

GENRE BASED APPROACH PEDAGOGY TO IMPROVE READING
COMPREHENSION IN 8TH GRADE STUDENTS AT INSTITUCIÓN EDUCATIVA
LUIS R. CAPARROSO IN SOLEDAD - ATLÁNTICO

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“I can do all things through Christ who strengthens me” Phil 4: 13

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Abstract

This study proposes the implementation of Genre-based approach (GBA) to develop reading competences. Specifically, it focused on the teaching of the social and functional purpose of the language. The aim was to expose students to a text-type to foster reading skills, emphasizing on the overall text structure and not only on the grammar features. In that way, this proposal facilitates the target language learning too.

The target context of this research was integrated by 40 high school students, in a range of 13 – 16 years old from an official school in Soledad (Atlántico). Bearing in mind the learners' and their context features, this study adopted a qualitative research case view, under the structure of an action research cycle with four stages (plan, act, observe and reflect), so a deep analysis was carried out based on reflections and interpretations where the performer teacher played an active role as teacher-researcher.

Data were collected from different sources in three moments of the research (before, during and after). Instruments like a questionnaire, an interview and document analysis based on programs and activities were applied at the beginning to determine the need analysis. Then, during the implementation class observations, videotaping and field notes plus another document analysis based on lesson plans and activities were also sources to determine the influence of GBA in the improvement of students reading competence. Besides, to establish how the intervention strengthened the teacher's methodology to teach reading. And finally, at the end of the implementation, a checklist to evaluate the results and the impact of the proposal was done. All the class observations were transcribed to analyze the students' attitude and the teacher's practices in order to see the effectiveness of GBA.

The results showed that the implementation of the genre- based approach pedagogy is highly effective to teach students to develop reading competences. Along the process, students were constantly supported by the teacher who guided their learning following the genre stages until they got a complete understanding of texts. Besides, students learned to work collaboratively, participated actively and discovered their own strengths and showed engagement in the reading process.

Key words: Genre-based approach, English learning, reading comprehension, teacher's methodology, and collaborative work.

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1. INTRODUCTION

1.1 Historical review of the English Language policy in Colombia

The concern of the Colombian State, expressed through the Ministry of National Education, (MEN), has always been that citizens can be integrated into the labor market in an effective way to help the country achieve international standards. For this reason, the MEN has endeavored not only to establish the route to be followed but also the appropriate tools to build the country we so long for in terms of English language learning.

For that reason, the MEN (1994) promulgated the General Law of Education (Law 115 of 1994) to serve as a guide to different public and private educational institutions with basic, middle, and university level education without taking away their autonomy and stimulating the specific creativity of human beings whether teachers, students or parents. Thus, article 23 of this law states that in order to achieve the objectives in basic education, "mandatory and fundamental areas of knowledge are established", which will necessarily have to be offered in accordance with the curriculum and the Institutional Educational Project. This includes foreign languages. This guideline is taken up in article 31 for secondary education by establishing a more advanced level as a priority.

In the same sense, the Curricular Guidelines of English came to light. These were published in order to be an axis in the elaboration of basic conceptual elements that allowed to design the foreign language curriculum within the Institutional Educational Project (PEI) and to make the best possible use of scientific and technological advances.

Based on the General Education Law and the desire to educate citizens who are able to successfully face the challenges of this world with increasing communication and interdependence, the Ministry of National Education launches the National Bilingualism

Program in 2004. One of its objectives was to contribute to students being capable of “communicating in English, so that they can help to incorporate the country in the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards” (p.6).

On August 7, 2005, the National Planning Department launched the document Vision Colombia Second Centenary: 2019. This publication served as a compass since it points at a north, it plans the course of Colombia that we all want to have for August 7th, 2019 when Bicentennial is celebrated. In this way, more specific guidelines on the articulation of the education system are established based on the development of basic competences, citizen competences and general and specific labor competences developed not only in basic and secondary education but also in higher education.

In 2006, the Ministry of National Education adopted and adapted the Common European Framework of Reference for Languages (CEFR) which defines the levels of mastery of a language. This policy responds to the need to achieve internationally comparable standards that allow us to evaluate where we are and the policies to be followed to acquire a good position globally. As a result of this initiative the students will have the opportunity to be intercultural citizen, being part of a local society but with a wide world vision, acceding to scientist and technological development. In that same year, MEN (2006) publishes a guide called Basic Standards of Foreign Language Competences: English, in order to deal with the demands of the globalized world, as it says, "having a good level of English facilitates access to better employment and educational opportunities that help improve the quality of life" (p. 3). In addition, these Standards serve as a guideline for the entire educational community to know the communicative skills that young people must cultivate and strengthen in Basic and Middle Education.

Recently, more precisely last year, MEN (2016) presented to the country the Basic Learning Rights (BLRs), grades 6^o to 11^o, like "tools that seek that our students reach an English level that allows them to communicate, interact and share knowledge, so that they can enhance their human and professional capacities" (p. 4). With them, the MEN launched a Suggested Curricular Guidelines and the Basis Standards of Competence (BSC) proposal that aims to achieve these rights in the Educational Institutions of Colombia regardless of their social status.

As it can be seen, the Colombian State has strived to provide clear guidelines to facilitate the acquisition of a second language until reaching the B1 level upon having finished the last school grade?. In this way, it is intended to fulfill the goal that Colombia will be the best educated country in South America in 2025.

In this context, the Colombian education system has done great efforts to improve quality, and it has promoted excellent results in the Saber tests, which are used to assess 3rd, 5th, 9th, and 11th grades students' knowledge in different subjects. Reading is the most necessary skill to face on this test, but general results suggest that there is not a meaningful progress in students' reading comprehension (Bustamante, 2015). Then, this situation suggests that the educational community should design interventions to solve this problem.

1.2 Description of the context

It is relevant to describe in general terms the target context of this proposal. The Institución Educativa Luis R Caparroso is an official school located in Soledad- Atlántico, a town that is part of the Metropolitan area of Barranquilla city. It offers transition, primary, and secondary education for students of a low socio-economic level (stratum 1). Students of ninth, tenth, and eleventh grade also receive and additional preparation on specific areas from Instituto Tecnológico de Soledad (ITSA) and Servicio de Educación Nacional

(SENA), due to some special agreements with those institutions that offer free courses such as computers management and sales.

The students who are under study of the present research are in 8th grade and make part of a vulnerable population. Some of them are displaced by the violence, and others come from dysfunctional families. According to the Common European Framework, most of these students do not have the lowest level of English proficiency (A1). This situation has been reflected in the results of the Saber Test, applied by ICFES to 11th grade students in Colombia. In 2014, the 31% of the students of this school were in A- and the 50% in A1. In 2015, the 39, 68% were in A- and the 35% in A1. The last year the 29, 03% were in A- and the 48, 39% in A1 which reflected one more time the low English proficiency of this population.

The institution does not have a bilingual room but there is a multipurpose- room with an interactive board, video beam, computers and headphones. It could be an ideal set to English learning but they cannot be used because of problems with internet connection. Another difficulty found in this context is that students do not have a text book; they work with material provided by the teacher like photocopies, card boards, big papers, among others. Despite this situation, some of them are interested and engaged in their English learning process. Currently, the students from sixth to ninth grade attend four hours per week, meanwhile tenth and eleventh grade students receive three hours. It is important to mention that the English language program does not have a section focused on the development of reading comprehension.

Analyzing the context of the institution and identifying what opportunities English learning receive, we consider relevant to highlight information extracted from different

research instruments used to determine reasons for the low English proficiency of this population.

2. RATIONALE

In the classroom, it is important to address the reading process as a broader field, especially from a communicative perspective taking into account aspects of students' context. We consider this is a way to improve in a great manner students' ability to learn. On account of the fact that in modern life, students are more exposed to printed information than ever (Grabe, 2009), it is reasonable to take advantage of this situation, and make possible the use of authentic materials to develop students' reading skills during English language teaching. In other words, the idea is that learners are exposed to a variety of texts paying attention to the overall structure and not only to grammar, because when focusing only in this item, the reading process might seem artificial and inadequate (McDonough & Shaw, 2003). As a result, teachers should promote the reading skill with the objective to obtain knowledge and comprehension of the world through different kinds of written materials, with tasks that appear to be meaningful for students' lives.

2.1 Need Analysis

During the procedure followed to identify the type of problem that we wanted to investigate, we collected data through different instruments such as document analysis, questionnaires, and interviews. In accordance with the results obtained from the instruments applied to a group of students in 8th grade at Institución Educativa Luis R. Caparroso with their English teacher, and taking into account the features of the school context, relevant aspects of the students' needs have been identified.

First, documents that reflect the mission of this school consider the particular situation of these adolescents as a big responsibility. Its main goal is that teachers help this

population to learn in the way they deserve, giving them good explanations and implementing an appropriate methodology combining teachings with affective treatment. Nevertheless, regarding English teaching, documents that contain the curriculum do not reflect a structured methodology that permits students learn the language in a meaningful way. Likewise, an analysis of contents and materials suggests improvements with the intention that students use English language for communicative purposes.

Second, the implementation of a questionnaire (see appendix 1) let us to know some characteristics and opinions of the target students. Main findings are as follows:

- The first (Fig. 1) and second (Fig. 2) questions were related to the students' interest and perception toward English learning. Most of them admit that English is an option for future opportunities, especially for getting a good job. But we think that it is important to help students consider the boundaries of communication that a person have when learn another language.

Likewise, with the second question we observed that they do not spend extra time to learn English.

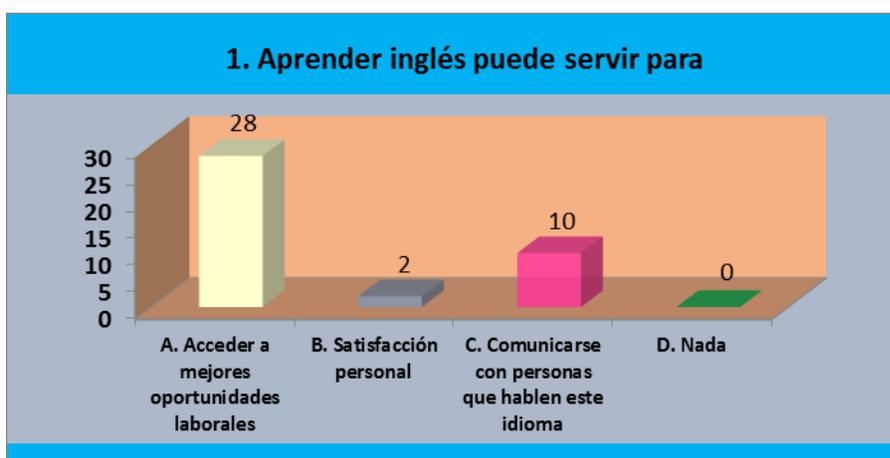


Figure 1. Results question 1

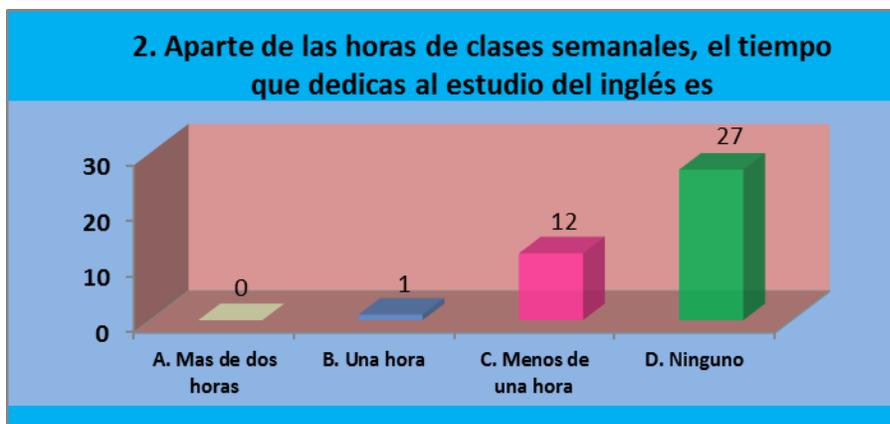


Figure 2. Results question 2

- In the third question (Fig. 3) learners expressed their interest for using diverse activities to learn English, meanwhile we detected their little interest in the use of texts as a valuable resource. In the question number four (Fig. 4), the easiest skill for them is speaking, which could be another indicator that reflects the low position of reading skill in the English acquisition for this population.

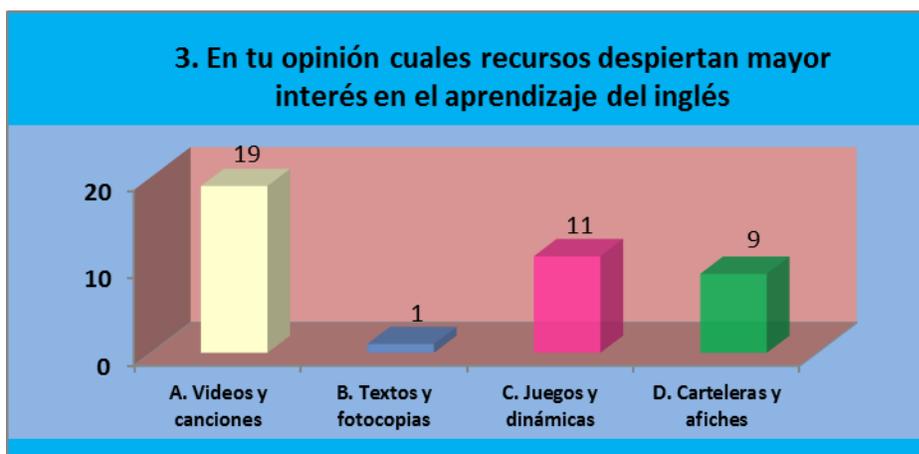


Figure 3. Results question 3

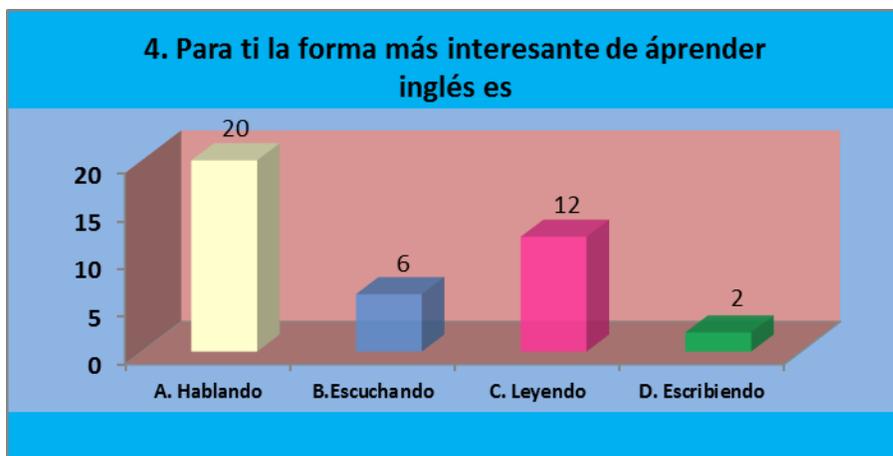


Figure 4. Results question 4

- In question 5 results (Fig. 5), students linked the importance of reading with an opportunity to know about many topics, but once again we observed that reading is not considered for communicative purposes.

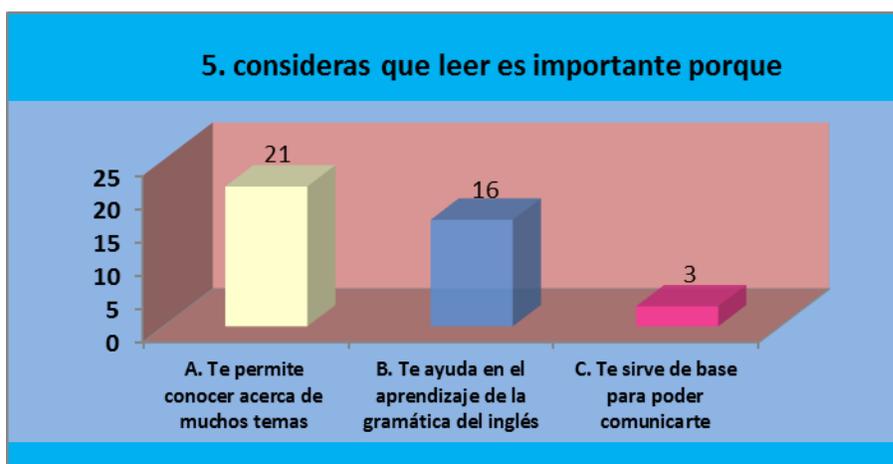


Figure 5. Results question 5

- In the sixth question (Fig. 6), it is evident the lack of reading strategies because most of students admitted that they do not use none. In the same way (Fig. 7), a similar perception is detected related to the use of materials.

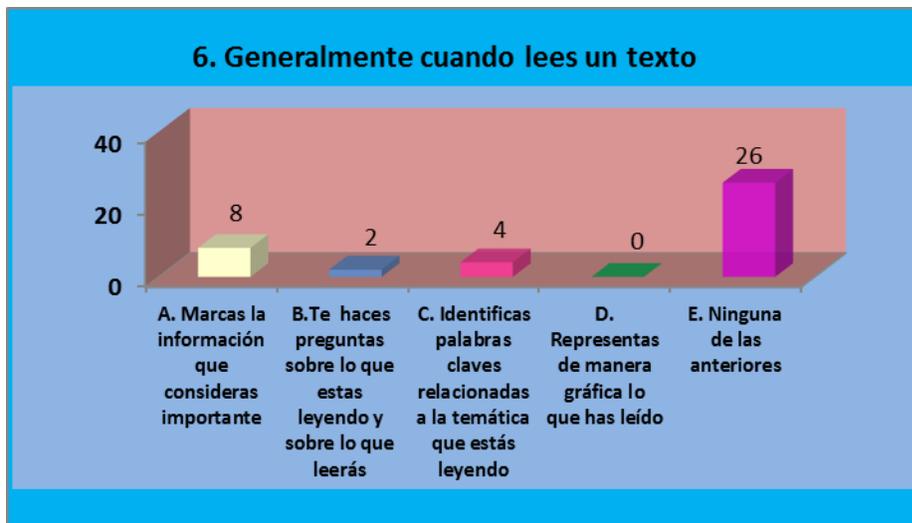


Figure 6. Results question 6

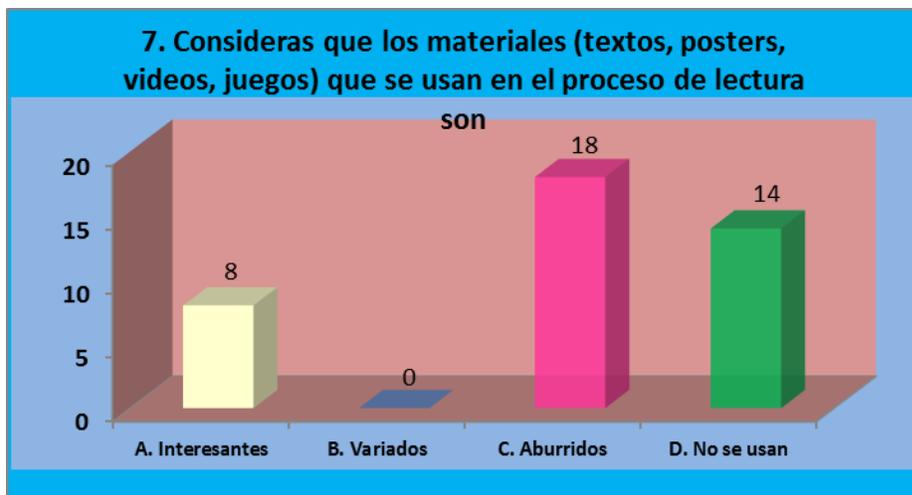


Figure 7. Results question 7

- In the question number 8 (Fig. 8), a considerable number of students selected the options associated with comprehension and vocabulary as main difficulties for reading.

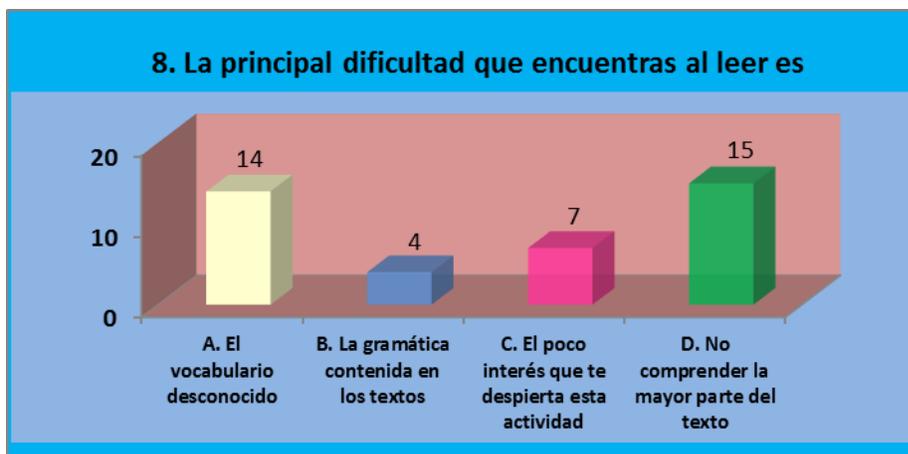


Figure 8. Results question 8

- In the last question (Fig. 9), the need of teacher support during all reading process was evident to make it more interesting and easier.

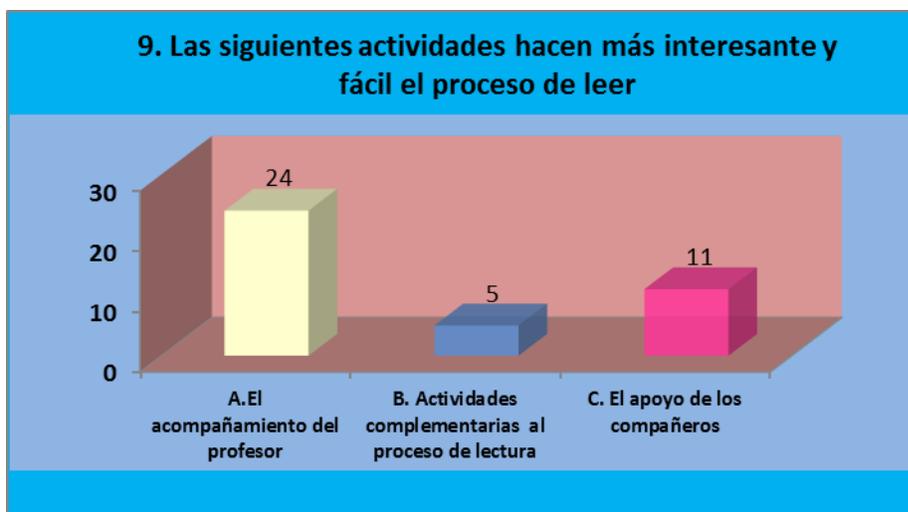


Figure 9. Results question 9

Concerning students' interview (see appendix 2), it helped us to explore and identify significant data associated with students' needs. The instrument was applied to twelve students in eighth grade, these students were chosen taking into account their different English academic performance. The idea was to construct a group that represented the diverse kind of students in the mentioned grade. The interview contained seven questions

focused in five important categories: vision of English learning, student's attitude/motivation, collaborative work, reading skill and the teacher's role. Having made the analysis of the answers, main findings were stated.

- Starting with the first question (vision of English learning), most of the students considered that learning English is very important. But their common thought had long-term implications, since none of them mentioned their current educational process. They only recognized English relevance for future opportunities.

A: ¿consideras importante aprender inglés? ¿Por qué?

B: "parece que si, en todos lados están necesitando gente que hable inglés, mmm...eso da trabajo."

- Continuing with question number two (student's attitude-motivation), there are two positions. Some students said that they listen carefully and try to participate because they want to learn more. But an important number of them expressed that they rarely contribute to the development of the classes.

A: ¿Qué tan frecuente es tu participación en clases de inglés?

B: pocas veces, a veces no sé qué decir, me da miedo equivocarme.

- The third question, which was focused on collaborative work, reflected the positive perception that students have in relation to working in groups.

A: Al desarrollar tus actividades en clases ¿prefieres hacerlo de manera individual o en grupo?

B: Chévere trabajar en grupo porque uno se ayuda con el compañero. El que no entiende bien le pregunta al otro"

- Questions about the reading skill showed the existence of a traditional methodology only based on activities of translations. For that reason, students' opinions about the improvement of this skill is linked to the allotted time for reading activities and the texts extensions.

A: ¿Cómo es el proceso de lectura en el aula de clases?

B: Leemos, buscamos en diccionarios las palabras que no entendemos y después respondemos unos talleres acerca de lo que hemos leído

A: ¿Cómo crees que se puede mejorar tu habilidad para leer?

B: Leyendo varias cosas, pero como es en inglés que no sean esas lecturas muy largas, así se hace muy difícil y el tiempo no alcanza [...] uno debe ir poco a poco para entender bien esas lecturas.

- Finally, concerning the teacher's role in a reading class, students made some particular specifications such as: the teacher's support for understanding formal aspects of the language, and the implementation of activities to deal with texts.

A: Para ti ¿qué función debe desempeñar la profesora en las clases de lectura?

B: Es quien nos debe explicar y ayudar con las cosas que no entendemos, como por ejemplo eso de los verbos que aparecen en las lecturas, esos temas son muy difíciles

C: la Miss es muy dinámica en sus clases, pero en las clases de lectura por más que uno quiera no es lo mismo, chévere hacer actividades dinámicas que ella hace en otras clases

Relevant aspects were extracted from the students' answers which let us to come to precise conclusions that will be exposed in a detailed way in the next section titled "need analysis conclusions".

Another instrument used to collect data was a teacher's interview (see appendix 3). This teacher with a wide experience in the educational field has worked in the school Luis R. Caparoso during seven years. She answered ten questions based on her classroom practice. The interview addressed topics such as methodology, activities, feedback, and evaluation into the framework of the reading skill. First, her conception of English reading is viewed as necessary to improve students' English level for a better performance in internal and external tests. But this is not determined in a communicative context, since most of the time this skill is addressed without a specific methodology that enhances this aspect.

The teacher highlighted different constrains that affect the development of reading competence activities, some of them are: the inappropriate conditions of the classroom, the large number of students in classes, the lack of resources, few hours to teach, among others. The teacher argued the main objective is English for communicative purpose, but sometimes this objective tends to be more addressed from the speaking skill.

In relation to the methodology used to promote reading, she said that it is based on texts which have to be translated, students reinforce vocabulary using dictionaries, and there are workshops designed to review comprehension. Pupils sometimes can work in groups to exchange ideas. At the end of the class, the teacher collects the photocopies to grade students' answers, and the next class she resolves doubts about the activity. In general terms, during reading activities students do not have the opportunity to analyze

different texts type, nor to learn about the social purpose of them. In regards to feedback, this is evidenced in three moments, when she gives the initial instructions, when she provides the meaning of some words, and when she gives the correct answers of the activity.

2.2 Need Analysis Conclusions

The needs analysis reveals a lack of interest from the students toward the reading skill. We consider that this vision is related to a situation where learning to read is perceived as a difficult and elaborated process, which mainly covers formal aspects of the language, worked without a continual support from the teacher and peers. Also, most of the time students feel unmotivated when they have to face inappropriate materials as input, and they have difficulties to comprehend them. In relation with this, Woolley (2011) states that naturally reading is a complex process which may produce students' difficulties and inappropriate strategies used by the teacher.

Another important finding is students' willingness for working with peers, since this way they can support each other, and it could be a relevant aspect for those that need more help than others (Wood, Bruner and Ross, 1976). Besides, the data permitted to identify the lack of a functional view of language learning which addresses accurate reading strategies, a gradual way to present different topics during reading process, constant scaffolding, and the use of authentic materials.

Considering the aspects that affect students' reading learning in a second language, at institution Educativa Luis R Caparoso de Soledad, it is important to make decisions and changes about the methodology that has been used with these students. It is necessary the use of meaningful activities to develop communicative competences in the target language,

so the teacher can strengthen the reading skill as a way to acquire knowledge, learn through texts, and promote collaboration to achieve a same goal. Providing students enough support is also significant, because they need help to cover different difficulties found in a reading process.

With this in mind, it becomes necessary to implement an effective reading approach which fosters the development of these students in texts comprehension, according to their needs and limitations in the English language learning, their interests, and their necessities of communication. We have considered the Genre Based Approach (GBA) (Rose & Martin, 2012) for this purpose, as GBA is developed as a way to address reading process through a meaningful understanding of how language works, how it can be used for real purposes, and how those particular purposes contribute to the development of effective texts (Derewianka, 1990). For this reason, the purpose of this study was to determine whether 8th grade students developed their reading skills through the use of the Genre Based Approach.

2.3 Research question

Due to the importance to enhance reading competence as a fundamental aspect in English learning, and taking into account the students' needs in this field we have formulated the following research question:

- How does Genre based approach influence reading competence improvement in 8th grade students at Institución Educativa Luis R. Caparrosa in Soledad-Atlántico?

2.4 Objectives

2.4.1 General objective

- To analyze how Genre based approach influences in the improvement of reading competence in 8th grade students from an official institution in Soledad- Atlántico.

2.4.2 Specific Objectives

- To establish the impact of Genre based approach on teacher's methodology to teach reading.
- To determine the effect of Genre based approach on the students' reading competence.
- To analyze students' perception about Genre based approach.

3. THEORETHICAL FRAMEWORK

In this chapter, we will consider the theoretical principles and concepts that are deeply related to our project. Terms like genre based approach, reading, scaffolding, interaction, sociocultural theory, and communicative competence will lead the process through which we pretend to develop reading competence in eighth grade students in an official institution in Soledad-Atlántico.

3.1 State of the art

In the following lines we will present a brief summary about some researches that show positive results through the implementation of GBA.

Sawangsamutchai and Rattanaovich (2016) conducted a study in Thailand to investigate whether an applied instruction through the genre-based approach could improve 7th grade Thai students' English reading skill. The participants were 60 seventh grade students. The instruments employed for data collection included a multiple – choice Likert scale questionnaires on reading motivation. The intervention was designed to develop three units for 18 teaching hours working two each week.

The researchers took into account an official report from the International Institute for Management Development (IMD) which had revealed that Thai population English level of proficiency is decreasing notoriously. This study and others have been conducted to identify the factors and causes of these results. One of the reasons that they discovered was that the instructional process used to teach reading in Thailand is not effective for developing language learning and reading comprehension.

Researchers realized that the method of grammar translation commonly used in Thailand to teach reading is performed in isolation without assisting students in interpreting, besides students do not have enough exposure to learn and practice reading through different strategies and activities. In addition, according to the University of Cambridge survey done in 2006, most of Thai teachers do not have a high English level of proficiency. All these reasons are causes of the lack of motivation that also affects student's reading process.

In order to solve Thai students' situation this study was mainly supported by the concepts of reading comprehension, genre based approach and learning cycle, the systemic functional linguistics, and concepts of motivation.

The results showed that through the applied instruction based on Genre-based approach students were able to improve their reading comprehension and could enhance significantly their motivation to read and learn English. Researchers highlighted that the building up stage played an important role during the implementation since it highly activated students' prior knowledge and made easier for them to recognize text structure, linguistic features, and to link what they had learnt previously to produce finally spoken or written language using their own ideas.

