy is taught, it needs to be reviewed, retaught, and practiced continuously since understanding what we read requires us to develop strategies and apply them correctly. These skills are critical for academic success and everyday life. This project incorporated the following interactive strategies to enhance reading comprehension.

Predicting.

In order to be a good reader, learners should set a goal for their reading. “Using prediction sets a purpose for reading, activates prior knowledge, and engages the reader from the outset” (Pesa & Somers, 2007, p. 31). The predictions made before beginning the text are used to help guide the reading process. Furthermore, predictions are used in different reading moments. For example, when students begin reading, they should observe and analyze the pictures or visual aids, the title, the table of contents, the front, and back covers and the author's name. After that, while reading the text, learners make short pauses to verify the predictions made and formulate new ones. At the end, readers compare what they predicted to what the text actually said and check whether their predictions were realized or not. Students through predictions can check, review and control what they read. They allow students to develop creativity and to have an active reading process.

However, it's important to highlight that a teacher needs to guide students in formulating questions or hypotheses based on the purpose of reading. The question, or hypothesis, depends on whether the objective is to achieve global comprehension of the text or whether the objective is to identify details. The answers to these questions serve as predictions. It is critical to establish a connection between previous and updated knowledge of the reading topic.

Brainstorming.

Brainstorming is a pre-reading strategy where students can activate their prior knowledge and start to think about the topic that will be addressed in the reading. According to Zargham & Saeedeh (2014) “The role of brainstorming is facilitating the activation of students’ background knowledge or schema rather than imposing the opinions mentioned in the text” (p.519). It is an opportunity for students to voice their ideas or thoughts regarding what they understand about the topic of the readings. This is a result of a cooperative effort since each student's ideas are presented and stimulate discussion among the students.

This strategy allows students to express their ideas and share those ideas with others. This is a great way to develop, generate, and increase students' thinking in the classroom. Students can work alone, in pairs, in small groups or lead class discussions. Furthermore, students can use this strategy before or during reading to become more active learners. Thus, students can express their views, share their ideas, participate more in class, work cooperatively, and develop higher-order thinking skills.

Making connections

This strategy helps students to make meaning of what they are reading. According to Zygouris-Coe, V. & Glass, C. (2004), there are three types of connections. First, there are text-to-self connections that help learners to connect their own experiences to the text. Second, there are text-to-text connections that allow students to connect what they are reading to other books that they have read before. Third, there are text-to-world connections that connect what students are reading to real events. Connections are

meaningful and effective when students are able to make deep, complex, and clear connections to the text.

It is crucial to demonstrate the use of each type of connection for students with limited experience. This is because they may have difficulty creating connections, or may create vague or general connections. This strategy can be modeled by reading a text aloud and recording the responses or connections of the students on the board or in their notebooks. Sharing examples with different connections is another way to model this strategy.

K-W-L Chart.

KWL is one of the most broadly recognized graphic organizers and instructional strategies developed by Ogle (1986). “KWL represents a three-stage instructional process for understanding texts: what students know, what they want to know, and what they have learned” (Grabe, 2010, p.231).

First, before reading, teachers activate learners' prior knowledge using what they know about the new topic, connecting it to the previous texts and real-world experiences. This strategy helps students “to link and organize their background knowledge to new knowledge, think divergently, recall, transfer and apply what they have learned” (Campoverde & Lopez, 2022, p.25). Thus, students can organize, recall information and register the most relevant facts from the text in the first column of the K-W-L strategy chart. Second, students can formulate questions about what they want to know from the reading and register these questions in the second column of the K-W-L strategy chart. Third, after reading, they can analyze what they have learned and register the most relevant information or a short summary of the reading in the third column of the K-W-L chart. As a

result, “students are encouraged to be mentally active during the learning process, they practice developing suitable questions for the given topic and they develop skills in organizing their prior knowledge about the topic and in evaluating their success in learning” (Zouhor et al, 2016, p.40).

2.2 Previous Related Studies

Several studies have been done related to the impact of the interactive reading approach and the use of reading strategies for improving reading comprehension in the target language.

For example, Phirunkhana Phichiensathien (2020) worked on a study in a university in Chiang Rai, Thailand. The study intended to show the progress of 56 English major students taking English Reading and Writing course in the second semester of the academic year. This was a voluntary program where students were asked to sign the informed consent form to participate in this study. This study took 8 weeks where students used an online interactive platform to access the six essay samples which were uploaded on a weekly basis. The students were required to read the essays in the classroom, and a set of Kolker interactive questions on Padlet application were used to monitor their progress. Students were assessed with the help of a post-test evaluated by three experts. The findings indicated that the students improved their reading ability after being involved in the interactive reading approach process.

Another qualitative action research was done by Gamboa with sixth-grade students at a private school in Bogotá in 2012. The study was done as part of the Reading Plan project which consisted in dedicating one hour to reading every week. The project lasted for over six months and was composed of sixteen sessions that the researcher designed with

the help of a pedagogical platform. The sessions format followed three different stages: pre-reading, while-reading and post-reading, and throughout the study several reading strategies were used, such as activating prior knowledge, predicting, and making connections with personal experiences.

The results of the study demonstrated that the students could comprehend the stories they read by doing the activities based on the Interactive Model of Reading. The model gave them the opportunity to interact with the text, the writer and their partners in order to create meaning. Moreover, students were able to activate their schemata by using their previous knowledge and experiences, making predictions, confirming their guesses, compensating weaknesses, and constructing meaning collectively. This project was also an example of how a psycholinguistic model could be converted into instructional practice inside a classroom.

Additionally, Castro (2020) carried out an action research study with forty-three tenth-grade students at the educational institution Leon XIII in Soacha, Cundinamarca. The researcher assessed the effect of applying the interactive reading approach through the use of interactive and dynamic activities. Some qualitative research techniques were brought into use, namely participant observation, field notes, a survey and the interview. The results of the study indicated that there was a permanent and positive effect on students' attitude towards reading texts in English.

Furthermore, Mena (2020) conducted an action research study related to the impact of the interactive reading approach on seventh graders' reading comprehension. This study took place in Eugenio Pacelli high school in Manizales, and the participants were fourteen students from the seventh grade. The researcher designed and implemented six workshops using several reading strategies, such as organizing information, skimming, scanning,

making predictions and summarizing key information. In addition to that, the researcher used some data collection instruments to gather the information, for example, a researcher's journal, a survey, teachers' interview and a pre-test. The results of this study showed that students improved their reading skill through the implementation of the interactive reading approach. The intervention motivated students to learn the target language and gave the teacher a tangible evidence of their learning process.

Finally, Alonya (2017) carried out a study about the influence of interactive reading on learner achievement in reading skills in eight sub-county mixed day public secondary schools in Kisumu County in Kenya. The study adopted a quasi-experimental design: 209 learners from four schools were randomly assigned to experimental groups, and 238 learners from other four schools to control groups. For eight weeks, the experimental groups had four weekly 40-minute lessons. The teachers guided students on reading strategies and modelled reading. A pre-test and a post-test were designed in order to determine learners' achievement in reading skills. The tests had three sections: the first one was related to comprehension skills, the second one to vocabulary and the third one to prosodic awareness. Apart from the tests, the researcher used two sets of questionnaires: one for teachers and the other for learners, a semi structured interview for teachers, and a focus group discussions (FGD) for learners. The study evidenced that the interactive reading strategy had a positive impact on secondary school learners' achievement in reading skills.

3. Research Methodology

The present chapter describes the research design of the study

3.1 Type of study

This research study was based on action research methodology since it aimed to improve student learning and teacher effectiveness. According to O'Brien (2001), "action research is "learning by doing" – a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again" (p.2). Likewise, Carl Glickman (1992) states that action research in education was a study used by colleagues in a school setting, and the results of their activities were meant to improve instruction. Thus, one of the most important aspects of this study was to encourage teachers to play an important role as researchers by identifying a problem to study, collecting and analysing information and conducting research to improve classroom or school practices.

3.2 Participants

This study took place at a public institution in Caldas, Colombia. The participants were selected by using convenience sampling (Cozby & Bates, 2015). It was carried out with a group of 15 seventh-graders (11 males and 4 females), their ages ranged between 12 and 16 years old. All of them participated in the project voluntarily.

The students came from rural and urban areas, and belonged to a low socioeconomic stratum (1 and 2). Some of the students were enrolled in a vocational teaching degree since the institution offers a complementary training program for primary school teachers (PFC).

Within the group, it was observed that there was a mixture of different learning styles and varied intelligence types. Most of the participants had audio-visual learning

styles, but some of them were linguistic and kinaesthetic learners. Their favourite activities included listening to music, dancing, singing, reading, and writing. As for their command of the English language, during the diagnostic stage it was found that most of them had an A1 (elementary) level according to the CEFR.

3.3 Data Collection and Instruments

The researcher used several instruments which allowed to collect information regarding learners' proficiency level, opinions, attitudes, preferences, and the overall performance in class. Tables 1 and 2 below provide the description of the instruments that were administered throughout the stages of the study.

Table 1
Techniques and instruments for data collection in the diagnostic stage.

Data collection Technique	Data collection instruments	Rationale
Survey (Non-observational)	Students' questionnaire	It was administered to find out students' perception and experiences related to learning English.
Survey (Non-observational)	Principal and coordinator questionnaire	It was used to reveal aspects regarding the English teaching-learning process of students.
Observation	Teacher's Journal	The purpose was to examine students' problems, behavior and attitude.
Diagnostic test	Assessment 4 skills protocol	Its goal was to identify student's problems with the English language.

Table 2
Techniques and instruments for data collection in the action and evaluation stages.

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Data collection technique	Data collection instruments	Rationale
Survey (Non-observational)	Students' self-assessment form	To know students' perceptions about the reading strategies implemented in the workshops.
Observation	Teacher's Journal	To identify reactions that students had along the implementation of the workshops.
Testing (Non-observational)	Students' Post-test	To determine student's reading level after the intervention.
Class discussion	Focus group	To explore the students' opinions, knowledge, perceptions and concerns regarding the implementation of the workshops.

4. Research stages

The study was carried out in three stages: Diagnosis, Action and Evaluation

4.1 Diagnostic Stage

During the diagnostic stage, the researcher used four instruments (students' questionnaire, administrators' questionnaire, journal, diagnostic test) to identify the main problem of this study which resulted to be students' low performance in reading.

Results and Analysis of the Diagnostic Stage Instruments

Students' Questionnaire (appendix 1). This instrument was used to collect information regarding the teaching-learning process of seventh graders, and it consisted of four sections. The purpose of the sections was: (1) to analyze their perception of the English language and why it was important for them, (2) to find out their performance in the four language skills as well as their vocabulary range, (3) to learn the students' views of

the classroom activities, (4) to determine students' access to different technological resources. Below are the answers of the questionnaire.

Table 3

Results English language perception

English language		Answer options		N. Ss
Question	Yes	No	Why / Reasons	
1. Do you like to study English?	12	3	Because I find it fun and I want to learn the language.	5
			To be able to travel around the world.	3
			I like it just a little.	3
			Because it is important for our academic performance and future life.	3
			I am interested in learning more about the subject	1

The results showed that most students liked English because they considered it an invaluable subject as well as an influential part of their personal lives. They also knew that English allowed them to communicate with other people if they wanted to travel worldwide. In addition to that, students were highly motivated and interested in learning English because they liked the way classes were planned and taught.

Table 4

Language skills performance

Question	Language skills
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Question 2. In your opinion, which skills are the most important to work on in the English class? List them from 1 to 5, with 1 being the most important and 5 being the least important.	Speaking	Reading	Listening	Writing	Vocab.	
	5	5	2	1	2	
Question 3. In your opinion, in which language skill do you find the greatest difficulty? List them from 1 to 5, with 1 being the most difficult and 5 being the least difficult.	Very Difficult	4	5			1
	Difficult			1	4	
	Neither					
	Easy					
	5- Very easy					
Question 4. Rate your ability and performance in the following communicative activities developed in class. Place an X in the box that best reflects your ability and performance.						
		Poor	Fair	Basic	Interm.	Adv.
	Communicative activities					
	Oral communication in English	3	3	2	4	3
	Reading comprehension of short texts in English	5	6	2	1	1
	Writing short texts in English	4	3	3	3	2
	Listening and understanding audios in English	3	2	2	4	4

Although students had a positive attitude toward the English language, they considered reading one of the most difficult skills and demonstrated low performance in comprehending short texts. Additionally, they expressed that they wanted to learn to read and to have a better comprehension through efficient and enjoyable classroom activities. Furthermore, students affirmed that they did not like to practice English outside the classroom. Therefore, it was crucial to work on the reading skill in English classes and to make reading a habit for students.

Table 5*Activities preferred by students*

Question 5. What type of activities do you enjoy most in your English class? Please mark your answer with an X.			
Activity	Much	Little	Nothing
Listening activities	6	9	0
Reading familiar texts	6	3	6
Practice speaking with peers	8	6	1
Writing short texts in English	5	5	5
Singing songs	10	3	2
Games	9	5	1
Exhibitions	0	12	3
Videos	7	4	4
Grammar workshops	11	2	2
Question 6. What kind of activities would you like to work on in and out of the English classroom that are different from those already used?			
Activities	N. Ss		
Listen to audios	2		
None of them seem right to me	1		
Songs to practice speaking	5		
Word searches	2		
Games where we can understand more English	5		
Virtual platforms	2		
I would like to work with didactic games, such as the maze.	1		
Reading comics	2		

Most of the students agreed that they enjoyed the activities that were done in class because they promoted active language use. Apart from that, they expressed preference for visual, linguistic, musical, and kinesthetic activities. Songs, readings, and games that

promoted and fostered autonomous learning were among the activities they suggested to use outside the classroom.

Table 6

Resources for learning English

Question 7. Out of the resources used in the English class, mark the ones you find most efficient and entertaining with an X, as they help a better understanding of the topics.	
Resources	Number of students
Book	8
Computer	5
Dictionary	4
Games in English	7
Photocopies	5
Picture cards	6
Videos in English	5
Worksheets	9
Board	5
Video beam	2
Recorder	3
Another	0
Question 8. Mark the technological tools you have access to for learning and practicing English at home.	
Technological tools	Number of students
Television	7
Radio	1
Cellphone	15

Computer	6
Internet	8
Other	-
Question 9. Mark the activities you do outside the classroom to practice English.	
Activities	Number of students
I read books or magazines in English	1
I listen to music in English	5
I learn vocabulary through games on the internet	4
I watch TV series in English	4
Other	-

Most students highlighted books and games as the most effective and entertaining resources used in the classroom for effective English language learning. Furthermore, they pointed out pictures and worksheets that helped them to understand the topics better. As for the technological tools they mentioned the Internet, cellphones, and television. Finally, they affirmed that the only activity they did outside the classroom to practice the language was listening to music. However, it was evident that very few of them practiced English on their own, hence it was important to encourage them to use and practice language both inside and outside the classroom.