Dominguez (2017) carried out a reading proposal for eight grade students At Institución Educativa Técnica Comercial e Industrial (IETECI) in Palmar de Varela, a small town in Atlantic department, Colombia. The goal was to develop the reading competence through the implementation of genre based approach and a text-based syllabus. As teacher – researcher, she made decisions about her pedagogical practices at teaching English. She followed GBA methodology and its teaching cycle (Building up the context, deconstruction of text, joint construction of the text and independent work).

The instrument for the data collection included interviews, questionnaires, videos, classroom observation notes, and field notes. To support this action, the researcher based her work on the sociocultural theory, scaffolding, appraisal theory, communicative competences and genre approach. The text type selected for this study was anecdotal, and also appraisal resources like attitude were identified during the process. As a result, the teacher highlighted the effectiveness of the implementation of the genre based approach since it seemed to have helped increase students' motivation toward reading comprehension.

Another research was done by Manotas (2016) in a technical institution in Sabanalarga Town in the Atlántico department, Colombia. The school population comes from the rural area with a low and middle socio-economic stratum. For this institution, the importance of learning English is based on the ministry request about the bilingualism program so students use and improve the language to get better job opportunities. Some difficulties like lack of good conditions, no internet connection, and lack of resources, among others, were found during the study.

The researcher selected 6th grade for doing the data collection. This group showed lack of engagement in class and had an extremely low performance in reading, the instruments were analysis of documents (students' English notebook, class activities and the syllabi), interviews for students and the teacher to determine if the reason for their situation was apathy or inadequate reading comprehension education. The results of the need analysis showed students apathy for English learning, due to many factors like the low English proficiency of the previous teacher, lack of reading activities, lack of knowledge about reading skill and strategies especially in the upper levels. Students from previous grades showed interest in being taught to develop reading comprehension.

According to this analysis, Manotas chose the genre-based approach and its methodology to attempt to solve the identified problem in that school. The results proved that the implementation of genre based reading program had a great impact and showed the effectiveness of the genre pedagogy. The positive effect, were evidenced through the students' performance during the English classes.

The previous researches show the effectiveness of implementing genre-based approach pedagogy to improve reading competence, at the time that provide significant and meaningful experiences for both teachers and students, having a remarkable influence in learners' attitude and motivation to learn English while they are reading.

3.2 Genre based approach foundations

Genre based approach has its foundations on the systemic functional theory of language by Halliday (1978), and his contributions to the "Sydney school", that focused on help students to manage linguistic choices for different needs, in different situations

(Christie, 1990). The contribution of the systemic functional theory has permitted to apply genre in textual analysis, taking into account that the functional aspect is viewed from the perspective of how language works in context. Besides, the systemic aspect is related to the structure of the language, which permits its functions in context. In this way, Halliday (1978) considered language as social semiotic where discourses represent the meaning of each culture. This vision makes language as a vehicle for socialization which permits the interaction of people in what he calls “context of situation” (p, 28). In these contexts, occur “types of situation” which reveal how participants interact with the language in determined circumstances.

In addition, Bawarshi and Reiff (2010) present how Halliday defined register as the semantic and lexico-grammatic patterns of each type of situation, which describes what takes place as “field” including setting, participants and circumstances; the social relation between participants as “tenor”, and the role of language as “mode”. In addition, the terms field, tenor, and mode are related to three language metafunctions: ideational, interpersonal, and textual, stated by Halliday. In fact, we consider relevant to highlight how textual metafunction link to “tenor” describing the flow of information, organization, background, new information, and formal aspects of texts. In the following figure (Fig. 10) is showed the level of register and context of situation (Bawarshi & Reiff, 2010, p. 31)

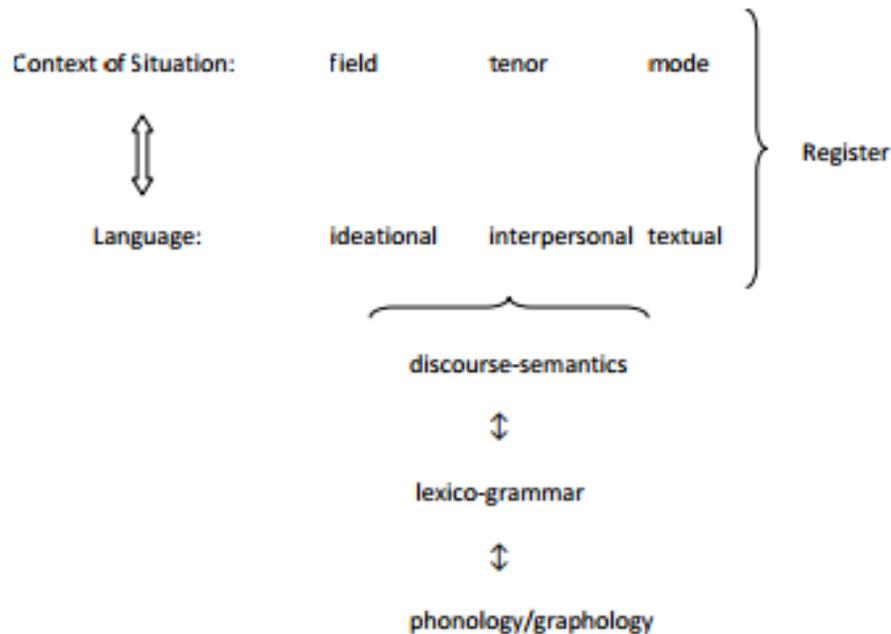


Fig. 10 Level of register and context situation

3.3 Genre and context of culture

The approach based on genre permits that students manage knowledge concerning to text structures, and the role of the language with the intention to use this knowledge for real purposes in different social situations. Martin's (1992, 1997, 2000) perspective on genre, based on systemic functional linguistic, proposed to go beyond the concept of genre and register in the context of situation, adding the context of culture, where the analysis of different genres exposes the structure of the language in use. The following figure (Fig. 11) shows the level of genre and context of culture (Bawarshi & Reiff 2010, p. 33)

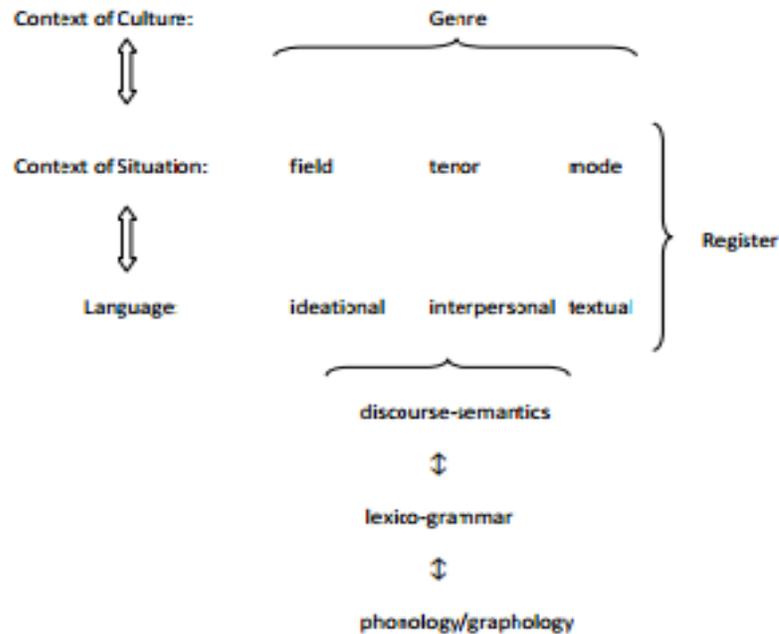


Fig. 11 Level of genre and context of culture

For Martin’s view (2001), “a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture” (p. 55). In this sense, genre is immersed in culture, where language and register have implications depending on the communicative goals in different situations.

3.4 Genre classification

Each genre has a structure that fits with a social purpose, for that reason each genre contains different stages or “identifiable parts precisely because these steps enable the interactants to achieve the social purpose” (Painter, 2001. p, 170). In addition, Derewianka (1990) identified six types of texts according to their main social purposes: narratives, recount, information reports, instruction, explanation, and expository texts. The following table (Table 1) shows in detail genres, purpose and stages, stated by Rose (2008, p. 13)

Table 1 Genre classification

	Genre	Purpose	Stages
Stories	Recount	Recounting events	Orientation Record of events
	Narrative	Resolving a complication in a story	Orientation Complication Evaluation Resolution
	Exemplum	Judging character or behavior in a story	Orientation Complication Evaluation
	Anecdote	Sharing an emotional reaction in a story	Orientation Complication Evaluation
	News story	Reporting significant events	Lead Angles
	Personal response	Reacting emotionally to a text	Evaluation Reaction
	Review	Evaluating a literary, visual or musical text	Context Description Evaluation
Arguments	Interpretation	Interpreting the message of a text	Evaluation Description Reaffirmation
	Exposition	Arguing for a point of view	Thesis Arguments Reiteration

Histories	Discussion	Discussing two or more points of view	Issue Sides Resolution
	Autobiographical recount	Recounting life events	Orientation Record of events
	Biographical recount	Recounting life stages	Orientation Record of stages
	Historical recount	Recounting historical events	Background Record of stages Explanations
Explanation	Sequential explanation	Explaining a sequence	Phenomenon Explanation
	Factorial explanation	Explaining multiple causes	Phenomenon Explanation
	Consequential explanation	Explaining multiple effects	Phenomenon Explanation
Reports	Descriptive report	Classifying & describing a phenomenon	Classification Description
	Classifying report	Classifying & describing types of phenomena	Classification Description
	Compositional report	Describing parts of whole	Classification Description
Procedures	Procedure	How to do experiments & observations	Purpose Equipment Steps
	Procedural recount	Recounting experiments & observations	Purpose Method Results

Biographical recount was the genre chosen for this study's piloting, because we considered meaningful that student learn about the language features and organization of texts related to a person's life episodes. This knowledge is necessary to know and understand our society, our communities, our contexts, in general terms to understand realities. For Martin and Rose (2007), histories genres involve events that "construct and maintain social order on the wider scale of people and their institutions" (p, 97). This vision permits to address this type of texts from a perspective for understanding the past, and the organization of events in that time.

3.5 The teaching learning cycle

Regarding to Genre-based approach instruction, it is necessary to highlight that students need to be taught on the structure of different types of text, and their corresponding language feature in social and cultural context (Hyon, 1996). From this point of view, the role of the teacher is decisive because through instruction students will be able to recognize patterns used by writers to communicate with the readers. For this reason, we consider that this approach is suitable for the application of this study, as our main goal is to foster reading competence in a group of students through deconstruction of texts in a meaningful way.

Taking in mind the information exposed above, it becomes important to describe the teaching-learning cycle proposed in the framework of genre pedagogy, which a teacher employs for a genre orientation methodology through deconstruction, joint construction, and independent construction, allowing teachers scaffold the process until a knowledge extending (Martin, 2009). In general terms, this cycle seeks that teachers enable students to learn on the content of texts, by offering explanations of language functions in social

context, recognizing the features of each type of text. The cycle is shown in the following figure (Fig. 12).

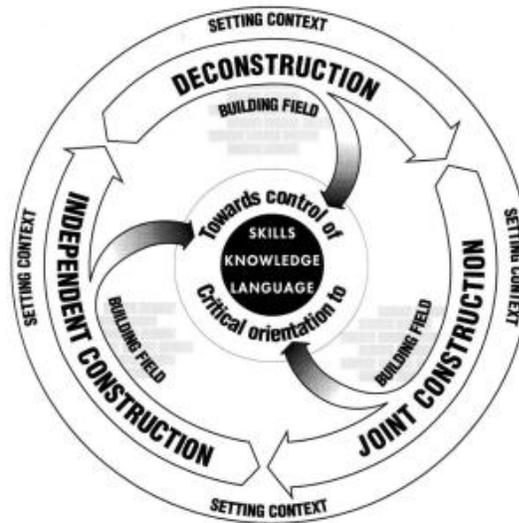


Fig. 12 The teaching and learning cycle (Martin, 2009)

It should be noted that the present study makes emphasis on the deconstruction phase of the cycle, where the teacher model in detail the text, as an initial stage of the process to learn genre. During the deconstruction stage, the teacher makes emphasis on the organization of the text and the language immerse on it. The idea is the teacher prepares students to comprehend the text by highlighting aspects such as the social purpose of the genre, the function of the stages, language features, and other aspects related to context of culture and context of situation of the text.

Rose (2015) explains that during deconstruction stage, reading and discussing texts may help students to go beyond their independent reading level. In this phase of the cycle, teachers also can “guide student to identify and mark key information in each paragraph, building their (students) skills in recognizing and comprehending key information” (p. 7).

The deconstruction stage does not only prepare students for reading, it also immerses learners in detailed reading, which seeks students to work with the meaning of words and concepts, read fluently, discuss their thoughts and perceptions, and engage in activities designed to improve understanding and comprehension of the text (Rose and Martin, 2012). Based on this deconstruction stage, Moss, Benítez and Mizuno (2016) proposed a series of stages: contextualization of the genre, structure of the text, detailed reading, representation of the text ideas, reaction to the text, and self-evaluation, which can be followed to teach reading.

3.6 Reading comprehension background

The first definitions of reading comprehension were stated on thinking about text, but more recently studies reflect the notion of an interactive process for reading comprehension. Here some views of this topic are. The information processing model of reading conceived comprehension as a mental operation, La Berge and Samuels (1974) stated as a primary work the text decoding through word recognition. Gough and Tunmer (1986) indicated that reading comprehension is not only decode or identify words, but also it implicates linguistic and cognitive process. Kintsch (1998) provided one of the most popular model for reading comprehension, it is called the construction integration, and relates to the way in which a reader constructs knowledge at the literal level of the text and the situations implied by the text. The idea is readers connect previous knowledge with new information from the text. Langer and Flihan (2000) claimed the reading comprehension process as a meaning-making activity, Langer (2004) highlighted the importance of creating a schema with understanding, predictions, and responses to the text content.

3.7 Reading from a communicative perspective

Reading could be considered as a key element which enables in a great way the ability to learn of our students. In general terms, through reading is possible to acquire knowledge about all kind if issues, and to have a clear understanding of the world around us. Therefore, many researchers have considered reading from a communicative perspective, a clear example is the aspect addressed by Richards (2006) when he states that communicative competence includes knowing how to create and comprehend different types of texts. Currently, students are more exposed to printed information than ever (Grabe, 2009). For this reason, it is reasonable to take advantage of this situation, and make possible the use of authentic materials to develop students' reading skill during teaching English. In other words, the purpose is learners can be exposed to a variety of text paying attention to the overall structure and not only to grammar and vocabulary, because focusing only in these items, the reading process might seem artificial and inadequate (McDonough & Shaw, 2003). Consequently, teachers should foster reading skill with the purpose to obtain knowledge and develop comprehension of the world through different kind of writing materials in a meaningful way for students' lives.

In the present study, we use ideas stated by Stoller (2000) who address key issues about how teachers can help students to become more skilled readers. First at all, reading is the only way students can improve their reading abilities, for that reason teachers should plan classes based on it. Second, teachers should find manner to provide students with material that enhance reading skill. Third, the use of different strategies such as prediction, guessing, connecting contents, reread with purposes, asking questions to a text, and summarizing. Fourth, it is useful to number each paragraph to facilitate instructions and

reviewing. Fifth, it is necessary to seek students become active readers and participate in discussions. Sixth, it is important the use of semiotic representations because this is a way that students can reflect comprehension. Seventh, teachers should implement the use of materials that reinforce the reading process in class. Eighth, to take into account that through reading students have opportunities to acquire a lot of vocabulary. Ninth, teachers should permit students choose reading and material to work according their interests. Tenth, to provide students with constructive feedback and connect previous knowledge with new one. And last, to set goals and help students to reach them.

3.8 Communicative competence

For more than 60 years, several definitions have surrounded the concept of communicative competences. The document of Bagarié and Mihaljevic (2007), presents the different conceptions that many theoreticians have given to this term.

For Chomsky (cited in Bagarié & Mihaljevic, 2007), the term communicative competence is understood as the relation between “the monolingual speaker-listener’s knowledge of language and his/her performance which is the actual use of language in real situations” (p.94). In other words, “knowledge of language” is the equivalence to “competence”, and “use of language” to “performance. However, Chomsky’s concept is mainly focused on the linguistic aspect. That is why some others theoreticians rejected Chomsky’s view and supported Hymes’s (1972) conceptions because this last author presented the communicative competence as the ability of using grammatical competences in a variety of communicative situations.

In the same way and referring to the relationship between “competence and performance”, Widdowson (1983) focused on performance or in the real use of the language, creating meaning language through the use of knowledge. Canale and Swain (1980) considered communicative competences as “a system of knowledge and skill needed for communication” (p.96). They proposed a model based on three components: grammatical, sociolinguistic and strategic competence, and later they added a fourth one named “discourse competence” which Canale (1983, 1984) defined as “a mastery of rules that determine ways in which rules forms and meaning are combined to achieve a meaningful unit of spoken or written texts” (p.97) This strategic competence can increase the effectiveness of communication (Canale, 1983).

Others think communicative competence is equivalent to language proficiency thus, as a way to replace the problematic word “competence”. For example, Taylor (1988) proposed to change it. So, instead of using communicative competence he uses communicative proficiency. Almost at the same time Savignon (1972) suggested use the term language proficiency while Bachman (1990) proposed using the term communicative language ability, arguing that this term makes the ideal combination between language proficiency and communicative competence.

For this research Bagarić and Mihaljević's (2007) position (knowledge and ability to use the language are the clue to develop real communicative competence) matches with the vision of this study related to the social purpose of texts. These authors state that the combination of language and knowledge, and the way in which both are employed are necessities to be a very good language user.

3.9 Sociocultural theory

We should not forget that language acquisition is a social fact, and this is a relevant aspect related to reading process. Human being develops its psychological functions in different social, historical and institutional contexts to facilitate his learning and rational thoughts (Walqui, 2006). In this context, we present the Vygotsky's sociocultural theory (1978). This pedagogical psychology is in accordance to the conception that while the learner is participating in social activities they receive all the necessary foundation (observed patterns) to be processed or internalized. It is in the internalization process where changes occur, depending on the sociocultural contexts in which the individual has been exposed during all his or her life.

In this sense, the interpersonal experience that a learner has acquired in different social environments is processed and becomes intrapersonal (at a cognitive plane), this is what Vygotsky (1978) calls the Zone of Proximal Development (ZPD). As he considered, in the (ZPD) is where learning occurs by the assistance of others to develop potential mental functions. In that way, at school experiences the most advanced peers can help those less ones.

3.10 Zone of proximal development (ZPD)

Based on the Vygotsky's sociocultural theory (1978), the Zone of proximal development is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (p. 86). This concept reveals the important role of adults and peers in the

learning process of a child. In other words, the levels of mental functions could be defined in the *actual level of development* which reflects all learning activities that a student can do independently, and the *potential level* which reflects the activities in where the student needs support and guidance to achieve goals. The distance that exists between these two levels is what is considered as zone of proximal development.

3.11 Scaffolding

Bearing in mind the interactive social nature of learning, a powerful means to guide this process is Scaffolding. This term was introduced by Wood, Bruner, and Ross (1976) as a “process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (p. 90). The term scaffolding has been used by many authors, for instance, Krajcik, Soloway, and Blumenfeld (1998) claimed that “scaffolding enables the learner to achieve goals or accomplish processes normally out of reach” (p. 39). Brush and Saye (2001) defined that “scaffolds are tools, strategies, and guides which support students in attaining a higher level of understanding; one which would be impossible if students worked on their own” (p. 334). And according to Wood (1988), “Scaffolding is tutorial behavior that is contingent, collaborative, and interactive” (p.96). It means that scaffolding involves a co-constructed result where an action depends on others’ actions what make students work in company helping each other and interacting to success, solving problems and achieving goals together, it has an effective result when the guidance is in accordance to the students’ needs (Wood & Middleton, 1975).

Recently, Walqui (2006) described scaffolding as a pedagogy that refers to the way in which teachers know how to support students pedagogically, assuming a challenge to develop and engage academic activities to help them to achieve gradually and successfully

their learning goals. This author highlights the close relation between scaffolding and ZPD, because with the support of teachers, and advanced peers is how a learner is able to acquire more knowledge and achieve new learning tasks. Silver (2011) suggests some scaffolding instructions for teachers, among them we can find: contents to the previous knowledge of the students, give them clear instructions and verbal orientations, assign tasks they can handle, provide them feedback occasionally, and assess what they have worked on.

There is no doubt that scaffolding is an effective tool to succeed in whatever kind of teaching. In this particular case and according to the genre based pedagogy, the teacher scaffolds constantly to the students during the reading process, each stage has been planned to do different activities that facilitate students' text comprehension, in that way scaffolding is immersed during the entire genre cycle. Some types of scaffolding like modelling, bridging, contextualizing, among others are developed. They will be described in the next paragraph.

3.12 Types of instructional scaffolding to use with English learners

Many ways of assisting English learning to perform at the language acquisition have been proposed. In the case of instructional scaffolding, six main types are presented to use with English learners (Walqui, 2006).

- **Modelling:** Students need receive clear and practical models, examples or patterns that look very similar to what they are required to imitate. Some types of modelling can be describing, comparing, summarizing and evaluating among others.

- **Bridging:** For students, the best way of learning new concepts is connecting them to their previous knowledges, so activating learners' prior knowledge is a meaningful type of scaffolding. For instance, asking students to talk about personal experiences related to the topic or reading that will be worked is a good example of bridging.
- **Contextualizing:** Make a connection with the students' real world, use different kind of materials like films, pictures, visual aids, authentic objects and sources of information. In general terms, the use of realia helps students significantly.
- **Schema building:** Teachers should provide students tools that let them to organize knowledge and information. Organizers and graphics are good options for representing a topic or text. This way facilitates their understanding and can reduce their anxiety with respect to reading text in English.
- **Re-presenting:** To help students to develop appropriation of the new language during the analysis of the text the teacher asks students what is happening, what has happened or what many happen depending on the genre. Also, s/he can make students make small groups to create dramas or dialogues and present short conversations where students play different characters' roles at the limit of their abilities.
- **Developing metacognition:** it refers to the way in which learners revise their own current level of understanding and evaluate it. Also refers to students learning strategies application and the way in which they manage their thinking. This is an individual mental process and the knowledge and

awareness of monitoring, evaluating and adjusting performance during the different activities.

3.13 Interaction

Interaction is the core activity in the classroom. It takes place when the attention is focused on conveying and receiving authentic messages, messages that contain information of interest to speaker and listener in a situation of importance to both (Rivers, 1987).

In the classroom, interaction is an ongoing event that happens each time students participate or develop pair or group works during the class activities. In the case of the reading process, interaction plays a determinant role especially in the initial reading comprehension levels. It is really significant the way in which students can learn and teach each other while performing jointly different roles for the achieving of a common goal, in this sense this collaborative work will give students the foundation that they need to work in an independent way later.

In language learning situations, interaction has a remarkable importance. It increases students' language store since students can use all they possess of the language, listen to or read authentic linguistic material and read the output of his/her fellows in different activities (Rivers, 1987).

In the same way, a significant way of knowing how communication is going on in any classroom is observing and studying carefully teachers and students verbal behavior. Moskowitz (1976) proposed some interaction categories to analyze "FLINT" (Foreign Language Interaction) among them we cite the following:

- **Specific.** It means that students respond to the teacher within a specific and limited range of available shaped answer.
- **Choral.** Response given by the total or part of the class.
- **Open-ended or Student-initiated.** Students' response with their own ideas, reactions or feelings but using information previously given from which they make a selection and then initiate the participation.
- **Praises or encourage.** Trying give student's confidence, confirming when their answers are correct. Telling them why what they have said or done is important. Motivate them to continue.
- **Repeats student response verbatim.** The teacher repeats the exact words of students frequently occurs in a pattern drill.
- **Asks questions.** Asking questions of different types and cognitive levels.
- **Carries out routine task.** Teacher does routine activities like taking attendance, passing out books, making routine announcements among others.
- **Given directions.** Giving directions, request, or commands which students are expected to follow.
- **Directs pattern drills.** Giving statement which students are expected to repeat exactly.

3.14 Collaborative learning

The concept of collaborative learning has its origin in Vygotsky's pedagogy conceptions. This philosophy doesn't admit "solitary work" either in yard or classroom activities. Learning processes reach a maximum development when a learner works in

cooperation with partners and interacting in different context with different people (Vygotsky, 1978).

There is no doubt that students learn most being involved in an active participation. As Walqui (2000) stated “all knowledge and ability arise in social activity” (p. 162). It means that all learning is co – constructed. So, social interaction is the basis for all learning. A child learns thanks the social interaction s/he has with her/his parents, peers, teachers and others.

The classroom teachers help students to develop collaborative learning through the uses of collaborative work. A technique to group students together impacts learning in a positive way. It can occur between just two students or within a larger group. According to Gokhale (1995), when individuals work with a peer or in group they can retain more information and succeed achieving higher levels of learning and also can develop critical thinking.

4. METHODOLOGY

In this chapter, we will present the methodology used for this research, which is guided through the following question: How does Genre based approach influence reading competence improvement at 8th grade students in an official institution at Soledad-Atlántico? The aspects to address in the following paragraphs are: research approach, type of study, participants, ethical considerations, and data collection instruments.

4.1 Research Approach: Qualitative research

The proposal addressed in the present study is framed in qualitative research methodology. In general terms, qualitative research is an interpretative approach, concerned with seeking and examining a phenomenon from a depth perspective (Flick, 2009).

Qualitative research conceives the collection, integration and presentation of data from a variety of sources evidenced from real situations with their participants (Yin, 2011).

According to Strauss and Corbin (1990), this methodology could be adopted for different objectives. First, for trying to understand any situation of which there is not enough information about it. Second, for obtaining a new perception on a topic which has been broadly investigated. Finally, for studying a phenomenon whose results are easier to describe qualitatively. It should be pointed out that for the three objectives; the main purpose is data collection of words, perception, feelings rather than numbers. According to William (2005) qualitative data collection method emerged after dealing with the unlikely probability of the traditional quantitative data collection method for expressing emotions and human feelings.

It is relevant to cite that qualitative methods try to provide rich information about real life situations, making emphasis on understanding human behaviors in a particular manner or like/dislike particular things (Kothary, 2004). This makes qualitative inquire have a lack of generalization in the data interpretation, being reliant on subjectivity of researchers (De Vaus, 2002). As a result, there is not a simple way to deal with qualitative enquiry. Factors such as research's beliefs, goals of the study, characteristics of the participants, and context of the research, result in variations to carry out this research approach.

4.2 Type of Study: Action Research

This study assumes action research as an option for conducting qualitative research. According to Mckernan (2006), "action research is carried out by practitioners seeking to improve their understanding of events, situations and problems so as to increase the effectiveness of their practice" (p.4). Broadly speaking, Stringer (2014) states that action

research based on reflections and interpretations that a practitioner makes with the intention to comprehend behaviors of the target people, and their possible responses in a determined situation. Also, this author declares that action research has components to investigate systematically, design effective solutions, and evaluate effectiveness. McNiff (2016) and Macniff and Whitehead (2006) claim that research is about evaluating the own practice, identifying areas to improve, and action refers to find the way to do it.

Based on the authors cited before, it is important to mention that in the frame of qualitative research, this proposal seeks a depth understanding of a problem situation which was identified after a data collection. The information collected was integrated and analyzed using action research because it let us investigate, design and evaluate a proposal to offer effective solution to the stated problem.

- **The Action Research Cycle**

Lewin (1946), considered the father of action research, describes it as a cyclical process of planning, action, and determination of results. These ideas have influenced what currently we know as action research. Kemmis (1982) linked the action research intervention with the idea of a spiral. The actions of the cycle are representing in the following diagram (Fig. 13):

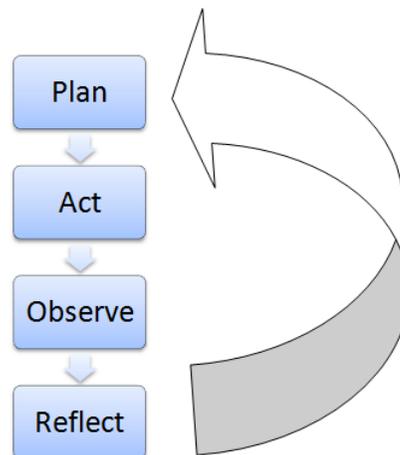


Figure 13. Model of the action research, from Kemmis, 1982.

Ferrance (2000) also associates this kind of inquiry with a cycle: starting with questions, following with data and reflection, and closing with decisions on a course of actions. Altrichter, Feldman, Posch, and Someckh, (2008) presented action research as an iterative process where theory and practice, reflection and action are components of a cycle (Fig. 14).

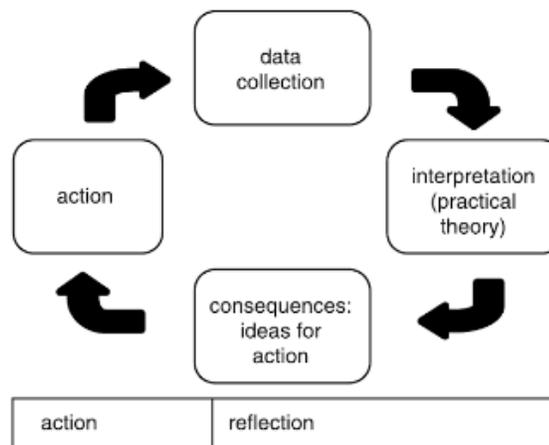


Figure 14. The circle of action and reflection, from Altrichter et al., 2008, p. 8

Richards and Richard (2013) defines action research as “research that seeks to increase teacher’s understanding of classroom teacher and learning and to bring about improvements in classroom practice” (p.8). In the same way, we can find a series of activities described by these authors in regards to the action research cycle:

The teacher or group of teachers:

- selects an aspect of classroom behavior to examine in more detail.
- selects a suitable research technique.
- collects data and analyzes them.
- develops an action plan to help bring about a change in classroom behavior.
- acts to implement the plan.

- observes the effect of the action plan on behavior.

Bearing in mind the information above, it is evident that researchers defined and applied the action research cycle naming the steps in different manner, adapting it for particular situations and different processes developed in each step. In regards to the present study, we took as reference the action research model adapted by Altrichter et al. (2008). In this way, it was possible to collect initial data to diagnose a problem stated in a need analysis (explained in the chapter 1). After that, we designed an intervention based on theories to address the problem. Thus, the intervention was implemented, we collected data and interpreted them to evaluate the impact of the intervention.

4.3 Research Participants

The participants in the present study were 8th grade students from Institución Educativa Luis R. Caparoso, an official school located in Soledad- Atlántico. The students in mention are integrated by 20 girls and 20 boys, in total 40 young learners in a range of 12 to 14 years old. Despite most of them are interested in their English learning process, their level of proficiency at L2 acquisition is low according to the standards of the Common European Framework (CEF), many of them do not achieve at least A1 level. Considering the results obtained from the need analysis, it was determined a big necessity for improving students' reading competence. As a result, it was designed an implementation using GBA to foster this competence.