Table 7

Students' suggestions for English classes

Question 10. Write a comment or a suggestion regarding English classes.	
Suggestions or Comments	Numb. Ss

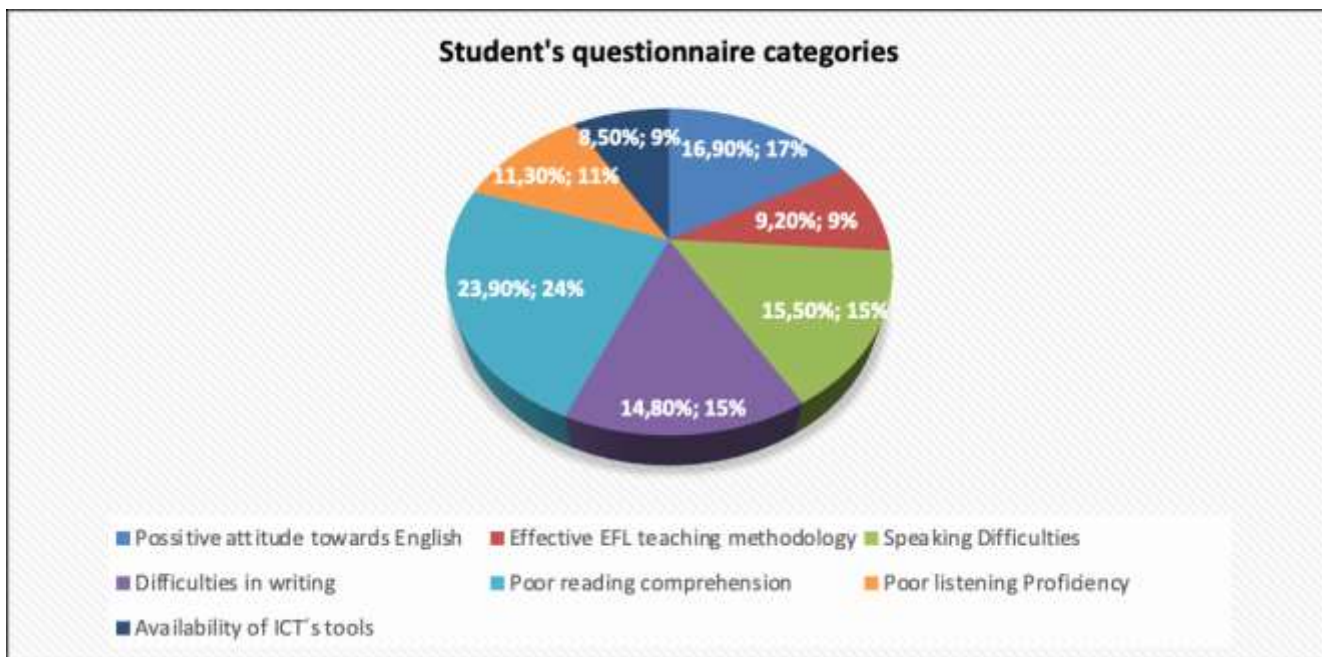
They are very good and efficient	2
The class is dynamic, it's fun and I like it a lot.	3
I think the classes are very good and I think it's good and I think It's good to learn English well.	1
They are very good, thanks to the teacher I am making progress in English.	1
The teacher is a person who handles authority with respect, the classes are interesting because of the dynamism that the teacher offers.	1
The class is very didactic because she plays games for our learning, but sometimes I don't understand how to read texts.	2
I find the English class effective for my learning in class.	2
I really like when we sing in class.	1

Most students suggested that English classes were dynamic, efficient, fun, and didactic, thus showing an overall satisfaction with the English teaching method. Additionally, they felt involved in classroom activities and interested in learning English and making significant progress in this area. Nevertheless, some students indicated that they did not understand how to read texts.

After analyzing the answers that the students gave in the questionnaire, the researcher could identify the categories that are presented in the graph below.

Graph 1

Percentages of the categories found in the Students questionnaire



Coordinator and Principal Questionnaire. The purpose was to gather information about various aspects of the teaching-learning process of the seventh-grade students from the administrators' perspective.

Table 8

Results related to the English language teaching area

English language teaching area			
Questions	Yes	No	Answers
Question 1. Is there an official English curriculum at the institution? If so, do you consider it is effective and complete?	2 2		It is incomplete but effective. it exists for some grades and it is in development process under MEN guidelines for the other grades of the institution. The curriculum as far as it is designed is complete and works. It is in accordance with the MEN's guidelines.

Question 2. Do you consider that the number of hours devoted to the subject of English is sufficient for effective language learning?	2	<p>For high school and middle school, I think they are enough.</p> <p>More would be needed to reach good levels, but there are not enough teachers to cover them.</p>
Question 3. How would you describe the level of proficiency in English at the school?		Low English proficiency level.
Question 4. In your opinion, which strategies could be used to improve the English level at the school?		<p>Focus on Reading skill for working on vocabulary, grammar structures and to have a better domain of reading comprehension to improve external tests results.</p> <p>To implement new methodologies or approaches that allow the integration of all areas of knowledge so as not to teach English in isolation.</p>

Both the coordinator and principal of the institution stated that the curriculum was effective, and it was being used according to the MEN guidelines. Furthermore, they believed that the number of hours devoted to English instruction was sufficient and effective for high school and middle school students. However, it was noted that a lot more hours would be needed to reach better results, but there were not enough English teachers. Given the low level of English at school, both interviewees suggested a few strategies to improve it, such as: working on vocabulary, grammar and reading comprehension skills in order to increase external tests results as well as implementing new methodologies and approaches that would allow students to learn English holistically.

After that, the coordinator and the principal were asked about the materials available for the English teachers at the institution. Below are the answers.

Table 9

Resources available to English teachers

Question 5. List the materials available for teaching English at the institution.

Answers: Lap top, tablets, video beam, textbooks, visual support material, TV, English classroom.

Question 6. What do you think about the use of ICTs (virtual platforms, software, applications, etc.) in the teaching-learning process?

Answers: They offer a variety of tools and resources. They energize and strengthen teaching work. They develop abilities and competences. They create interactive classes. Technology offers many possibilities for learning any language.

Question 7. What do you think is the role of communication and information technology in language teaching and learning?

Answers: It optimizes time and resources. Students develop their imagination and creativity. Students strengthen their research and area competences. Teacher guides students in the proper use of ICTs.

Using ICTs in the teaching and learning of English was seen by both the coordinator and principal as an excellent way to foster the language, since they offered a variety of tools and resources to develop abilities and competencies, created interactive classes, and revitalized and strengthened the teaching process. Moreover, English teachers could benefit from the different technological resources available at the school and the English classroom. In addition, the interviewees stated that the use of ICTs in class enhanced time and resource efficiency, developed creativity and imagination, and strengthened research and subject area competencies.

After that, the coordinator and the principal were asked about the teaching-learning process during the COVID-19 pandemic. Their answers and the analysis are presented below.

Table 10

Teaching-learning process during the pandemic: administrators' perception

Question 8. How would you describe the process of teaching English during the COVID-19

pandemic?

- The teachers' efforts have been immeasurable
- School's population without appropriate technological resources
- WhatsApp and phone calls
- We cannot talk about learning in terms of what is desired for each grade according to the situations presented.

Question 9. Do you feel that students have made progress in the process of learning English during the pandemic?

- They advanced at the pace proposed by the teachers, after making their curricular adjustment.

As it can be seen from the answers, the coordinator and principal emphasized that the teachers' efforts have been extremely valuable because even though students did not have the appropriate technological resources, teachers made an effort to continue with the lessons through WhatsApp and phone calls.

Finally, the coordinator and the principal were asked about the positive aspects they detected in the area of English as well as the aspects that needed improvement. Their answers and the analysis were as follows:

Table 11

Positive and negative aspects in English language teaching

Question 10. What suggestions do you have to improve the teaching of English at the institution?

- Optimize the use of technologies
- Create English clubs as seedbeds,
- Incorporate active methodological strategies, approaches, creative dynamics
- Continue with contests such as talent shows and other creative and innovative proposals, linking them to courses.
- Establish strong relationships among teachers for the exchange of experiences and formulation of common projects that guarantee articulation and transitions between

<p>grades.</p> <ul style="list-style-type: none"> • Think about internships.
<p>Question 11. What positive aspects have you seen in the area of English language teaching?</p> <ul style="list-style-type: none"> • The students are receptive to the area • The teachers make an effort to make proposals for teaching, • The teachers use the tools at their disposal and incorporate appropriate educational aids.

The coordinator and the principal suggested that in order to improve the teaching of English at the institution it was necessary to optimize the use of technology. So as to do that, it was necessary to integrate active methodological strategies, approaches and creative dynamics. Additionally, they proposed to organize contests, such as talent shows, as well as to consider other creative and innovative proposals. Furthermore, they stated that those proposals could be linked to courses thus establishing strong relationships among teachers in order to help them exchange experiences and form common projects. That way the transition from one grade to another could be better organized both for students and teachers.

This section can be concluded by saying that both the coordinator and the principals highlighted students' interest towards learning English. Moreover, they recognized the fact that English teachers came up with different proposals regarding teaching and learning practices. Finally, they stated that technological tools and educational aids were used effectively.

Teacher's Journal: the description, interpretation, and reflection on the most relevant events in the development of the class were recorded in this instrument. Aspects such as the students' attitudes towards English language learning, their participation level of interest,

performance were taken into account. The table below represents the categories that were identified after analyzing this instrument.

Table 12

Teacher's journal categories

N°	Category	Number of OCRs	%	Evidence
1	Poor Reading comprehension	26	29,5 %	"...Most of students showed low reading comprehension. They evidenced slow reading speed and most of them were afraid to read aloud in class".
2	Positive attitude towards English	20	22,7 %	"...Students showed high engagement and involvement in English classes".
3	Effective EFL teaching methodology	12	13,6 %	"... Students enjoyed the material and activities developed in the class".
4	Speaking difficulties	11	12,5 %	"...Most of the students did not know suitable words and expressions to express their thoughts".
5	Difficulties in writing	11	12,5 %	"...In writing activity students evidenced difficulty with sentence structure and word order"
6	Poor listening proficiency	8	9,1 %	"...Students asked the teacher to repeat the audio several times and they did not understand the information well".

Difficulties in Reading. It was evident that the students lacked the effective use of reading strategies, since, during the reading activities they were unable to connect ideas in a passage. Furthermore, they showed difficulty extracting general or specific information and often were confused about the meaning of words or sentences. Additionally, most students felt embarrassed to read aloud and translated word by word in order to understand it. Finally, they showed lack of motivation towards the reading process.

Positive Attitude Towards English. The students were aware of the importance of learning English as a foreign language. Apart from that, they were always interested and engaged in different classroom activities.

Effective EFL Teaching Methodology. The students expressed their satisfaction with the methodology used in class due to the fact that the classes were dynamic and fun. It was evident that they enjoyed them very much.

Difficulties in Listening. The students showed difficulty in focusing on what teacher and classmates were saying. Moreover, they were frustrated since they could not understand thoroughly.

Difficulties in Writing. The first issue identified in regards to this category was the fact that the students had poor vocabulary. In addition to that, they had difficulty with sentence structure and word order when expressing their opinions and thoughts.

Difficulties in Speaking. The students had difficulty expressing their ideas orally in the target language because it was difficult for them to find the suitable words and expressions.

Diagnostic English Test. A diagnostic language test was administered to 15 students. Its purpose was to identify students' performance regarding the four language skills. The following chart shows the overall results of the exam:

Table 13

Diagnostic test results

Skill	Rating Scale
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	Number of students			
	Low 3,0-1,0	Basic 3,9-3,0	High 4,4-4,0	Superior 5,0-4,5
<i>Reading</i>	12	3	0	0
<i>Writing</i>	9	4	2	0
<i>Listening</i>	5	7	2	1
<i>Speaking</i>	6	8	1	0

According to the diagnostic test results, most of the students demonstrated low-level performance which was below the requirements they should meet in the seventh grade. Since students at the institution did not receive English instruction until high school, one possible reason for that might be lack of exposure to the target language. On top of that, they did not have any opportunity to practice English outside the classroom.

Overall, reading was the skill in which the students demonstrated the lowest results. Hence, the researcher saw the importance of encouraging and motivating students to develop reading habits, teaching them reading strategies, new words and terms, implementing meaningful activities, and setting reading goals. In other words, it was evident the need to improve reading comprehension as well as to improve external test results.

Data Triangulation of the Diagnostic Stage

Having analyzed the four instruments used in the diagnostic stage, the researcher triangulated the information in order to obtain objective results and enhance the credibility

of this study. The data collected from these instruments were analyzed using the grounded approach (Glaser & Strauss, 1967). As a result, it was possible to identify common patterns among the instruments, which then became categories. The chart and the graph presented below illustrate the results of the analysis of data collected during the diagnostic stage.