The English teacher of this group is one of the researchers of the proposal and also she is who models the implementation. She was who detected, in first instance, the problem situation in the classroom, fact that was confirmed through the applications of instruments for collecting data in the stage of need analysis. After that, this professor with a colleague

decided to make the intervention which was also analyzed and evaluated through a sort of instruments described in the following paragraphs.

4.4 Data Collection Instruments

Qualitative techniques of collection aim at a depth understanding of data. Related to this, Creswell (2007) asserts that while there are several kinds of data, all data falls into four basic categories, “observations, interviews, documents, and audiovisual materials” (p. 129).

4.4.1 Interview

This is a relevant data collection associated with qualitative research. Dörnyei, (2007) declares that interviews and questionnaires are the most common way to collect qualitative data. Kvale (1996) defines interviews as a conversation that permits to know other people in depth. There are three formats of interview, the first is the structured: series of pre-determined questions (Berg, 2007). The second is the unstructured: informal, with flexibility in an open situation (Gubrium & Holstein, 2002). The third is the semi-structured: contains components of structured and unstructured interviews. This is the most common kind of interview applied in educational research. Cohen, Manion and Morrison (2007) argue that “Semi-structured qualitative interviews [...] gather data on the more intangible aspects of the school’s culture, e.g. values, assumptions, beliefs, wishes, problems” (p. 97). For that reason, this kind of interview was considered the most appropriate to collect meaningful data to provide valuable information for this study. In this way, students and teacher answered the pre-designed questions but they also had the opportunity to extend their thoughts and opinions regarding to each topic addressed in the interview. All this information was relevant to state the problem situation explained in the need analysis.

4.4.2 Questionnaire

According to Brown (2001) questionnaires are related to written style of gathering information from the use not only of questions, but also statements accompanied by options of answers. In addition to this definition, Dörnyei (2003) defines three types of data obtained from the implementation of questionnaires:

- Factual questions used to find out about who the respondents are. [...] In L2 studies often includes facts about the learners' language learning history, amount of time spent in an L2 environment, level of parents' L2 proficiency, or the L2 course book used.
- Behavioral questions are used to find out what the respondents are doing or have done in the past. [...] the most well-known questions of this type in L2 studies are the items in language learning strategy inventories that ask about the frequency one has used a particular strategy in the past.
- Attitudinal questions are used to find out what people think. This is a broad category that concerns attitudes, opinions, beliefs, interests, and values (p.8).

During the need analysis of this research, we used a questionnaire to know students's perceptions about their reading process, this information let us to establish findings which helped to determine the research question of this study.

4.4.3 Document Analysis

Documents are data sources in qualitative research. Bowen (2009) points out that “document analysis is a systematic procedure for reviewing or evaluating documents” (p. 27). He also determines five functions of documentary material:

provide data on the context..., suggest some questions that need to be asked and situations that need to be observed as part of the research..., provide supplementary research data..., provide a means of tracking change and development..., and verify findings or corroborate evidence from other sources. (p. 30).

Regarding the relevance of document analysis, Bryman (2004) highlights the importance to identify the basis, the fundamental topics, the ideas that unify the document which is object of analysis. Finally, Merriam and Tisdell (2016), taking into account educational field, assert that a qualitative study of classroom instruction could be addressed through the analysis of documents “in the form of instructors’ lesson plans, student assignments, official grade reports and school records” (p.175).

The documentary analysis was carried out in two moments of the research. First, we did a literature review about the mission of the institution and the English program to identify aspects related to English teaching. Second, we analyzed two lesson plans with their corresponding activities to determine the impact of the proposal.

4.4.4 Observations

Observation are often used in action research studies for acquiring primary data. Merriam and Tisdell (2016) state that this manner to collect data is different because observations are carried out where the problematic situation occurs naturally, this tool permits to the researcher obtain reliable findings and know firsthand the problem. This author also draws attention to the importance to take field note to record what happened in the setting to be referred to later. These notes should describe detailed information about

people involved in the research with their activities and behaviors, just as research's commentaries with understandings and interpretations of the situations observed.

The class observations used in the implementation of this proposal were recorded through videotapings to obtain relevant data about the students' performance. Videos let researchers to have a natural vision about what happens in the classroom (Griffe, 2012). This tool was an excellent resource at the moment to analyze in depth what occurred during the classes since many details were detected, and this information was clue to discuss and evaluate this study.

4.5 Triangulation

Qualitative research demands the use of different instruments to collect data, the combination and analysis of these instruments' findings give rise to triangulation (Denzin, 1970). The use of triangulation emphasizes on the importance of convergence among different sources on the same phenomenon. Another important aspect is the confluence of evidence and credibility that emerges from the triangulation (Eisner, 1991). The use of this method of collecting data tends to prevent investigator's bias (Patton, 1990).

For this study, we collected data in three moments of the research. First, to determine the need analysis we applied a questionnaire for students, an interview for learners and teacher, and a document analysis. Second, during the implementation we employed the observation technique through videotaping, and field notes. The lesson plans and activities inspection were also a source to collect information. The purpose of these data collection instruments was to determine the influence of GBA in the improvement of students' reading competence, and to stablish how the intervention strengthened the

teacher's methodology to teach reading. Finally, we used checklists to evaluate the results and impact of the proposal. The following table (Table 2) summarized this information.

Table 2. Research Data Collection Instruments

Instrument	Research Moment	Objectives
<ul style="list-style-type: none"> ➤ Document analysis: programs, materials. ➤ Questionnaire ➤ Interview 	Need Analysis	<ul style="list-style-type: none"> • To determine a need analysis of 8th grade students in regards to the development of reading comprehension.
<ul style="list-style-type: none"> ➤ Observation: videotaping ➤ Field notes ➤ Document analysis: lesson plan and activities 	Implementation	<ul style="list-style-type: none"> • To establish the impact of Genre based approach on teacher's methodology to teach reading. • To determine the effect of Genre based approach on the students' reading competence.
<ul style="list-style-type: none"> ➤ Checklist 	Post-implementation Evaluation	<ul style="list-style-type: none"> • To analyze students' perception about Genre based approach.

4.6 Ethical Considerations

Ethical consideration is important because subjects under study are human beings, with their behavior, feeling, thoughts and knowledge exposed in all moment. The way we used to deal with their protection was an informed consent form, and a meeting with students and parents. They were informed about our research. Some of the aspects addressed in that occasion were: the purpose of the research, possible benefits resulting from the implementation, confidentiality of personal information, the amount of time they

needed to invest, and other generalizations related to the enquiry. They had the opportunity to express disagreement to participate in the study without any penalization, but all of them accepted to contribute to this study. The consent form was signed by parents which approved the application of different instrument and the recording of the classes for implementing GBA reading proposal.

5. PROPOSAL

In this chapter, we state our proposal in terms of course design, we will start presenting the educational principles that orient this research project; they are the approaches to education, learning, and language. Then, we propose the goals, objectives general and specific ones, syllabus, sequence and syllabus structure that are the framework followed to work with 8th grade students at Institución Educativa Luis R. Caparroso de Soledad Atlántico. Our proposal includes the implementation of Genre Based Approach with the intention of developing reading competences, identifying genre stages in different text-types and developing collaborative work and positives values through the language use. The core materials used for this action research are two lesson plans focuses on biographical recount texts. The time employed for the implementation was 30 hours.

5.1 Approaches to education, learning and language.

In recent times humanity has seen many changes around the world. The fast way in which things are improved or replaced show us as teachers the necessity of being updating and breaking down with the traditional ways of teaching. Also, it is necessary to be more open- minded and intercultural. It is absolutely notorious that we have a big responsibility. Preparing students for being global citizens is not an easy job. We have to guide them to be

conscious of their reality, challenging and learning process. However, to do this, teachers need to have cleared all the aspects that surround students like their context, needs, ways of thinking and living. The idea is not teaching only contents but teaching how interact and living in harmony through teaching values. For that reason, teachers should orient this process having into account students' needs. The course design has to present a vision of approaches that support student's knowledge acquisition, development of competences, discovering abilities and promotion of collaborative experiences in the classroom with development of respect among other values. That is why, in this course the approaches that lead this study are hermeneutic, sociocultural and functionalist.

5.1.1 Approach to Education:

Taking into account some aspects that are related to the point of view of education, this course design is based on the hermeneutic approach. This is in agreement with the perception that teachers have to keep in mind that currently learning English is a global act that involves all the contexts that surround the students, including in general terms their community with the different roles they have to assume in society. That is why the hermeneutic approach is presented as theoretical principle to address this process in order to guide students to become critical, autonomous, and conscious of their learning process, recognizing social structures and rules, and in the same way being able to transform, create and make decisions related to their own reality (Moss, 2008)

5.1.2 Approach to Language:

There is no doubt that language plays an important role in the learning process. Language is the main tool that we possess to learn, interact and keep in contact with others

and the world (Derewianka, 1990). In that sense, to support this course design the language is seen as a discourse focused on functional aspects, where it is considered as a meaning-making resource (Halliday, 1978). Also, the language is presented as a goal of the communicative competence that involves learning language, learning about language and learning through language (Halliday, 1992). The idea is learners know about negotiation of meaning, where teachers help students to empower themselves to communicate their opinions, ideas and feelings. Therefore, Genre approach is considered as a relevant means to manage the language in the present research, focused on the idea that students gain a gradual control of a particular text-type taking into account the cultural context and the social purpose of it.

5.1.3 Approach to Learning:

Regarding the students' target needs obtained from the instruments, it is a good option to work with the sociocultural approach which consider the learning process as an interaction or social construct. Vigotsky (1978) states that people (human beings) do not learn in isolation, by the contrary, they need to be involved in a group, in which each person can interact as a mediator between him/her, the environment, and the knowledge, in order to co-construct a new knowledge. Particularly, in this case, the students' needs and the preferences to work in pairs or in small groups can give them the opportunity to learn in an easier way. As a result, those peers that have a high level can help others that are not able to achieve the proposed goals. Richards (2006) asserts in the last years the way of seeing language learning has changed notoriously, now it is seen as resulting of processes like interaction, collaborative work and negotiation, for this reason, it is right to say that every student plays an important role in the process, since each one needs to learn

something new and be exposed to authentic input, materials, activities and situations that facilitate a real interaction during the learning process.

Once we have defined the three approaches (to education, language and learning), now we will focus our attention on the goals, objectives, and competences we expect our students achieve during the development of this course.

5.2 Goals:

Having goals for developing the course is a clear request that all the implied parts (teachers, students, educational community among others) need to know and handle them, otherwise, it would be very hard to succeed. Thus, for this course we present goals as “our final destination” (Moss, 2008, p.27) what we hope to achieve at the end of this process.

Units of works are the base for a course content design. Based on the approaches that have been selected, we will present the target goals (language-subject-skills), learning goals (attitude- awareness- strategies) and human goals (socio-affective and values), which students should achieve in this course.

- **Target Goal**

Development of reading competence.

- **Learning Goal**

Identification of genre stages in different text types.

- **Human Goal**

Development of collaborative work and positive values through the language use.

Regarding the way in which we will achieve our mentioned goals, we set out the following objectives that we consider as “the realization of goals” (Moss, 2008, p. 27) since

they reflect or describe behaviors and actions necessary to reach our goals in this course. The objectives are directly related to goals, so they could be defined as the materialization of them. (Moss, 2008)

5.3 General Objectives

Based on the described goals above, it is necessary to present the general objectives of the course, they are:

- **Target:**

At the end of the course the students should be able to understand the social purpose, the structure and characteristics of narratives, biographical, explanations, and exposition text.

- **Learning:**

At the end of the course the students should be able to identify the structures and stages of different text- types.

- **Human:**

At the end of the course the students should be able to work collaboratively showing respect for peers and teachers.

The relation between goals and objectives are described in table 3.

Table 3. Goals and objectives

Target	Goal	Development of reading competence.
	Objective	At the end of the course the students should be able to understand the social purpose, the structure and characteristics of narratives, biographical, explanations, and exposition text.

Learning	Goal	Identification of genre stages in different text types.
	Objective	At the end of the course the students should be able to identify the structures and stages of different text- types.
Human	Goal	Development of collaborative work and positive values through the language use.
	Objective	Development of collaborative work and positive values through the language use.

5.4 Syllabus focus:

Based on the previous information (goals, objectives and approaches), it should be noted that Text-based is the most appropriate syllabus for this course design. The relevance of this kind of syllabus is the use of materials in context and the texts are the core tool to lead the reading process. Therefore, Genre approach is considered as an effective methodology to addresses the social purposes of different text- types used for the units' development. The contents are designed in order to students work through cycles of teaching and learning activities where the objectives of the course and the learners' needs are fundamental (Feez, 1998).

5.5 The teaching points

It refers directly to the content. What teacher expects his students learn or what he/she is going to teach them. The teaching points have to be related to the students' need analysis since it reflects what they need to learn. According to Moss (2008), selecting the teaching points can result a very easy job. Following a method that she called "constituent analysis" which consists in reviewing the course goals and making a list about the

knowledge and skills that are really necessary to work on, and grabbing students' attention and interests to succeed in the goals achievement.

Target goal: Development of reading competence.

1. Classification of texts types.
2. Lexical items related to the text-types.
3. Structure and stages of the selected texts.
4. Grammatical items related to the text.
5. Identification of characters and events in a text.
6. Purpose of the text.
7. Function of the time expressions.

Learning goal: Identification of genres stages in different text-types.

1. Learning Strategies
2. Strategies for reading comprehension.
3. Schemas and information organizers
4. Identification of text- types stages.
5. Recognition of the vocabulary of the text type.
6. Identification of the verbal tense.

Human goal: Development of collaborative work and positive values through the language use.

1. The importance of working collaboratively.
2. Accepting and respecting each other
3. The importance of interacting.

4. Showing respect for others' opinions.
5. Expressing respectfully opinions about the text.
6. Sharing the material of working.

5.6 The Grid.

The grid is a practical tool that facilitates teachers to go easily from goals and teaching points to specific objectives. Also, it reflects the coherence and cohesion of the course. "It is divided in seven columns: goal, task, topic, genre, context, skills and lexicon-grammar" (Moss 2008, p.59). This way of organizing the information shows a clear structure of the main points of the course (see Table 4).

Table 4. The grid (Text based syllabus)

THE GRID

GOAL	TEXT TYPE	TOPIC	TASK	SKILL	LANGUAGE ELEMENTS
TARGET Development of reading skill.	Narrative	An amazing story	<i>Reading a story:</i> Identify a series of events, and how the central character is involved in a complication to hold the reader's interest in a story.	Comprehend the social purpose of a narrative text.	Lexical items related to the stages of a narrative text: orientation, complication, resolution. Wh-question words: what, who, where, when, why, how.
LEARNING Identification of genres stages in different text types.	Narrative	An amazing story	<i>Completing a worksheet:</i> Identify elements related to orientation, complication and resolution of a story.	Identify the structure and the stages of a narrative text.	Specific participants: Nouns and adjectives Variety of verbs (processes):

			Answer if the story is organized around a complication and whether the complication is solved or not.		material, verbal and mental. Simple past tense. Past continuous Linking words to do with time. Expressions: one day, once upon a time, long ago...,
HUMAN Development of collaborative work and positive values through the language use.	Narrative	An amazing story	Work in groups recognizing and labeling the stages of a story in a text.	Share knowledge and ideas to work and achieve together a common goal.	

GOAL	TEXT TYPE	TOPIC	TASK	SKILL	LANGUAGE ELEMENTS
TARGET Development of reading skill.	Biographical recount	Telling life histories	<i>Reading a biography:</i> Identify a series of events that make up a person's life history, including circumstances, locations and time.	Comprehend the social purpose of a biographical recount.	Lexical items related to the stages of a biographical recount: orientation, record of stages. Episodic time and setting in time: dates Verb tenses

LEARNING Identification of genres stages in different text types.	Biographical recount	Telling life histories	<i>Making a presentation.</i> Design visual information to record the orientation and life stages of a person. (Biography). Share the information with classmates.	Identify the structure and the stages of a biographical recount.	related to past events Third person (specific) and other specific & generic participants Processes: material, mental, verbal. Connectives associated with order: First, then, after that, etc.
HUMAN Development of collaborative work and positive values through the language use.	Biographical recount	Telling life histories	Discuss with a peer about the main events of their own biography, Valuing the information and interpretation of each other.	Discuss ideas to make conclusions. Value the opinion of classmates.	

GOAL	TEXT TYPE	TOPIC	TASK	SKILL	LANGUAGE ELEMENTS
TARGET Development of reading skill.	Sequential explanation	The cycle of water.	<i>Reading about reasons for some phenomenon:</i> Identify the main ideas, supporting details, and signal words in a reading, about the water cycle.	Comprehend the social purpose of a sequential explanation text.	Lexical items related to the stages of a sequential explanation: phenomenon, explanation. Generalized non-human participants. Action verbs: material process

LEARNING Identification of genres stages in different text types.	Sequential explanation	The cycle of water.	<i>Using a graphic organizer:</i> Classify information related to the process, and explanations of a phenomenon (the water cycle) described in a text.	Identify the structure and the stages of a sequential explanation text.	Verb tense: timeless present tense, passive voice Time relationship: first, then, following, finally.
HUMAN Development of collaborative work and positive values through the language use.	Sequential explanation	The cycle of water.	Make a poster. In group of four students illustrate creatively the water cycle. Use different materials (cotton, wool, and colored papers) Then write a message to save and protect water	Play an active role in the development of the different activities.	

GOAL	TEXT TYPE	TOPIC	TASK	SKILL	LANGUAGE ELEMENTS
TARGET Development of reading skill.	Exposition	Line of arguments	<i>Evaluating points of view:</i> Recognize a position on some issue. Identify points for and against in an argumentative text.	Comprehend the social purpose of an argumentative text.	Lexical items related to the stages of an argumentative text: Thesis-arguments-reiteration Generalize participants: human, abstract

LEARNING Identification of genres stages in different text types.	Exposition	Line of arguments	<i>Organizing and completing a chart:</i> Take into account ideas related to the thesis (stating a position) Arguments (supporting ideas) Reiterations (restatement of the thesis) in a text.	Differentiate the organizational structure of an argumentative text.	(issues, ideas, opinions, etc.) Timeless present tense, some passive, past, future Processes: material, relational, verbal, mental. Connectives: structuring the argument (firstly, secondly, thirdly)
HUMAN Development of collaborative work and positive values through the language use.	Exposition	Line of arguments	Read different sources to find texts that expose arguments, make a poster showing in different colors the stages of the texts and present it to the classmates saying them also its purpose.	Discuss ideas to make conclusions. Value the opinion of classmates.	Possibility of technical terms Nominalization Connectives associated with reasoning: therefore, so, because of, the first reason.

5.7. The specific objectives

The specific objectives are the concrete and particular actions carried out for achieving general objectives. They guide the teacher in the planning class activities and the evaluation of the lessons and the course. Also guide the students to be aware about what is expected they learn. In addition, the specific objectives are strongly connected to the teaching points. In fact, they contain the information to formulate them.

Target Goal: Development of reading competence.

General Objective: At the end of the course the students should be able to understand the social purpose of narrative, biographical, explanation and exposition short texts.

Specific Objectives: At the end of the course students should be able to...

- Identify and classify different texts-types.
- Recognize the lexical items related to (narrative, biographical recount, sequential explanation, exposition) texts.
- Identify the structure and stages in a short-given text.
- Identify the grammatical items of (narrative, biographical recount, sequential explanation, exposition) texts.
- Identify the characters and events in a (narrative, biographical recount, sequential explanation, exposition) text.
- Recognize the functions of connectives (time, sequential, logical, order) in different text.

Learning Goal: Identification of genres in different text types.

General Objective: At the end of the course the students should be able to identify the structure and stages of different texts types.

Specific Objectives: At the end of the course students should be able to...

- Select the most appropriate learning strategies.
- Use different reading strategies for reading comprehension.
- Employ different schemas or other types of information organizers.

- Use the specific vocabulary of a particular text type.
- Identify the different verbal tenses and events in a (narrative, biographical recount, sequential explanation, and exposition) text.
- Identify the stages of a narrative, biographical recount, sequential explanation, and exposition text.

Human Goal: Development of collaborative work and positive values through the language use.

General Objectives: At the end of the course the students should be able to work collaboratively, showing respect for peers and teachers.

Specific Objectives: At the end of the course the students should be able to ...

- Work jointly in all the proposed activities.
- Participate active and respectfully in class.
- Listen with respect peers' interventions or opinions.
- Work in groups for promoting collaborative work.
- Share the materials and interact with different peers.
- Demonstrate respect to the teacher, partners and the class.

5.8 Sequence Criterion

Once we have decided the teaching points it is necessary to think about the order in which we will develop them. We have to say what we are going to teach first and what later. So, taking into account our students' needs we decided to work on "importance" as our sequence criterion since our big goal in this course is to help our learners, solving their doubts and difficulties in their reading process. In that way, we will reinforce their strengths and help them to improve and overcome their weakness. At choosing importance as

sequence criterion we mean that we decide what is in urgency to be taught, that is what students need to know, learn or manage first according to the text type they are working on what they need to understand and/or produce. Also, regarding the frequency in what some topics or terms appear on the text they will receive immediately the necessary teaching (Moss, 2008).

5.9 Lesson Plans

Planning is essential to organize and aim each purpose that people have. In the field of education planning is not the exception, it is a valuable tool considering that teachers need to know the way to go and plan what they want to carry out in the classroom. From this point of view, teachers should consider lesson plans as a necessary guide to achieve the goals of the class, and describe how they will engage students during the learning process, taking into account their needs and context.

Planning also involves implementation and evaluation processes, so teachers should manage and know the structure of the lesson plan. While the planning is in development, teachers will be able to identify, according to Jensen (2001) the basic components of planning: what to teach, how the topics will be developed, the appropriated sequence of activities and time. Through the implementation phase, teachers need to make adjustments that let them to find possible alternatives to some deviated idea from the original lesson plan. After the lesson plan is implemented, Ur (1996) says that is important to ask “whether it was a good one or not, and why” (p. 219) in other words, the point is to evaluate the success of the process and the possible changes for next lessons.

When teachers plan, an important factor that they have to take into account is their students’ context, this lets them to design an appropriate sequence of activities and apply the correct methodology to move students toward attaining specific objectives. Moffett and

Fleisher (2013) argue that students can apply all teachings to their own lives, and this application to the physical world will make them feel more interested in each class. At this point the contextualized lesson plans will facilitate and guarantee the success of the class.

In this proposal, each lesson plan is powerful guides that leads both teachers and students to success and achieve the goal with the implementation of GBA.

LESSON PLAN FORM N°1

Name of the teacher: Yullys Alvarino Ochoa.

Grade: 8th grade

Number of student: 42 students

Average ages of students: 13-16 **level of student:** A1

Unit number: 2

Allotted time: 12 hs

Topic: (Biographical recount)

Goal: Development of reading competence.

Standard: I read and understand narrative and descriptive texts or narrations and descriptions about different sources that are familiar to me, and I understand short and simple argumentative texts.

Basic Learning Right: It recognizes specific information in oral and written short texts about topics of general interest.

General Objective: By the end of this lesson 8th grade students will be able to identify the structure and stages of a biographical recount text type.

Specific Objectives:

By the end of the lesson students will be able to...

- Comprehend that a biographical recount has the purpose to inform by retelling past events and achievements in a person's life.
- Identify the structure of a biographical recount: orientation and record of stages for enhancing reading comprehension.
- Identify series of past events in a person's life.
- Record information related to circumstances, location and time from a biography.
- Distinguish connectives associated with order in a biographical recount text.
- Share information with a peer about main events of a famous or relative's biography.

- Work collaboratively to improve their reading comprehension.
- Express changes in learning after reading process.

Assumed Knowledge: Simple present, verb to-be, adjectives.

Description of language skill: Listening, reading, speaking and writing.

Reading strategies: highlighting, predicting from the text, identifying main ideas/events.

Language elements:

Lexical items related to the stages of a biographical recount: orientation, record of stages.

Episodic time and setting in time: dates or expressions (in 1990, later, one day, for five years, 1996, in 2000, now)

Language Features: structure of simple past tense (regular/ irregular verbs), third person (specific & generic participants), processes: material, mental, relational.

Resources and Materials: pictures of three famous heroes and Erin's, worksheet, digital images of a judge: a factory, contaminated water, sick people; poster with the main events, flashcards for checking vocabulary (verbs), timeline, schema, video beam, printed text, highlighters, markers, pencils, erasers, images (flashcards), board.

Class stages	Text stages	Text deconstruction	Teacher
Contextualization: introduction of the topic and warm-up		To introduce the new topic (biographical recount) the teacher will explain the students what they are going to do, and what they will learn in this class. <i>Purpose of the reading: The text is about a woman' life. It recounts relevant events of this character. Give information about a transcendental fact in favor of a community. Through this text, we are going to do a more detailed reading process.</i> Contextualization Then, to motivate and activate students' prior knowledge, the teacher will show them four	Read the text to identify: Field: ➤ What are the topic and the purpose of the text? ➤ What kind of knowledge is required to understand the topic of the text? Tenor: ➤ Who are the participants? ➤ What kind of audience is expected? ➤ What role do

Building up
subject matter
knowledge.

pictures about three famous comic heroes (superman, wonder woman, Batman) and one of the main character of the reading (Erin Brockovich). While students are watching the images, the teacher asks some questions like these:

- Do you know them?
- What is his/her name?
- Are they famous? Why?
- Who is this woman?
- Is she a hero too?
- Who is a hero?
- What is your favorite hero?
- Do you think that anybody can be a hero?

In order to students start to make connection with the main events of the Erin's biography, the teacher will display some other pictures related to the reading: a judge, a factory, contaminated water, sick people. At the same time the teacher asks the following questions:

- What is this?
- What is the appearance of this water?
- What do you think is the reason that water is contaminated?
- Are these people healthy (ok) or sick?
- Why do you think they are sick?
- What is his profession/ what does he do?
- What do you think is the relation between this man and the rest of the images?

Modelling or
deconstruction

Then, the teacher displays a power point with a text that contains Erin's biography; the students receive a photocopy of

the participants have?

- Is there any cultural value addressed in the text?
- What is the relationship established among the participants?

Mode

- What kind of language is the author using?

Structure of the text

Biographical
recount

- Identify where can be found an orientation and a record of biography' stages.

Identify lexis that shows:

- Episodic time and setting in time: dates
- Comprehend that events are explained using verbs related to the past tense.
- The use of third person (specific) and other specific & generic participants

Linking verbs

Analyze relational
process

the text.

After that, the teacher and students analyze the reading title through the following questions:

- Have you ever heard about Erin Brockovich?
- What do you think this reading is about?
- Why could be important to read about the life of other people?
- Who is the author of this text?

The teacher emphasizes that this text is a biographical recount.

After that, the teacher starts the reading (sentence by sentence). Then, the teacher asks some students to read loudly each sentence. The students will receive support when it is necessary.

The teacher leads students through questions and solving doubts about the text until they have a complete understanding of the meaning of each word and sentence.

The teacher will explain the language elements (Lexical items related to the stages of a biographical recount: orientation, record of stages. Episodic time and setting in time: dates or expressions: in 1990, later, one day, for five years, 1996, in 2000, now) and the language Features: structure of simple past tense (regular), third person (participants), and relational verb.

Also, students will use different reading strategies (highlight, circle, and underline) to mark in

Segmentation

- Analysis of the text through its paragraphs and sentences.
- Evaluation of Ideas, expression and links to determine their value and role.

Select relevant information.

Identify, underline and mark title, main ideas, secondary ideas, dates, key words, explanations, etc.

- Make questions to the text.

ERIN BROCKOVICH

the text what the teacher is explaining.

Detailed reading

The teacher gives the following information:

It is important to recognize the main character in the text, and the actions done by him or her. In the orientation, we can find the presentation of the main character.

Orientation **(paragraph 1)**

Erin Brockovich, an American woman, **was born** in Kansas. **She studied** at a business college for a year, and then **she moved** to southern California and **married** a restaurant manager.

In order to students identify the function of an orientation in a biography, the teacher will make the following questions:

- Who is the main character in this part of the text?
- Who is Erin?
- Where is Erin from?
- What word replaces Erin's name? (with this question, the teacher will explain the term participants)
- Where did Erin study?
- Where did she move?
- Who did Erin marry with?

The teacher will lead students' attention to focus on the past tense verbs in the paragraph 1, making this question:

What do they have in common?
After that the teacher will give a brief explanation about the simple past tense (regular verb)
The teacher will show to the students the verbs that appear in the text in some pieces of paper with the letters "**ed**" in bold.

Now the teacher proposes to play a mimic game, dividing the class in two groups for guessing each word.

Before the analysis of the

paragraph 2, the teacher will explain that: *dates and time expressions are necessary to make a timeline and follow the main events described in a biography.*

(Paragraph 2)

In 1990, when she was 30 years old, she was in a car accident.

A law company helped her after the accident, and later she started to work for them. Her job was to organize papers.

- Underline the date that appear in this paragraph.
- What did happen in that year?

Then the teacher guides students' attention to the date to explain them why they are so important in a biographical recount (a date indicates an important event in a person's biography).

In this moment, the teacher gives a photocopy with a timeline that the students have to fill with the time expressions and the events that appear in the text. After that, the teacher will continue with the reading comprehension questions of the second paragraph.

- What another participant (different to Erin) appears in this paragraph?
- What did this participant do?
- What does "later" mean?
- Why do you think the expression *later* was used?
- What did Erin do? Or what was her job?
- Do you think that organize papers is an important or interesting job? – Why?

The teacher explains that there are verbs which form a link between bits of information, they are called linking verbs (relational process: am, is, are,

was, and were), for this explanation the teacher uses example from the text. In this moment, the teacher asks the students to create sentences where they use these verbs and pass the students to the board to write the sentences.

Recounting life stages is the second important moment in a biography and the students have to be aware of it.

Record of stages

**Section 1
(paragraph 3)**

One day Erin realized that there were lots of papers about some very sick people in a place called Hinkley. She started to look for more information about the town.

For this reason, the teacher will explain that the next paragraphs contain a series of events that make up the main character's life history, including more circumstances, locations and time. Students should also identify the secondary characters that are important to describe the life of someone.

The teacher will ask students:

- Underline the time expression "one day" and add it to the timeline.
- What did Erin realize on the papers that she found?
- What did happen after Erin found those papers?

The teacher explains that some words are keys to comprehend the text, they are repeated many times, the author uses them to make emphasis and highlight the topic.

The students should identify these key words.

The word paper was used in the paragraphs 2 and 3.

- Why this word is important in the reading?

Let's continue analyzing in detail this text.

The teacher says "You already know about the importance to identify participants, actions, time expressions, repeated key words"

The teacher will ask students:

- Highlight these elements.
Yellow (participants), blue (verbs in simple past tense), green (time expressions), orange (repetitions).
- What is the time expression used in this paragraph? (remember that students have to fill the timeline)
- What did Erin do during those five years?
- What did Erin discover?
- What is the relation between sick people and the Gas and electricity factory?
- What consequences could have a person's health that ingests a chemical substance?
- What was Erin's decision?

(paragraph 4)

Erin worked very hard for five years. She visited lots of sick people in Hinkley and listened to their stories. All the people lived near a big Pacific Gas and Electric factory, and she discovered that there was a chemical called chromium in the local water, it was from the factory, and Erin believed that the people were sick because of the chromium in their drinking water. She planned to help them.

In this moment, the teacher will display a worksheet and will give it printed to the students with some exercises where they have to use the verbs from the text, filling a word search and completing sentences. Students will work individually first, and after a while, the teacher will ask some ones to complete on the board and will provide them feedback.

To enclose this section, the teacher will ask what the central fact of it is.

**Section 2
(paragraph 5)**

Erin and her boss started a law case against the Pacific Gas and Electric Company. The company wasn't happy about this. They didn't agree that the people were sick because of the water.

(paragraph 6)

In 1996, the judge ordered Pacific Gas and Electric to pay the people in Hinkley \$500,000 each (there were 600 sick people, so was \$333 million in total).

**Section 3
(Paragraph 7)**

In 2000, there was a movie about Erin Brockovich. Julia Roberts played Erin, and the movie was very successful.

(Paragraph 8)

Now Erin is famous. She has her own company, and she gives talks all over the world.

In paragraph # 5 the author continues using the same group of words to emphasize on the relevant events of this biography; the students continue highlighting these words.

- At the beginning of this section Erin is not alone, who is with her?
- What did they do?
- What was the reaction of the company?

- Highlight the time expression and fill the timeline.
- What is the new participant in this paragraph?
- What was his decision related to the company?
- Do you consider that this decision was right?

In this third section the students will find some of the recent information about the character of this biography, and will finish the timeline.

- What is the time expression in this paragraph? Highlight it.
- Do you know Julia Roberts? What is her profession?
- What is the relation between Erin Brockovich and Julia Roberts?

Now look at carefully the last paragraph.

- Could you identify the verb of each sentence?
- Are they in past tense? In which form are they written?
- What relation you can find between the expression *now*

and the verb tense used in this paragraph?

Once the text has been completely analyzed, the teacher gives feedback for clarifying any doubt about the order of the events on the timeline.

Representing the text's ideas

The teacher will check students' timeline. Through different questions she will verify if they did it well. But before that, students will exchange their timelines to compare and make corrections.

To enclose this activity the teacher, propose to read in groups, she divides the class in two big groups and in an alternative way teacher orders to them read at the same time each event of the timeline.

Once they have finished this activity, they will be ready to represent the text.

The teacher will give students big pieces of papers; they will work in groups of four making pictures and writing clue words or the central events of each section of the text. After that, some volunteer groups will pass in front of the class and will make a short oral presentation about their poster.

Then, they will receive a photocopy with a schema to fill in. Students have to complete the chart *retelling* Erin's main life events. Finally, students will receive another photocopy with a different biographical recount text. They have to identify the stages of the genre (orientation and record of the stages), using 2 different colors to circle them.

Reacting to the text	<ul style="list-style-type: none"> ➤ Was this text difficult to understand? ➤ Do you consider that Erin was a real hero? Why? ➤ What other information would you like to know or find in this recount about Erin? ➤ What do you think about the way that the company affected to the people? ➤ Give your opinion about the values in Erin's life. 	Identify voices and ideologies
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LESSON PLAN FORM N°2

Name of the teacher: Yullys Alvarino Ochoa.

Grade: 8th **Number of student:** 42 students

Average ages of students: 13-16 **level of student:** A1

Unit number: 4 **Allotted time:** 12

Topic: (Biographical recount)

Goal: Development of reading competence.

Standard: I read and understand narrative and descriptive texts or narrations and descriptions about different sources that are familiar to me, and I understand short and simple argumentative texts.

Basic Learning Right: It recognizes specific information in oral and written short texts about topics of general interest.

General Objective: By the end of this lesson 8 grade students will be able to identify the stages of the biographical recount text type.

Specific Objectives:

By the end of the lesson students will be able to...

- Comprehend that a biographical recount has the purpose to inform past events, achievements and life stages.
- Identify the structure of a biographical recount: orientation and record of stages for enhancing reading comprehension.
- Identify series of past events in a person's life.

- Record information related to circumstances, location and time from a biography.
- Distinguish connectives associated with order in a biographical recount text.
- Share information with a peer about main events of a famous or relative's biography.
- Work collaboratively to improve their reading comprehension.
- Express changes in learning after reading process.

Assumed Knowledge: Simple present, verb to-be, verbs in past tense, adjectives, relational verbs, stages of the genre, and diagram.

Description of language skill: Listening, reading and writing.

Reading strategies: highlighting, predicting from the text, identifying main events.

Language elements:

Lexical items related to the stages of a biographical recount: orientation, record of stages.

Episodic time and setting in time: dates or expressions (in the late 198s, in 1969, in 1980s, 1996, 1997early 1990s, in 1988, 1990, 1996, 1997, now)

Language Features: structure of simple past tense (regular/ irregular verbs), third person (specific & generic participants), and verbs: material, mental, relational, superlatives, and structure of simple present perfect tense)

Resources and Materials: Fragment of the movie (video) Men in Black, letter, timeline, worksheet,

Video beam, printed text, highlighters, markers, pencils, erasers, images (flashcards), board.

Class stages	Text stages	Text deconstruction	Teacher (SFL)
		To start the new lesson, the teacher will explain to the students that they are going to analyze another text, similar to the one they worked on last class in order to verify if they understood and remember what they were taught. Teacher remembers... <i>Purpose of the reading:</i> <i>The text is about a man' life.</i> <i>It recounts relevant events of this character.</i>	Read the text to identify: Field: What is the topic and the purpose of the text? What kind of knowledge is required to understand the topic of the text? Tenor: Who are the

Contextualization: introduction of the topic and warm-up	<p><i>Give information about a transcendental fact in his life. Through this text, we are going to improve and do a more detailed reading process.</i></p> <p style="text-align: center;">Contextualization</p> <p>Then, to motivate and activate students' prior knowledge, the teacher will show them a short video took from one of the Will Smith's movie. Once students have seen the video the teacher asks some questions like these:</p> <ul style="list-style-type: none"> ✓ Do you know him? ✓ What is his name? ✓ Is he a famous? Why? ✓ Who is an actor? ✓ What is your favorite actor or actress? ✓ Do you think that being an actor is an easy job? Why? ✓ What do you think we are going to read and talk about today? 	<p>participants? What kind of audience is expected? What role do the participants have? Is there any cultural value addressed in the text? What is the relationship established among the participants? Mode What kind of language is the author using?</p>
Building up subject matter knowledge.	<p>In order to students start to make connection with the main events of Smith's biography, the teacher will display a power point with some other pictures related to the reading: (Will Smith is rapping and playing different roles next to other famous people). The teacher asks the following questions:</p> <ul style="list-style-type: none"> ✓ Who is he, he? And he? ✓ What do they have in common? ✓ Would you like to be famous? ✓ Why? ✓ Do you think that to be an actor is an easy job? 	<p>Structure of the text Biographical recount Identify where an orientation and a record of biography' stages can be found.</p> <p>Identify lexis that shows: Episodic time and setting in time: dates</p> <p>Comprehend that events are explained using verbs related to the past tense.</p>
Modelling or deconstruction	<p>Then, the teacher displays a power point with a text that</p>	<p>The use of third person (specific) and other specific & generic participants</p>

contains Will' biography; the students receive a photocopy of the text too.

After that, the teacher and students analyze the title of the reading through the following questions:

- ✓ Have you ever heard about Will Smith?
- ✓ What do you think this reading is about?
- ✓ Why is important to read about the life of other people?
- ✓ Who is the author of this text?
- ✓ Do you remember what kind of text is this?

If they do not answer the teacher gives them a clue and explains that they will do the same reading process they did last class, finally the teacher invites them to participate actively.

After that, the teacher starts the reading (sentence by sentence). Then, the teacher asks some students to read loudly each sentence. The students will receive support when it is necessary.

The teacher leads students through questions and solving doubts about the text until they have a complete understanding of the meaning of each word and sentence.

The teacher will remember the language elements (Lexical items related to the stages of a biographical recount: orientation, record of stages. Episodic time and setting in

Linking verbs

Analyze relational process

Segmentation

Analysis of the text through its paragraphs and sentences.

Evaluation of Ideas, expression and links to determine their value and role.

Select relevant information.

Identify, underline and mark title, main events, secondary events, dates, key words, explanations, etc.

Make questions to the text.

time: dates or expressions: in 1968, in the 1980s and early 1990s, in 1988, in 1990, 1996, and 1997, now. And the language Features: structure of simple past tense (regular and irregular), third person (participants), and relational verb.

Also, Students will use different reading strategies (highlight, circle, and underline) to mark in the text while the teacher is explaining.

Detailed reading

The teacher remembers the following information:

It is important to recognize the main character in the text, and the actions done by him or her. In which part of a biographical recount can we find the presentation of the main character?

In order to students identify the function of the orientation in this text, and to verify their comprehension the teacher will make the following questions:

WILL SMITH

Orientation

(Paragraph 1)

Willard Christopher "Will" Smith, Jr. is an actor and rapper. He first became famous in the late 1980s as the rap artist Fresh Prince. He made a very successful move into movies. He is the only actor in

- ✓ Can you identify the main character?
- ✓ Who is Willard Christopher?
- ✓ What word replaces Willard's name?
- ✓ When does he start to be famous?
- ✓ What made him famous?
- ✓ What makes Will Smith different to others actors in Hollywood? How many movies or films did he do?
- ✓ What is "Newsweek"?
- ✓ How much money did he earn?

Hollywood history to make eight consecutive films that earned \$100 million in the USA. 'Newsweek' magazine called him the most powerful actor on the planet.

(Paragraph 2)

Smith was born in 1968 and raised in Philadelphia. His mother was a school administrator and his father was a refrigeration engineer. He began rapping as a teenager. His friends nicknamed him The Prince. He met D.J. Jazzy Jeff and the duo became hip-hop stars in the 1980s and early 1990s. In 1988, they won the first ever Grammy in the Rap category.

- ✓ How did Newsweek magazine call him?

The teacher will lead students' attention to focus on the past tense regular verbs in the 1st paragraph (CALLED-EARNED) tell me in what tense are these verbs? What do they have in common? Do you remember their name? (If not she will remind them).

Before the analysis of the paragraph 2, the teacher will remember that: *dates and time expressions are necessary to make a timeline and follow the main events described in a biography.so,*

- ✓ Underline the date that appear in this paragraph.
- ✓ What did happen in that year?

In this moment, the teacher talks about the timeline and proposes to make it in a different way. Students will work in pairs, hanging small pieces of papers on a long piece of wool the dates or time expressions that they find in the first paragraph. They can decorate it if they want. After that, the teacher will continue with the reading comprehension questions of the second paragraph.

- ✓ What other participants (different to Will) appears in this paragraph?
- ✓ What is the relation of them with Will??
- ✓ What does "nickname" mean? Do you know that

word?

- ✓ Who did Will meet?
- ✓ What happened in 1980s?
- ✓ What happened in 1988s?

The teacher asks to the students to add these events to the timeline. Then, the teacher mention the term “Relational or linking verbs” and asks some students to go to the board, find and circle them. Then, asks if they remember what their functions are. (if not, she will remember it)

The teacher explains again that there are verbs which form a link between bits of information, they are called linking verbs (relational process: am, is, are, was, and were), for this explanation the teacher uses example from the text.

In this moment, the teacher gives some colored pieces of papers to the students to create sentences where they use these verbs they have to use markers and show the sentences to the class in order to all peers can read and check if they are correct. The teacher evaluates giving positives feedback and will correct if it is necessary. Students will hang them on a pocket chart.

The teacher asks the students what the second stage in a biographical recount is. (To verify if they remember) life stages are the second important moment in a biography. It contains a series of events that make up the main character’s life history, including more

circumstances, locations and time. Now you can use two different colors to circle the two stages of the genre.

The teacher remembers to the students to
Continue adding relevant information in their timelines.

The teacher explains that also in this biographical recount there are some repeated words which have the function to emphasize or highlight the topic and they receive a name. What is it? (She waits for students answer). They are the “key words” The teacher asks some students to look in the second paragraph highlight and mention them.

The students should identify these key words.

The words “actor and movie were used in the paragraphs 1 and 3.

✓ Why these words are important in the reading?

Record of Stages (Paragraph 3)

In 1990, the NBC television network signed Smith to star in the sitcom ‘The Fresh Prince of Bel-Air’, which launched his acting career. Smith decided he would become “the biggest movie star in the world” and began studying box office successes. His studying paid off. His

Let’s continue analyzing in detail this text. Now let’s focus our attention on the verbs in past tense that have a different writing. The teacher show some of them on card board and explain that they are verbs in past tense called “irregular verbs” The teacher write them on the board and students write them on their notebooks and also, they have to look up their meaning on the dictionary. In that moment, the teacher teaches the pronunciation of these verbs, students should repeat it in the way the teacher does (slowly or

movies 'Independence Day' (1996) and 'Men in Black' (1997) were both box office hits.

faster) Then she invites students to complete a big chart making pairs with the base and past form of the verb.

Then the teacher emphasizes on the importance of identifying participants, actions, time expressions, and key words, so asks students to continue highlighting them during the whole analysis of the text in the same way they did in Erin's biography. Then, the teacher returns the reading and continue with the following questions:

- ✓ What happened in 1990?
What is the relation between Will and the NBC network?
- ✓ What sitcom means? (Use your dictionary or your cellphone to look for the meaning of the unknown words).
- ✓ Why the movie "The Fresh Prince of Bel-Air" was so important in Will's life?
- ✓ What was Will Smith' decision?
- ✓ What does "box office" means?
- ✓ Which were Will's box office movies?

In this moment, the teacher will display a worksheet and will give it printed to the students with some exercises where they have to use the irregular verbs from the text and completing sentences. Students will work individually first, and after a while, the teacher will ask someone to complete on the board and she will provide them feedback.

To enclose this section, the teacher will ask what the central fact is.

Now the teacher continues the reading and make the following questions:

Smith is now one of Hollywood's hottest actors. His movies make huge amounts of money and appeal across age, race, and gender. He has been nominated for a Golden Globe, two Academy Awards, and has won many Grammys. He has also appeared in movies with his son Jaden, in "The Pursuit of Happiness", and his daughter Willow, in 'I Am Legend'.

- ✓ What are the new participants in this paragraph?
- ✓ How is considered Will Smith right now?
- ✓

In this four section the students will find some of the recent information about the main character to finish the timeline.

- ✓ What is the time expression in this paragraph? Highlight it and put it in the timeline.
- ✓ How is considered Will Smith right now?
- ✓ What kind of public or audience like Smith movies?
- ✓ Could you identify the verb of each sentence?
- ✓ Are they in past tense? In which form are they written?
- ✓ What is the time expression used in this paragraph? What relation you can find between the expression *now* and the verbs used in this paragraph?

Once the text has been analyzed the students will listen 2 times an audio about Will Smith' biography paying special attention to the pronunciation. After that students will work in pairs. They will receive some pieces of paper that contain only some of the main events of Will

	<p>biography to be organized chronologically. Then they will paste them on a card board and they will exchange it to compare their jobs, finally the teacher gives the feedback for clarifying any doubt about the order of these events.</p>	
Representing the text's ideas	<p>The teacher will check students' timelines. Through different questions she will verify if they did it correctly. But before that, some students will pass in front of the class to show and read it. Once they finish this activity, they will be ready to represent the text through a poster showing the different stages of the Will Smith' life. The students will receive the material for doing the poster.</p>	
Reacting to the text	<ul style="list-style-type: none"> ✓ Was this text difficult to understand? ✓ How Will Smith became so famous? Why? ✓ What other information would you like to know or find in this recount? ✓ Write three questions to Will asking what more you would like to know about him. <p>The teacher will check students' timelines. Through different questions she will verify if they did it correctly. But before that, some students will pass in front of the class to show and read it. Once they finish this activity, they will be ready to represent the text through a poster showing the different stages of the Will Smith' life.</p>	<p>Identify voices and ideologies</p>

6. RESULTS AND ANALYSIS

“Tell me, and I forget. Teach me and I remember. Involve me, and I learn”

Benjamin Franklin.

Once the course design has been presented in terms of proposal with the necessary educational policies in order to reach the goals and objectives of this research, we will continue with the results and analysis section focused on the implementation. As we mentioned in the methodology chapter, during the piloting of the present study we collected data through the class observation technique with its corresponding transcriptions (see appendices 4 and 9). In the same way, the analysis of two lesson plans and their activities let us to examine and determine implementation outcomes. A third instrument that contributed to make conclusions was a checklist (see appendix 13) applied to the students with the purpose of knowing their perception, and the impact of the proposal.

This chapter, Results and Analysis, reflects one of the most interesting and exciting moments in this research experience. For its implementation two lesson plans were developed. The first one was done in eight sections of classes and took 18 hours, and the second one was performed in twelve hours during 6 sections, for thirty hours in total. We consider that the implementation of the GBA give us enough evidences to express the effectiveness of using this kind of pedagogy, where teacher and students play active roles.

Methodology

For the implementation of Genre based approach to foster reading competence in the present proposal, the teacher guided the practice through two lesson plans based on the analysis of biographical recount genre. The lessons were designed to address an understanding of the social and functional purpose of the language which is immersed in

the genre. Through the stages of the lesson plans, students were supported by the teacher in order to improve their reading competence.

The first moment that the lesson covered was contextualization. Here the teacher introduced the topic (biographical recount) and explained what the students were going to learn. Also, the teacher stated the purpose of the reading, and explained the methodology to read the texts. The following charts from the lesson / transcriptions reflect this moment:

Lesson 1 Example

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
1	T	Ok students today we are going to learn about a special text type known as “BIOGRAPHICAL RECOUNT”. I want that you look these two words. (T wrote on the board and asked Ss to repeat them)	
82	T	Other people or another person. So, today, we are going to read about the events, about the actions that a person did. Not about all the life of this person but that special things or events in the life of this person. Ok? And we are going to analyze sentence by sentence (body language) word by word because we need to understand, because we need to be clear, we need to say oh, I like it, I understand that word, so we are going to read really, really slow, because the idea is to learn. What is learn? (no response) what does “learn” mean? learn? Do you know that word? What does mean learn? (T. writes on the board “learn”. As a student, you learn, every day, you learn, every day you study for learning. What is learn?	
83	S	Aprender	

Lesson 2 Example

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
1	T	Ok students today we are going to work on a similar text, like Erin Brockovich. Well, is about the same genre that we were working last classes. We will analyze another text in the same way. Ok. I want that a student says the name of this text type. Do you remember? What is the name of this kind of text that inform about the important past events, achievement or relevant things and stages in a person’s life?	
2	Ss	Biographical recount, biographical, biography, biographic.	

Second, in order to build up the subject matter knowledge, the teacher used some pictures (lesson one) and a video (lesson two) which gave clues about the reading. The idea

was to activate students' prior knowledge and make connections with the main events of the biography. In this moment students and teacher created a dialogue guided by questions that sought to predict what the text was about.

Lesson 1 Example

Turn	Actor	Discourse	
28	T	Ok, now you are going to see different pictures, first this one! (displays an image on the board) Wait, wait, wait! look at the image! What is this? (pointing image)	
29	Ss	Alcantarilla (there are some students saying this word)	
30	Ss	Water (there are other students saying the correct word "water")	
31	T	Right! this is water! What is the color of this water?	

Lesson 1 Example

Turn	Actor	Discourse	
37	T	No, it's not clear. What do you think, what happen with this water? (the students start to answer)	
38	Ss	Contaminación Contaminación Conta..	
39	T	What did you say? contaminación, contamination.	
128	T	Erin Brockovich. And there is a relation with contaminated water, factory or company, and so we are going to put together Erin, the factory, the contaminated water, in order to discover...	
129	S	Seño por la contaminación que dan las empresas.	

Lesson 2 Example

Turn	Actor	Discourse	
14	T	Perfect! Is Will Smith, now let's see the complete scene. (the teacher played the video). OK. Did you like it?	
15	S	Yeaahh miss the movie is cool!	
16	T	Yes! Is really cool. Ok tell me, what is his name? But his full name. I mean name and last name. For example, you! Andres, you are Andres Gallego and me, I am Yullys Alvarino, so what is his full name?	
17	S	Willy Smith	

The third moment planned was modelling or deconstruction, here the idea was to display the text and begin a detailed reading. During this moment, the teacher tried to elicit the participation in the classroom through an aloud reading of the text, sentence by

sentence. The teacher led students using questions, and she solved doubts about the text until they had a complete understanding of the meaning of each word and sentence.

Turn	Actor	Discourse	
1	T	To read together, you are going to read with me. On the piece of paper that I gave you, you have a text, OK, And we are going to read the text, but we are not going to start and say 'I finished miss, I finished! I read on the text. No! we are going to read in a very, very different way! Just word by word, line by line, because we need to be clear, we need to understand all the information that is in the photocopy. OK! Let's start with the title, you know what is the title! What does mean title?	

Turn	Actor	Discourse	
7	T	Erin Brockovich that's right! Do you know Erin Brockovich? Right, so we are going to read in order to know, who is Erin Brockovich!? I'm going to start with the first line, it says 'Erin Brockovich an American woman'. Ok! Just this part. Again, 'Erin Brockovich an American woman', I want to stop here! Please, read with me this part! Erin Brockovich...	
8	Ss	Erin Brockovich (students repeat in chorus)	
9	T	An American woman	
10	Ss	An American woman (students repeat in chorus)	
11	T	Orlando please, read the same!	
12	S	Erin Brockovich an American woman.	
13	T	Good! Very good, Dilan can you read the same?	
14	S	Erin Brockovich an American woman.	
15	T	Erin Brockovich an American woman. Ok, can we say, who is Erin Brockovich? According to the information that you can find in the first line, who is Erin Brockovich? Dayanna, who is Erin Brockovich? Look at the first line!	
16	S	Que Erin...	
17	T	Who is, who is Erin? For example if I ask her...	
18	S	Es una mujer Americana.	
19	T	Ahh ok! If I ask you, who is Miss Yully? You say the teacher aja, Who is Erin Brockovich?	
20	S	Es una mujer Americana.	
21	S	Una mujer Americana, in English?	
22	T	Erin Brockovich an American woman. Very good! Let's continue! Was born in Kansas, repeat!	
23	T	Was born in Kansas (students repeat in chorus)	
24	T	Ok, tell me where is she from? Melisa, could you repeat this part?	
25	S	Erin Brockovich an American woman, was born in Kansas.	

A relevant aspect of this moment of the class is that students had the opportunity to know the genre deeply while manage formal aspects of the language, what is important because as Derewianka and Jones, (2010) state “coming through genre, students can understand how texts are organized according to the social purpose/s they are trying to achieve and how grammatical patterns contribute to the meaning of the text.” (p, 9). The main topics addressed through this lesson plan are: structure of simple past tense, third person participants, relational verb, episodic time and setting in time (dates or expressions). The following extracts from the transcriptions reflect this situation:

Stages of the genre

Lesson 2 Example

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
19	T	An American woman, so we have a very important information about Erin, that is the main character. When we find all those information, about the character in a text, this part received a name, and the name of this part is ‘ orientation ’ this word has relation with Spanish, what is the relation?	
20	Ss	Orientación, orientar.	
23	T	Orientar, guiar, mostrar, y en este caso, this first part, que es lo que nos orienta o que nos guía, que nos está dando información?	
24	Ss	La vida de ella, la biografía.	
25	T	Sobre Erin, lo que tiene que ver, lo que se está hablando de ella, nos está brindando la información que necesitamos para identificar al personaje principal. Ok, right, What is the name of this part?	
26	Ss	Orientation (students answer in chorus)	

Lesson 1 Example

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
3	T	Biographical recount (Ss repeating) ok. A biographical recount has two parts, two main parts, pay attention please, a biographical recount has two parts, the first part is when you find the main information or the presentation of the main character, and the first part that you learn, was called o, ori...?	
4	S	Orientation.	
5	T	‘ Orientation ’. Biographical recount has two parts, one is?	
6	S	Orientation.	
7	T	Orientation, you can write on your notebook, take note on your notebook or on your photocopy. Orientation, and the second one is	

	called ‘record of the stages’ so now, we are going to continue our reading, but you have to be aware, you have to be conscious, hay que estar consciente of each event or of each moment in the story because a biographical recount have many information, including as someone said dates. We can find dates, also we can find more people, or different people, maybe these people are secondary character. Do you know what does mean ‘secondary’? ‘Secondary character’ what does mean secondary character?	
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Participants

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
9	T	She, very good, ‘she’ is the word that replaces the name Erin Brockovich. So, she or Erin in this case, that is the same person, is a participant here in this text? Ok! Look at the word participant . So, what is a participant in a text or in a story, what is a participant?	

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
19	T	Del texto, hace parte del texto de quien se hable. Esos que pueden ser people, places, animals, or whatever receive the name of ‘participant’ , all of them take a role, toman un rol, o sea están desempeñando algo en el texto, en la historia. The first participant here in the story is Erin but, maybe when we continue reading, we are going to find another participant. Ok, now I want that you focus your attention that you see some verbs in this part (Verbs, actions). Jose for example, in the second line there is, there are 2 verbs, can you tell me what are the verbs in the second line?	

Relational verb

Lesson 1 Example

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
14	T	En este espacio, en este momento recibe el nombre de ‘relational verbs’.	
15	S	Relational verbs.	
16	T	Why relational verbs? Because they are making connection, they are linking, se están uniendo, están haciendo una conexión de algo para brindar una información. Ok, what’s?, what is the famous ‘to be’ verb? Es el famoso¿verdad? El verbo to be, así como él tiene otras formas por ejemplo en presente, ¿cuáles son las formas en presente?	

Simple past tense

Lesson 1 Example

Turn	Actor	Discourse	
27	T	Solano ven, circle please! Uh-huh, good! Thank you, these three verbs, have something in common, if you see the way in which they are written, studied, married and moved. What happen, what is common between the three verbs? What is the common, the common thing? 'moved, married, studied'	
28	Ss	El ED (Spanish) ED (English)	
29	T	El ED, ED (in English), ok the last part, the way in which they finish, la forma en que terminan asi como me dijeron (ED, E, ED) that's right! ED, ED, and ok ED (pointing), studied, married, and moved are in a special tense, are they in present or in past tense?	
30	Ss	Past. Past tense.	

Episodic time and setting in time

Lesson 1 Example

Turn	Actor	Discourse	
38	T	Please, pay attention! Ok, let's continue! We are going to read this part of the story. Look at! Look at the first information, just this and this. It said, in 1990, in 1990 what is that? What is that?	
39	S	Fecha.	
40	T	Fecha, right, a date, this is a date! Good! In the biographical recount <i>dates</i> as you said 'fechas' are very important, why? Because biographical talks about biography, una biografía está basada en...?	

Turn	Actor	Discourse	
5	T	Más tarde, maybe, después o más tarde. This word has a connection with date, date and this word is a time expression, it's a time expression because indicates or shows us a moment, in the history, in the story sorry, like date. Así como la fecha, esta expresión nos está indicando un momento, ¿cuál momento? Más tarde o después.	

To deal with this, Stoller (2000) states that good readers use strategies, some of them are predicting, connecting with students' background, associating paragraphs, making

questions to the text. During the implementation of the proposal students also highlight, circle, mark and underline main ideas and relevant information.

Underline / circle / mark

Turn	Actor	Discourse	
21	T	Ujum, repeat, studied, moved, could you circle please? Study is a verb, good! But, please circle the verb complete. Uh-huh, not only this part please (pointing) another verb?	
22	Ss	Move.	

Turn	Actor	Discourse	
19	T	Erin. So now, I'm going to give you some color or pencil, in order that you circle , or underline the participant. So, every time that you find a participant in the reading, you are going to underline with yellow, color: yellow! OK! You are going to put a line, and beside the participant, we found (studied, moved, married) we found, what are they?	
20	S	Verbs.	
21	T	Verbs, right, we found participants and verbs. All the verbs in past tense in this case, we are going to put a line, with the color blue. OK, now, I'm going to give you the colors and you are going to underline verbs, the verbs in past, Blue.	

Lesson 1 Example

Turn	Actor	Discourse	
5	T	Papers, of course! So, we are going to underline , we need to underline, and we are going to use a different color. Now we are going to underline with orange as we underline the participants, and the verbs, or actions. What is the color for participants?	
6	Ss	Yellow.	
7	T	What is the color that we are using for participant?	
8	Ss	Yellow.	
9	T	Yellow for the actions, for verbs?	
10	Ss	Green. Blue.	
11	T	Blue. And we are going to use green for?	
12	Ss	Time expressions.	
13	T	Time expressions and?	
14	S	Dates.	
15	T	Dates, very good! And now we are going to underline with? What color? I told you.	

16	Ss	Orange.	
17	T	Orange! What we are going to underline, orange is for? Tell me. Orange is for what?	
18	S	Key words.	
19	T	For key?	
20	Ss	Words.	
21	T	For key words, very good! The words that are repeated, because they are important, ok, as the word 'papers', what other word did you find that is repeated in the reading, in this part, that is a key word too? Paper and the other is...?	

Predicting

Turn	Actor	Discourse	
27	T	Yes and no. Why yes? Why not? Why not is important to organize papers? (03:39 to 05:19 Ss answer why is important or not Erin's job) I want that you focus your attention in this part, because I want that you tell me, maybe what is going to happen next in the story. 'Her job was to organize papers' why for Erin in her job organize papers, was something important? Remember the pictures, remember the images about the sick people, job factory, about the contaminated water, what do you think about it? Why organize papers can be important in Erin's job?	

Connecting with students' background

Lesson 2 Example

Turn	Actor	Discourse	
14	T	Excellent! The powerful actor on the planet. Ok, now I want that you look these words ... Called and earned. What can you say about them? What do you remember from the last class? Could you tell me Solano? Please! What they have in common?	
15	S	Miss esos son verbos que terminan en "ed" o sea están en pasado.	
16	T	Wow! Very good! Excellent explanation. So, this text is written in...?	
17	Ss	In past.	
18	T	Perfect, now tell me if you remember that years in a text are very important. Well, years show us dates, so dates and time.... time what?	
19	Ss	Expressions!	
20	T	Time expressions. Nice! Good memory! Ok for following and organizing the main events we can use a... Time...time...	
21	Ss	Line.	

The fourth stage in the development of the lesson plans is representing the text's ideas. During this moment, the teacher checked a timeline (see appendix 7) that students

completed during the development of the reading. But before that, students exchanged their timelines to compare and make corrections. Also, students worked with a worksheet (see appendix 6 and 11) to emphasize on the simple past tense worked through both readings. Next, students represented the text making pictures and writing clue words about central events of each section of the text. After that, some volunteer went in front of the class and made a short oral presentation about their posters. Finally, they received a photocopy with a schema to retell Erin’s main life events (see appendix 8) and to organize chronologically the events of the Will Smith biography (see appendix 12).

The lesson plans development and the students’ performance permitted us to comprehend that students moved toward a higher level of reading comprehension, they showed an active participation and engagement during the different activities. Also, they demonstrated that collaborative work benefited their performance because they support them each other when it was necessary. Some extracts reflect moments of reading improvement and collaborative work.