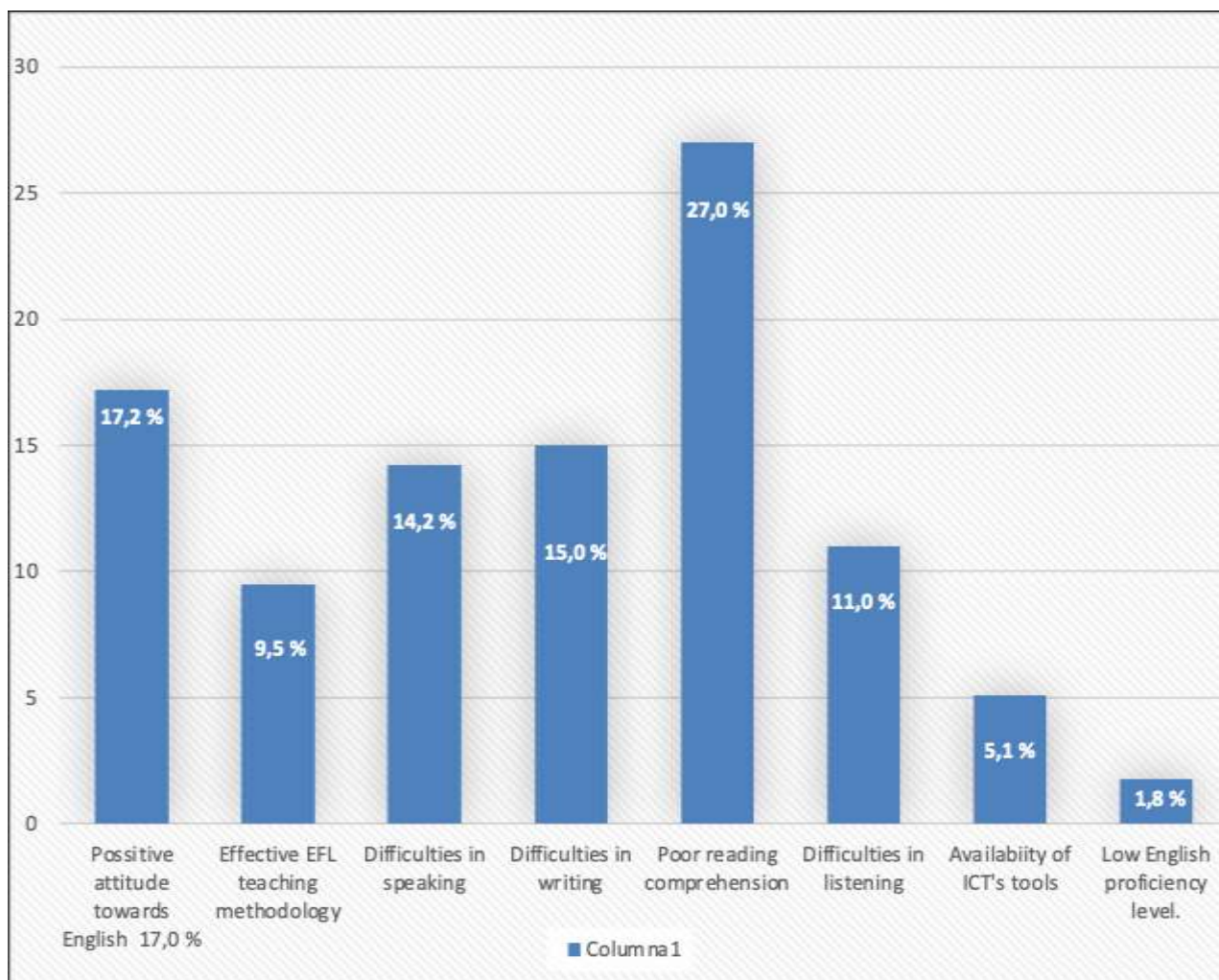
Table 14

Diagnostic stage: data triangulation

N ^o	Codes/ Categories	Student s' questio naire	Coordinator and principal's questionnaire	Teacher's journal	Diagnostic test	Total of frequenci es	Percent age
1	Low performance in reading comprehension	34	1	26	12	73	27,0%
2	Positive attitude towards English	24	3	20	0	47	17,0%
3	Speaking difficulties	22	0	11	6	39	14,2 %
4	Difficulties in writing	21	0	11	9	41	15,0 %
5	Listening proficiency	16	0	8	5	29	10,6 %
6	Effective EFL teaching methodology	13	1	12	0	26	9,5 %
7	Availability of ICT's tools	12	2	0	0	14	5,1 %
8	Low English proficiency level.	0	2	3	0	5	1,8 %

Graph 2

Percentages of the categories found in the Diagnostic stage



Difficulties in Reading. According to the information above, the category with the highest percentage was *reading comprehension*. It was confirmed the need for students to improve this skill. Based on various instruments used in the diagnostic stage, reading proved to be the skill with the lowest proficiency.

Positive Attitude towards English. The second most frequent category was *positive attitude towards English*. There was evidence that English classes stimulated learners' interest, involvement, curiosity, and motivation to learn a language.

Difficulties in Writing, Speaking and Listening. The researcher could evidence students' low level of English. The learners could not understand simple audios or conversations due to the lack of vocabulary and grammar structures. Furthermore, they frequently used L1 in oral communication because they were insecure about their pronunciation and generally hesitant on how to use the language. Finally, they could not answer simple questions about basic English topics.

Effective EFL Teaching Methodology. Based on the students answers the researcher could conclude that they liked the way the classes were taught due to the variety of strategies, techniques, and activities.

In conclusion, there was a need to improve students reading comprehension, students had difficulties understanding texts and implementing strategies to use their knowledge, monitor, or evaluate what they read. It was imperative for the students to pay attention to different strategies and to grasp author's meaning, author's purpose, and the main points of the author's comments.

Therefore, the researcher proposed the Interactive Reading Model as an interaction between bottom-up and top-down processing, which complement each other. Additionally, by implementing some reading strategies, such as predicting, brainstorming, making connections, K-W-L-chart, and questioning this model would enhance learners' reading proficiency. Moreover, choosing appropriate English texts according to the interests, preferences and interests of the students was another important criterion to take into account. In the next section, this proposal will be discussed in more detail.

4.2 Action stage

In response to the significant difficulties in reading identified during the diagnostic process, the proposal aimed to increase reading comprehension through the interactive reading approach. Thus, six workshops were designed and implemented using the above-mentioned approach as a pedagogical strategy. The topics and readings included in the workshops were carefully chosen by the researcher, considering the age, interests, and preferences of the students in order to have learner classes, and the language focus of each one was selected according to the curriculum suggested by the Ministry of Education (2016) for seventh grade. During the workshops, four stages were implemented: warm-up, pre-reading, during-reading, and post-reading. In addition to that, reading strategies were included at each step of the reading process.

As part of the warm-up phase, the researcher could introduce the lesson in a fun way, allowing students to gain a deeper understanding of the reading. Students were engaged through activities, materials, and images to explore the topic before reading. Besides preparing their minds for reading, they could also relate the topic to their personal experiences.

Students had the opportunity to use a variety of strategies during *the pre-reading phase*, including predicting, brainstorming, connecting, and using a K-W-L chart. By connecting their new knowledge with what they already knew, they could make sense of the brand-new information. Students could gain a better understanding of the text by looking at pictures, titles, words, expressions, and captions, as well as reading the first sentence, the first two lines of each paragraph, or even the entire first paragraph to make

predictions or even to make connections to their own lives. In addition, students responded to questions about the situations described in the readings as interesting topics for students to discuss in class.

The while-reading phase comprised students focusing on aspects of the text to gain a deeper understanding. As part of the activities, they checked their vocabulary to make sense of the words in print and to better comprehend the text. Students skimmed through the reading and they also confirmed and adjusted predictions.

In the post-reading phase, students reinforced the written part using the vocabulary worked on during the other reading phases, by writing short answers, sentences, or texts. They checked and confirmed the predictions made before and during the reading stage.

The following table illustrates the workshops and strategies used during the action stage:

Table 15:
Objectives and reading strategies of the workshops developed in the action stage.

Workshop	Topic	Objectives	Reading stages	Reading strategies
			Warm-up	Activating prior knowledge. Making connections
			Before reading	Predicting Brainstorming (K-W-L CHART) Questioning (K-W-L CHART)

1	Famous pets around the world.	Comprehend a text by using the KWL strategy. Use predictions, by giving their own ideas and making questions in order to understand a text.	While Reading	Checking for vocabulary Confirming and adjusting your predictions (K-W-L CHART)
			After Reading	Written expression
2	Taking care of myself and others.	Use predictions, by giving their own ideas about what will happen in the text before and after reading. Comprehend	Warm-up	Activating prior knowledge Making connections
			Before reading	Predicting Activating prior knowledge (K-W-L CHART)
			While reading	Questioning (K-W-L CHART) Predicting
			After reading	Checking and confirming your predictions (K-W-L CHART)

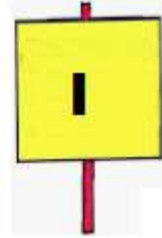
		a text by using the KWL strategy.		
3	No bullying allowed.	Make connections with the text, to help them understand the topic better.	Warm-up	Activating prior knowledge Making connections
			Before reading	Brainstorming
			While reading	Checking for vocabulary Making connections Text to self Text to text Text to world
			After reading	Re-read Questioning Monitor understanding
4	Living in a tree.	Use predictions, by giving their own ideas.	Warm-up	Checking for vocabulary
			Before Reading	Predicting
			While Reading	Checking for vocabulary Predicting
			After Reading	Re-read Questioning Checking and confirming predictions
			Warm-up	Checking for vocabulary
			Before Reading	Activating prior knowledge (K-W-L CHART)

5	Summer vacations	Comprehend a text by using the KWL strategy.	While Reading	Checking for vocabulary and monitor understanding Re-read Questioning monitor understanding
				After Reading
6	Watching a movie.	Use predictions, by giving their own ideas to understand the text better.	Warm-up	To relate names with movie characters
			Before Reading	Predicting
			While Reading	Checking for vocabulary Predicting
			After Reading	Re-read Questioning monitor understanding Predicting Checking and confirming predictions

INSTITUCION EDUCATIVA ESCUELA NORMAL SUPERIOR
MARIA ESCOLASTICA



WORKSHOP



Famous Pets Around the World



Taken from: <https://99designs.com.mx/logo-design/contests/logo-hachiko-junior-232703>



**INSTITUCION EDUCATIVA ESCUELA NORMAL
SUPERIOR MARIA ESCOLASTICA**

Workshop No. 1- Teacher's Guide

Famous Pets Around the World

Objectives:

By the end of the workshop the students will be able to:

- Comprehend a text by using the KWL strategy.
- Use predictions, by giving their own ideas and making questions in order to understand a text.

Strategies: Predicting and Know-Want to Know-Learn (KWL) strategies

Pre-reading Stage

- **Predicting**
Students will look at the picture of the reading and they will predict what the story is about, they will identify vocabulary and expressions related to the picture.
- **Brainstorming**
Students brainstorm ideas related to the topic of the reading, and complete the “what I want to know” chart.
- **Questioning**
Students skim through the reading passage and make questions about the story.

While-reading Stage

- **Scanning and Checking for Vocabulary**
The students read the excerpt and if there are difficult words, they highlight the unknown words and then they write them in the vocabulary journal.
- **Re-read**
The teacher asks the students to read the passage again and make notes about the most relevant information.
- **Confirm and adjust predictions**
Next, the students fill the “what I learned” chart with information about the text. The teacher asks the students to take into account the questions and the predictions made before in order to integrate the two stages pre and while reading.

Post-reading stage

- **Written expression**

The teacher asks the students to choose 10-15 words from the text and then to write a short paragraph, using this vocabulary. Finally, in pairs they will share their texts in class.

The teacher will collect the exercise and will correct it for the next class.

Workshop N° 1

STRATEGIES

PREDICTING It is an important reading strategy that allows students to use information from the text, such as titles, headings, images and diagrams to anticipate what will happen in the story (Bailey, 2015).




Before Reading: Predict through the images or cover of the book or reading.

While Reading: Stop and predict what will continue or will happen in the reading.

During Reading: Think about whether you made accurate predictions, what clues helped you predict what will happen next.

K-W-L CHART

KWL (Know, Want, Learn) This strategy provides a structure to activate and build prior knowledge, establish a purpose for reading, and summarize what has been learned. (Ogle 1986).

Before reading	During reading	After reading
K	W	L
What I know	What I want to know	What I learned
 <p>Brainstorming: Below the letter K, students list everything they</p>	 <p>Questioning: Below the letter W, students list what they want to know about the topic, it is a way for students to monitor their own comprehension while reading.</p>	 <p>Confirming and adjusting your predictions: Below the letter L, students list everything they learned after they finished reading.</p>

know about the topic of study, based on their prior knowledge.		
--	--	--

Workshop No. 1

Famous pets around the world

Warm up activity: Look at the teacher's pet picture.

Max



Hi there! My name is Angela and this is my pet. His name is Max, it is a cat. it is yellow and white. it is big and thin. He loves to play with some balls and plastic bones; I have had him for 3 years.

Answer these questions:

1. Do you have pets? _____
2. What is the name of your pet? _____
3. Can you describe him or her? _____

PRE-READING STAGE



Predicting

Look at the picture. Answer the question and complete the information in order to predict what the reading is about.



A. Write some vocabulary and expressions related to the picture

B. What do you think the reading will be about?



Brainstorming

Write what you know about pets on the “What I know” first column in the K-W-L chart.

K-W-L CHART		
What I know	What I want to know	What I learned
▪	▪	▪
▪	▪	▪
▪	▪	▪
▪	▪	▪



Questioning

Skim through the reading passage and write questions in the “want to know” second column in the K-W-L chart about what you would like to know about the reading.

WHILE-READING STAGE

Checking for vocabulary



Read the story below and highlight the unknown vocabulary.

JAPAN'S MOST FAMOUS DOG

In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive- just look for the crowds.

Hachiko, an Akita dog, was born in 1923 and brought to Tokyo in 1924. His owner, Professor Eisaburo Ueno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial University, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home.



Although Hachiko was still a young dog, the bond between him and his owner was very strong and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1935, Hachiko died at the place he last saw his friend alive.

Taken from:

<https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-tense/hachiko-reading-comprehension/30868>



Confirming and adjusting your predictions

After reading the text, take a look at the chart “what I learned” and compare your answers with the one in the reading. Write or transfer all the unknown words you highlighted in the reading to the vocabulary journal, look up the meaning and write the definition.

POST-READING STAGE



written expression

Use the vocabulary in the pre-reading, and while-reading stage and write a text or a similar text to the one you read in the warm up and then share your texts in class.

My pet

Hi there! My name is _____ and this is my pet. His/her name is _____, it is a _____. He/she is _____ and _____. It is _____ and _____. It loves play with _____; It lives with me _____ years ago.

Pictures and documents retrieved from:

<https://www.teacherspayteachers.com/Product/Predictions-anchor-chart-4612659>

<https://teachreadingstrategies.weebly.com/k-w-l.html>

<https://readingstrategiesmsu.weebly.com/predicting.html#:~:text=Predicting%20is%20an%20important%20reading,based%20on%20their%20prior%20knowledge.>

<http://article.sciencepublishinggroup.com/html/10.11648.j.ijll.20150306.33.html>



INSTITUCIÓN EDUCATIVA NORMAL SUPERIOR MARÍA ESCOLÁSTICA

STUDENTS SELF ASSESSMENT FORM ON WORKSHOP # 1

INTERACTIVE READING AS AN APPROACH TO ENHANCE READING COMPREHENSION THROUGH ENGLISH TEXTS IN SEVENTH GRADERS






PETS AROUND THE WORLD

Marca tu repuesta con una X o un ✓ en la escala del 1 al 5 siendo 1 el nivel más bajo de desempeño y 5 el nivel más alto de desempeño en el uso de las estrategias de lectura implementadas en el taller.

CRITERIOS		1	2	3	4	5
Making	Esta estrategia me ayudo activar mi conocimiento previo.					

predictions	Utilice mi conocimiento previo para predecir o anticipar lo que vamos a leer.					
	Utilice el título y las imágenes de la lectura para predecir de lo que trataba el texto.					
	Mis predicciones durante la lectura fueron precisas y me ayudaron a comprender mejor el texto.					
KWL chart Know- Want-to- know- Learned	Escribí de 2 a 5 oraciones en el cuadro Know , acerca de lo que conocía del tema de la lectura.					
	Escribí de 2 a 5 oraciones en el cuadro Want to know , acerca de lo que quería conocer de la lectura después de hojear algunas páginas.					
	Demostre comprensión en la columna Learned escribiendo más de tres oraciones.					
	Complete los tres cuadros usando detalles y oraciones completas.					

Marcar con una X su respuesta para representar que tan de acuerdo o en desacuerdo esta.

	Totalmente de acuerdo 	De acuerdo 	Neutral 	En desacuerdo 	Totalmente en desacuerdo 
¿le ayudo la estrategia “KWL” a activar su conocimiento previo?					
¿Le ayudo la estrategia de “KWL” en la comprensión de la lectura Japan’s Most Famous Dog?					
La estrategia fue fácil de usar.					
La estrategia me presento un método simple para organizar la toma de notas.					



INSTITUCION EDUCATIVA ESCUELA NORMAL SUPERIOR
MARIA ESCOLASTICA

WORKSHOP **2**

Taking care of myself and others



Taken from: <https://www.vectorstock.com/royalty-free-vector/take-care-of-yourself-quote-with-girl-cartoon-vector-21140927>



**INSTITUCION EDUCATIVA ESCUELA NORMAL SUPERIOR
MARIA ESCOLASTICA**

Workshop No. 2- Teacher's Guide

Taking care of myself and others

Objectives:

By the end of the workshop the students will be able to:

- Use predictions, by giving their own ideas about what will happen in the text before and after reading.
- Comprehend a text by using the KWL strategy.

Strategies: Predictions and Know-Want to Know-Learn strategies.

Pre-reading Stage

- **Predicting**
Students look at the title, the picture and the vocabulary, then, the teacher asks them what they think the text is about.
- **Activating prior knowledge (Know) K-W-L chart**
Before reading, the students, activate what they already know, they list in the K column what they know about the given topic.

While-reading Stage

- **Questioning (Want to know) K-W-L chart**
Students list in the W column what they want to know about the topic, if they do not have much background knowledge on the topic the teacher can provide them with the questions (Who? What? Where? When? Why? How?) In order to guide them to ask the questions.
- **Predicting**
The students read the first part of the text, then they predict what will come next.

Post-reading stage

- **Checking and confirming predictions**

Students finish reading the text and then they look back and check if their predictions were accurate. There is a whole class discussion regarding the different predictions-




- **Assessing**

Students record in the L column what they have learned, they can review the questions in column 2, They can also review column 1 so they can identify any misconceptions they may have had at the beginning of the reading.

Workshop N° 2

STRATEGIES

<u>PREDICTING</u>	
This strategy allows students to use information from the text, such as titles, headings, images, and diagrams to anticipate what will happen in the story (Bailey, 2015).	
Before Reading	Predict through the images or cover of the book or reading.
While Reading	Stop and predict what will continue or will happen in the Reading
After Reading	Think about whether you made accurate predictions, what clues helped you predict what will happen next.

K-W-L CHART (Know, Want, Learn)	
This strategy provides a structure to activate and build prior knowledge, establish a purpose for reading, monitor and summarize what the reader has learned. (Ogle 1986).	
Before Reading (What I know)	Students list everything they know about the topic given, based on their prior knowledge 
While Reading (What I want to know)	Students skim through the reading and write some questions in this column about what they want to know about this topic. 
After Reading (What I learned)	Students look back and check if their predictions were accurate and they record in this column what they have learned. 

Workshop No. 2

Taking care of myself and others

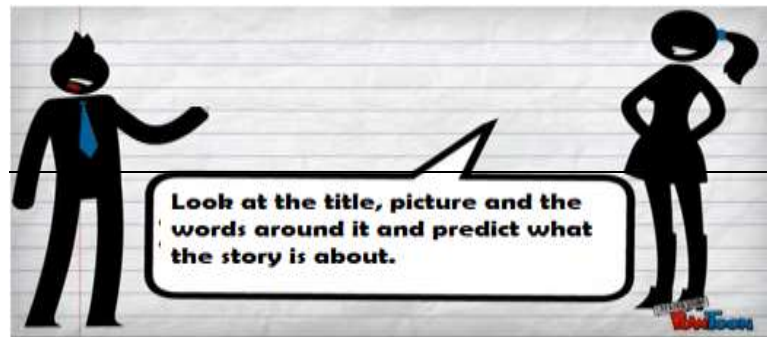
Warm up activity: Look at the video and tell the class what do you think about it.



Taken from: <https://www.youtube.com/watch?v=SxwsbhJy7M0>

PRE-READING STAGE

Predicting



Activating prior knowledge (Know) K-W-L chart



Write what you know about stress on the “What I know” first column in the K-W-L chart.

K-W-L CHART		
What I know	What I want to know	What I learned
▪	▪	▪
▪	▪	▪
▪	▪	▪
▪	▪	▪

WHILE-READING STAGE

Questioning (Want to know) K-W-L chart

Skim through the reading and write questions in the “want to know” second column in the K-W-L chart about what you like to know about the reading.



Predicting

Read the first part of the reading and guess what will happen, next write your prediction. _____



TEEN STRESS



Teenagers today live in a very competitive world. It is more important than ever to succeed at school if you hope to have a chance in the job market afterwards. It's no wonder that many young people worry about letting down their parents, their peers and themselves. In trying to please everyone. They take on too many tasks until it becomes harder and harder to balance homework assignments, parties, sports activities and friends. The result is that young people suffer from stress.

There are different ways of dealing with stress. Everyone knows that caffeine, whether it is in the form of coffee or soft drinks, keeps you awake and alert. But caffeine is a drug which can become addictive. In the end, like other drugs, caffeine only leads to more stress. A better way to deal with stress is to exercise: Research has proved that physical exercise is a good release for stress, because it increases certain chemicals in the brain which calm you down. Making sure you get enough sleep is also an important way of avoiding stress and of staying healthy and full of energy.

Another way to avoid stress is by managing your time effectively. It is better to do a few tasks really well, than lots of tasks badly. Know your limits and try not to take on too much. Finally, if it all gets beyond your control, don't panic or get hysterical. Find the time to sit down quietly and breathe deeply for ten to twenty minutes. Do this regularly, and it will help you calm down and put things into perspective.

Taken from: <http://www.isabelperez.com/select/stress.htm>

POST-READING STAGE

Checking and confirming your predictions



After reading the text look back and check if your predictions were accurate, then, record in the L column what you have learned, you can review the questions in column 2.

You can also review column 1 so you can identify any misconceptions you may have held before beginning the reading.

Pictures and documents retrieved from:

<https://bridget-edwards.com/tips-to-reduce-teenage-stress/>

<https://carilionclinicliving.com/article/kids/stress-and-teenage-years>

<http://www.isabelperez.com/select/stress.htm>



INSTITUCIÓN EDUCATIVA NORMAL SUPERIOR MARÍA ESCOLÁSTICA

STUDENTS SELF ASSESSMENT FORM ON WORKSHOP # 2

INTERACTIVE READING AS AN APPROACH TO ENHANCE READING COMPREHENSION THROUGH ENGLISH TEXTS IN SEVENTH GRADERS






TAKING CARE OF MYSELF AND OTHERS

Marca tu respuesta con una X o un ✓ en la escala del 1 al 5 siendo 1 el nivel más bajo de desempeño y 5 el nivel más alto de desempeño en el uso de las estrategias de lectura implementadas en el taller.

CRITERIOS		1	2	3	4	5
Making predictions	Esta estrategia me ayudo activar mi conocimiento previo.					
	Utilice mi conocimiento previo para predecir o anticipar lo que vamos a leer.					
	Utilice el título y las imágenes de la lectura para predecir de lo que trataba el texto.					
	Mis predicciones durante la lectura fueron precisas y me ayudaron a comprender mejor el texto.					
KWL chart Know-	Escribí de 2 a 5 oraciones en el cuadro Know , acerca de lo que conocía del tema de la lectura.					

Want-to-know-Learned	Escribí de 2 a 5 oraciones en el cuadro Want to know , acerca de lo que quería conocer de la lectura después de hojear algunas páginas.					
	Demostre comprensión en la columna Learned escribiendo más de tres oraciones.					
	Complete los tres cuadros usando detalles y oraciones completas.					

Marcar con una X su respuesta para representar que tan de acuerdo o en desacuerdo esta.

	Totalmente de acuerdo 	De acuerdo 	Neutral 	En desacuerdo 	Totalmente en desacuerdo 
¿le ayudo la estrategia “KWL” a activar su conocimiento previo?					
¿Le ayudo la estrategia de “KWL” en la comprensión de la lectura Teen stress?					
La estrategia fue fácil de usar.					
La estrategia me presento un método simple para organizar la toma de notas.					



INSTITUCION EDUCATIVA ESCUELA NORMAL SUPERIOR MARIA
ESCOLASTICA



No Bullying Allowed



Taken from: <https://www.canstockphoto.com/stop-bullying-25865242.html>



**INSTITUCION EDUCATIVA ESCUELA NORMAL
SUPERIOR MARIA ESCOLASTICA**

Workshop No. 3- Teacher's Guide

No Bullying Allowed

Objectives:

By the end of the workshop the students will be able to:

- Make connections with the text, to help them understand the topic better.

Strategies: Brainstorming, Make Connections strategies.

Pre-reading Stage

- **Make connections**
Students look at some pictures related to the reading to make connections in order to activate their prior knowledge about the topic.
- **Brainstorming**
Students read some questions about the reading, then, they brainstorm ideas and put the sticky notes with the ideas on the board.

While-reading Stage

- **Make connections**
- **Text-to-self connections**
Students answer two questions to make connections between the text and their personal experience.
- **Text-to-text connections**
Students answer two questions to make connections between the text being read and to a text that was previously read.
- **Text-to-world connections**
Students answer two questions to make connections between the text being read and something that occurs in the world.

Post-reading Stage

- **Re-read**
The teacher asks the students to read the text again and answer some questions relate to the reading.




STRATEGIES

BRAINSTORMING STRATEGY

This strategy helps readers to activate prior knowledge. As it is expressed by Feather (2004) it provides plenty of materials for making prediction. The reader becomes conscious concerning what he knows about a given text's topic before he goes on reading it.

MAKING CONNECTIONS STRATEGY

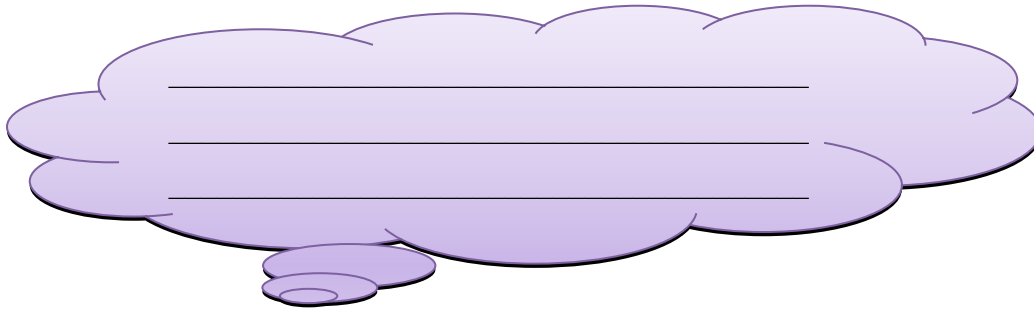
Good readers make connections while they read. Keene and Zimmerman (1997) concluded that students comprehend better when they make different kinds of connections. There are three types of connections where students make personal connections with the text by using their schema while reading. According to Morrison & Wlodarczyk (2009) the three types of connections are:

Text-to-self connections	Text-to-text connections	Text-to-world connections
 <p data-bbox="224 1136 597 1276">Text-to-self refers to connections made between the text and reader's personal experience.</p>	 <p data-bbox="625 1136 1015 1276">Text-to-text refers to connections made between a text being read and to a text that was previously read.</p>	 <p data-bbox="1040 1136 1414 1318">Text-to-world refers to connections made between a text being read and something that occurs in the world</p>

Workshop No. 3

No Bullying Allowed

Warm up activity: Look at the following pictures related to the topic of the reading and make connections. Write about what you already know about bullying or relate it to a personal experience. Use the bubble below to write your connections.



I PRE-READING STAGE

Bainstorming

Work in pairs, read the situation and answer the questions.

Situation: Sarah gets bullied at school.

1. What can she do?
2. What can other students do?

Write some answers or suggestions in the sticky notes and put them on the board in order to discuss with your classmates.



II WHILE-READING STAGE

Sticky notes



Activity 1: Read the following text, highlight the unknown vocabulary and find the words in the dictionary.

Aisha is a cyber bully!



Name: Aisha
Age: 14
School: ESL Prep
Likes: computer games, Beyonce, science, maths, English



Name: Emma
Age: 13
School: ESL Prep
Likes: animals, going for long walks, being with friends.

Emma was a student at ESL Preparatory school. A bad thing happened to her when she was aged 10. One terrible day, her brother Jed went out on his motorbike. A car hit him and he died. Emma was very, very upset when her brother died. Now, she was 13 and happy at school. She had a good friend, Aisha.

The friends did everything together. They played computer games, they went to the cinema, they laughed and they joked all the time. One evening after school, Aisha went round to Emma's house. They cooked a pizza and went up to Emma's bedroom. Emma got onto Facebook and she left a message for Tom, a boy in the same class as the girls. She told Tom that Aisha fancied him and wanted to go out with him! She thought this was funny, but when Aisha saw it, she was really angry. She shouted at Emma and soon after she went home. She fell out with Emma.

When she got home, Aisha got back on to Facebook. She wanted to get her revenge on Emma. She thought about what she could do. Then, she had an idea.