Higher level of reading comprehension

Turn	Actor	Discourse	
23	T	Well! Let’s continue. Look at the last part her job was to organize papers what is organize papers?	
24	Ss	Organizar papeles.	
25	T	Organizar papeles. Do you think this is an important job?	
26	Ss	Yes.	
28	S	Porque de pronto ella así, pudo averiguar más sobre los enfermos.	
31	T	Discover something, very good! Maybe Erin can discover something. OK. Now let’s continue with the reading. What did you say Rada?	
32	S	Como para tener pruebas que las empresas están contaminando el medio ambiente.	

Turn	Actor	Discourse	
71	T	No? ok, don’t worry!	

		This question is for Anny, what do you think that is the relation about the pacific gas and electric factory and the sick people? What is the relation?	
72	S	Seño que la empresa como dice al principio, ella contamina el agua y el ambiente que dan enfermedades, entonces la gente toma el agua y se muere.	
73	T	Uh-hu! Could you say it in English, try to tell me that in English? Just few words. What is the relation between the gas and electric factory and the sick people?	
74	S	Contamination.	
75	T	Contamination. Good, very good! Gas electric produces contamination and affect...?	

Finally, the teacher led students to make conclusion regarding to the text reading process. The dissertation was guided through some questions, the students had the opportunity to give their perceptions about the experience. They used their language to express ideas in a clear way.

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
1	T	I have a question for you. I want to know if Erin's Brockovich biographical recount, this text, was difficult for you to understand. And also, what were your experiences, what were your experiences in this activity. Who wants to say something? Tell me! What do you think about the activity, about the experience, about the text?	
2	S	O sea, al principio cuando usted nos entregó las copias y eso, había algunas cuantas palabras O sea que entendía y sabía que eran, pero en sí en sí, no sabía de qué trataba.	
3	T	Perfect! Al inicio, at the beginning Ok, Another? Another impression? What can you say about all the aspects that we were learning in this activity? You want to say something?	
4	S	Al principio a mí me parecía, sinceramente me parecía difícil, no sabía nada, pero como usted se esmeraba, o sea usted se preocupaba porque cada pronunciación, cada palabra, todo nos lo explicaba, o sea por parte usted hubo mucha ayuda, cada palabra o frase la decía y nosotros la repetíamos también nos explicaba las palabras más desconocidas o sea terminé entendiendo el texto.	
5	T	Ok! Very good that's the idea! Another? Another opinion please. Jaso!	
6	S	Al principio no entendía, pero poco a poco fui entendiendo más sobre el texto, y aprendiendo cosas que no sabía. Es la primera vez que leemos así, nos demoramos bastante, pero todo lo entendimos.	
7	T	Ok, excellent. That's the idea help you to comprehend every detail in text.	

Scaffolding

One of the tools used by the teacher to develop the lesson plans and assist students was scaffolding. In their reading comprehension process students need to do a wide variety of activities that help them to cope with the language learning at the same time of the reading act. The teacher scaffolds students for giving them enough basis that let them later to monitor, manage, and finally demonstrate empowerment in their reading competence. There are many types of scaffolding for students. Among the different types proposed by Walqui (2006) we find the following ones: modeling, bridging, contextualizing, schema building, and re-presenting text. Now we will present some excerpts taken from the transcriptions of the class observations.

Modeling: Clear and practical models, examples or patterns similar to the ones students are required to imitate.

Lesson 1 Example.

Turn	Actor	Discourse	
9	T	In 1996, very good! So, now we are going to continue, and you can see how time and events happen or are happening in a person's life. Now look at this date, in 2000 that is recent, is close to this time, for example because we are in 2017 and that is closer to us, in 2000 the recent information. Ok. I'm going to continue, 'in 2000, there was a movie about Erin Brockovich', I'll repeat. In 2000, there was a movie about Erin Brockovich. You.	
10	Ss	In 2000, there was a movie about Erin Brockovich.	
11	T	Ok, you with me. In 2000, there was a movie about Erin Brockovich, Deyaniris please.	
12	S	In 2000, there was a movie about Erin Brockovich (bad pronunciation)	
13	T	Ok, there was a movie...	
14	Ss	<i>About.</i>	
15	T	About... About...Anny, sorry no. Deyaniris, Deyaniris.	
16	S	In 2000, there was a movie about Erin Brockovich.	
17	T	Perfect!	

Lesson 1 Example.

Turn	Actor	Discourse	
70	T	Right. En un accidente de carro. Let's continue. A law company, repeat.	
71	Ss	A law company.	
72	T	Helped her.	
73	Ss	Helped her.	
74	T	After the accident.	
75	Ss	After the accident.	
76	T	Ok. A law company, helped her after the accident.	
77	Ss	A law company, helped her after the accident.	

Bridging: connect the new concepts with students' previous knowledge or their personal experiences.

Lesson 2 Example.

Turn	Actor	Discourse	
73	T	Excellent! His friends nicknamed Prince. Pay attention to this word, nickname, you know what does it mean?	
74	S	Nooo, no, no, no miss	
75	T	Ok, let me explain you, a nickname is a friendly or special way to call some body, for example, some common nicknames are the princess, the queen, the boss,.. And so on.	
76	S	Aahh miss como los sobre nombres, La jefa, jajaja	
77	T	Exactly! Repeat, his friends nicknamed Prince.	

Lesson 1. Example

Turn	Actor	Discourse	
5	T	No, the question is what is her name? You know. My name is Yully, your name is Orlando.	

Contextualizing: Use of different kinds of materials such as realia to make a connection with students' real world.

Lesson 1 Example.

Turn	Actor	Discourse	
92	T	Ok, now let's see the warm up following pictures. Look at the picture. This is ...	
93	Ss	Batman	
94	T	Do you know him, no? who's he?	

95	Ss	Yes, si, Batman.	
96	T	Batman. What do you know about Batman?	
97	S	Es un personaje	
98	T	You say “Personaje” – Character	

Schema building: tools that let students to organize knowledge and information like graphics, charts or organizers.

Lesson 1 Example.

Turn	Actor	Discourse	
45	T	Now, very good! That’s the guide! Esta es nuestra guía. That’s the guide! Now, I need one volunteer who wants to pass and start to complete, in the same way that we are going to do it here, together! I’m gonna help you; you have to complete your piece of paper. Here, look at that this is the same! So in this part you are going to complete with the information. Ok, let’s start! Title, what is the title? One volunteer, please! What is the title?	
46	Ss	Erin Brockovich.	
47	T	One volunteer, please to write it! Solano, ok thank you! Move! Write the title of this part, write in the front part.	

Lesson 1 Example.

Turn	Actor	Discourse	
91	T	Ok guys imagine that you are in a contest, I mean en un concurso, you are going to receive pieces of papers with some events of Smith events, you have to organize and paste them in the order that they happened. Are you ready?	
92	Ss	Yeaahhh	
93	S	¿Miss los vamos a ordenar?	
94	T	Exactly! Ok, here you are the material, work with your partner; decide together what goes first and what then. (students working)	

Re-presenting text: dramas, conversations or short oral presentations that help students to develop appropriation of the new language.

Lesson 1 Example.

Turn	Actor	Discourse	
1	T	Show your cartoons, or your posters, please open your posters! In order groups, open, open your posters, show us! Very good! Well, now I want two or three groups that share with us the information of your posters. Listen, let’s listen some groups, your presentation. Please, is there any volunteer group who wants to pass, show the poster, read or explain for us? You? Ok, go Anny, Juan, and?	

2	S	Oscar.	
3	T	Oscar, ok. Listen first! Guys in this side please, come here! Ok listen 1, 2, 3 go!	
4	Ss	In 1990, Erin Brockovich, she was in a car accident, later she worked in the company. Later, Erin realized important information about the sick people. The judge ordered pacific to pay the people. Thousand there was a movie in, thousand there was about Erin. Now Erin is famous. Finish miss.	
5	T	Very good! Very good! (Ss applause them) another group, please! Another volunteer group? You? Ok, go! Ok, look at them 1, 2, 3 go!	

Material

Materials are always linked or connected to the activities; they can be used in any part of the class. In a reading class students can find difficulties at dealing with the new words, so material and activities should contribute and facilitate students' learning and exposing them to authentic use of language.

Lesson 2 Example.

Turn	Actor	Discourse	
86	T	Hu-huh hemos terminado de leer, now I'm going to play Will Smith's biographical recount. You have to listen twice and you can take notes about the pronunciation of difficult words. Guys! We need to be in complete silence to listen well and understand the audio. (the teacher played the audio).	
87	S	Miss, miss póngalo otra vez,	
88	S	Sí, si miss repítalo que se escucha bacano.	
89	T	Jajaja super que les haya gustado. Ok I'm going to repeat it again. But now I'm going to pause it, and you have to repeat. Ok?	
90	S	Yes, yes, miss, así es chévere también. (teacher pauses and students repeat each sentence)	

Turn	Actor	Discourse	
38	T	Now, we are going to make a poster because we are going to represent in a picture, in some pictures the story, the biographical recount about Erin. So I'm gonna give you a piece of paper like this for each group. In this piece of paper, you can divide it as the timeline, and you are going to make pictures ok, you are going to make pictures. What is pictures or images?	

Analyzing the examples above, we can notice how Waqui's considerations about scaffolding in education took place. Not as many educators consider it, a rigid structure, but as an active set of collaborative works related to working in the ZPD (Gibbons, 2003). In that way, the structure plus the co-constructed work and a constant evaluation show a dynamic process like the ones observed in the analysis of the present class observations. Also, the three pedagogical scales mentioned by Walqui were identified. First the teacher has a support structure represented in the organization of the lesson plans. Then, the development of particular activities carried out with specific materials to assure the successful of the class, and finally, the constant accompaniment and assistance provided moment- to- moment that involves the students in a collaborative process of interaction.

Precisely interaction is another aspect or category that we analyzed. Now we will present some fragments that show different kind of teacher- students' verbal behavior based on the interaction categories proposed by Moskowitz (1976), "Flint" (Foreign Language Interaction). As regard students' interaction, we identified the following categories: Specific, choral, student- initiated. And about the teacher's interaction we identified these categories: encourage, repeats student response verbatim, asks questions, and gives direction.

Students' interaction.

Specific category: students respond in a limited range.

Turn	Actor	Discourse	
5	T	Ok! So, this is the first part of the biographical recount, Cantillo what can we find in the orientation? I asked you, what can we find in the orientation?	
6	Ss	Name.	
7	T	Name, name of?	

8	S	The main character.	
9	T	Of the main character, very good! The name of the main character. So this is a, this is the first information that we can find in the orientation, what else?	
10	Ss	Nationality.	
11	T	Maybe his or her nationality, very good! What else?	
12	Ss	Your birthday. birthday. Her birthday.	
13	T	Her date of birth, good! What else?	
14	Ss	Study. Studies.	
15	T	Studies, what else?	
16	Ss	Edad.	
17	T	Age, good, what else?	
18	Ss	Her job. Job.	
19	T	Her job, good! All those things are in orientation. Well, also the biographical recount has a tittle, too.	

Choral category: all or most of the students respond.

Lesson 1 Example

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
85	Ss	Water.	
86	T	Water! And the second?	
87	Ss	Company.	
88	T	Company or?	
89	Ss	Factory.	
90	T	Or factory, good! Company or factory they are synonyms. Contaminated water, company con factory, we are going to put together	

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
12	T	What does son mean?	
13	Ss	Hijo,hijo,hijo,miss	

Student- Initiated category: Students use previous information and respond with their own ideas.

Lesson 2 Example

Turn	Actor	Discourse	
34	S	Yo, yo, yo miss, ah no que digo teacher me, teacher, miss	
35	T	Jja,ja,ja,ok,ok tell us	
36	S	Ha sido nominado al Golden Globe ese es un premio y a los Awards y se ha Ganado muchos Grammys.	

Lesson 2 Example

Turn	Actor	Discourse	
22	T	According to this information, what kind of public likes Smith's movies?	
23	S	Teacher me.	
24	T	Wow Orlando, so cool!	
25	S	Miss a todas las personas les gustan las películas de Will Smith, porque son full divertidas.	

Teacher's interaction.

Encourage category: tell the students what they have said or done is important.

Lesson 2 Example.

Turn	Actor	Discourse	
6	T	Wow! That's great! What a good memory have my students! Applause for you! Ok guys so let's start! Now you are going to listen carefully, because is only a voice. try to guess the person who is speaking.	

Lesson 2 Example.

Turn	Actor	Discourse	
79	T	Wooww! It was perfect! Nice pronunciation Lael, congrats! You really payed attention to the reading, applause!	

Repeat student response verbatim: repeats the same words of students.

Lesson 1 Example.

Turn	Actor	Discourse	
140	T	What did you say? Wait! What did you say?	
141	S	Que las personas también están enfermas por la contaminación del agua	

142	T	Right! Que esas personas están enfermas por la contaminación del agua. Vamos a ver si estamos descubriendo poco a poco la historia que viene. Katuska what did you say?	
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Lesson 2 Example.

Turn	Actor	Discourse	
40	S	Orientation miss	
41	T	Excellent! Orientation, so far so good! Let's continue the reading. Listen carefully and repeat Smith was born in nineteen sixty-eight	

Ask questions category: Expects an answer.

Lesson 1 Example.

Turn	Actor	Discourse	
66	T	Fábrica. How do you say that in English? Empresa o fábrica how do you say that?	

Turn	Actor	Discourse	
13	T	Principal, in this case, who is the main character?	
14	Ss	Erin Brockovich (students answer in chorus)	

Give directions: request or commands that students should follow.

Lesson 2 Example

Turn	Actor	Discourse	
25	T	Correct! In this piece of wool, you are going to hang pieces of papers with the events and time expressions or dates that you find in the text. Look at me (The teacher wrote the events on a small piece of paper and hung it up on the wool)	

Turn	Actor	Discourse	
98	T	Ok, hey guys, silence please! Our partner finished and they want to read, so be quiet please, and listen to them. Three, two, one, zero...	
99	Ss	Silence!	

<i>Turn</i>	<i>Actor</i>	<i>Discourse</i>	
74	T	Come! And circle it.	

The examples above are only some excerpts to illustrate part of the identified categories, really there are many others that we mentioned in the transcriptions charts (see appendixes), the development of two lessons plans gave us enough information to do this analysis. As we could observe during the implementation of GBA the teacher used a variety of strategies, but she mainly followed the genre based approach pedagogy with its stages for reading comprehension process. She employed all the sources and materials that she considered necessities (video, power point, audios, worksheet, charts, pocket charts, among others) to help her students to achieve the basic foundations to perform at their reading competence.

The main tool used by the teacher was “scaffolding,” through this one she gave to the students all the support they needed to understand terms and lexical items related to the selected genre (biographical recount) and its stages. Also, the teacher activated students’ prior knowledge to make a connection with the new concepts to facilitate their comprehension. Some reading strategies like highlighting, predicting from the context, deducing and making conclusions were putting into practice too. Even a collaborative learning was developed through pair and group works that gave students the opportunity to exchange and interact with their peers and teacher, in that sense the implementation of GBA fostered class interaction making this experience a dynamic process that encouraged students’ oral participation and led them from an initial and limited reading level to another one more advanced what increases their motivation toward reading process.

7. CONCLUSIONS

With the implementation of GBA, the teacher has enough support to success in language teaching. Developing in the students, effective ways to discover their own strengths and skills in reading comprehension, and having as main purpose to lead them for becoming active and fluent readers. Genre based approach pedagogy makes a difference in EFLT, it promotes a real spirit of teaching- learning where meaningful experiences take place in the classroom, closes up teacher and students improving their relationship, and offers many benefits for both. Now, we will present a list about those valuable findings that we consider more relevant and evident, after the analysis and discussion of the proposal.

Regarding to the teacher's role during the implementation we found that:

- ✓ Applies Genre-based pedagogy.
- ✓ Becomes aware of their students' progress.
- ✓ Facilitates English learning.
- ✓ Teaches reading strategies.
- ✓ Promotes values.
- ✓ Develops listening attitudes.
- ✓ Inspires confidence.
- ✓ Scaffolds student's learning.
- ✓ Provides high levels of support.
- ✓ Elicits spoken interactions.
- ✓ Involves all the students.
- ✓ Makes constant feedback.
- ✓ Fosters a pleasant environment.

- ✓ Develops appealing activities.
- ✓ Uses authentic materials.
- ✓ Encourages to participate.
- ✓ Recognizes students' abilities.
- ✓ Highlights student's opinions.

About the students' experience we observed that they:

- ✓ Recognize the text structure.
- ✓ Establish the purpose of a genre.
- ✓ Learn formal aspects of the language from a text context.
- ✓ Show understanding and interest in learning English.
- ✓ Reduce their anxiety.
- ✓ Show engagement with the reading process.
- ✓ Learn to work collaboratively.
- ✓ Co-construct knowledge.
- ✓ Show more confidence in themselves and in their abilities.
- ✓ Feel more comfortable in class.
- ✓ Participate frequently.
- ✓ Enjoy all the activities.
- ✓ Express their feelings and opinions.
- ✓ Ask freely.
- ✓ Evaluate and adjust performance during activities.
- ✓ Develop listening attitude.

- ✓ Value own and peers works.

Finally, we can say that when a teacher implements GBA following each stage as the genre pedagogy proposes, the most likely is to succeed instead of failing, since this is a really effective way to teach English through the reading of different genres or text-types, in figurative sense we could say that “the text is the pretext” to carry out such as meaningful approach for developing reading competence and language teaching.

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Appendices

Appendix 1

UNIVERSIDAD DEL NORTE
MAESTRIA EN ENSEÑANZA DEL INGLÉS
TUTOR: JORGE MIZZUNO
INSTITUCION EDUCATIVA LUIS R. CAPARROSO
ENCUESTA

Apreciado estudiante a continuación encontrarás algunas preguntas relacionadas con el aprendizaje del inglés. Léelas con atención y responde según lo que piensas. Todas las respuestas son válidas ya que solo es una encuesta de opinión.

1. Aprender inglés puede servir para:
 - A. acceder a mejores oportunidades laborales
 - B. Satisfacción personal
 - C. comunicarse con personas que hablen este idioma
 - D. nada
2. Aparte de las horas de clases semanales, el tiempo que dedicas al estudio del inglés es:
 - A. más de dos horas
 - B. una hora
 - C. menos de una hora
 - D. ninguno
3. En tu opinión cuales recursos despiertan mayor interés en el aprendizaje del inglés:
 - A. videos y canciones
 - B. textos y fotocopias
 - C. juegos y dinámicas
 - D. carteleras y afiches
4. para ti, la forma más fácil de aprender inglés es:
 - A. hablando
 - B. escuchando
 - C. leyendo
 - D. escribiendo

5. Consideras que leer es importante porque:
 - A. te permite conocer acerca de muchos temas
 - B. te ayuda en el aprendizaje de la gramática del inglés
 - C. te sirve de base para poder comunicarte
6. generalmente cuando lees un texto
 - A. marcas la información que consideras importante
 - B. te haces preguntas sobre lo que estas leyendo y sobre lo que leerás
 - C. identificas palabras claves relacionadas a la temática que estás leyendo
 - D. representas de manera gráfica lo que has leído
 - E. ninguna de las anteriores
7. consideras que los materiales (texto, posters, videos, juegos) que se usan en el proceso de lectura son
 - A. interesantes
 - B. variados
 - C. aburridos
 - D. no se usan
8. la principal dificultad que encuentras al leer es:
 - A. el vocabulario desconocido
 - B. la gramática contenida en los textos
 - C. el poco interés que te despierta esta actividad
 - D. no comprender la mayor parte del texto
9. las siguientes actividades hacen más interesante y fácil el proceso de leer
 - A. el acompañamiento del profesor
 - B. actividades complementarias al proceso de lectura
 - C. el apoyo de los compañeros

Appendix 2

UNIVERSIDAD DEL NORTE
MAESTRIA EN ENSEÑANZA DEL INGLÉS
TUTOR: JORGE MIZZUNO
INSTITUCION EDUCATIVA LUIS R. CAPARROSO
ENTREVISTA (ESTUDIANTES)

1. ¿Consideras importante aprender inglés? ¿Por qué? *vision of English Learning*
2. ¿Qué tan frecuente es tu participación en clases de inglés? *Students' attitude-motivation*
3. Al desarrollar tus actividades en clases ¿prefieres hacerlo de manera individual o en grupo? *Collaborative work*
4. ¿Cómo es el proceso de lectura en el aula de clases? *Reading skill*
5. ¿Cómo crees que se puede mejorar tu habilidad para leer? *Reading skill*
6. Para ti ¿qué función debe desempeñar la profesora en las clases de lectura? *Teacher's role*

Appendix 3

UNIVERSIDAD DEL NORTE
MAESTRIA EN ENSEÑANZA DEL INGLÉS
TUTOR: JORGE MIZZUNO
INSTITUCION EDUCATIVA LUIS R. CAPARROSO
ENTREVISTA (PROFESOR)

1. Do you consider important to teach how to read? Why?
2. What do you think is the role of reading skill in English learning?
3. What is the methodology used to develop reading in your classes?
4. What are the features of the materials used to foster reading?
5. What is your vision of reading skill in the context of communicative competence?
6. What text type has been worked in this grade (8th)?
7. What is the role of feedback during your reading classes? How feedback is addressed in these Classes?
8. Do You promote collaborative work in classes?
9. How students are helped to cover their lacks and difficulties during reading process?
10. How is evaluated the reading process in your classes?

Appendix 4

Transcript of lesson 1

Institución Educativa Luis R. Caparroso

comments: ()

Conventions: Teacher: T

Student: S

Students: Ss

TEXT 1- Erin Brockovich. (biographical recount) Video 1 October 21 st Pictures Warm up 1 Yullys Alvarino (Teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok students today we are going to learn about a special text type known as "BIOGRAPHICAL RECOUNT". I want that you look these two words. (T wrote on the board and asked Ss to repeat them)	Teacher's explanation
2	T	Biographical recount, repeat.	Scaff. Modelling
3	Ss	Biographical recount. (most of the Ss repeated in chorus)	Choral
4	T	Again, biographical recount.	Scaff. Modelling
5	Ss	Biographical recount. (all Ss repeated)	Choral
6	T	When you read these words what do you think? What do you think about these words? (pointing her head)	Question
7	S	Biografía	Specific(response) Student answers using L1
8	T	Uh-hu "biografía" maybe "biography" and what can you say about this word... "recount" (teacher pointed and repeated the word)	Question
9	S	Recordar. (T focused her attention on the boy who said "recordar", she repeated that word and turned her head saying "noop")	Negative feedback
10	T	Recordar mm is not exactly "recordar"	Negative feedback
11	S	Recordando.	Student initiated
12	T	Recordando? No. Umm?	Negative feedback
13	S	Historia?	Answer using L1
14	T	Maybe, there is a connection with story, but "recount" is... well look at this part of the word. (The teacher circle "count" and asks to the Ss) What is count? (T did some movements with her fingers as if she was counting) uh-hu? Count.	Scaff. Bridging
15	S	Contar.	Sudent answers using L1
16	T	Contar, right. You said it. "contar"	Repeats student response verbatim

17	T	Contar. You said it. Contar, right. If I say... “recount”?	Question
18	S	Recordar Recordando	Students answers using L1
19	S	Contar	Specific (response)
20	S	Recontar	Specific(response)
21	T	Recontar, recontar, is like “retell” we can connect this word (T writes “retell” on the board)	Scaff. Bridging
22	S	Recontar	Specific(response)
23	T	Uh-hu, se dice recontar. You know “tell” What does “tell” mean? (pointing with the marker) What does “tell” mean in Spanish? What is tell?	Question
24	S	Llamar	StudentAnswers using L1
25	S	Llamar	StudentAnswers using L1
26	S	Llamar	StudentAnswers using L1
27	T	Tell me. For example: You say” hey I’m going to tell you something. Imagine that Mario was in a... I’m going to tell you (moving hands near the mouth) Tell. What is tell? What does tell mean?	Scaff. Bridging
28	S	Contar	StudentAnswers using L1
29	T	Uh-uh	
30	S	Recordar	StudentAnswers using L1
31	S	Recontar	StudentAnswers using L1
32	S	Hablar	StudentAnswers using L1
33	T	Hablar, por ahí vamos, (T continues using body language)	Encouragement
34	S	¿Decir, decir?	Question
35	T	That´s right. Repeat.	
36	Ss	Decir.	Repetition
37	T	Decir, Tell, decir, entonces. Decir. Retell – recount they are synonyms, son sinónimos	Teacher’s explanation
38	T	So, biographical recount is a way to retell, or saying special thing, well when we talk about biography there is a connection with a special subject. For example, when we talk about biographical, we talk about animal?	Question
39	S	Yes	Student answers using L2
40	T	Do you connect the word “biography” with animals? If I say “biography” we can think about animal? With the word biography?	Question

41	S	No, no	Specific(answer)
42	S	Uh – uh	
43	T	No. When you say biography, you connect that word with ...?	Question
44	S	People	Specific(response)
45	T	Uh – hu (pointing the S)	
46	S	People	Specific(response)
47	T	Repeat Katuska	Asking for participating
48	S	People	Repetition
49	T	People, right. Bio (biography)	Repeats student verbatim
50	T	Why? Because these two words have relation with the word “bio” (T circled “bio”) what is the word that connect with these three letters “bio” (pointing “bio”).	Teacher’s explanation Question
51	S	Vida	Student answers using L1
52	T	Uh – hu	
53	S	Vida	Student answers using L1
54	T	Repeat.	Asking for participating
55	S	Vida	Repetition
56	T	¡Vida. That’s right.	Repeats students response verbatim
57	T	Vida. And this part “graphical” What is the relation?	Question
58	S	Grafica	Specific(response) using L1
59	T	¿Gráfica or? Gra...	Question
60	S	Gráfica	Specific(response)
61	S	Biografía	Student answers using L1
62	S	Graffiti	Student answers using L1
63	T	No graffiti no	Negative feedback
64	S	Escrita	Student answers using L1
65	S	Gráfica	Student answers using L1
66	T	Escrita. Grafia. Very good any. That’s right. So “biography” is the “written life” la vida	Encoragement
67	Ss	Escrita	Choral

68	T	La vida escrita de ...	Repeats student verbatim
69	Ss	Las personas	Choral
70	T	De personas de “people” como digo katuska de una persona. And when we talk about recount, so what we are gonna do? If I say I’m going to recount a biography?	Teacher’s explanation
71	S	Voy a contar?	Student- initiated
72	S	Recontar	Speciific
73	T	¿Voy a contar, qué cosa?	Question
74	S	Mi vida, mi vida escrita	Student- initiated
75	T	Maybe my life, that’s right. Or ... about (pointing different students)	Teacher’s explanation
76	Ss	La de los demás	Choral
77	Ss	La vida de los demás	Choral
78	T	De los demás other people. Maybe I can talk about my life, my own life or?	Question
79	S	De una persona	Specific(response) using L1
80	T	De una persona, otra persona. other...?	Question
81	S	People	Specific(response)
82	T	Other people or another person. So, today, we are going to read about the events, about the actions that a person did. Not about all the life of this person but those special things or events in the life of this person. Ok? And we are going to analyze sentence by sentence (body language) word by word because we need to understand, because we need to be clear, we need to say oh, I like it, I understand that word, so we are going to read really, really slowly, because the idea is to learn. What is learn? What does “learn” mean? [No response] learn? Do you know that word? What does mean learn? (T. writes on the board “learn”. As a student, you learn, every day, you learn, every day you study for learning. What is learn?	Teacher’s explanation Question
83	S	Aprender	Specific(response)
84	T	Right. Repeat.	Encouragement
85	S	Aprender	Specific(response)
86	T	Aprender, so, Repeat.	Scaff. Modeling
87	Ss	Learn	Choral
88	T	Ok, the idea is to learn. In this way, we are gonna learn, you are not going to be worried because oh my god! The teacher is going to evaluate me, the teacher is going to put me a bad note for me if I say a wrong word, don’t worry just say, just talk, say your words say what you think don’t worry about anything, we are going to learn together (body language), vamos a aprender.	Teacher’s explanation Reducing anxiety

89	S	Juntos	Specific (response)
90	T	Juntos, right, together.	Repeats student response verbatim
91	S	Together.	Repetition
92	T	Ok, now let´s see the warm up following pictures. Look at the picture. This is ...	Giving instructions Scaff. Contextualization
93	Ss	Batman	Choral
94	T	Do you know him, no? who´s he?	Question Scaff. Bridging
95	Ss	Yes, si, Batman.	Specific(response)
96	T	Batman. What do you know about Batman?	Question
97	S	Es un personaje	Student answers using L1
98	T	You say “Personaje” – Character	Repeats student response verbatim
99	Ss	Superhéroe	Choral
100	T	Is a?	Question
101	S	Superhero	Student answers using L2
102	T	Repeat?	Asking for participation
103	S	Superhero	Repetition
104	T	Superhero, he said. Repeat what Mateo said. What is batman?	Question
105	Ss	Superhero	Repetition
106	T	Now, I´m gonna change the picture, look at this one.	Teacher´s explanation
107	S	Women	Specific(response)using L2
108	S	Woman	Specific(response)using L2
109	S	Mujer Maravilla	Student answer using L1
110	T	Ok. Mujer Maravilla, how do you say that in English?	Inviting to speak in English
111	S	Wonder	Specific(response)using L2
112	T	Wonder	Repeats student response verbatim
113	S	Woman	Specific(response) using L2
114	T	Wonder Woman, right. Wonder woman and what is she?	Repeats student response Question
115	T	As Batman, she also is a ...?	Question