She put a photo of Jed, Emma's brother, on Facebook, with a cruel message. That message said, 'Jed did not love Emma. She was a bad sister.' When Emma saw this, she was very upset and she cried. She knew that Aisha had done this bad thing and she could not understand why.

The next day, Aisha knew she had done something really nasty, but she did not apologise.

Taken from: <https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-or-past-continuous-tense/aisha-cyber-bully/76899>

Activity 2: Answer the following questions relate to the reading to make connections.

Make connections

Make a CONNECTION!

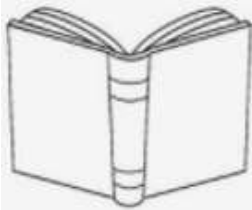


Text-to-self

1. How does this relate to my life?
2. What were my feelings when I read this?

1. _____

2. _____



Text-to-text

1. What does this remind me of in another text or book I have read?
2. Have I read about something like this before?

1. _____

2. _____



Text-to-world

1. How is this text similar to things that happen in the real world?
2. How did that part relate to the world around me?

1. _____

2. _____

POST-READING STAGE



Re-read

Read the text again and answer the following questions. **Answer true or false. Correct the false sentences.**

- 1) Emma likes animals and going for long walks. _____
- 2) Aisha posted a message on Facebook, saying that Emma fancied Tom, a boy in their class. ____
- 3) Aisha was really angry when Emma posted that she fancied Tom. _____
- 4) Aisha put a message on Facebook about Jed, Emma's brother. _____
- 5) The next day, Aisha apologized. _____

Pictures and documents taken from:

<https://crecelibre.org/2019/05/14/tipos-de-bullies/>
co.pinterest.com/pin/209839663871837293/

INSTITUCIÓN EDUCATIVA NORMAL SUPERIOR MARÍA ESCOLÁSTICA

STUDENTS SELF ASSESSMENT FORM ON WORKSHOP # 3

INTERACTIVE READING AS AN APPROACH TO ENHANCE READING COMPREHENSION THROUGH ENGLISH TEXTS IN SEVENTH GRADERS

NO BULLYING ALLOWED

Marca tu repuesta con una X o un ✓ en la escala del 1 al 5 siendo 1 el nivel más bajo de desempeño y 5 el nivel más alto de desempeño en el uso de las estrategias de lectura implementadas en el taller.



CRITERIOS		1	2	3	4	5
Brain-storming Strategy	Esta estrategia me ayudo activar mi conocimiento previo.					
	Esta estrategia me permitió ser consciente de lo que sabía del tema del texto dado antes de iniciar la lectura.					
	Me base en mi conocimiento y experiencia previa					

Make connections strategy	para comprender lo que leía y establecer conexiones.					
	Establecí conexiones entre el texto y mis experiencias personales.					
	Establecí conexiones entre el texto leído y otros textos previamente leídos.					
	Establecí conexiones entre el texto leído y eventos que ocurren en el mundo.					

Marcar con una X su respuesta para representar que tan de acuerdo o en desacuerdo esta.

	Totalmente de acuerdo 	De acuerdo 	Neutral 	En desacuerdo 	Totalmente en desacuerdo 
¿le ayudo la estrategia de “ brainstorming ” en la comprensión de la lectura No bullying allowed?					
¿le ayudo la estrategia de “ Make connections ” en la comprensión de la lectura No bullying allowed?					



**INSTITUCION EDUCATIVA ESCUELA NORMAL SUPERIOR MARIA
ESCOLASTICA**

Workshop No. 4- Teacher's Guide

Living in a tree

Objectives:

By the end of the workshop, the students will be able to:

- Use predictions, by giving their own ideas.

Strategies: Making predictions

Pre-reading Stage

- **Predicting**
Students look at some pictures and the title of the reading in order to write what is the story about. Then, they read some statements about some events in the story before reading the text in order to predict if they are true or false.

While-reading Stage

- **Checking for vocabulary**
Students read the text, they highlight the unknown words, write them in the journal and look for the meaning in the dictionary.
- **Predicting**
The students read the first part of the reading to predict what will come next.

Post-reading Stage

- **Read-read**
The teacher asks the students to read the text again and answer some questions to monitor their understanding.
- **Checking and confirming predictions**
Students read the whole text and then look back and check if their predictions were accurate. There is a whole class discussion regarding the different predictions.

STRATEGIES

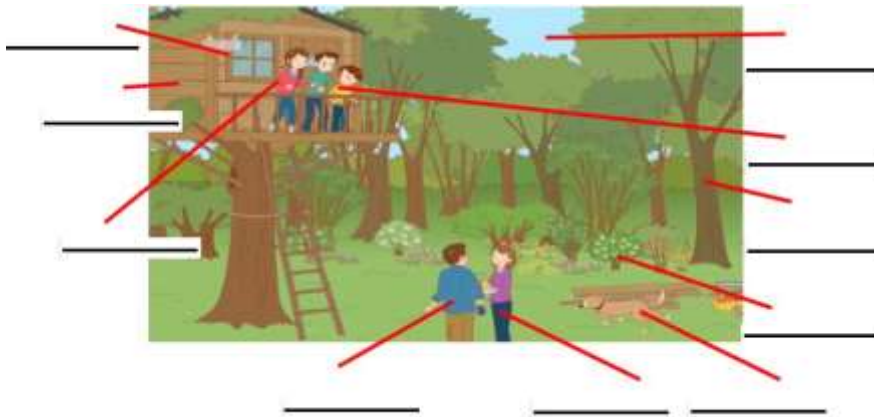
PREDICTION STRATEGY

<u>PREDICTING</u>	
This strategy allows students to use information from the text, such as titles, headings, images, and diagrams to anticipate what will happen in the story (Bailey, 2015).	
Before Reading	Predict through the images or cover of the book or reading.
While Reading	Stop and predict what will continue or will happen in the Reading
After Reading	Think about whether you made accurate predictions, what clues helped you predict what will happen next.

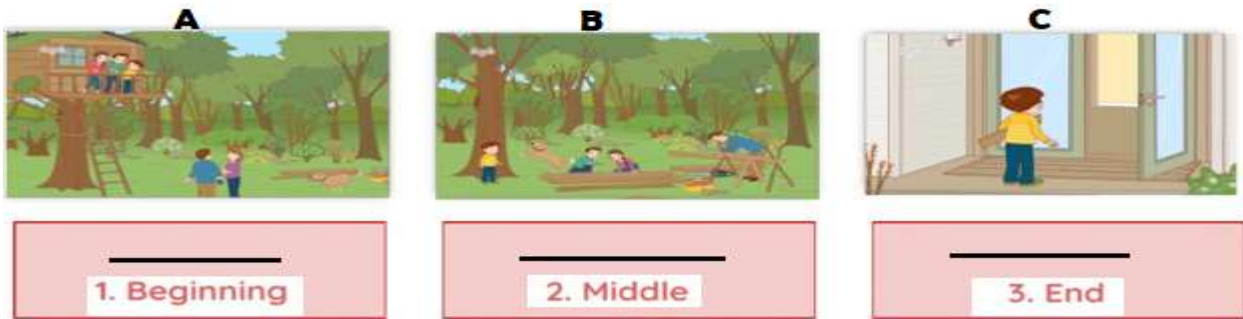
Workshop No. 4 Living in a tree

Warm up activity: look at this picture and match the word with the corresponding item.

mother	trees	Dog	sister	brothers
Tree house	father	window	sky	flowers



Put the pictures in order.



I PRE-READING STAGE

Predicting



Activity 1: Look at the pictures and the title of the reading and answer the following question.

Living in a tree



1. What is this story about?

Activity 2: Read these statements about some events in the story before reading the text. Predict what the correct answer is.

1. Luke Jackson builds
by

- a. A big apartment in big city
- b. A tree house in the forest

2. Their new home was designed

- a. An architect
- b. Jackson parents

c. A small house in Vancouver

c. Luke and an architect

II WHILE-READING STAGE

Checking for vocabulary



Activity 1: Read the following text, highlight the unknown vocabulary, write the words in the journal and find their meaning in the dictionary.

THIS IS WHAT IT'S LIKE TO LIVE IN A TREE HOUSE

Luke Jackson and his parents moved from their apartment in Vancouver, Canada, to a tree house in the forest.

Earlier this year, I moved into a tree house. It had been my family's dream ever since we read an article on a website about people who live in unusual homes. My parents decided to design our new home without the help of an architect, so they spent hours watching online videos and reading library books to get ideas for our tree house. Now that we've finished it, it's exactly how we wanted to have it.



Taken from

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Reading_comprehension/PET_-_Reading_part_3_du1391884zh](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reading_comprehension/PET_-_Reading_part_3_du1391884zh)

Activity 2: Read the first part of the reading and guess what will happen, next write your prediction. _____

Our tree house is built around a very strong tree, so it can support the two floors that surround it. I used to have a big bedroom in our old apartment, but now my room is pretty small. However, I do not mind that at all because now it has an incredible view of the forest

in every direction. Its fantastic- I really couldn't image living anywhere else now. Our next project is to finish the garden- it is going to be amazing one day.

I'll never forget the first night we spent in the tree house. When I was in bed, I started to notice how the tree house actually felt. I had not expected it to move in the wind like a boat on the ocean. However, it was quite relaxing and I did not take long to get used to. It was also really dark, because there are no street lights!

We do not have any neighbors nearby, so I spend a lot of time on my own painting and playing music in my room. What is great is that I can make a noise when I play my guitar up there since I live in the middle of the forest! I only wish more of my paintings could fit on my wall, instead of being in a big pile on the floor! My friend's coming to stay next weekend and I can't wait to welcome him to my home! I have already warned him that it'll be a bit crowded in my room, but that won't stop us from having fun together.

Taken from:

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Reading_comprehension/PET_-_Reading_part_3_du1391884zh](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reading_comprehension/PET_-_Reading_part_3_du1391884zh)

POST-READING STAGE



Re-read

Activity 1: Read the text again and chose the correct answer.

1. Where did Luke's family get the idea to build a tree house?
 - a. From talking to another family member
 - b. From the internet and library books
 - c. From an architect
 - d. From an unusual home they visited
 - e.
2. What does Luke like most about the design of the tree house?
 - a. What he can see from his room
 - b. Its position in the garden
 - c. The size of his room
 - d. The tree it's built around
3. On his first night in the tree house, Luke was...
 - a. Surprise by the way it moved
 - b. Afraid of the noises he heard
 - c. Relaxed because it was so dark

- d. Worried because there were no lights
4. What else does Luke say about his bedroom now?
- It is too close to his nearest neighbors
 - It is a good place to play a musical instrument
 - It has enough wall space for all his paintings
 - It has plenty of room when friends come and visit him.
5. What might Luke write in a blog about his family's tree house?

a. My family wasn't sure if we would be able to live in a tree house until we found an architect who could help us.

b. I love living somewhere where all my friends can come and hang out in my room.

c. Even though we haven't started looking after our garden, I prefer spending time there because it's just wild flowers and lots of trees.

d. Moving from an apartment to a tree house has been an exciting adventure – it's a very different type of home.



Checking and confirming predictions

Activity 2: Once you have read the text, compare if the statements in pre-reading stage were accurate or inaccurate predictions.

<i>The predictions were accurate</i>	<i>The predictions were inaccurate</i>
--------------------------------------	--

¿Cuál predicción hecha antes y durante la lectura estaba correcta? ¿Cuál información del texto me permitió ver que estaba correcta?

Pictures and documents taken from:

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Family_members/The_Carter_Family- The_Tree_House_ca1677794ba](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Family_members/The_Carter_Family- The_Tree_House_ca1677794ba)

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Reading_comprehension/PET_-_Reading_part_3_du1391884zh](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reading_comprehension/PET_-_Reading_part_3_du1391884zh)

https://www.youtube.com/watch?v=4ynwWift_ts



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STUDENTS SELF ASSESSMENT FORM ON WORKSHOP # 4

INTERACTIVE READING AS AN APPROACH TO ENHANCE READING COMPREHENSION THROUGH ENGLISH TEXTS IN SEVENTH GRADERS

LIVING IN A TREE

Marca tu respuesta con una X o un ✓ en la escala del 1 al 5 siendo 1 el nivel más bajo de desempeño y 5 el nivel más alto de desempeño en el uso de las estrategias de lectura implementadas en el taller.

CRITERIOS		1	2	3	4	5
Making predictions	Esta estrategia me ayudo activar mi conocimiento previo.					
	Utilice mi conocimiento previo para predecir o anticipar lo que vamos a leer.					
	Utilice el título y las imágenes de la lectura para predecir de lo que trataba el texto.					
	Mis predicciones durante la lectura fueron precisas y me ayudaron a comprender mejor el texto.					

Marcar con una X su respuesta para representar que tan de acuerdo o en desacuerdo esta.

	Totalmente de acuerdo 	De acuerdo 	Neutral 	En desacuerdo 	Totalmente en desacuerdo 
¿Le ayudo la estrategia de predicción en la comprensión de la lectura living in a tree?					
La estrategia fue fácil de usar.					
La estrategia me presento un					

método simple para organizar la toma de notas.					
---	--	--	--	--	--



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MARIA ESCOLASTICA

WORKSHOP



Summer vacations



Taken from: http://clipart-library.com/clipart/summer-holiday-clipart_11.htm

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ESCOLASTICA**



Workshop No. 5- Teacher's Guide

Summer vacations

Objectives:

By the end of the workshop, the students will be able to:

- Comprehend a text by using the KWL strategy

Strategies: K-W-L (Know -Want to know- Learned) strategy.

Pre-reading Stage

- **K-W-L chart (Know).**
Students look at some pictures and the title of the reading and list everything they know about the topic of the reading in the “Know” chart.
- **K-W-L chart (Want to know).**
Students at the second column write down what they think they will learn at this text.

While-reading Stage

- **Checking for vocabulary**
The students read the text, highlight the unknown words and write them in the vocabulary journal with their meaning.
- **Read-read**
The teacher asks the students to read the text again and answer some questions to monitor their understanding.

Post-reading Stage




- **K-W-L chart (What I learned).**
The students list everything they learn after they finished reading.

Workshop N° 5

STRATEGIES

K-W-L CHART

KWL (Know, Want, Learn) This strategy provides a structure to activate and build prior knowledge, establish a purpose for reading, and summarize what has been learned. (Ogle 1986).

K-W-L CHART		
What I know	What I want to know	What I learned
K	W	L
<div style="text-align: center;">  </div> <p>Below the letter K, students list everything they know about the topic of study, based on their prior knowledge.</p>	<div style="text-align: center;">  </div> <p>Below the letter W, students list what they want to know about the topic, it is a way for students to monitor their own comprehension while reading.</p>	<div style="text-align: center;">  </div> <p>Below the letter L, students list everything they learned after they finished reading.</p>

Workshop No. 5

Summer vacations

Warm up activity: Match each picture with the summer activity.

health holiday	safari	scuba-diving	luxury holiday
shopping	camping	sailing holiday	hiking holiday
canoeing	cruise	beach holiday	city holiday
skiing holiday	honeymoon	cycling holiday	culture holiday

⇒ HOLIDAYS ⇐





I PRE-READING STAGE

K-W-L chart (Know and Want to know).

Look at the pictures of the activity above and write in the first chart what you know about the different holidays and in the second, what you would like to know.

Know	Want to know
	

II WHILE-READING STAGE

Checking for vocabulary



Activity 1: Read the following text, highlight the unknown vocabulary, write it in the journal and find the words in the dictionary.

Activity 2: write the verbs in the correct form.

Where was your last vacation?

1. Put the verbs in the correct form

I (take) _____ my last vacation just after ending my job at Microsoft. It (be) _____ a trip with one of my best mates, Steve, his dad, and his father-in-law. We (go) _____ on a fishing trip to Lake Tyers in Victoria, Australia. Steve's dad was not sure about the trip so he (bring) _____ many fishing DVD's just in case we (not have) _____ any fun.

Our trip was fabulous! Steve and I (find) _____ a spot where we (can park) _____ the car close very near the water. Pete (set) _____ up our tent there and also (put) _____ some chairs.

We all (enjoy) _____ the fishing experience very much. We all (catch) _____ fish, including Pete, who caught the biggest one.

The best part was the fact we all (have) _____ lots of fun. Pete and Steve are such funny characters that even a hotel manager (join) _____ us for drinks one night.

The drive to Lake Tyers (take) _____ five hours, just like the trip back, but I (have) _____ to admit, my face has never been that sore from laughing and smiling the whole time.

Adapted from http://friendfinder.com/intgroups/aa109/tyadmin/acprint_admin_article.html?site=ff



Taken

from:

https://www.esprintables.com/vocabulary_worksheets/holidays_and_traditions/vacations/Where_was_your_last_vacation_392229/



Re-read

Read the text again and answer the following questions Answer true or false.

Mark True or False

- | | |
|---|-------|
| a. The writer works for Microsoft now. | T / F |
| b. Only two people went fishing | T / F |
| c. Steve's dad thought the trip would be boring. | T / F |
| d. They spent an exciting vacation. | T / F |
| e. The trip back to the city was five hours long. | T / F |



III POST-READING STAGE

- **K-W-L chart (What I learned).**
List everything you learned after you finished reading.

Pictures and documents taken from:

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Holidays/Holidays_Activities_ep743724zi](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays/Holidays_Activities_ep743724zi)

Work in groups of three people and share the answers about what you have learned from the reading.

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STUDENTS SELF ASSESSMENT FORM ON WORKSHOP # 5

INTERACTIVE READING AS AN APPROACH TO ENHANCE READING COMPREHENSION THROUGH ENGLISH TEXTS IN SEVENTH GRADERS

SUMMER VACATIONS

Marca tu respuesta con una X o un ✓ en la escala del 1 al 5 siendo 1 el nivel más bajo de desempeño y 5 el nivel más alto de desempeño en el uso de las estrategias de lectura implementadas en el taller.

CRITERIOS		1	2	3	4	5
KWL	Escribí de 2 a 5 oraciones en el cuadro Know , acerca de lo que conocía del tema de la lectura.					

chart Know- Want-to- know- Learned	Escribí de 2 a 5 oraciones en el cuadro Want to know , acerca de lo que quería conocer de la lectura después de hojear algunas páginas.					
	Demostre comprensión en la columna Learned escribiendo más de tres oraciones.					
	Complete los tres cuadros usando detalles y oraciones completas.					

Marcar con una X su respuesta para representar que tan de acuerdo o en desacuerdo esta.

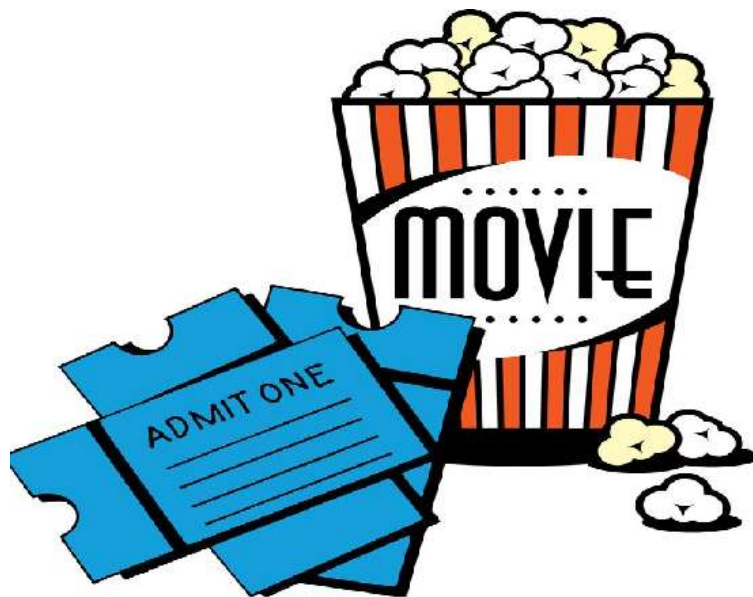
	Totalmente de acuerdo 	De acuerdo 	Neutral 	En desacuerdo 	Totalmente en desacuerdo 
¿le ayudo la estrategia “KWL” a activar su conocimiento previo?					
¿le ayudo la estrategia “KWL” en la comprensión de la lectura Summer vacations?					
Fue fácil de usar la estrategia KWL?					



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SUPERIOR MARIA ESCOLASTICA



Watching a movie



Taken from: <https://pixy.org/4376034/>

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ESCOLASTICA**



Workshop No. 6- Teacher's Guide

Watching a movie

Objectives:

By the end of the workshop, the students will be able to:

- Use predictions, by giving their own ideas to understand the text better.

Strategies: Making predictions

Pre-reading Stage

- **Predicting**
Students make small groups of two or three and look at the pictures relate to the topic of the reading given by the teacher. They work together to connect the pictures and try to guess what the reading is about. Each group takes its turn to present their ideas.

While-reading Stage

- **Checking for vocabulary**
Students detect unknown words in the text, look for their meaning-and write it in the journal.
- **Predicting**
Students read the first part of the reading to predict what will come next.

Post-reading Stage

- **Read-read**
The teacher asks the students to read the text again and answer some questions to monitor their understanding.
- **Checking and confirming predictions**
Students finish the reading and then they look back to check if their predictions were accurate. There is a whole class discussion regarding the different predictions.

Workshop N° 6

STRATEGIES

<u>PREDICTING STRATEGY</u>	
This strategy allows students to use information from the text, such as titles, headings, images, and diagrams to anticipate what will happen in the story (Bailey, 2015).	
Before Reading	Predict through the images or cover of the book or reading.
While Reading	Stop and predict what will continue or will happen in the Reading
After Reading	Think about whether you made accurate predictions, what clues helped you predict what will happen next.

Workshop No. 6

Living in a tree

Warm up activity: look at this picture and write the name of each one in the correct place.



Olivia



August



Isabel



Jack Will



Nate

AUGGIE.

MOTHER.

FATHER.

SISTER.

FRIEND

I PRE-READING STAGE**Predicting**



Activity 1: Make small groups of two and three people and look at the pictures given by the teacher. Work together to connect the pictures and to try to guess what the reading will be about. Each group takes it in turns presenting their ideas.



II WHILE-READING STAGE

Checking for vocabulary

Activity 1: Search the following words in the text, underline them and write the meaning in their journal.

	ENGLISH	SPANISH
Ordinary Do Eat Ride Play Run away Wish Rude See Extraordinary Worse	<div style="text-align: center;"> <p><u>ordinario</u></p>  </div>	

Activity 2: Read the first part of the reading and guess what will happen, next write your prediction.



This is Auggie. He is twelve years old. He lives in the United States with his father, mother, sister and dog. His favourite food is burgers and chips but he doesn't like sushi.

Today is sunny and warm because it is spring. This is his room, it is very big. There is a teddy bear on his bedside table and some pictures on the wall. He is wearing a blue T-shirt, red trousers, white and black socks. Now, he is jumping on the bed because he is very happy.



His favourite day of the week is Sunday because he doesn't go to school.



He gets up at eleven o'clock. Then, he brushes his teeth and he gets dressed for breakfast. He has cereal with milk for breakfast. After that, he plays football with his father. Then, he walks his dog. He has lunch with his family at 2 o'clock in the garden. They eat pasta with cheese. Later, he takes a nap with his dog.

In the afternoon, he watches his favourite film, Star Wars with his sister. He eats popcorn and drinks a soda. After that, he goes shopping with his mother. He buys some chocolates in the supermarket. When he goes back home, he has a shower and then, he does homework.



His favourite subject is Science! Then, he studies Maths from seven thirty to eight thirty.

In the evening, he reads a book about planets and stars. Later, he has dinner with his family at nine thirty. He eats meat with salad. After dinner, he watches his favourite series, Stranger Things. Finally, he brushes his teeth and goes to bed at eleven o'clock.



Taken from:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_Simple/Wonder_Reading_Comprehension_sn1228358ge](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_Simple/Wonder_Reading_Comprehension_sn1228358ge)

POST-READING STAGE



Re-read

Activity 1: Read the text again and match the question with the correct answer.

- | | |
|--|---|
| 1. What's his favourite day of the week? | He watches Star Wars with his sister |
| 2. What time does he get up? | He goes to bed at 11 o'clock |
| 3. What does he do in the afternoon? | He gets up at 11 o'clock |
| 4. Does he have a shower in the evening? | His favourite day of the week is Sunday |
| 5. What time does he go to bed? | No, he doesn't |

TRUE OR FALSE

1. Auggie's face is different because of an accident.
2. Auggie starts going to school in fifth grade.
3. Before that, he was home-schooled.
4. On the first day of school, he felt confident.
5. Auggie likes wearing an astronaut helmet.
6. Auggie's favourite festival is Christmas.
7. On Halloween, Auggie wears a skeleton costume.
8. Everybody is nice to Auggie.
9. Auggie knows a lot about Science.
10. His sister is sad because her friend, Miranda, is distant.

- **Checking and confirming predictions**

- **Activity 2:** ¿Cuál predicción hecha antes y durante la lectura estaba correcta? ¿Cuál información del texto me permitió ver que estaba correcta?

Pictures and documents taken from:

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[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_Simple/Wonder_Reading_Comprehension_sn1228358ge](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_Simple/Wonder_Reading_Comprehension_sn1228358ge)

<https://www.liveworksheets.com/st1017661rm>

INSTITUCIÓN EDUCATIVA NORMAL SUPERIOR MARÍA ESCOLÁSTICA



STUDENTS SELF ASSESSMENT FORM ON WORKSHOP # 6




INTERACTIVE READING AS AN APPROACH TO ENHANCE READING COMPREHENSION THROUGH ENGLISH TEXTS IN SEVENTH GRADERS

WATCHING A MOVIE

Marca tu respuesta con una X o un ✓ en la escala del 1 al 5 siendo 1 el nivel más bajo de desempeño y 5 el nivel más alto de desempeño en el uso de las estrategias de lectura implementadas en el taller.

CRITERIOS		1	2	3	4	5
Make predictions	Esta estrategia me ayudo activar mi conocimiento previo.					
	Utilice mi conocimiento previo para predecir o anticipar lo que vamos a leer.					
	Utilice el título y las imágenes de la lectura para predecir de lo que trataba el texto.					
	Mis predicciones durante la lectura fueron precisas y me ayudaron a comprender mejor el texto.					

Marcar con una X su respuesta para representar que tan de acuerdo o en desacuerdo esta.

	Totalmente de acuerdo 	De acuerdo 	Neutral 	En desacuerdo 	Totalmente en desacuerdo 
¿Le ayudo la estrategia de predicción en la comprensión de la lectura watching a movie?					
La estrategia fue fácil de usar.					
La estrategia me presento un método simple para organizar la toma de notas.					

4.4 Evaluation stage

For the evaluation stage of this research project, observational and non-observational instruments were administered to evaluate students' reading performance. The table below show the instruments used in the evaluation stage.

Table 16

Instruments used in the evaluation stage

Data collection technique	Data collection instruments	Objective
Survey (Non-observational)	Students' self-assessment form	To identify the effectiveness of the strategies implemented under the interactive reading approach aimed at improving students' comprehension of a text.
Observation	Teacher's journal	To determine positive or negative aspects to be improved in the development of the class.
Testing (Non-observational)	Post test	To determine student's reading level after the intervention.
Class discussion	Focus group	To explore the students' opinions, knowledge, perceptions and concerns regarding the implementation of the workshops.