116	S	Superhero	Student answer using L2
117	T	A superhero too. Ok. Another one, look at this one.	Repeats student response
118	Ss	Superman	Choral
119	T	Ok, tell me what colors Superman is wearing?	Question
120	Ss	Red, red and blue.	Choral
121	T	Red and blue right. And Superman as Batman, as Wonder Woman all of them are ...? (Silence)	Repeats student response Question
122	S	Heroes	Specific(response)
123	Ss	Superheroes	Chora
124	T	Heroes or superheroes. Good. Ok. Another one. Look at this woman (pointing). Do you know her? [no response] Do you know that woman? Have you ever seen that woman? (touching her eyes).	Repeats student response Question
125	Ss	No, no	Choral
126	T	No, never, never before.	Repeats student response verbatim
127	S	Jamás	Student answers using L1
128	T	Maybe she is a ...	Ecouragement
129	S	Extranjera	Student answers using L1
130	S	A Singer	Student answers using L1
131	T	A Singer? No, she is not a Singer.	Question Negative feedback
132	S	Actress	Student answers using L1
133	T	Actress? No, she is not an actress. (laugh)	Question Negative feedback
134	S	Doctor	Student answers using L1
135	S	Dance, dance, dance	Student answers using L1
136	T	Dance. Ah, dancer?	Teacher correcting pronunciation
137	S	Yes	Specific(response)
138	T	No, she is not a dancer.	Negative feedback
139	S	Doctor, doctor	Student answers using L1
140	S	Lawyer	Student answers using L1
141	T	Lawyer, no she's not a lawyer (Laugh) (Students mentioned different professions). Listen, ok don't worry. She	Teacher's explanation Reducing anxiety

		is a very important woman; her name is Erin Brockovich. Maybe she is not famous as Wonder Woman or Batman but they have something in common and we are going to discover it in the reading.	
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TEXT 1- Erin Brockovich. (biographical recount) VIDEO 2 October 21 st Yullys Alvarino (Teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Well. We were talking about this woman, I said her name, and do you remember what her name is?	Question
2	Ss	Erick Erin Erick Broccoli (bad pronunciation) Erin	Choral
3	T	I said, what is her name? I told you her name. Do you remember what her name is?	Question
4	S	Creadora.	Student initiated Using L1
5	T	No, the question is what is her name? You know. My name is Yullys, your name is Orlando.	Scaff. Bridging Question
6	T	What is her name? (the students start to scream names) Raise your hand please	Question Carry out daily routine
7	Ss	Erin Broccoli Erin Broccoli Erin Brow (bad pronunciation)	Choral
8	S	Erin Brockovich.	Speciific(response)
9	T	Right. (students start to applause him) Nice memory, don't forget her name, because we are going to talk a lot about Erin Brockovich in this class, don't forget. Repeat Erin.	Teacher's explanation
10	Ss	Erin	Choral
11	T	Repeat the name completely. (Students shout Erin, Erin.) Wait, wait. Listen first, Erin Brockovich, Repeat.	Scaff.. Modelling
12	Ss	Erin Brockovich	Choral
13	T	In this side repeat. (pointing one side of the class)	Asking for participating
14	Ss	Erin Brockovich (T ask them again and they repeat) Erin Brockovich	Choral
15	T	Erin Brockovich (asking to a student) Erin.	Asking for participating
16	S	Erin	Repetition
17	T	Brockovich	Scaff. Modelling
18	S	Brockovich (the student repeats, but says the last name wrongly)	Repetition
19	T	Bro-cko-vich (says the last name slower) Ok.	Teacher correcting pronunciation
20	S	What was (the student has a question)	Question
21	T	Aja, cuéntame.	Question. Using LL1
22	S	Is a Doctor?	Question
23	T	Is she a Doctor? No.	Negative feedback
24	Ss	Is she... (the students start to ask about her)	Question

25	T	Wait. We are going to discover, “what is she?” (the students start to ask again)	Teacher’s explanation Question
26	S	¿Creó los personajes?	Student answers using L1
27	T	¿Creó los personajes? No, wait. Remember that we made a connection (the students start to make questions again) Wait. Wait. We are going to learn about the story, apenas vamos a mirar su historia, su biografía, Wait. Wait. Relax.	Teacher’s explanation Reducing anxiety
28	T	Ok, now you are going to see different pictures, first this one. (puts display an image on the board) Wait, wait, and wait. Look at the image. What is this? (pointing image)	Scaff. Bridging Question
29	Ss	Alcantarilla (there are some students that are saying this Word)	Choral
30	Ss	Water (there are other students that are saying this word)	Choral
31	T	Right. This is water. What is the color of this water?	Question
32	Ss	Green. Blue. Black.	Choral
33	T	Is clear or dirty? Do you understand?	Question
34	Ss	Clear	Choral
35	T	Is it clear? The water is clear?	Question
36	Ss	No.	Choral
37	T	No, it’s not clear. What do you think what happen with this water?	Question
38	Ss	Contamination Contaminación Conta...	Choral
39	T	What did you say? contaminación, contamination.	Question
40	S	Contaminated. Agua sucia.	Student Initiated
41	T	Contaminated. agua sucia.	Repetition
42	S	Contaminación de petroleo.	Student answers using L1
43	T	Contaminación de petroleo she said, maybe. Petróleo contaminated that water. ok is as you said this is contaminated water, you are right. This water is...? Repeat. Contaminated.	Teacher’s explanation
44	Ss	Contaminated	Choral
45	T	This water is...?	Question
46	Ss	Contaminated	Choral
47	T	Why do you think this water is contaminated? Why? (The students whispering) ok raise your hand please. The one who said that, raise your hand please. Why this water is contaminated? Why?	Question
48	S	Nosotros profesora.	Student Initiated Using L1

49	T	Nosotros la contaminamos. (the students start to talk) Raise your hand. I said that raise your hand. Danna no alzó la mano así que no. in order.	Repeats student response verbatim
50	S	With people	Student Initiated
51	T	Raise your hand Dayana please. Cantillo did you raise your hand?	Carry out daily routine
52	S	People contaminated the water.	Student answers using L1
53	T	People contaminated the water, you said that? (The student says yes) ok. Another answer, why this water is contaminated? You said that, no? Who says teacher me?	Question
54	S	Por la basura.	Student initiated Using L1
55	T	Right. How do you say “basura”? Do you know how do you say “basura” in English? Do you know that word? No? In English. Basura in English, ok look in your dictionary. Is garbage or trash right. The answer is, for the garbage or as he said por la basura, maybe. Let’s continue with the other image. Look at this one.	Teacher’s explanation Question Scaff. Bridging
56	Ss	Empresas. Fábricas. Gases.	Choral
57	S	Contaminación ambiental	Student initiated
58	T	¡Contaminación ambiental! environmental contamination he said.	Repeats students response verbatim
59	S	Dióxido de Carbono.	Student answers using L1
60	T	Dióxido de Carbono. Oh my god. That’s a chemical substance. (The students start to laugh) oh he’s learning a lot in science.	Teacher’s joke
61	S	Miss, gases.	Student initiated
62	T	Gases she said, OK. Dayana.	Repeats student response
63	S	Empresa.	Student answers using L1
64	T	Empresa, how do you say that? How do you say empresa in English? (Students whispering) do you know that word? ok the first picture was about “contaminated water” the first picture. And this one, the second one, what is this? (pointing)	Inviting to speak in English
65	Ss	Fábrica.	Student initiated Using L1
66	T	Fábrica. How do you say that in English? Empresa o fábrica how do you say that?	Inviting to speak in English
67	Ss	Fabric (some students say that)	Choral
68	T	Fabric means that, (pointing her blouse) eso es un false friend, es una palabra que creemos que significa una cosa, pero no es eso. fabric significa tela entonces fabric no es empresa.	Teacher’s explanation
69	S	Fabrique.	Student answers using L1
70	T	You are close Katiuska, maybe. Maybe Chocolate and com...?	Encouragement
71	S	Company.	Student initiated Using L2
72	T	Company, right. a company or...	Repeats student response verbatim
73	S	Así es una canción de Justin Bieber.	Scaff. Bridging

74	T	Uh-huh maybe company or factory.	Repeats student response verbatim
75	S	Companish (bad pronunciation).	Student initiated Using L2
76	T	Uh-huh. Repeat factory.	Scaff. Modeling
77	Ss	Factory	Choral
78	T	Company.	
79	Ss	Company (students repeat in chorus).	Choral
80	T	Both mean the same, ambas significan?	Question
81	S	Lo mismo.	Student answer using L1
82	T	The same, lo mismo right. And the first one? Read the first one.	Asking for participating
83	Ss	Contaminate. (bad pronunciation)	Choral
84	T	Contaminated.	Repeats students response verbatim
85	Ss	Water.	Repetition
86	T	Water. And the second?	Question
87	Ss	Company.	Choral
88	T	Company or...?	Question
89	Ss	Factory.	Choral
90	T	Or factory, good. Company or factory they are synonyms. Contaminated water, company con factory, we are going to put together	Teacher's explanation
91	S	¿Contaminación ambiental?	Question
92	T	Wait. Maybe the environmental, let's continue to make connection with that. Wait. Now look at this picture. Oh. What is that?	Scaff. Bridging Question
93	Ss	Hospital	Choral
94	T	A hospital. What can you see?	
95	Ss	A doctor	Choral
96	T	A doctor. What happens here?	
97	Ss	Enfermo, enfermera, paciente.	Choral
98	T	Enfermo, right. How do you say enfermo?	Question
99	S	¿Y enfermera?	Question
100	T	How do you say enfermo?	Question
101	S	Nurse.	
102	T	Ok, you're right. Enfermera, what is enfermera?	Question
103	Ss	Nurse.	Choral
104	T	Nurse, right. But I ask about enfermo, how do you say enfermo in English?	Question
105	Ss	Nurse. Nurse	Choral
106	T	No. That's enfermero o enfermera, is nurse, as Dayanna said. But the question is, how do you say enfermo? the person that is... these people is ok? Is healthy? Están saludables?	Question
107	S	No.	Student initiated
108	T	No, they are not ok, they are...	Negative feedback
109	S	Estan enfermos.	Student answers using L1

110	T	Estan enfermos, how do you say that? I'm gonna help you. The word starts with S.	Question
111	S	Sid	Student initiated
112	S	¡Una pista.	
113	T	S-I-...	
114	Ss	Six Seis Say.	Choral
115	T	S-I-C-K	Teacher's answer
116	Ss	Sick (bad pronunciation) Six	Choral
117	T	Let me write the word.	
118	Ss	<i>Sick.</i>	Choral
119	T	<i>Sick</i> aja. Sick what? Sick animal...?	Question
120	Ss	NO.	Choral
121	T	No. Sick...?	
122	Ss	Person People.	Choral
123	T	People. Sick people or sick person right. Again, look at the words: contaminated water, company or factory, sick people, what do you think about these situations?	Question
124	S	El humo.	Student Initiated
125	T	How did you say? Humo. maybe, contaminated...	Question
126	S	Gases.	Student initiated
127	T	Aja. Let's continue and look at. Now we are going, Aldair and Orlando listen to me please. Sit down properly, sit down correctly. Oscar pay attention please. This is a very important part in this section, so I need, that everybody, Orlando, I need that everybody here being concentrated, and listen carefully what I'm saying. When I'm talking, you have to be very concentrated, the idea is to learn about our character, como dijo katusca, el personaje, our character for today is a woman, that I showed you at the beginning. What is the name of the woman? What is her name?	Question Teacher's explanation
128	T	Erin Brockovich. And there is a relation with contaminated water, factory or company, and so we are going to put together Erin, the factory, the contaminated water, in order to discover...	Teacher's explanation
129	S	Seño por la contaminación que dan las empresas.	Student initiated
130	T	Uh-huh. You are right, repeat.	Encouragement
131	S	Las personas están enfermas, por la contaminación que dan las empresas.	Student initiated
132	T	Excellent, applause. Is a conclusion, right. Orozco made a conclusion. Ya el sacó su conclusión, el fue conectando las imágenes y dice ese resultado, ya saben, si este chico ha acertado por lo que nos ha acabado de predecir.	Teacher's explanation
133	S	O también por la contaminación del agua.	Student initiated
134	T	Wait. Wait. Let me...	
135	S	Seño hay que conectar las 3 imágenes y...	Question

136	T	Hu-huh No, no. just these three sorry, three, the contaminated, the factory and the sick people.	Teacher's explanation
137	S	Mmm ok	
138	T	Don't worry. At the end of the story we are going to discover that's why I'm asking.	Teacher's explanation
139	S	Teacher me.	Asking for participating
140	T	What did you say? Wait. What did you say?	Question
141	S	Que las personas también están enfermas por la contaminación del agua	Student initiated
142	T	Right. Que esas personas están enfermas por la contaminación del agua. Vamos a ver si estamos descubriendo poco a poco la historia que viene. Katuska what did you say?	Teacher's explanation Question
143	S	las contaminaciones de las compañías afectan a las personas por eso es que están enfermas por la contaminación.	Student initiated
144	T	Right. So company products may contaminate water and people get sick. How do you say enfermo?	Teacher's explanation Question
145	Ss	Sick	Choral
146	T	How do you say agua contaminada?	Question
147	Ss	Contaminated water	Specific (response) Choral
148	T	How do you say empresa?	Question
149	Ss	Company or factory	Specific (response) Choral
150	T	Good. Now let's continue.	Encouragement

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 3 October 22 nd Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	To read together, you are going to read with me. On the piece of paper that I gave you, you have a text OK. And we are going to read the text, but we are not going to start and say 'I finished miss, I finished, I read the text. No. we are going to read in a very, very different way. Just word by word, line by line, because we need to be clear, we need to understand all the information that is in the photocopy. OK. Let's start with the title, you know what is the title. What does mean title?	Question Teacher's explanation
2	Ss	Erin Brockovich	Choral
3	T	What does mean title?	Question
4	Ss	Erin Brockovich.	Choral
5	T	No. what does mean title? The... as I said let's start with the title. Look at the title, the title is Erin Brockovich you repeat.	Scaff. Modelling
6	Ss	Erin Brockovich.	Choral
7	T	Erin Brockovich that's right. Do you know Erin Brockovich? Right. so we are going to read in order to know, who is Erin Brockovich.? I'm going to start with the first line, it says 'Erin Brockovich an American woman'. Ok. Just this part. Again, 'Erin Brockovich an American woman', I want to stop here. Please, read with me this part. Erin Brockovich...	Teacher's explanation

8	Ss	Erin Brockovich	Choral
9	T	An American woman	Scaff. Modelling
10	Ss	An American woman	Choral
11	T	Orlando please, read the same.	Asking for participating
12	S	Erin Brockovich an American woman.	Repetition
13	T	Good. Very good, Dilan can you read the same?	Question
14	S	Erin Brockovich an American woman.	Repetition
15	T	Erin Brockovich an American woman. Ok. Can we say, who is Erin Brockovich? According to the information that you can find in the first line, who is Erin Brockovich? Dayanna, who is Erin Brockovich? Look at the first line.	Question
16	S	Que Erin...	Student initiated
17	T	Who is, who is Erin? For example, if I ask her...	Teacher's explanation
18	T	If I ask you, who is Miss Yullys? You say the teacher uh-huh Who is Erin Brockovich?	Question
19	S	Es una mujer Americana.	Student initiated
20	T	Una mujer americana, in English	Inviting to speak in English
21	S	An american woman.	Repetition
22	T	Erin Brockovich an American woman. Very good. Let's continue. Was born in Kansas, repeat.	Encouragement
23	T	Was born in Kansas	Repetition
24	T	Ok, tell me where is she from? Melisa, could you repeat this part?	Question
25	S	Erin Brockovich an American woman was born in Kansas.	Repetition
26	T	Ok the last part 'was born in Kansas'.	Scaffol. Modelling
27	S	Was born in Kansas.	Repetition
28	T	Very good. Melissa	Encouragement
29	S	Erin Brockovich...	Repetition
30	T	No, the last part, this part (pointing)	Teacher's explanation
31	S	Ahh, was born in Kansas.	Specific (response)
32	T	Repeat.	Asking for participating
33	S	Was born is Kansas	Repetition
34	T	Ok. Was born <i>in</i> Kansas, repeat.	Asking for participation
35	S	Was born in Kansas.	Repetition

36	T	Was born in Kansas, OK. According to this information, where did Erin Brockovich born? You know that word?	Question
37	Ss	Kansas.	Choral
38	T	You say Kansas because I asked you about the same word. Where Erin Brockovich born? You say in Kansas, but do you know the meaning of that word? What is the meaning?	Question
39	Ss	Nació Naci.	Choral
40	T	Nacer, nació, OK. So, there is information. You know. Erin Brockovich, the first information is...	Teacher's explanation
41	Ss	Una mujer Americana.	Choral
42	T	Aja. In English?	Question
43	Ss	An American woman.	Choral
44	T	And, where was she born?	Question
45	Ss	In Kansas.	Choral
46	T	In kansas. That is the place where she born. Right. let's continue with the reading "she studied" listen to me first, 'she studied at a business college for a year' OK	Teacher's explanation
47	T	'She studied at a business college for a year' everybody with me.	Asking for participating
48	Ss	She studied at a business college for a year	Choral
49	T	Can you remind me your name please, what is your name?	Question
50	s	José.	
51	T	José, could you read this part please? Wait. Could you read? (pointing)	Question
52	S	She studied an an bussiness college for year (bad pronunciation)	Repetition
53	T	Ok, good. Very good. Listen and repeat after me. she studied	Scaff. Modeling
54	S	She studied.	Repetition
55	T	At a business.	
56	S	At a business.	Repetition
57	T	College.	Scaff. Modelling
58	S	College.	Repetition
59	T	For a year.	Scaff. Modelling
60	S	For a year.	Repetition
61	T	Ok, now the complete sentence. She started at a business college for a year José please.	Asking for participation

62	S	She studied at a business college for year (the student improves his pronunciation)	Repetition
63	T	For a year, good. Very good. Applause. Ok. Now there is information here. It talks about her studies. Where Erin studied, where Erin Brockovich studied? Where? Where did she study? You said she studied, at a business college for a year. There is information. Where did Erin Study?	Question
64	S	Business colleague.	Specific(response)
65	T	Ujum, business college. Do you know what business college is? What does mean? What is business college?	Question
66	S	Universidad.	Specific (response)
67	T	Universidad, another answer? What did you say?	Question
68	S	Universidad.	Specific (response using L1)
69	T	Uh-huh. And business?	Question
70	S	Negocios.	Specific(response)
71	T	Negocios, good. So business college, una universidad...	Encouragement Teacher's explanation
72	S	De negocios.	Student answers using L1
73	T	De negocios, donde enseñan negocios. Ok. For a year. Let's continue. "and then she moved to Southern California". Everybody repeat with me, please. 'And then she moved to Southern California'.	Scaff. Modelling
74	Ss	And then she moved to Southern California	Choral
75	T	What's your name?	Question
76	S	Andry.	Asking for participating
77	T	Andry please, read this part. And then...	Asking for repetition
78	S	And then she moved to south California (bad pronunciation)	Repetition
79	T	Good, very good. Listen again. 'and then she' OK. 'She' repeat.	Encouragement Scaff. Modelling
80	S	She.	Repetition
81	T	She, "and then she moved to Southern California" (the student improves her pronunciation) OK. Let's start to understand this part 'and then she moved to Southern California'. What can you say about this information? Uh-huh?	Question
82	S	Ella se mudó.	Student initiated
83	T	Aja. good. Ella se movió, ella se mudó. A Southern California. Do you know what is the South?	Question
84	S	No, señor.	Student answers using L1
85	T	We can say North or Southern.	Teacher's explanation

86	S	Sur.	Student initiated
87	T	Al Sureste, right. De California. And the last part said ‘and she married a restaurant manager’. Please everybody repeat with me.	Teacher’s explanation Scaff. Modelling
88	Ss	And married a restaurant manager	Choral
89	T	For this side, Juan. Ok, please read that part.	Scaff. Modeling
90	S	And then married a restaurant manager.	Repetition
91	T	Again, repeat.	Asking for participating
92	S	And then married a restaurant manager	Repetition
93	T	Uh-huh. good. and married a restaurant manager. Again, Juan.	Asking for participating
94	S	And married a restaurant manager.	Repetition
95	T	Uh-huh Very good. And married a restaurant manager. Ok. Now one student that want to read all this part please. I’m going to read first and then I want one student to read all this part. Listen. “Erin Brockovich an American woman, was born in Kansas, she studied at a business college for a year, and then she moved to Southern California, and married a restaurant manager”	Teacher’s explanation
96	Ss	Erin Brockovich an American woman, was born in Kansas, she studied at a business college for a year, and then she moved to Southern California, and married a restaurant manager.	Choral
97	T	Excellent, applause for you. Duvan could you read all the paragraph? The three lines please.	Question

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 4 October 22 nd Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Please, read the first part.	Asking for participating
2	S	Erin Brockovich an American woman, was born in Kansas, she studied at a business college for a year.	Repetition
3	T	Ok, stop. Thank you Duvan. Esteban continue please.	Asking for participating
4	S	¿Por dónde quedó?	Question
5	T	Ahhh. Por and then.	
6	S	And then she moved to...	Student initiated
7	T	South.	Specific (response)
8	S	Southern, California, and married a restaurant manager (bad pronunciation)	
9	T	And married a restaurant manager. Very good. Ok guys, this first part “Erin Brockovich an American woman, was born in Kansas, she studied at a business college for a year and then she moved to Southern, California, and married a restaurant manager” it’s giving us many information, and all this information, is talking about one person. What	Question

		is this person?	
10	Ss	Erin Brockovich	Choral
11	T	Erin Brockovich, and so, Erin Brockovich is the main character in this text.	Teacher's explanation
12	S	Main character uh.huh teacher what is main character? What does it mean?	Question
13	T	Main character means personaje principal when you listen to me saying main character, who is main character? You know the meaning. Main character is? Personaje...	Question
14	Ss	Principal	Choral
15	T	Principal, in this case, who is the main character?	Question
16	Ss	Erin Brockovich	Choral
17	T	Erin Brockovich, and in this first part we have information about Erin. The place where she was born, the place where she studied, you know. Is she a Venezuelan woman?	Question
18	Ss	No.	Choral
19	T	No, it said is...	Negative feedback
20	Ss	An American woman.	Choral
21	T	An American woman, so we have a very important information about Erin, that is the main character. When we find all those information, about the character in a text, this part received a name, and the name of this part is orientation , this word has relation with Spanish, what is the relation?	Question
22	Ss	Orientación, orientar.	Choral
23	T	Presentación, orientar, ¿qué es eso? What does it mean?	Question
24	Ss	Orientación, guiar, orientar.	Choral
25	T	Orientar, guiar, mostrar, y en este caso. This first part, ¿Qué es lo que nos orienta o que nos guía? ¿Qué nos está dando información?	Question
26	Ss	La vida de ella, la biografía.	Choral
27	T	Sobre Erin, lo que tiene que ver, lo que se está hablando de ella, nos está brindando la información que necesitamos para identificar al personaje principal. Ok? Right. What is the name of this part?	Question
28	Ss	Orientation	Choral
29	T	Orientation. In the orientation, we can find important information, about the main character, her name. The first is the name, what is the name?	Question
30	Ss	Erin Brockovich	Choral
31	T	Erin Brockovich that is the first information, and then the nationality, right. So we have general information about Erin, which is the main character.	Question

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 5			
October 22 nd Yullys Alvarino 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok guys. As I told you, in this first part, when we can find the information about the main character, what is the main character?	Question
2	Ss	Personaje principal	Choral
3	T	Personaje principal, OK. In this first part as you say, the main character. What is the name of the main character?	Question
4	Ss	Erin Brockovich.	Choral
5	T	Erin Brockovich, right. but, in the text, the text said Erin Brockovich and then when you continue reading again said Erin Brockovich was born in Kansas, Erin Brockovich studied at a business college, Erin Brockovich moved southern, California, but you said Erin, Erin, Erin?	Question
6	Ss	No.	Choral
7	T	No. Yeah. You can find another word that replaces Erin; instead you say Erin, Erin, and Erin. What is the word?	Question
8	S	She.	Specific (response)
9	T	She, very good. "She" is the word that replaces the name Erin Brockovich. So, she or Erin in this case, that is the same person, is a participant here in this text? Ok. Look at the word participant. So, what is a participant in a text or in a story, what is a participant?	Question
10	Ss	Participante	Choral
11	T	What is the word? What is the meaning of participant? Like in Spanish. What is participant?	Question
12	Ss	Participada. Participante.	Choral
13	T	Participada, participante, right. Participante, So the person, or the place, or the animal, or whatever that take a role in the text. Participante, quién actúa, quién...?	Choral Question
14	S	Ella.	Specific (response)
15	T	En este caso Erin porque estamos hablando de ella, pero ¿quién participa? ¿quien actúa? ¿Quién hace parte de...?	Question
16	S	La vida de ella.	Student initiated
17	T	¿Hace parte de...?	Question
18	Ss	El texto.	Choral
19	T	Del texto, hace parte del texto de quien se hable. Esos que pueden ser people, places, animals, or whatever receives the name of participant, all of them take a role, toman un roll, o sea están desempeñando algo en el texto, en la historia. The first participant here in the story is Erin but, maybe when we continue reading, we are going to find another participant. OK. Now I want that you focus your attention that you see some verbs in this part. Verbs, actions. For example, in the second line there is, there are 2 verbs, can you tell me what are the verbs in the second line?	Question

20	Ss	Study.	Choral
21	T	Ujum, repeat. Studied, moved, could you circle please? Study is a verb, good. But, please circle the verb complete. Uh-huh. Not only this part please (pointing) another verb?	Teacher's explanation Question
22	Ss	Move.	Choral
23	T	Aldair, please. What is?	Question
24	Ss	Move.	Choral
25	T	Move, uh-huh. The second one, all the verb. Thank you. And there is another.	Asking for participating
26	Ss	Marry (students start to answer in chorus)	Choral
27	T	Solano ven, circle please. Uh-huh, good. Thank you. These three verbs, have something in common, if you see the way in which they are written, studied, married and moved. What happen, what is common between the three verbs? What is the common, the common thing? 'moved, married, studied'	Teacher's explanation
28	Ss	El ED (Spanish)	Choral
29	T	El ED, ED (in English), ok the last part, the way in which they finish, la forma en que terminan asi como me dijeron (ED, E, ED) that's right. ED, ED, and ok ED (pointing), studied, married, and moved are in a special tense, are they in present or in past tense?	Question
30	Ss	Past. Past tense.	Choral
31	T	In past tense, right. In past tense, and they receive a name (studied, married, moved) they are regular verbs (students complete the sentence) so regular verbs are those one that finish in, in...?	Question
32	Ss	ED	Choral
33	T	ED, again, regular verbs are those that finish in 'ED', son esos los que ustedes me dijeron que terminan en 'ED' regular. Más adelante miraremos los otros que no van a terminar en ED pero también son verbos en pasado, y reciben otro nombre. Ahora nos quedamos con estos, I have more verbs that I want to show you, in order that you read with me, because then, we are going to find them in the text. First, this is married, repeat.	Teacher's explanation
34	Ss	Married	Choral
35	T	Good. Is the first one, and the other is studied, repeat.	Asking for participating
36	Ss	Studied (students repeat 3 times)	Choral
37	T	Studied, ok, and this? Read.	Asking for participating
38	Ss	Moved (students repeat a lot of times)	Choral
39	T	Now I have someone, for example: this one, realized, repeat.	Asking for participating
40	Ss	Realized (students repeat 3 times)	Choral

41	T	Do you know what is realized?	Question
42	Ss	Realizar. Realizó. Realizadó.	Choral
43	T	Realize, is not realizar (students keep shouting) let me give you an example. (students keep saying realizando) No, it doesn't have any relation with realizar, no tiene nada que ver con realizar en ninguna de las conjugaciones, ni realizar, ni hacer, ni hizo. Listen to me please. Realized, I'm going to try to show the meaning of that verb. If you are doing something, or writing on a piece of paper, hiding, everybody's hiding, hey Miss Yullys, Miss Yullys is coming right. And then Miss Yullys come here and they say uh-hu. Ay seguro...	Teacher's explanation
44	S	Copiar.	
45	T	Copiar, how do you say that? If I discover, uh-hu. Dar cuentas, se dio cuenta, entonces 'realized' (se dió cuenta, descubrió, lo notó) se dió cuenta en este caso, entonces 'realized' repeat	Teacher's explanation
46	S	Realized.	Repetition
47	T	Realized, don't forget. Another one is very easy. Visited, repeat.	Teaching vocabulary
48	Ss	Visited.	Choral
49	T	What is visited?	Question
50	Ss	Visitar. Visitó.	Choral
51	T	Visitó, right. in past tense. Planned.	Encouragement
52	Ss	Planned.	Choral
53	T	What is the meaning?	Question
54	Ss	Planear. Planeó.	Choral
55	T	Planear en pasado, right. Listened, repeat.	Repeats student's response
56	Ss	Listened.	Choral
57	T	What is the meaning?	Question
58	Ss	Escuchar. Escuchó.	Choral
59	T	Discovered.	Asking for participating
60	Ss	Descubrió. Descubrir.	Choral
61	T	It was easy. Piece of cake. Fue muy fácil ese verbo. Helped.	Asking for participating
62	Ss	Ayudar. Ayudó.	Choral
63	T	And this one, worked.	Asking for participating

64	Ss	Trabajar. Trabajó.	Choral
65	T	Worked, repeat.	Asking for participating
66	Ss	Worked (students repeat 3 times)	Choral
67	T	Ok. Believed.	Asking for participating
68	Ss	Believe (some students repeating in chorus) Creer (some students saying the meaning)	Choral
69	T	Amy, what is the meaning?	Question
70	S	Creyó.	Choral
71	T	Creyó, the past of creer. Maybe because a song, you know a song. Ordered.	Asking for participating
72	Ss	Ordenó. Ordered.	Choral
73	T	Ordered, repeat the word. (Students repeat 2 times) what is the meaning?	Question
74	Ss	Creyó.	Choral
75	T	And started.	Asking for participating
76	Ss	Started (students repeat a lot of times)	Choral
77	T	Do you know the meaning of that Word? Melanie listen, what is the meaning?	Question
78	S	Comenzó.	Asking for participating
79	T	No. Ok, Orlando do you know the meaning of this Word? What is the meaning of that Word in Spanish?	Question
80	S	Empezó.	Asking for participating
81	T	Empezó, right. Started. And the last: lived. What is the meaning?	Question
82	Ss	Vivió	Choral
83	T	So...	

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 6 October 24 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Guys. Hasta el momento chicos, hemos estado analizando, en la primera parte de este género, que lo dijimos al inicio, cuando empezamos el nombre, alguno de ustedes recuerda cuando empezamos y yo les presente el nombre de este género, de este tipo de texto que estábamos analizando. ¿Quién lo recuerda?	Question Teacher's explanation
2	Ss	Yo.	Choral
3	T	Les doy una pista.	Asking for participating

4	S	La biografía.	Student initiated
5	T	Biografía, por ahí va.	Asking for participating
6	Ss	Biography. Biography recount.	Choral
7	T	Biography recount, por ahí va. (Ss keep saying biography) biographical recount, ¿Cómo se llama? What is the name?	Teacher's explanation
8	S	Biography recount (bad pronunciation)	Student initiated
9	T	Biography, no. <i>Biographical</i> recount, repeat.	Asking for participating
10	Ss	Biographical recount.	Choral
11	T	In the biographical recount, and this first part, what is the name of this first part?	Question
12	Ss	Orientation	Choral
13	T	Aja. Repeat.	Asking for participating
14	Ss	Orientation.	Repetition Choral
15	T	Orientation. In this part, we found, encontramos two very important aspects, I told you one of them is the...?	Asking for participating
16	S	Participant.	Specific (response)
17	T	Participant, right. The participant in this case, what is the first participant?	Asking for participating
18	Ss	Erin.	Choral
19	T	Erin. So now, I'm going to give you some color or pencil, in order that you circle, or underline the participant. So, every time that you find a participant in the reading, you are going to underline with yellow, color: yellow. OK. You are going to put a line, and beside the participant, we found (studied, moved, married) What are they?	Teacher's explanation
20	S	Verbs.	
21	T	Verbs, right. We found participants and verbs. All the verbs in past tense in this case, we are going to put a line, with the color blue, OK, now, I'm going to give you the colors. and you are going to underline verbs, the verbs in past are...	Teacher's explanation
22	Ss	Blue.	Choral
23	T	Blue and the color for the participant?	Asking for participating
24	Ss	Yellow.	Choral
25	T	Yellow. Ok, so, please doing now, in the first part, who is the participant?	Question
26	S	Erin Brockovich.	

27	T	Erin Brockovich, so put the yellow line, underline in Erin Brockovich, and put the blue line under the verb (moved, studied) all the verbs in past. Remember Erin can be replaced by the pronoun. What pronoun replace Erin? What is the pronoun that replaces Erin?	Question
28	Ss	She. Miss no tengo colores.	Choral
29	T	So, underline because she is the participant. Put the yellow line under she pleas. Could you share your colors? Share the colors please. Comparte.	Question
30	Ss	Miss (students start to ask about it)	Choral
31	T	Uh-huh. Erin and she in yellow. (Students are shouting) Guys pay attention. Erin and she no more?	Question
32	S	Yes.	
33	T	What is the other one?	Question
34	Ss	She.	Choral
35	T	Uh-huh Siempre que lo encuentren in yellow. (students are asking) Yes, she, she, she, but in this first part, and the verb in blue. Only this part, only this part. Finish?	Question
36	Ss	Yes. No.	Choral
37	T	Nadie? Only the first part. Solo estamos en el primer pedacito, todavia no avanzamos al resto, así que no van a subrayar todo eso hasta por allá. Only the first part. Ok, now stop. Stop. Using the color pencil, concentrate on the reading, we are going to continue to the second part. We are going to continue now about the character, about the main character, about Erin. We are going to find more information.	Teacher's explanation
38	T	Please, pay attention. Ok, let's continue. We are going to read this part of the story. Look at. Look at the first information, just this and this. It said, in 1990, in 1990 what is that? What is that?	Question
39	S	Fecha.	Specific(response)
40	T	Fecha, right. A date, this is a date, good. In the biographical recount <i>dates</i> as you said 'fechas' are very important, why? Because biographical talks about biography, una biografía está basada en...?	Question
41	Ss	Fechas.	Choral
42	T	Fechas, that's why dates are very important also...?	Question
43	S	Lugares.	
44	T	In places too, Aldair thank you. But dates are very important ok, don't forget that, so let's continue with the reading. Listen to me and then you are going to repeat. In 1990, when she was 30 years old, OK. You with me, in 1990, repeat.	Asking for participating
45	Ss	In 1990	Choral
46	T	When she was 30 years old.	Asking for participating
47	Ss	When she was 30 years old.	Choral

48	T	Shaira could you read the same?	Question
49	S	In 9...	Student initiated
50	T	In 1990	Asking for participating
51	S	In 1990, she was...	Repetition
52	T	Ok, on your photocopy. Don't worry.	Reducing anxiety
53	S	When she was 30 years old (bad pronunciation)	Repetition
54	T	Good. Repeat, in 1990...	Asking for participating
55	Ss	In 1990.	Choral
56	T	When she was 30 years old.	Asking for participating
57	Ss	When she was 30 years old.	Choral
58	T	Ok, there is an information here, I ask you, who is she?	Question
59	S	Ella.	Specific (response)
60	T	Who is she?	Question
61	S	Ella. Erin.	Specific (response)
62	T	Erin. Erin was 30 years old, what is the information?	Question
63	Ss	Ella tenía 30 años. Ella tenía 30.	Choral
64	T	Right. She was 30, ella tenia 30 in 1990, right. Ya vamos comprendiendo. Let's continue. She was in a car accident, repeat.	Asking for participating
65	Ss	She was in a car accident.	Choral
66	T	Maricela please.	Asking for participating
67	S	She was in a car accident.	Specific(response)
68	T	She was in a car accident, good. There is something important here, what happen?	Question
69	Ss	She was in a car accident. Ella estuvo en un accidente de carro.	Choral
70	T	Right. En un accidente de carro. Let's continue. A law company, repeat.	Asking for participating
71	Ss	A law company.	Choral
72	T	Helped her.	Asking for participating
73	Ss	Helped her.	Choral
74	T	After the accident.	Asking for participating

75	Ss	After the accident.	Choral
76	T	Ok. A law company, helped her after the accident.	Asking for participating
77	Ss	A law company, helped her after the accident.	Choral
78	T	Please, what's your name?	Question
79	S	Nayeli.	
80	T	Nayeli? OK. Nayeli please, read this part. A law...	Asking for participating
81	S	A law company...	Student initiated
82	T	Nayeli shh (another student was talking) on your piece of paper, on your photocopy, ujum? A law company...	Giving instruction
83	S	A law company help... (student didn't know how to say)	Student initiated
84	T	Helped her.	Asking for participating
85	S	Helped her after the accident.	Repetition
86	T	Excellent. A law company helped her after the company, repeat.	Encouragement
87	Ss	A law company, helped her after the accident.	Choral
88	T	Very good. A law company, helped her after the accident. Let's continue. Oh wait, wait. There is something important here. What is after this coma? What is next to the coma?	Encouragement Question
89	S	Company	Specific (response)
90	T	Ah. What is this?	Asking for participating
91	Ss	Una compañía.	Choral
92	T	Repeat.	Asking for participating
93	Ss	Una compañía. Una empresa.	Choral
94	T	Luego...	Asking for participating
95	Ss	Ein Brockovich an American woman, was born in Kansas, she studied at a business college for a year, and then she moved to Southern California, and married a restaurant manager.	Choral
96	T	Excellent, applause for you. Gallego could you read the entire paragraph? The three lines please.	Encouragement

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 7 October 24 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Let's continue, please. And later, she started to work for them. Pay attention. And later, she started to work for them. OK. Look at this word (circling) 'later' as I'm sure that you have seen that word on the	Teacher's explanation

		movies. Maybe you have seen the expression 5 years later, got it? On the movies. Really, what is the meaning of later?	
2	Ss	Después.	Choral
3	T	Después or?	
4	S	Más tarde.	Specific(response) using L1
5	T	Más tarde maybe después o más tarde. This word has a connection with date, date and this word is a time expression, it's a time expression because indicates or shows us a moment, in the history, in the story sorry, like date. Así como la fecha, esta expresión nos está indicando un momento, ¿cuál momento? Más tarde o después.	Teacher's explanation
6	S	Luego.	Specific (response)
7	T	Luego, OK. And it receives the name of time expression, what is the name?	Asking for participating
8	Ss	Time expression.	Choral
9	T	Time expression, OK. Like later, like may before, maybe after, uh-hu, very good. (Student participating) all of them are time expressions. So, and later, listen and repeat. And later, she started to work for them, repeat.	Teacher's explanation
10	Ss	And later, she started to work for them.	Choral
11	T	Ok. Please, Oscar. And later.	Asking for participating
12	S	And later, después.	Specific (response)
13	T	Continue, read. Read the sentence.	Asking for participating
14	S	And later, she started to work for them (bad pronunciation)	Repetition
15	T	For them, good. And later, she <i>started</i> to work for <i>them</i> . OK. Let's try to understand the information here. As you said, and later y.	Teacher's explanation
16	S	Después.	Specific(response)
17	T	Y después, y luego.	Teacher's explanation
18	S	Ella.	Student answers using L1
19	T	She started.	Asking for participating
20	Ss	Ella empezó. Ella comenzó.	Choral
21	T	Ella empezó, ella comenzó, to work.	Repetition
22	Ss	A trabajar	Choral
23	T	A trabajar, for them.	Teacher's explanation
24	Ss	Para ellos	Choral
25	T	Para ellos, OK. What, what is 'them'?	Asking for participating

26	Ss	Company.	Choral
27	T	The law company, right. This is the word that, it relates to the law company. For them, para ellos, ellos ¿quienes? Los de la...	Asking for participating
28	Ss	Compañía.	Choral
29	T	La compañía, very good. Well. Listen, her job.	Asking for participating
30	Ss	Her job.	Choral
31	T	No, just listen please. Her job was to organize papers, now everybody.	Asking for participating
32	Ss	Her job was to organize papers.	Choral
33	T	Mateo please.	Asking for participating
34	S	Her job was to organize (bad pronunciation)	Repetition

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 8 October 24 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Repeat.	Asking for participating
2	S	Her job was to organize papers.	Repetition
3	T	Good. Her job was to organize papers. OK. What is the meaning of that word 'her job'?	Question
4	Ss	Su trabajo.	Choral
5	T	Su trabajo. Ok...	
6	S	Trabajo.	Repetition
7	T	Trabajo, no trabajó, her job. Cuando decimos 'her job' se está refiriendo a 'su' su trabajo, ¿su de quién?	Question
8	Ss	De ella.	Choral
9	T	De ella ¿quién?	Asking for participating
10	Ss	De Erin Brockovich.	Choral
11	T	Erin Brockovich, her job el trabajo de ella, o su trabajo was, was to organize papers. Look at this word please. 'was' her job, su trabajo, el de ella, Erin fue or era.	Teacher's explanation
12	Ss	Organizar papeles. Organizadora de papeles.	Choral
13	T	Organizar papeles, entonces aquí, pay attention. In this part, this verb is linking, is putting together, is joining. Bits of information. In this case (01:23 to 01:46 speaks in Spanish).	Teacher's explanation
14	T	En este espacio, en este momento recibe el nombre de 'relational verbs'.	
15	S	Relational verbs.	Specific(response)

16	T	Why relational verbs? Because they are making connection, they are linking, se están uniendo, están haciendo una conexión de algo para brindar una información. OK. What's, what is the famous 'to be' verb? Es el famoso. El verbo to be, así como él tiene otras formas por ejemplo en presente, ¿cuáles son las formas en presente?	Teacher's explanation
17	T	Is, are...	Teacher's explanation
		Is, are, am, en esa forma o esta que está aquí en pasado, va a actuar como un conector, como un verbo que relaciona información.	

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 9 October 24 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	As you did on the first paragraph, underline, the new participant that appears in this part, what is the new participant that appears in this part? The new participant, the first was Erin and the other participant Aldair?	Teacher's explanation
2	S	Later	
3	T	No, participant. (00:23 to 00:30 Ss answering)	Negative feedback
4	S	The law company.	Student answers using L2
5	T	The law company, a law company so please, underlines the second participant. Lo hicieron? OK. In yellow.	Giving instructions
6	T	OK. We underline participant in yellow, and the verb... in? What is the color for verbs?	Question
7	Ss	Blue.	Choral
8	T	Blue, OK. Is there any verb; is there any verb in that part to underline? Uh-huh. Repeat.	Question
9	S	Help.	Student answers using L2
10	T	OK. So, underline in blue. Yeah. Right, what else? Now you are going to underline, pay attention please, in green. Take your green color and underline the date, what is the date?	Giving instruction
11	Ss	Fecha.	Choral
12	T	Aja. What is the date in that part of the story?	Question
13	T	In 1990 and what is the time expression? (Ss answering) what is the time expression? I told you, this is a time expression What is the time expression?	Question
14	Ss	Later.	Choral
15	T	Later. So please, underline in green. Use your green color for dates and time expressions. Green. Please. Underline. And only, always a date appears in the reading, you are going to underline. Participant...in? (Ss participating) what color? Participant... in?	Giving instruction Question
16	Ss	Yellow.	Choral
17	T	Verb?	Question

18	Ss	Blue.	Choral
19	T	In blue. Dates and time expressions?	Question
20	Ss	Green.	Choral
21	T	When you find that in the reading, you are going to continue, underline them. OK. Finish?	Question
22	Ss	Yes.	Choral
23	T	Well. Let's continue. Look at the last part her job was to organize papers what is "organize papers"?	Question
24	Ss	Organizar papeles.	Choral
25	T	Organizar papeles. Do you think this is an important job?	Question
26	Ss	No. Yes.	Choral
27	T	Yes and no. Why yes? Why not? Why not is important to organize papers? (03:39 to 05:19 Ss answering why is important or not the Erin's job) I want that you focus your attention in this part, because I want that you tell me, maybe what is going to happen next in the story. 'Her job was to organize papers' why for Erin in her job organize papers, was something important? Remember the pictures, remember the images about the sick people, job factory, about the contaminated water, what do you think about it? Why organize papers can be important in Erin's job?	Question
28	S	Porque de pronto ella así, pudo averiguar más sobre los enfermos.	Student initiated Using L1
29	T	Ok. That is possible, maybe she can find because paper has information and contain information, and maybe Erin can find something, can dis...	Asking for participating
30	S	Cover.	Specific (response)
31	T	Discover something, very good. Maybe Erin can discover something. OK. Now let's continue with the reading. What did you say Rada?	Question
32	S	Como para tener pruebas que las empresas están contaminando el medio ambiente.	Student initiated
33	T	Maybe, that's possible. Eso puede ser posible. Did you hear that Liseth?	Question
34	S	¿Cómo que puede tener pruebas para decir que la empresa está contaminando el medio ambiente?	Student initiated Using L1
35	T	Right. Maybe we can find that in the story, ok.	

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 10 October 24 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	In the piece of paper that you have received now, you are going to put the relevant information about the Erin Brockovich story. These images that you have here, is not as a timeline, this is a 'timeline'. What is this?	
2	Ss	A timeline.	Choral
3	T	What does timeline mean?	Question

4	Ss	Línea de tiempo.	Choral
5	T	Línea de tiempo, that's right. Ok, in this timeline, you have to write, you have to put every date, every date and the main event, what is event?	Giving instruction
6	S	Evento.	Student answers using L1
7	T	Eventos, right. Eventos, sucesos that happen in Erin's history. You have to put the date and what happens, 'the event', or time expression like this one.	Teacher's explanation
8	S	Later.	Student answers using L1
9	T	Later, what happened later?	Question
10	Ss	Después ella. Después...	Choral
11	T	What happened, what happened later?	Question
12	S	Ella...	
13	T	She started, she started to work, ella empezó a trabajar, so later she started to work. A time expression an event or a date an event, that's what you have to put in the timeline. Repeat.	Asking for participating
14	S	En 1990...	Student initiated
15	T	Aja. Ahí empieza, very good. So, in the timeline, la primera fecha, the first date is?	Question
16	Ss	En 1990.	Choral
17	T	En 1990, nineteen ninety. So, that is the first one, esa es la primera que vamos a apuntar ¿verdad? What happened in...?	Question
18	Ss	Ella tuvo un accidente.	Choral
19	T	Uh-huh in English?	Question
20	Ss	She was in an accident.	Choral
21	T	Uh-huh. So, it's the first. Now repeat in 1990, she was in a car accident (Ss repeating) very good. And the second one? The second one?	Question
22	Ss	Later.	Choral
23	T	So later she...	
24	Ss	She started to work for them. Ella empezó a trabajar.	Choral
25	T	That's what you are to put in the time line, ok we finished, only these two parts for now, por ahora solo esas dos. A la medida que vayamos leyendo, vamos alimentando la timeline ok. Alright. So, please write, write the first one and the second one, the first event, and the second event. Please write. (Ss start to talk and to do the activity)	

TEXT 1- Erin Brockovich. (biographical recount) **VIDEO 11**
October 24th Yullys Alvarino (teacher) 8th Grade

Turn	Actor	Discourse	Category
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1	T	Now, I want that you practice about those verbs that I told you; they are called 'relational verbs'. On the reading, on the reading appears one relational verb in the first part, what is?	Question
2	S	Was.	Specific(response)
3	T	Was, good. But was, is not the only relational verb, remember that 'was' is in past, the past of 'TO BE' verb. 'Was' for she, he, it, for third person, and the other form for the past is?	Question
4	Ss	Were.	Choral
5	T	Were, good. Is 'were', so we can use was, or we can use were as relational verb to say something, to add information, (01:14 to 01:24 speaks in Spanish). One of the example on the reading, one of the example on the reading is where was appear like relational, Liseth an example.	Teacher's explanation
6	S	She was in an accident car.	Student initiated
7	T	Ok. Repeat please.	Asking for participating
8	S	She was in an accident car.	Repetition
9	T	She was ok; she was in an accident car. Ok, here we have the relational verb, she	
10	S	Ella.	Specific (response)
11	T	Erin, ella right. And the other information is 'in an accident car' so I want that you come here, and make or write some other sentences using 'was or were' as relational ok. Put something here, put a subject here, please invent, create a sentence with a subject here (pointing), the relational verb (was or were) in the middle, and the other information. Not about Erin, not about the story, you can invent whatever sentence, think about it please. Organize a sentence. You decide the subject, you can write 'the students' in this case, the students was or the students were? What do you have to use? The students was or the students were?	Teacher's explanation Question
12	Ss	Were.	Choral
13	T	Were, ok. The students were and blah blah blah. Who want to pass and write, invent whatever sentence with was or were as relational verb? (03:35 to 04:45 T explaining and the Ss doing the activity) ok, read the sentence please.	
14	S	He was at the park yesterday.	Student answers using L2
15	T	He was at the park yesterday, ok. Very good. A linking or relational verb, a linking verb or relational verb. He was at the park yesterday, something about someone, about 'he' and the information is 'was at the park yesterday', another one please? Another one, who wants to pass? (05:30 to 06:22 S doing the activity) ok. Read your sentence please.	Question
16	S	They were in Miami 3 months ago.	Student answers using L2
17	T	Ok, very good. 'They were in Miami 3 months ago', do you know what is the meaning of this sentence? Right. They, what is <i>they</i> ?	Question
18	Ss	Ellos.	Choral
19	T	Ellos, they were...? Ellos...?	Question

20	Ss	Estuvieron.	Choral
21	T	Estuvieron. Where?	Question
22	Ss	In Miami.	Choral
23	T	In Miami. When?	Question
24	Ss	3 months ago.	Choral
25	T	3 months ago. What is 3 months ago?	Question
26	Ss	Hace 3 meses.	Choral
27	T	Hace 3 meses, good. Sit down properly Cervantes. Another one please. Katuska and then Gallego. (07:06 to 07:46 S does the activity) ok, good. Read the sentence please. Read the sentence.	Teacher's explanation
28	S	She was <i>a</i> excellent student	Student answers using L2
29	T	She was <i>an</i> excellent student.	Teacher correcting pronunciation
30	Ss	An.	Choral
31	T	An excellent student because, it starts with vowel, empieza con vocal entonces colocamos el <i>an</i> . Gallego, Gallego was the next one.	Teacher's explanation
32	S	Hace otro cuadro.	Student answers using L1
33	T	(08:20 to 08:49 S does the activity) ok read the sentence please.	Asking for participating
34	S	We were at party last week.	Student answers using L2
35	T	We were at party last week, what does it mean? Wait, wait. Dayana.	Asking for participating
36	S	Ellos estaban en una fiesta el fin de semana.	Student answers using L1
37	T	We.	
38	Ss	Nosotros.	Choral
39	T	(09:20 to 09:40 T and Ss trying to discover the meaning of the sentence) very good. To understand the meaning or the function in this case is linking or relational verbs (was or were) you are going to use subject and the information ok, good.	Teacher's explanation

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 12 October 26 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok guys, you have learned so far, hasta ahora, lo que hemos visto y lo que hemos aprendido del género, its name, what is the name of the gender and is the text type? ¿Cuál es el nombre de este tipo de texto? Bio...	Question
2	Ss	Biographical recount	Choral

3	T	Biographical recount (Ss repeating) ok. A biographical recount has two parts, two main parts, pay attention please. A biographical recount has two parts, the first part is when you find the main information or the presentation of the main character, and the first part that you learn, was called o, ori...?	Question
4	S	Orientation.	Specific (response)
5	T	'Orientation'. Biographical recount has two parts, one is...?	Question
6	S	Orientation.	Specific(response)
7	T	Orientation, you can write on your notebook, take note on your notebook or on your photocopy. Orientation, and the second one is called ' record of the stages ' so now, we are going to continue our reading, but you have to be aware, you have to be conscious, hay que estar consciente of each event or of each moment in the story because a biographical recount have many information, including as someone said dates. We can find dates, also we can find more people, or different people, maybe these people are secondary character. Do you know what does mean 'secondary'? 'secondary character' what does mean secondary character?	Question
8	Ss	Personaje secundario.	Choral
9	T	Personaje secundario, because main character is?	Question
10	S	Personaje central.	Specific(response)
11	T	Personaje central or?	Question
12	Ss	Principal.	Choral
13	T	Principal, main character. And secondary characters are personajes...?	Question
14	Ss	Secundarios. Principales.	Choral
15	T	Secondary characters.	Teacher's explanation
16	Ss	Secundarios.	Choral
17	T	Secundarios, ok. This is very important; also we can find places on the story. The story is going to show us places, other people, dates, all of them are very important to put in order or understand the events of a person's life, the story of a person because is biographical. Next, record of the stages, let's continue with our reading, this is, this part is record of the stages . (04:13 to 05:06 teacher explains about the meaning of 'stages' and why is important in the biographical recount).	Teacher's explanations
18	T	Now, continuing with this part of the reading. Look at this one, it says 'one day' look at this 'one day' is a?	Question
19	S	Un día.	Student answers using L1
20	T	Un día, as you said 'later', later you said 'later' was a time...?	Question
21	Ss	Time expression. Expression.	Choral

22	T	Time expression, if you say 'one day', so one day is...	
23	Ss	Time expression.	Choral
24	T	A time expression too. You have your timeline, so you have to put in your time line 'one day' yeah. It says (05:45 to 06:28 repeats the same sentence) ok, let's see this first part, please repeat after me. (06:36 to 06:58 T and Ss repeat the sentence). Ok, please Eduardo read the first part.	Teacher's explanation
25	S	One day.	Specific (response)
26	T	Eduardo, please.	Asking for participating
27	S	Erin realized (bad pronunciation)	Specific (response)
28	T	Continue. Ok Eduardo, repeat after me please. (07:30 to 08:02 the S repeat after the T this first part) good, very good. 'One day Erin realized', you know what is the meaning of realized?	Question
29	Ss	Se dio cuenta.	Choral
30	T	Se dio cuenta, ok. One day Erin realized that there were lots of papers.	Teacher's explanation
31	S	Poco de papeles. Mucho papel.	Student answers using L1
32	T	Mucho papel, right. Se dio cuenta que había mucho papel, continue. 'About some very sick people, in a place called Hinkley, who wants to read? Mario, please!. Could you read this part? About some... Read.	Asking for participating
33	S	About some very sick people in a place called Hinkley	Student reading
34	T	Ok, very good. About some very sick people in a place called Hinkley good, very good. What did Erin realize?	Encouragement Question
35	Ss	Habian muchos papeles.	Choral
36	T	Okay, wait. About, about what?	Question
37	S	Hay muchas personas enfermas.	Student answers using L1
38	T	Ahh ok. Hay unas personas enfermas.	Repeats student's response
39	S	En un lugar callado.	Student answers using L1
40	T	Wait.	
41	S	En un lugar callado.	Student answers using L1
42	T	In a place called, no es un lugar callado, in a place called.	Negative feedback
43	S	Llamado.	Student answers using L1
44	T	Llamado, en un lugar llamado Hinkley, is a proper name, un nombre propio verdad, un lugar, in a place called Hinkley Good. 'She started to look for more information about the town please repeat after me. (09:53 to 10:02 Ss repeating after the T) good, Rada please.	Teacher's explanation
45	S	She started to look for more information about the town.	Repetition

46	T	Very good. She started to look for more information about the town, let us try to understand this part. She started, what is 'she started' like the button on the games 'start'?	Encouragement Question
47	Ss	Empezó.	Choral
48	T	Empezó, ella empezó ok. To look for.	Teacher's explanation
49	Ss	Para buscar. Mirar.	Choral
50	T	Mirar, maybe. Look for.	Teacher's explanation
51	S	Buscar información.	Student initiated Using L1
52	T	Buscar información, look for more information, buscar more information, what is more?	Question
53	Ss	Más información	Choral
54	T	Más información, about the town. What is town?	Question
55	Ss	Lugar. Pueblo.	Choral
56	T	Lugar, pueblo, very good. What is the town?	Question
57	Ss	Hinkley	Choral
58	T	Right. The town is Hinkley, so here we have a place, so now we can underline the time expression, what is the time expression here?	Question
59	S	One day.	Specific (response)
60	T	One day, what is the color for time expression?	Question
61	S	Green.	Specific (response)
62	T	Green, so please put a line, a green line under one day, a green line please.	Giving instruction
63	T	Let's continue. Participant, what is the participant?	Question
64	Ss	Erin.	Choral
65	T	Erin, put the line. What color?	Question
66	Ss	Green. Yellow.	Choral
67	T	The participant (Ss saying yellow) yellow. Erin in yellow. Ok, Erin the participant, and what about realized, what is realized?	Question
68	S	El verbo.	
69	T	El verbo, so in what color?	Question
70	Ss	Blue. Azul.	Choral
71	T	Blue, very good. Ok. Look there is another word here, look at the word. 'Papers' and in the first part Erin's job was to organize...?	Question
72	Ss	Papers.	Choral

73	T	Papers, so the word 'paper' is repeated, paper is important, something is going to happen, estos papeles se ve que son importantes, se está repitiendo la palabra 'papers', las repeticiones también las vamos a tener en cuenta, repetitions, we can circle.	Teacher's explanation
74	T	Uh-huh. We found another participant, what is another participant?	Question
75	S	Sick.	Specific (response)
76	T	Sick people, is another participant so...	Asking for participating
77	S	La gente enferma.	Student answers using L1
78	T	Uh-huh la gente enferma. So, put the line, in what color?	Question
79	Ss	Yellow.	Choral
80	T	Please, open the door. So, we have different or more participants like Erin, law company, sick people ok. What else? Ok, did you finish or not? Principal verbs, and time expressions, finish?	Question
81	Ss	Yes.	Choral
82	T	(T checks the activity) perfect.	Encouragement

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 13 October 26 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Now, we are going to continue analyzing our text. Last class, I divided the board and I was explaining you the two moments of biographical recount, the biographical recount has two very important moments, the first one is?	Question
2	Ss	Orientation.	Choral
3	T	Orientation, in the orientation we find important details about the main character. The orientation presents the main character, the person who is going to talk about the recount. In the second part, that is the moment in which we are going to work today, Eduardo please the second part. This second moment, I remember I gave you the name, do you remember the name of the second moment? The first was orientation and then I told you the second moment; this is the name ' record of stages ' in the second moment (01:40 to 02:14 T and Ss talking about the meaning of stages).	Teacher's explanation
4	T	Ok, in this part we are going to find more events. More events. Also, we are going to find places I told you events, places, what else? What can we find? Qué más podemos encontrar?	Question
5	Ss	Dates.	Choral
6	T	Dates, uh-hu I told you. Dates, what else? All the time do you think the reading is Erin, Erin, Erin and no more?	Question
7	S	She.	Specific (response)
8	T	Yeah, but I'm talking about if Erin is the only person in the story.	Teacher's explanation
9	Ss	No.	Choral

10	T	In the story of a person.	Teacher's explanation
11	S	También hay personajes secundarios.	Student initiated Using L1
12	T	Aja. I told you. También hay...?	Question
13	S	Personajes secundarios.	Student initiated Using L1
14	T	Personajes secundarios. (03:16 to 03:59 T tells to the Ss that the secondary characters are participants too).	Teacher's explanation
15	T	So, the secondary characters, are participants too, secondary characters or participants. Vamos a encontrar más or more participants.	Teacher's explanation
16	T	Events, places, dates, secondary characters, and participants, we are going to find all of them on the reading, and also, what are those words that are you putting on their timelines? On your timelines, you are putting dates and what else?	Teacher's explanation
17	S	Time expressions.	Specific (response)
18	T	Repeat.	Asking for participation
19	S	Time expressions.	Specific (response)
20	T	Time expressions, right. So, now let's continue. Last class we stopped on 'in a place called ...' yeah? No, 'she started to look for more information about the town', do you remember this part (05:23 to 05:37 T says the part)? We finished in that part, hasta ahí llegamos ok. Now I'm going to ask you, do you remember what is this verb Erin <i>realized</i> ?	Teacher's explanation
21	Ss	Comenzó. Se dio cuenta.	Choral
22	T	OK, se dio cuenta. One day Erin realized, so what did Erin realized?	Question
23	S	Los papeles que ella está revisando.	Student answers using L1
24	T	Uh-huh.	
25	S	Las personas que estaban enfermas.	Student answers using L1
26	T	Uh-hu. Very good. In English?	Question
27	S	One day.	Specific (response)
28	T	What did Erin realize? You can try to say in English. What did Erin realize? You say Erin...? in English. Who wants to say? Ok Katuska.	Question
29	S	Erin realized that there were a lot of papers.	Specific (response)
30	T	Uh-hu. And then what happens? Erin realized the papers and what happened? What did she do? Erin realized... very good. Hasta ahí leímos. Ok, she started to look for more information about the town, empezó a buscar como dice la amiga más información acerca del lugar ok.	Teacher's explanation
31	T	Is there anyone that wants to read this part? Ok Alianis in the same way that you answer in Spanish, try to tell us in English.	Inviting to speak in English
32	S	She started to look for more information about the town.	Student answers using L2

33	T	Perfect. She started to look for more information about the town, what is the town?	Encouragement
34	Ss	El pueblo.	Specific (response) Using L1
35	T	El pueblo, ok. Now, let's continue with our reading. OK, pay attention, listen to me. 'Erin worked very hard for five years' oh wait, stop. You on the timeline and in this part, there are another time expressions, what is the time expression?	Teacher's explanation
36	Ss	One day.	Specific (response)
37	T	Repeat.	Asking for participating
38	Ss	One day.	Specific (response)
39	T	One day, please go to your timeline, and write the time expression, and write what happened. One day, what happened one day?	Question
40	Ss	Un dia.	Specific (response) Using L1
41	T	What happened? You say one day?	Question
42	S	Ella se dio cuenta del papeleo.	Student answers using L1
43	T	Very good, in English.	Encouragement
44	S	Puedo leer?	Question
q	T	Read, don't worry.	Reducing anxiety
46	S	Erin realized that were a lot of paper about very sick people.	Repetition
47	T	Uh-hu. So, put on your timeline please. Put on your timeline. Write, where is your timeline? Here, you have to write here. Guys write on your timelines the time expressions 'one day', and you are going to put what happened one day and what was the other thing what happened in this moment. One day, what was the first thing that happen? The first one, one day...	Teacher's explanation
48	T	(10:44 to 10:59 Ss answering) Aja, this is the first thing, and then, and what happen then? The second, she realized and then? (11:16 to 11:26 Ss answering) so, how many events?	Question
49	Ss	Two.	Choral
50	T	Two, two events in that moment, one day, she realized about the sick people on the paper, and she started to look for more information, good. Very good.	Encouragement