Teacher's Journal

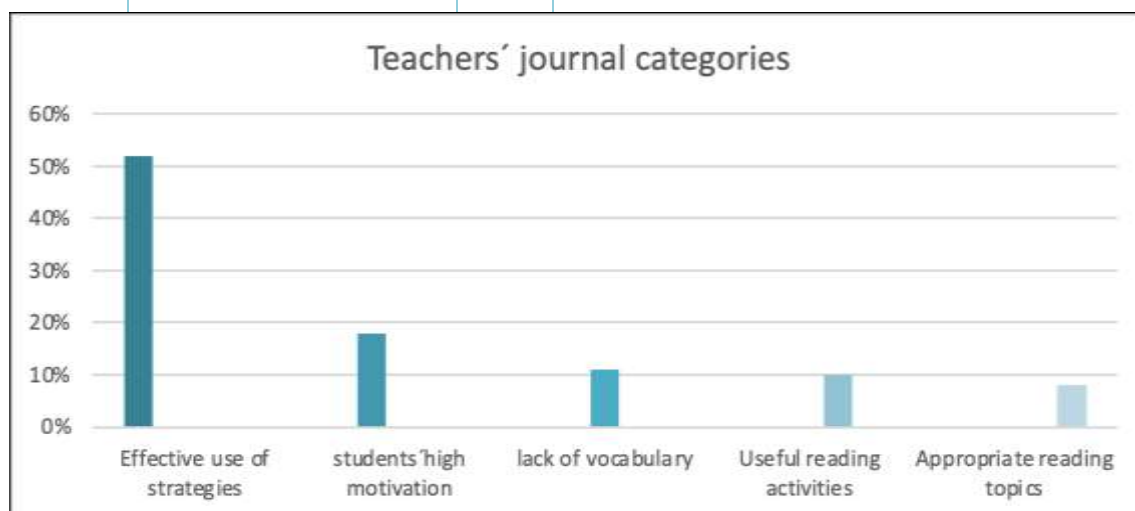
During the implementation stage, various entries were recorded describing classroom activities, students' reading performance, their perceptions and attitudes towards the interactive reading model. After analyzing the information recorded in the journal, the following categories were identified:

Table 17

Teacher's Journal Categories

Code				
N°	/Categor y	Operationalization	%	Evidence
1.	Useful reading activities	Usefulness of the reading activities to promote comprehension and students learning.	10%	<i>“I could notice that the students got involved in the different activities on the reading stages, they increased their concentration, vocabulary and they improved their comprehension, creativity and language skills”.</i>
2	Students’ high motivation	Students’ concentration and active participation in the classes and high motivation in the development of the workshops.	18%	<i>“The students were really motivated when they read and they developed all the activities and exercises proposed in the workshops”.</i>
3		Predicting encouraged students to actively think ahead, ask questions, and interact with the text.	23%	<i>“Students before reading used pictures, titles or skimming the text to activate prior knowledge and predicting, They also during reading make logical sentences and some of them accurate predictions about what could happen next, registering the information in their notebooks”</i>
4	Effective use of strategies	Assertive use of KWL strategy for students to recall knowledge and track their learning progress.	16%	<i>“Students organized and registered information about their prior knowledge and asked questions about topics they wanted to know writing short and simple sentences filling the KWL chart”</i>
5		Making connections allowed students to connect what they are reading to another text, something they have seen or experienced.	13%	<i>“I was really amazed when students read about bullying and they made connections with personal experiences and also with other readings and situations around them ”</i>

6	Appropriate reading topics	Reading material appropriate for students' interests and preferences	8%	<i>"I noticed that the workshops covered topics of interest to the students since they easily engaged in the reading exercises, applying their prior knowledge and making connections with topics like pets, bullying, vacations and teen stress."</i>
	Lack of vocabulary	Lack of vocabulary	11,3%	<i>"I noticed that Students have a very limited vocabulary, they don't know the words they need to know to understand what they read".</i>
		Total	100%	



Analysis of the Teacher's Journal

According to the results, after implementing the workshops the students improved their general reading performance in English. Since, they became more aware both of the importance of using different reading strategies and of the advantages offered by the

interactive reading approach. To the implementation of the different strategies, they managed to interact with the text better and gain a deeper understanding of it.

Likewise, the students applied several key strategies to increase their comprehension. Thus, predicting, asking questions about the text, activating prior knowledge, and making connections allowed them to enhance their motivation and participation both in completing the activities and socializing their answers with the class.

As for the activities included in the workshops, the students showed great interest in both the activities and the topics, getting involved in class. and made connections between their experiences, and the texts. Although at the beginning of the implementation stage the lack of vocabulary was notorious, they gradually advance using dictionaries as a tool to support their learning. As a result, both their writing and oral skills improved.

Students' Self-Assessment Form

This instrument was administered after the implementation of each workshop thus ensuring that strategy-based evaluation was conducted throughout the study. The chart below represents the results of this instrument.

Table 18

Results of the student's self- assessment form related to the predicting, KWL Chart Strategy, Brainstorming and Making connections strategies.

Mark your answer with an X or a ✓ on a scale from 1 to 5, with 1 being the lowest level of performance and 5 the highest level of performance in the use of the reading strategies implemented in the workshop.

Predicting strategy						
Criteria		1	2	3	4	5
This strategy helped me activate my prior knowledge.		1	2	7	15	15
Use my knowledge to predict or anticipate what we are going to read.		1	5	10	11	12
Use the title and pictures from the reading to predict what the text was about.		0	0	6	10	14
My predictions while reading were accurate and helped me better understand the text.		3	6	10	15	12
KWL chart strategy						
Criteria		1	2	3	4	5
Complete all three boxes using details and complete sentences.		10	8	6	13	8
Did the “KWL” strategy help you activate your prior knowledge?		3	5	9	13	15
Did the “KWL” strategy help you in reading comprehension on workshops reading?		3	5	6	15	16
The strategy was easy to use.		7	7	9	11	11
The strategy presented me with a simple method for organizing note-taking.		6	5	9	12	15
Brainstorming and Making Connections strategies						
Criteria		1	2	3	4	5
Brainstorming Strategy	This strategy helped me activate my prior knowledge.	0	0	1	7	7
	This strategy allowed me to be aware of what I knew about the topic of the given text before starting the reading.	0	1	1	6	7
	Did the brainstorming strategy help you in understanding the reading No bullying allowed?	0	1	2	5	7
Making Connections strategy	I drew on my prior knowledge and experience to understand what I was reading and make connections.	0	1	2	5	7
	I made connections between the text and my personal experiences.	1	1	2	5	6
	I established connections between the text read and other previously read texts.	1	1	4	5	4
	I established connections between the text read and events that occur in the world.	0	1	1	8	5
	Did the “Make connections” strategy help you in reading comprehension No bullying allowed?	0	0	2	3	10

Analysis of The Students' Self- Assessment Form Related to the predicting, KWL Chart Strategy, Brainstorming and Making connections strategies.

According to the students' responses, the prediction strategy helped them to activate their prior knowledge. This enabled them to predict what the reading would be about, interact with the text, and gain a better understanding.

As it can be seen from the students' answers, using this strategy was easy for them, and it also enabled them to record the information in an organized and simple manner. In addition to that, they asked questions and analyzed what they understood about the topic. As a result, the strategy allowed them to achieve a better comprehension of the text.

Brainstorming, according to the students' answers, was an effective method of activating students' prior knowledge and allowing them to think about the topic that would be discussed in the text. In addition to that, the students stated that making connections enabled them to activate their prior knowledge and recall personal or world experiences so as to interact with the text at a better level.

Focus Group

This instrument was used at the end of the action stage. The objective was to identify the students' final reactions, impressions and opinions about the reading strategies implemented under the interactive reading model, and the English texts used in the workshops. The results of this instrument are summarized in the carts below.

Table 19

Students' opinions about the Predicting strategy

Question 1. What is your opinion about the Predicting strategy?	Frequencies
It was a useful strategy because it helped me activate my prior knowledge.	4
It was good because I was able to suggest what was going to happen in the reading based on my beliefs.	2
It was good but sometimes I couldn't make correct predictions.	1
This strategy helped me stimulate my creativity.	3
It helped me to say what I knew about the topic.	3
It helped me to write and express my thoughts.	2

Analysis of The Students' Opinions about the Predicting Strategy

Students' answers showed they had a very clear understanding of how to implement the Predicting strategy. They highlighted that they could activate their prior knowledge and relate it to what was going to be read rather than begin from scratch when approaching a new text. Due to the fact that Predicting encouraged students to be creative, they had a chance to imagine what would occur during or at the end of the reading. In addition to that, learners understood that it did not matter whether their predictions were correct as long as they took an active role in reading. Finally, the students mentioned that this strategy helped them to strengthen other language skills, such as writing, speaking, and listening which also made part of the workshops.

Table 20 below shows the answers that the students gave regarding the KWL strategy.

Table 20

Students' opinions about the KWL strategy

Question 2. What is your opinion about KWL strategy?	Frequencies
--	-------------

It was a useful strategy because it helped me write what I wanted to know about the topic or the reading.	1
With this strategy I learned to ask questions about the reading.	2
It was a useful strategy because it helped me activate my prior knowledge and write what I know about the subject.	4
It was a useful strategy because it helped me work on my writing skills.	3
It helped me to summarize or take notes on what I understood from the reading.	3
I worked on how to write the most important information about the reading.	1
The strategy allowed me to interact with the topic and my thoughts and ideas.	1

Analysis of the Students' Opinions about the KWL Strategy

Students said that this strategy gave them the chance to activate their prior knowledge, brainstorm, and skim the reading to record what they already knew about the topic. The learners also stated that the strategy allowed them to ask questions about what they wanted to know regarding the subject. Moreover, they took an active part in the activities included in the workshops. Finally, it allowed them to organize the information in a written way and to summarize the most significant details that they read.

Table 21

Students' opinions about the Making Connections strategy

Question 3. What is your opinion about making connections strategy?	Frequencies
Reading the text about bullying, I could relate it to my experiences at school and what happens around me.	2
It was useful because I was able to make connections with similar experiences.	3
The Connections strategy allowed me to better understand the text.	4

The strategy allowed me to remember information and understand the reading.	1
We also worked on the written and oral skills.	1
The strategy allowed me to remember a book I had read.	1
When we worked on this strategy, the class seemed more cool listening to what my classmates wanted to share.	3

Analysis of the Students' Opinions about the Making Connections Strategy

Students stated that this strategy allowed them to make connections with real-life situations, and with the experiences they or their classmates had lived. Apart from the fact that this was a very effective way to improve reading skills, it also allowed them to develop speaking and writing. Finally, they mentioned that being more involved with their classmates had a pleasant and meaningful effect.

Table 22

Students' opinions about the readings selected for the workshops

Question 4. What do you think about the topics of each reading selected for each workshop during the reading process?	Frequencies
These were the topics that we have worked on in the book "Way to Go".	1
I liked them because they were appropriate for our level.	2
I liked the topics of the readings because they were interesting and they involved me in the reading.	5
They were readings about real subjects.	3
They were true stories, short and pleasing to me.	3
The readings had images that allowed me to imagine and understand the	1

story more.	
-------------	--

Analysis of the Students' Opinions about the Readings Selected for the Workshops

Students recognized many topics aligned with those in the Ministry of Education's "Way to Go" textbook that was used in different classes. They deemed it a suitable choice because it was at an appropriate level, students' interests, and was of reasonable length. Finally, they expressed that they liked the topics because they facilitated their participation in the different activities and strategies implemented in the reading process, since the topics were based on real-life rather than fictional situations.

Table 23

Students' opinions about the reading strategies

Question 5. How do you think the strategies implemented during the reading process helped you improve reading comprehension?	Frequencies
Because we improve our vocabulary.	2
Because we all talked about our predictions and then confirmed if they were correct or if they were wrong.	2
Because the strategies activated our prior knowledge and we related it to the reading.	3
We improved our comprehension because we made connections of our experiences with the reading and discussed it with each other.	2
Because we carry out different activities before, during and after reading to understand it better.	4

We improved our comprehension because we take simple elements such as images, phrases, expressions and titles to predict and talk about the topic that we are going to read.	1
Because many of the activities developed in class allowed me to work on reading comprehension, writing and expressing what I was thinking, predicting or making connections.	1

Analysis of the Students' Opinions about the Reading Strategies

According to the answers given by the students, it was evident that they considered that they had improved their reading comprehension. With the help of the reading strategies, they always activated their previous knowledge and related this knowledge to the topics presented in the workshops. Additionally, they stated that they felt involved in reading because the strategies allowed them to make predictions, connect with other books and the world, and share valuable experiences with their peers while socializing. The students noted that their vocabulary also increased and they discussed the importance of carrying out different stages in the reading process with different activities in order to better understand the text. Last but not least, they noted that other skills were also practiced during the workshops, such as writing and speaking.

Table 24

Students' overall opinions about the study

Question 7. What additional comments do you have regarding the process carried out

during the reading workshops?

- We can work more on vocabulary with more and different activities.
- I would like more audiovisual material like the video we saw about caring for oneself and others.
- I think that the way the workshops were developed was good because we could understand the different topics and to write and talk a little about our work.
- I would like to continue working with reading strategies.
- The activities we worked on were varied and well explained to develop our work.
- I really liked how we related the readings to real life situations.

Analysis of the Students' Overall Opinions about the Study

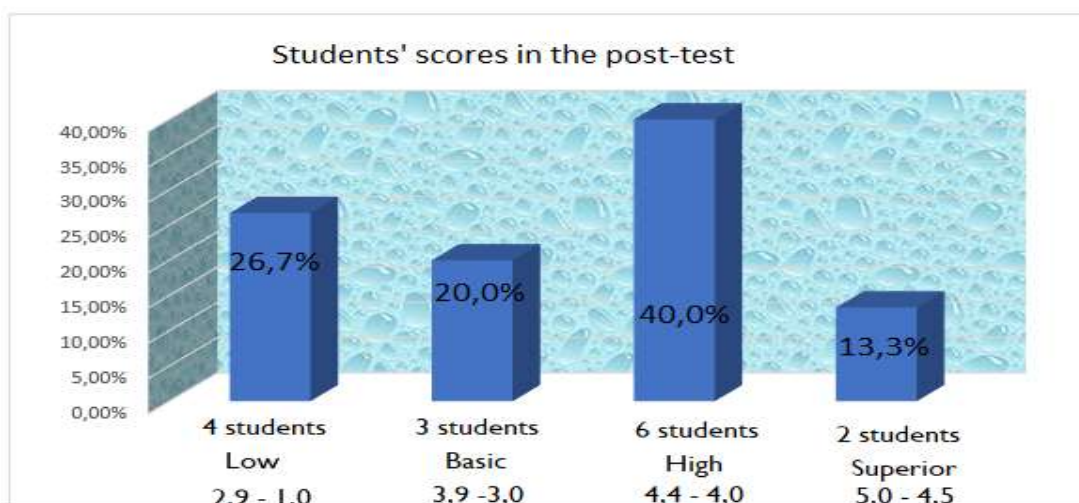
The comments shown in Table 25 were made by students regarding all the six reading workshops: Although, in general, the strategies implemented in the workshops contributed to the understanding of the texts read, the students felt that it was important to use diverse and varied activities to work on the vocabulary, as well as audiovisual material since it was useful and enjoyable. Having finished this project, they stressed the importance of continuing to work on the strategies of different readings in the classroom. The students agreed it was important to continue working on texts of their interest and taken from real life since this allowed them to relate them to their experiences.

Post-Test

The post-test was administered to establish students' readings level after the intervention stage. The following chart shows the overall results of the exam:

Table 25***Results of the post-test***

Rating Scale				
	Low: 3,0-1,0	Basic: 3,9-3,0	High: 4,4-4,0	Superior: 5,0-4,5
Reading Score	4 students	3 students	6 students	2 students

Graph 3***Students' Scores in the Post-Test******Analysis of the Students' Scores in the Post-Test***

Based on the post-test results, a significant increase in reading comprehension was evident. Most of them scored above 3.9, which shows that students overcame some difficulties that were detected in the diagnostic test before the development of the workshops. Thus, implementing reading strategies before, during, and after each reading is critical to interacting with and understanding the text. Furthermore, working on vocabulary

helped students to improve comprehension since the students' initial level was low based on the diagnostic test.

Triangulation of the Instruments in the Action Stage

The following table shows the categories obtained after triangulating the data obtained in the action stage.

Table 26

Triangulation of the instruments in the action stage

Data Collection Instruments						
Code/ Category	Teachers' Journal	Self- assessment Form	Focus Group	Post- test	Total	%
Useful reading activities	12	0	19	0	31	5,2%
Students' high motivation and participation	21	0	0	0	21	3,5%
Effective predicting strategy	26	137	15	0	178	30,1%
KWL strategy Effectiveness	19	168	15	0	202	34,1%
Making connections efficiency	15	69	15	0	99	16,7%
Appropriate reading topics	9	0	0	0	9	1,5%
Acquisition of vocabulary	13	0	8	0	21	3,5%

Reading comprehension performance	0	0	20	11	31	5,2%
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Findings

The present study was aimed at enhancing seventh-graders' reading comprehension through English texts by using the interactive reading approach. This chapter presents the discussion of the findings after the implementation in the action and evaluation stages of the study in light of the research objectives.

The Effect of the Interactive Reading Approach on the Reading Comprehension

Students at Escuela Normal Superior Maria Escolastica improved their reading skills by implementing reading strategies using the interactive reading model, a method that is both innovative and effective. Apart from that, the activities, texts, and materials used were designed based on the interests and needs of the students. This was a great opportunity to reflect on the teaching-learning process of English, contributing to my personal and professional growth.

Therefore, the interactive reading approach proved effective in overcoming some challenges such as improve reading comprehension, increase vocabulary, and increase interest in reading. The combination of bottom-up and top-down models allowed students to gain a deeper understanding of the texts by focusing on various aspects simultaneously such as letters, recognition of their shapes, reading individual words as well as the reader's expectations, experience, and attitude. Furthermore, the learners were aided by note-taking strategies and the process of assessing texts with a purpose. Some other factors that contributed to the positive outcome were selecting interesting and level-appropriate texts, and eliciting vocabulary that were done by the researcher throughout the whole intervention.

Effective Use of Strategies During Reading Process

Reading performance was influenced by participants' application of strategies and steps of the reading process. Using strategies such as *Predicting*, *KWL charts*, and *Brainstorming* helped learners to activate previous knowledge, to think ahead, make predictions based on their knowledge of the topic, their prior experience with written words, their reading, and their own expectations. The above-mentioned strategies gave the learners the opportunity to use their existing knowledge and their culture so as to gain a general understanding of the text and identify the meaning of the words in context. Moreover, they were actively involved in the classroom activities.

KWL strategy helped students review and assess their understanding of the topic. They recalled what they knew, questioned what they wanted to know, and checked what they learned. Additionally, this strategy developed students' writing skills since they had to record the information of their thinking process before, during, and after reading. As a result, the students had an active thought process with a reading purpose, and they also worked cooperatively with their classmates.

Apart from that, the *Making Connections strategy* helped participants understand what they read. Through the richness of their own experiences, students made three original connections between text-and-self, text-and-text, and text-and-world to better comprehend the text they read. The strategy allowed them to monitor their thinking, drawing on their prior knowledge and experiences to connect with the text and understand it.

Useful Reading Activities

It is important to highlight that the students recognized that reading activities play an essential role in the reading process in order to construct meaning in written texts. Therefore, they were highly motivated to participate in pre-reading, while-reading, and post-reading activities. Therefore, students used different strategies to improve learners' reading skills during the development of the reading activities. Pre-reading activities helped students to increase their motivation and engagement, anticipate the topic, and activate prior knowledge, vocabulary, and grammatical features in texts. During reading activities, students worked on vocabulary, confirmed and checked predictions, made connections, asked questions, and monitored understanding. Lastly, students were prompted to write creatively after reading, using the vocabulary they learned in the lessons. Finally, students were motivated by student-centered reading activities.

Appropriate Selection of Reading Texts

Workshops were appealing to students since they provided interesting and short texts. Learners could clearly connect their experiences with the workshop topics and the readings. They were aware of the importance of selecting texts according to their preferences, interests, and level. Students used these texts as a model for writing and for doing the activities proposed in the workshops.

Broadening of Students' Vocabulary Range

A variety of activities, strategies, and readings were used to enhance vocabulary learning. Through the development of activities and the implementation of strategies, students used the texts as a fundamental source of vocabulary introduction during the readings which allowed them to express their understanding of a theme, their thoughts and

ideas in both written and oral form. In addition to that, visual and listening components also proved useful in facilitating the learning process. Although vocabulary acquisition requires time, the students showed an improvement in this aspect.

Students' High Motivation and Participation

As it was evidenced during the study, the learners identified with most of the topics covered in the workshops. This helped them to feel more involved and connected with both the activities and their peers. Working on strategies that activated their prior knowledge, allowed them to make connections, inquire about what they wanted to know, and make predictions, their interest increased. This was clearly reflected in their interaction with the text and their active participation in all the proposed activities. It was also evident in the fact that they supported cooperative work, respected their peers' opinions, and embraced their contributions.

5. Conclusions

After having implemented six workshops following the interactive reading approach and the use of reading strategies with the purpose of having an impact on students' reading comprehension, conclusions, pedagogical implications, and limitations for future research are presented below.

The effect of the interactive approach on the reading comprehension is positive due to the fact that it proves that this approach is more effective than the conventional methods since it allows students to combine the top-down and bottom-up approaches. Furthermore, using readers' existing knowledge rather than just memorizing information also has a beneficial effect on learning. Another factor that contributes to the improvement of the reading comprehension is the active role that students play in the learning process. As a result, learners' vocabulary grows, their critical thinking skills develop, and their confidence increases.

By using this method, students can read and think simultaneously. The focus of this method is on modeling how to use strategies to construct meaning while reading. It emphasizes what students do while reading rather than what they do afterward because students construct meaning from their experiences and their knowledge. Furthermore, the IRA-based workshops allow teachers to implement attractive activities, motivating students to take active part in reading, speaking, and writing activities. Finally, implementing reading strategies enhances the comprehension of the text and provides students with an opportunity to relate texts to their knowledge and previous experiences.

According to the results of the study, reading strategies are an excellent tool for improving reading comprehension. It is important to train students in reading strategies, such as predicting, brainstorming, KWL chart and making connections, in order to help them understand texts better and become efficient and independent readers. The strategies implemented in this project allow students to develop their critical thinking abilities through questions. They also determine the importance of their background knowledge and their reading goals. Moreover, by relating texts to their personal experiences learners assume an active role in their reading process.

Another crucial factor in learning and enhancing students' reading comprehension is motivation. This study reveals that during the three stages of the process (before reading, during reading, and after reading) students show a high level of engagement due to student-centered activities which allow students to assume an active role in their learning. Learners enjoy cooperative work, asking questions, making connections and sharing their ideas. This lets students have a significant learning through interaction with their peers and the teacher. As a result, students learn how to skim, scan, make predictions and connections, brainstorm, organize and summarize the information in a written form.

It is recommended for teachers who want to foster students' vocabulary to use short and engaging activities to reinforce each word's meaning, for example, by playing word games. Reading is the most significant source of vocabulary since students learn words contextually. Nevertheless, it is important to understand that students might need to use dictionaries in class to understand new words better.

In conclusion, the interactive reading approach has a positive effect on the acquisition of reading skills and language learning. The IRA is useful for creating meaningful classes using appealing texts and fostering teamwork. This proposal can be used in other scenarios other than urban settings where a positive impact on students' behavior and performance can also be evidenced.

Pedagogical implications

Reading is one of the most important skills in learning English, and I believe it is essential to develop appropriate and authentic materials to support it. It is possible to develop 21st-century skills, such as teamwork, communication, creativity, and critical thinking through the use of materials designed with helpful reading strategies, activities, and texts. It is therefore critical to invest time in making attractive, useful, and innovative materials in order to promote independent learning and help students to become effective readers.

In this research project, students are actively engaged in their learning process by playing the central role where they apply prior experiences in order to construct new knowledge. They also share with peers and under the guidance of their teacher to improve their communicative skills and learn to help others learn. As a result, students are able to increase their motivation.

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Appendices

Appendix 1. Students' questionnaire (Diagnostic stage)

Universidad de Caldas
Maestría en Didáctica del Inglés
Encuesta a estudiantes

Fecha: _____

EL APRENDIZAJE DEL INGLÉS EN ESTUDIANTES DE GRADO SEPTIMO

Con este cuestionario nos gustaría conocer su percepción y experiencias relacionadas con el aprendizaje del inglés. No hay respuestas correctas o incorrectas. Por favor responda con la mayor sinceridad posible, Sus respuestas serán tratadas de manera confidencial. Gracias por su colaboración.

Área de Inglés.

Marque con una X la respuesta que usted considere conveniente

1. ¿le gusta estudiar inglés?

Si ___ No ___

Porque _____

Habilidades

2. En su opinión, ¿Cuáles habilidades son las más importantes para trabajar en la clase de inglés? Enumérelas del 1 al 5, siendo 1 la más importante y 5 la menos importante

HABLA	LECTURA	ESCUCHA	ESCRITURA	VOCABULARIO

3. En su opinión, ¿En cuál habilidad del idioma usted encuentra mayor dificultad? Enumérelas del 1 al 5, siendo 1 la más difícil y 5 la menos difícil

HABLA	LECTURA	ESCUCHA	ESCRITURA	VOCABULARIO

4. Califique su habilidad y su desempeño en las siguientes actividades comunicativas desarrolladas en clase. Marque con una X la casilla que mejor refleje su habilidad y desempeño.

Actividades comunicativas	Malo	Regular	Básico	Intermedio	Avanzado
Comunicación oral en inglés					
Comprensión en la lectura de textos cortos en inglés					
Escritura de textos cortos en inglés					
Escuchar y comprender audios en inglés					

Actividades

5. ¿Qué tipo de actividades usted disfruta más en la clase de inglés? Marque con una X su respuesta

Actividad	Mucho	Poco	Nada
Actividades de escucha			
Leer textos que le sean familiares			
Practicar hablar con sus compañeros			
Escribir textos cortos en inglés			
Canciones			
Juegos			
Exposiciones			
Videos			
Talleres gramaticales			

¿Qué actividades le gustaría trabajar dentro y fuera de la clase de inglés diferentes a las ya usadas

METODOLOGIA Y USO DE LAS TICS

6. De los recursos utilizados en la clase de inglés, marque con una X los que le parecen más eficientes y entretenidos, ya que ayudan a una mejor comprensión de los temas.

_____ Libro

_____ Videos en inglés

_____ Computador

_____ Guías

_____ Diccionario

_____ Tablero

_____ Juegos en inglés

_____ Video Beam

_____ Fotocopias

_____ Grabadora

_____ Tarjetas de imágenes

Otro

Cual _____

7. ¿Marque con una X en las herramientas tecnológicas a las que tiene acceso en casa para el aprendizaje y practica del inglés dentro y fuera de la clase?

Televisor

Radio

Celular

Computador

Internet

Otro

Cual _____

8. Marque con una X las actividades que usted realiza fuera del salón de clase para practicar inglés:

Leo libros o revistas en ingles

Escucho música en ingles

Aprendo vocabulario a través de juegos en Internet

Veo series de televisión en ingles

Otros, cuales _____

9. Escriba algún comentario o sugerencia con respecto a las clases de ingles

Muchas gracias por su cooperación.

Appendix 2. principal and coordinators' Questionnaire (Diagnostic stage)

Universidad de Caldas Maestría en Didáctica del Inglés Cuestionario a la rectora y coordinadora

El propósito de la entrevista es indagar sobre algunos aspectos del proceso de enseñanza-aprendizaje del inglés en estudiantes de grado séptimo de la institución. La información será confidencial y utilizada como parte del proceso de recolección de datos para la tesis a desarrollar en la maestría en Didáctica del Inglés.

Section 1: Area de Ingles

1. ¿Hay un currículo de inglés oficial en la institución?

Si la respuesta es sí, ¿usted considera que es efectivo y completo?

2. ¿Considera que el número de horas dedicadas para la asignatura de inglés son suficientes para la efectividad del aprendizaje de un idioma?

Section 2: Metodología, materiales y ICTs

3. ¿Enumere los materiales disponibles para la enseñanza del inglés en la institución?

4. ¿Qué piensa sobre el uso de las ICTs (plataformas virtuales, software, aplicaciones, etc) En la enseñanza aprendizaje del inglés?

5. ¿Cuál considera que es el rol de la tecnología de la comunicación e información en la enseñanza aprendizaje de un idioma?

6. ¿Cómo considera el proceso de enseñanza del inglés durante la pandemia?

7. ¿Considera que los estudiantes han avanzado en el proceso de aprendizaje del inglés durante la pandemia?

8. ¿Qué sugerencia tiene para mejorar la enseñanza del inglés en la institución?

9. ¿Qué aspectos positivos ha visto en el área de inglés respecto a la enseñanza del idioma?

Muchas gracias por su colaboración

Appendix 3. Teacher's journal

The researcher acts as a participant observer in this format to collect information. Researchers can get valuable information in this format from classroom activities, students' reading performance, and their perceptions, and attitudes regarding the implementation of workshops under the interactive reading model, among many other relevant aspects regarding the teaching-learning of English, which allows them to identify the events that led to success and failure.

Escuela Normal Superior María Escolástica		Lesson objective:	Grade :
Teachers' journal		Time:	Number of students:
Entry N°	Observation	Interpretation	Reflection

Appendix 4. Focus group

Universidad de Caldas
Maestría en Didáctica del Inglés
Focus group

Date: _____

This instrument is a non-observational technique that allows the researcher to collect information from the students' opinions, knowledge, perceptions and concerns regarding the implementation of the workshops. the researcher is the moderator to direct group interaction taking into account the following questions:

1. What is your opinion about the Predicting strategy?

2. What is your opinion about KWL strategy?

3. What is your opinion about making connections strategy?

-
4. **What do you think about the topics of each reading selected for each workshop during the reading process?**

-
5. **How do you think the strategies implemented during the reading process helped you improve reading comprehension?**

-
6. **What additional comments do you have regarding the process carried out during the reading workshops?**
-