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 14 October 26 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Let's continue, please. There is a word that appears in the first part and now we find it again, that is the word 'papers'. Do you remember when we started to reading, we found the word papers and I asked you, why organize papers is an important job? It isn't important, and you said it is, no, it is not important, this is the second time that the word 'papers' appears in the reading. Well, why we can find words that is repeated in	Question

		the text? Because they are important. If you find a word, and then the same word in the reading, and then the same word again, is because this word has something important in the story, right? In this case, this word is going to help us to discover at the end of the reading what happened. So, all those words that are repeated in the text, are called 'key words' words that are repeated in the text. You know, what do key words mean?	
2	Ss	Palabras claves.	Choral
3	T	Uh-huh Palabras claves, right. Key words. So, what is the first key word in the reading?	Question
4	Ss	Papers.	Choral
5	T	Papers, of course. So, we are going to underline, we need to underline, and we are going to use a different color. Now we are going to underline with orange as we underline the participants, and the verbs, or actions. What is the color for participants?	Question
6	Ss	Yellow.	Choral
7	T	What is the color that we are using for participant?	Question
8	Ss	Yellow.	Choral
9	T	Yellow. For the actions, for verbs?	Question
10	Ss	Green. Blue.	Choral
11	T	Blue. And we are going to using green for?	Question
12	Ss	Time expressions.	Choral
13	T	Time expressions and?	Question
14	S	Dates.	Specific (response)
15	T	Dates, very good. And now we are going to underline with? What color? I told you.	Question
16	Ss	Orange.	Choral
17	T	Orange. What we are going to underline, orange is for? Tell me. Orange is for what?	Question
18	S	Key words.	Specific (response)
19	T	For key?	Question
20	Ss	Words.	Choral
21	T	For key words, very good. The words that are repeated, because they are important, ok. As the word 'papers', what other word did you find that is repeated in the reading, in this part, that is a key word too? Paper and the other is?	Question Teacher's explanation
22	Ss	People. Sick people.	Choral
23	T	People, repeat.	Asking for participating

24	Ss	Sick people. People.	Choral
25	T	Complete please.	Asking for participating
26	S	Sick people.	Repetition
27	T	Is another key...?	Question
28	Ss	Word.	Choral
29	T	Key word. So, put in orange. Now let's continue with our reading.	Giving instructions
30	S	Sick people, orange?	Question
31	T	Well, now continue. Listen, 'Erin worked so hard for five years' you with me. (04:50 to 04:57 the Ss read with the T) Alianys please the same. Don't worry, listen to me 'Erin worked very hard for five years' please Alianys repeat.	Asking for participating
32	S	Erin worked for five years.	Repetition
33	T	Perfect, very good. Now, what did Erin do? What did Erin do?	Encouragement
34	Ss	(05:46 to 06:24 the Ss were answering the question 'what did Erin do?')	Choral
35	T	Continue, 'she visited lots of sick people in Hinkley' and listen to their stories, Please, read with me the first part. 1, 2, 3, go.	Scaff. Modelling.
36	Ss	(06:53 to 07:53 the Ss are reading with the T, and then a S repeats)	Choral
37	T	Very good. She visited lots of sick people in Hinkley. What did Erin do? What did Erin do? Listen. What did Erin do?	Encouragement Question
38	S	Ella visitó.	Student answers using L1
39	T	Repeat.	Asking for participating
40	S	Ella visitó.	Student answers using L1
41	T	'Ella visitó' in English.	Inviting to speak in English.
42	S	She visited lot of people in Hinkley (bad pronunciation)	Repetition
43	T	Wait. Wait. Until that 'she visited lots of sick people in Hinkley' very good, thank you. And listened to their stories, and listened to their stories, repeat.	Scaff. Modelling.
44	S	And listened to their stories.	Repetition
45	T	Gallego, and...	Asking for participating
46	S	And listened to their stories.	Repetition
47	T	And listen to their stories; ok now the complete sentence Oscar please, read all the sentence, 'she visited...' Oscar, only Oscar. Go.	Asking for participating
48	S	(09:36 to 09:51 the S repeats all the sentence)	
49	T	Very good, applause for Oscar. (Ss applaud him) 'she visited lots of sick people in Hinkley, and listen their stories' what did Erin do in that	Encouragement

		moment?	
50	S	In that moment?	Question
51	T	Yes.	
52	S	Visitó a las personas enfermas.	Student answers using L1
53	T	Repeat.	Asking for participating
54	S	Visitó a las personas enfermas.	Student answers using L1
55	T	Visitó a las personas enfermas. And what else?	Repeats student response Question
56	S	Escuchó sus historias.	Student answers using L1
57	T	Ok, very good Mario, y escuchó sus historias, that's right, let's continue. 'All the people lived near a big pacific gas and electric factory' repeat. (10:54 to 11:08 the Ss read with the T) very good. Please.	Encouragement Scaff. Modelling.
58	S	All the people lived near a big pacific gas and electric factory.	Student answers using L2
59	T	Good, very good. 'All the people lived near a big pacific gas and electric factory', here we have another participant, what is the other participant?	Question
60	Ss	Factory. The factory. Erin.	Choral
61	T	The factory, what is?	Question
62	Ss	Factory. The company.	Choral
63	T	Good and what is the name of the factory?	Question
64	Ss	Factory. Company. Pacific gas and electric factory.	Choral
65	T	Repeat.	Asking for participating
66	Ss	Pacific gas and electric factory.	Choral
67	T	Pacific gas and electric factory, this is the other participant. So, underline in...?	Giving instructions
68	S	Yellow.	Student answers using L2
69	T	Underline please. Well that's the other participant, in yellow. Finish?	Giving instruction Question
70	Ss	Yes. No.	Choral
71	T	No? ok, don't worry. This question is for Anny, what do you think that is the relation about the pacific gas and electric factory and the sick people? What is the relation?	Question
72	S	Seño que la empresa como dice al principio, ella contamina el agua y el ambiente que dan enfermedades, entonces la gente toma el agua y se muere.	Student initiated

73	T	Uh-hu. Could you say it in English? Try to tell me that in English. Just few words. What is the relation between the gas and electric factory and the sick people?	Inviting to speak in English
74	S	Contamination.	Student initiated
75	T	Contamination. Good, very good. Gas electric produces contamination and affect...?	Question
76	Ss	Water. People.	Choral
77	T	And affect people, and they get sick. Good, contamination is a good word to relate these words. Let's continue our reading, Danna pay attention. 'And she discovered that there was a chemical called chromium in the local water' now you repeat with me.	Scaff.. Modelling
78	Ss	And she discovered that there was a chemical called chromium	Choral
79	T	Erick, please repeat.	Asking for participating
80	S	And she discovered that there was a chemical called chromium in the local water (bad pronunciation)	Repetition
81	T	Good, very good. Erick, listen.	Encouragement
82	S	And she discovered that there was a chemical called chromium in the local water	Repetition
83	Ss	And she discovered that there was a chemical called chromium in the local water	Choral
84	T	Perfect. There is another word here, what did Erin discover?	Question
85	S	A chemical.	Specific (response)
86	T	Try to organize all your ideas and put in order and tell me in English. Try to answer in English please. What Erin discovered? Think about it. What did Erin discover? Raise your hands please.	Inviting to speak in English
87	S	Repeat.	
88	T	What did Erin discover? I want to listen in English the answer. Try to put in English the answer. Wait. Wait. Katiuska. Do you want to say something?	Question
89	S	She discovered....	Student initiated

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 15			
October 28 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok, Viviana answer.	Asking for participatin
2	S	She discovered a chemical.	Repetition
3	T	She discovered a chemical, uh-huh. What did you say Katiuska?	Question
4	S	In the local water.	Repetition
5	T	Very good. 'She discovered a chemical in the local water', what is the name of the chemical?	Question

6	Ss	Chromium.	Choral
7	T	Chromium, very good. Chromium, perfect let's continue. Listen please, 'it was from the factory' listen first 'and Erin believed that the people were sick, because of the chromium in their drinking water'. Ok, now you with me.	Asking for participating
8	Ss	(01:05 to 01:21 the Ss read with the teacher)	Choral
9	T	Very good. This part, Silence please. Listen and read with me.	Encouragement
10	Ss	(01:39 to 02:00 the Ss read with the T)	Choral
11	T	Good. Please, what's your name? Sorry.	Question
12	S	Angie.	Specific
13	T	Angie please read this part.	Asking for participating
14	S	It was from the factory. And Erin believed that the people were sick because of the chromium in their drinking water.	Repetition
15	T	Good, very good. Pay attention 'the local water' or 'the chromium in the local water', 3, 2, 1, 0.	Carry out daily routine
16	S	Silence.	Choral
17	T	Well, in this part of the reading there is another key word, a word that is repeated.	Teacher's explanation
18	S	Chromium.	Specific
19	T	Chromium, and there is another, what is it?	Question
20	S	Factory.	Student initiated
21	T	Repeat.	
22	S	Factory.	Repetition
23	T	Factory, very good. Look at this, factory and factory (pointing) this is another key word, why factory is another key word? Why factory is important? Why in the text is repeated the word factory? Why? Think about it.	Teacher's explanation Question
24	S	Porque es la que está ocasionando que se enfermen las personas.	Student initiated Using L1
25	T	Porque es la que está ocasionando que se enfermen las personas. So, the factory is the responsible, try to say in English. 'The factory is the responsible of the...'	Inviting to speak in English
26	S	Sick people.	Specific (response)
27	T	The sick people, right. Very good. What is the consequence of a person that is ok, what happens if this person ingests or drinks bad water, water with a chemical, water with a substance? Imagine a person that is healthy, is well, what happen if this person drink water whit chemical, what happens?	Teacher's explanation Question
28	Ss	Se intoxica. Se enferma.	Choral

29	T	Se enferma, se intoxica. In English.	Repeats student's response
30	Ss	Contamination. Contaminated.	Choral
31	T	It can be contaminated, puede estar contaminada, get contaminated. Good, very good. Ok, hey guys don't forget that we are underlining those words that are actions, in this part there are some verbs or action in past tense, did you underline? Did you underline 'visited'? No. Did you underline 'discovered'? if you didn't do it, please use your color, what is the color for the actions?	Teacher's explanation Question
32	Ss	Blue.	Choral
33	T	Blue; please underline all the actions in blue. Verbs, tell me the verbs, tell me the actions. Tell me, mention them.	Giving instructions
34	Ss	Worked, realized, believed, lived, called, discovered...	Choral
35	T	Also, I found a 'relational verb' (07:26 to 07:58 the Ss tell the relational verbs that they found and the T helps them to find another verbs) ok, perfect. So, relational verbs, actions, time expressions, did you finish?	Teacher's explanation Question
36	Ss	No, no miss.	Choral
37	T	Ok, let's continue with the last line, with the last line of this paragraph. Did you finish?	Question
38	S	Miss.	
39	T	Visited, right. Visited, of course. Let's continue. The last part says, ok pay attention. Listen. Listen first. 'She planned to help them' you with me. 1, 2, 3, go.	Scaff. Modelling
40	Ss	She planned to help them	Choral
41	T	Who is she?	Question
42	Ss	Erin.	Choral
43	T	Again Erin, very good. What did Erin plan?	Question
44	Ss	Ayudarlos.	Choral
45	T	In English.	Invitin to speak in English
46	Ss	She planned. Help them.	Choral
47	T	Very good, 'she planned to help them'. Who are 'them' (help them) who are them?	Question
48	S	Sick people.	Specific(response)
49	T	Sick people, very good. She planned to help them, and <i>them</i> is the sick people. Very good. Ok guys now I'm going to give you a piece of paper, is a worksheet and you are going to find those words, all the verbs that you have learned in the reading. Then you are going to make sentences or complete sentences with those verbs. Wait, I'm going to give you the photocopy, and I'm going to explain you again.	Teacher's explanation Giving instructions

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 16 October 28 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	In the piece of paper, you have a word search; you have to find ten regular verbs. Do you remember, what are the regular verbs?	Teacher's explanations
2	Ss	Regulares. Los verbos regulares.	Choral
3	T	Los verbos regulares. In this word, in this word search they are in the base form, they are in the base form for example: the verb 'visit', you are going to find in the base form, no 'visited', no. In the base form. There are ten regular verbs.	Teacher's explanation
4	S	Listen.	Engagement
5	T	Listen, uh-huh. Another, what is another regular verb?	Question
6	Ss	Believe. Discover. Start. Work.	Choral
7	T	Oh wait. Wait. In order, in order raise your hand.	Carry out daily routine
8	Ss	Studied, planned, married, believed, realized, listened, discovered, started, visited, worked, and lived.	Choral
9	T	Then, when you find. Listen. When you find, then you are going to write down on the lines, but in these lines, you have to write them in past. Ok? You find them in the base form like work, on the line you know, you have to write them again, but in the past with the form of the past tense like worked. Did you get it? Entendieron?	Teacher's explanation Giving instructions
10	Ss	Yes, yes, yes.	Choral
11	T	Eduardo como lo debes escribir en la rayita de abajo? ¿El verbo en?	Question
12	S	Pasado.	Student answers using L1
13	T	Ok, very good.	Encouragement
14	Ss	Ordenado.	Choral
15	T	Wait. Listen, and then in the third point, listen. Anny listen. In the third point there are some sentences, what does mean sentences?	Question
16	Ss	Oraciones.	Choral
17	T	Oraciones, you have to complete the sentences with these verbs. You have to read the sentences and complete them with the verbs ok. You got it? Qué hay que hacer?	Giving instructions
18	Ss	Tenemos que buscar las palabras en la sopa de letras los verbos de la lectura, escribirlos en su forma en pasado y completar las oraciones.	Choral

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 17 October 28 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok guys, I need some volunteer to come here and circle.	

2	Ss	Teacher me. Teacher me.	Choral
3	Ss	Teacher me. Teacher me.	Choral
4	T	Orlando, please come on.	Asking for participating
5	S	(00:45 to 01:03 the S does the activity)	
6	T	What is the verb? Cuál es el verbo? What is the verb? Can you read the verb?	Question
7	S	Start.	Specific (response)
8	T	Very good. Ok, look at the word that Melissa wrote. The word is 'discovery'? Let's correct together.	Encouragement
9	Ss	No. No.	Choral
10	S	No, the word is discover.	Student initiated
11	T	Ok, Katuska go.	Asking for participating
12	S	(01:58 to 02:15 the S does the activity)	
13	T	Ok, Katuska what is this verb?	Question
14	S	Discover.	Specific (response)
15	T	Discover that's right. What is the meaning of discover?	Question
16	Ss	Descubrir. Descubrir.	Choral
17	T	Descubrir. Well, another volunteer.	Asking for participating
18	SS	Teacher me. Teacher me.	Choral
19	T	Ok, Deyanniris and Anny go.	Asking for participating
20	Ss	(02:45 to 03:00 The S does the activity with her classmate)	Choral
21	T	Ok girls, what is this verb?	Question
22	Ss	Work. Work.	Choral
23	T	Work, very good. Do you know what is 'work'?	Question
24	Ss	Trabajar. Trabajar.	Choral
25	T	Trabajar, very good. Ok, guys who can tell me what is this verb?	Question
26	Ss	Play. Play. Play.	Choral
27	T	Play, very good.	Encouragement

28	Ss	(Ss finished the word search on the board)	Choral
29	Ss	(The Ss start to repeat the correct pronunciation of the verbs)	Choral
30	T	Started	Asking for participating
31	Ss	Started	Choral
32	T	Realized.	Asking for participating
33	Ss	Realized	Choral
34	T	Played	Asking for participating
35	Ss	Played	Choral
36	T	Believed	Asking for participating
37	Ss	Believed	Choral
38	Ss	Worked	Choral

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 18 October 28 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	In the next paragraph. In the last one remember that we found relevant information about the water, about, about the factory, about the chemical in the water that was affecting the people, and something that Erin planned. It said “Erin planned to help them” (T says the sentence twice). What did Erin plan? What did Erin plan?	Teacher’ explanation
2	S	Planeó.	
3	T	Planeó, uh-huh. What did Erin plan? It said help...	Question
4	S	Sick people.	Specific (response)
5	T	Uh-huh, repeat Amny.	Asking for participating
6	S	To help sick people.	Specific (response)
7	T	To help sick people, that was the last part. Now let’s continue. Listen carefully please, listen to me, “Erin and her boss started a law case against the pacific gas, and electric company” I’m going to repeat. “Erin and her boss...”	Teacher’s explanation Scaff. Modelling
8	Ss	Erin and her boss...	Choral
9	T	Wait. Wait. I’m going to repeat, listen and then you repeat. “Erin and her boss started a law case against the pacific gas, and electric company” now you with me please.	Asking for participating
10	Ss	Erin and her boss started a law case against the pacific gas, and electric company	Choral
11	T	Ok, I want that Duvan participate, Duvan please read again.	Asking for participating

12	S	Erin and her boss started a law case against the pacific gas, and electric company (bad pronunciation)	
13	T	Very good. I heard you said that, repeat please two words.	Asking for participating
14	Ss	A law.	Choral
15	T	A?	Asking for participating
16	S	A law.	Specific (response)
17	T	A law case, ok Duvan. A law case <i>against</i> , ok against, very good. Another one? Maybe, Aldair please. Read again, the same. The same, Erin and...	Asking for participating
18	S	Erin and her boss started a law...	Specific (response)
19	T	A law...	Asking for participating
20	S	A law...	Specific (response)
21	T	Uh-huh.	Asking for participating
22	S	Case.	Specific (response)
23	T	Case, uh-huh good.	Asking for participating
24	S	Against (bad pronunciation)	Student answers using L2
25	T	Against.	Teacher's correcting pronunciation
26	S	The pacific gas and electric company.	Student answers using L2G
27	T	Very good. Very good. Ok. Well, at this moment Erin is not alone, Erin is not alone, and you know what does mean the word alone?	Encouragement Question
28	Ss	Sola.	Choral
29	T	Uh-huh, Erin wasn't alone. In this part there, there is another person, what is the other person in this part?	Question
30	Ss	Boss.	Choral
31	T	Boss, her boss. So, her boss, is another, another what?	Repeats student's response Question
32	Ss	Participant.	Choral
33	T	Participant, very good. Her boss is another participant. Participant, what do you have to do? Underline.	Repeats student's response Question
34	Ss	Yellow.	Choral
35	T	Yellow, so please underline boss, because is another participant. And, you know what does mean her boss, what is the boss?	Question
36	Ss	Jefe.	Choral

37	T	El jefe, right. Good. Erin and her boss started a law case against, a law case against the pacific gas and electric company. You know what is a law case?	Teacher's explanation Question
38	S	Caso.	Student answers using L1
39	T	Como caso, dice Anny. Ok, a law case?	Question
40	S	Investigar.	Student initiated Using L1
41	T	Como investigar, what else?	Question
42	S	Demanda.	Student initiated Using L1
43	T	Uh-huh	
44	S	Demanda.	Student initiated Using L1
45	T	Como una demanda, that's the best term, the best word, cause <i>against</i> means <i>contra</i> that's right. A law case against, what is against?	Teacher's explanation
46	Ss	Contra.	Choral
47	T	Contra, very good. So, inició...?	Question
48	S	Una demanda.	Student initiated Using L1
49	T	Una demanda, very good. Started a law case against the pacific gas, en contra de quién?	
50	Ss	De la compañía. The company.	Choral
51	T	The company or the factory. Against the factory, very good. Well, let's continue. And remember pacific gas is a participant too, and it is repeated, it is repeated. If it is repeated, is a key...?	Teacher's explanation
52	S	Word.	Specific (response)
53	T	It's a key word, so you can underline, in what color? Key word, key words, what is the color for key words, the word that is repeated? Orange. Todas estas palabritas que una y otra vez se repiten allí, son Key words, y las estamos resaltando en naranja, in orange. Don't forget that. Let's continue. Listen please, ah ok underline.	Giving instructions
54	Ss	(05:41 to 06:01 Ss do the activity)	Choral
55	T	Listen, listen carefully. "The company wasn't happy about this (T repeats the sentence twice). Please, read.	Asking for participating
56	S	The company wasn't happy about this (bad pronunciation)	Repetition
57	T	Ok. <i>About</i> this. The company <i>wasn't</i> happy about this, good. I'll continue, they didn't agree, and the people were sick because of the water (T repeats the sentence twice). Ok, there are two things here, the company wasn't happy, because they didn't agree that the people were sick because of the water. Esteban, please. They...	Teacher's explanation Asking for participating
58	S	Seño repita, repeat.	Asking for help
59	T	Ok, they didn't agree that the people were sick because of the water. You.	Teacher's explanation
60	S	They didn't agree. They...	Student initiated

61	T	That...	
62	S	That the people were sick become of the water (bad pronunciation)	Repetition
63	T	<i>Because of the water</i> , ok Good. Let's try to explain that. What the company, what did the company say? What the company said? They said people, or what the company said about this? Because remember that Erin and her boss think that the factory is the responsible, but what happened? The factory I said, they said yes, we are the responsible.	Teacher's explanation
64	Ss	No.	Choral
65	T	Uh-huh, what happened?	Question
66	S	O sea, de lo que entendí más o menos, es que o sea están averiguando acerca de las personas que están muy enfermas por el agua contaminada.	Student initiated Using L1
67	T	And what did the factory say? ¿Y qué dicen los de la empresa? Think and...	Question
68	S	Ellos piensan que el agua no es la causante de que ellos estén enfermos.	Student initiated Using L1
69	T	Ellos creen...	
70	S	Que el agua no es el causante de que ellos estén enfermos.	Student initiated Using L1
71	T	Ah ok. El agua no es el causante de que ellos estén enfermos. Remember; try to put little ideas in English. Anny.	Teacher's explanation
72	S	La compañía no está feliz con lo que está pasando.	Student initiated Using L1
73	T	Uh-huh. La compañía no está feliz con lo que está pasando, ¿eso lo podemos decir en inglés?	Teacher's explanation Inviting to speak in English
74	S	Sí.	Student answers using L1
75	T	Uh-huh, Anny says.	
76	S	The company wasn't happy about this.	Student answers using L2
77	T	Perfect. The company wasn't happy because they think people were not sick about the water, Right? Ok. Let's continue, in 1996, in 1996 the judge ordered pacific gas and electric to pay the people in Hinkley \$500.000 dollars. There were 600 sick people, so was \$333 million in total. There is very good information here. What is the first information that appears here?	Teacher's explanation Question
78	S	A date.	Specific (response)
79	T	A date, ok. So, remember we underline dates in?	Question
80	Ss	Green.	Choral
81	T	Green, ok. In green, because is another event. What happen in 1996? (T reads the sentence twice)	Question
82	S	El juez ordenó...	Student initiated Using L1
83	T	Uh-huh, appear another... another... another what?	Question

84	S	Participant.	Specific (response)
85	T	Another participant, the judge. Ok, what happened?	Question
86	S	El juez ordenó, que pagaran algo como una indemnización.	Student initiated Using L1
87	T	Ok, ordenó que pagaran, o que hicieran como una indemnización a las personas enfermas. Ok, the judge ordered to pay, Eduardo what did the judge do? Qué hizo? What did the judge do? The judge, allí tienes la información, read. What did the judge do?	Teacher's explanation Question
88	S	The judge ordered to pay.(The S speaks slow)	Student answers using L2
89	T	Uh-huh. Speak louder.	Asking for speaking louder
90	S	The judge ordered to pay	Repetition
91	T	That's enough, the judge ordered to pay. You don't need to tell me a long answer, just little information. What did the judge do? Que hizo el juez? What did the judge do? The judge ordered to pay (Ss answer with the T) right the judge ordered to pay. Let's continue, read with me please.	Teacher's explanation Asking for participating
92	Ss	The judge ordered to pay	Choral
93	T	Don't worry about the number, because I know that they are big so, is not relevant at this moment. Well, the most important event in this part, what is the most important event in that part? Try to answer in English, please. Organize your ideas. What is the most important event in that part? Think and organize your ideas, then raise your hands. I'll repeat the question. What was the most important event in this part? Wait, another student please, and then Anny. According to the information in that part, what is the most important thing here? What is the most important? Raise your hand, please. Now they are in a law case, with lawyers, and there is another person in the middle. What is the most important event?	Teacher's explanation Giving instruction Question Carry out daily routine
94	T	Cuál es el hecho más importante, ¿cuál es el hecho central en esta parte? Who is the other participant that appears?	Question
95	S	¿Los que les van a pagar a los enfermos?	Student initiated Using L1
96	T	Katuska, who is the other participant that appears? ¿Cuál es el otro participante que apareció aquí?	Question
97	Ss	The judge.	Choral
98	T	The judge. So, what is the most important thing? ¿Qué es lo más importante? El evento más importante? What is the most important thing here?	Question
99	S	Lo que hizo.	Student initiated Using L1
100	T	Uh-huh. Lo que hizo, in English. What did he do?	Question
101	Ss	The judge. The judge ordered to pay.	Choral
102	T	Perfect. Esteban, repeat.	Encouragement
103	S	The judge ordered to pay.	Repetition

104	T	Applause for Esteban. (Ss applaud him). The judge ordered to pay for the sick people, many, many, many, money. \$333 million in total that is the other event Yeah, that's the most important event here. Well.	Encouragement
105	T	We found information to put in our timeline, so we have to write in our timeline what happened in 1996. Please, complete your timeline with the events. Complete your timeline. Write the date 'in 1996' in the timeline please, in the time line complete.	Teacher's explanation Giving instruction
106	S	In 1996.	Specific (response)
107	T	Uh-huh perfect. We have registered four events in the timeline, hemos registrado 4 eventos en la línea de tiempo.	Teacher's explanation

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 19 October 28 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	(00:00 to 00:53 Ss do the activity) Very good, ordered the company to pay. It's a good answer. Ok, finish?	Encouragement
2	Ss	Yes.	Choral
3	T	Ok, let's continue. Let's continue, please. Let's continue, please. As you have seen, in a biography or in a biographical recount, appear ' dates ', and those dates, right. At the beginning said, what is the first date?	Question
4	S	In...	
5	T	The first date, what was the first date?	Question
6	Ss	In 1990.	Choral
7	T	In 1990, and then?	Question
8	Ss	In 1996.	Choral
9	T	In 1996, very good. So, now we are going to continue, and you can see how time and events happen or are happening in a person's life. Now look at this date, in 2000 that is recent, is close to this time, for example because we are in 2017 and that is closer to us, in 2000 the recent information. Ok. I'm going to continue, 'in 2000, there was a movie about Erin Brockovich', I'll repeat. In 2000, there was a movie about Erin Brockovich. You.	Teacher's explanation
10	Ss	In 2000, there was a movie about Erin Brockovich.	Choral
11	T	Ok, you with me. In 2000, there was a movie about Erin Brockovich, Deyaniris please.	Scaff. Modelling
12	S	In 2000, there was a movie about Erin Brockovich (bad pronunciation)	Repetition
13	T	Ok, there was a movie...	Teacher correcting pronunciation
14	Ss	<i>About.</i>	Choral
15	T	About. About. Anny, sorry no. Deyaniris, Deyaniris.	Asking for participation
16	S	In 2000, there was a movie about Erin Brockovich.	Repetition

17	T	Perfect.	Encouragement
18	S	The thousand...	Student initiated
19	T	In 2000.	Teacher correcting pronunciation
20	S	There was a movie about Erin Brockovich (bad pronunciation)	Repetition
21	T	There was a? There was a...	Teacher correcting pronunciation
22	Ss	Move	Choral
23	T	<i>Movie</i> . There was a...	
24	Ss	Movie.	Choral
25	T	A movie, About...	Asking for participating
26	S	Erin Brockovich.	Specific (response)
27	T	Erin Brockovich, very good. In 2000, there was a movie about; you know what is 'movie'?	Question
28	Ss	Película.	Choral
29	T	Ok, continue. Julia Roberts played Erin, repeat.	Scaff. Modelling
30	Ss	Julia Roberts played Erin's (Ss read with the T)	Choral
31	T	And then, listen. And the movie was very successful, And the movie was very successful repeat, successful (03:55 to 04:08 Ss repeat with the T) very good. Ok, do you know Julia Roberts?	Teacher's explanation Question
32	S	An actress.	Student initiated
33	T	Is an?	Questioning
34	Ss	An actress.	Choral
35	T	Is an actress, very good. Julia Roberts is an actress, and it said Julia Roberts played Erin, what does it mean?	Question
36	S	Hizo.	Student initiated Using L1
37	T	Hizo, right. Hizo el papel, representó, very good. Acted like Erin, good. And the movie was very successful, what does successful mean?	Question
38	S	Exitosa.	Student initiated Using L1
39	T	Exitosa, right. Exitosa, did you know that word? ¿Tu conocías esa palabra, successful? (pointing other student)	Question
40	S	No.	Student answers using L1
41	T	No. successful means exitoso o exitosa. Right. Successful don't forget that. Another important word for time expression <i>now</i> , what is now?	Question
42	Ss	Ahora.	Choral

43	T	Very good. So, put this on your timeline, please. What happen in 2000? What happened in 2000?	Question
44	Ss	There was a movie.	Choral
45	T	There was a movie, very good. So, write on your timeline. In 2000, there was a movie about?	Question
46	Ss	Erin.	Choral
47	T	About Erin, about Erin. And then, now we are going to write what happen now, now Erin is famous. What happen now?	Question
48	Ss	Ahora es famosa. Es famosa.	Choral
49	T	Very good. In English?	Inviting to speak in English
50	Ss	Now Erin is famous (bad pronunciation)	Choral
51	T	Now Erin is <i>famous</i> , repeat. put on your timeline now, and what happens? Erin is famous. Good, put on your timeline please. In this part, you will find also more actions or verbs, tell me please. What are the verbs that you found? Verbs or actions in this part?	Giving instruction Question
52	Ss	Has, gives	Choral
53	T	Now, pay attention. When you said in this part ‘now Erin is a famous’, she has her own company and she gives talks all over the world. Let’s analyze this part. She has her own company and she gives talks all over the world, read with me.	Teacher’s explanation Asking for participating
54	T-Ss	She has her own company and she gives talks all over the world.	Choral
55	T	Good. Dayana, could you read this part, please?	Asking for participating
56	S	She has her own company and she gives talks all over the world.	Repetition
57	T	Very good. She has her own company, her own company and she gives talks all over the world.	Repeats student’s response
58	S	All over the world.	Repetition
59	T	Oscar, please.	Asking for participating
60	S	She has her own company, and she gives talks all over the world.	Student reading
61	T	And she gives?	Question
62	Ss	Talks.	Choral
63	T	Talks, all...?	Question
64	Ss	Over the world.	Choral
65	T	Over the world, talks all over the world. Ok, could you tell me what are the verbs, the actions here are?	Question
66	Ss	Has.	Choral
67	T	Has, right. it is in past or present tense?	Question

68	Ss	In present miss.	Choral
69	T	Yes.	

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 20 October 28 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok, has and?	Question
2	Ss	Gives.	Choral
3	T	Gives and here there is another verb.	Teacher's explanation
4	Ss	Famous.	Choral
5	T	In this part. Verb, I said verb, famous is not a verb.	Negative feedback
6	Ss	Gives.	Choral
7	T	Gives, very good. So, look at the word. What is that word?	Question
8	Ss	Ahora. Now.	Choral
9	T	Ok, ahora, now. And look at those verbs: is, has, gives.	Giving instruction
10	Ss	Es.	Choral
11	T	Is, has, gives, are these verbs in past tense?	Question
12	Ss	No.	Choral
13	T	No, they are in?	Question
14	Ss	Present. Presente.	Choral
15	T	Present, very good. In present. Look at the relation with the word 'now' because, what does now mean?	Teacher's explanation
16	Ss	Ahora.	Choral
17	T	Ahora, so it is talking about the?	Question
18	Ss	Present.	Choral
19	T	So, what can you say about the biographical recount? The biographical recount starts and finishes, start in the?	Question
20	Ss	Start.	Choral
21	T	In the?	Question
22	Ss	Past.	Choral
23	T	In the? Start. Start. What is start?	Question

24	Ss	Empezó.	Choral
25	T	Empieza. Uh-huh, start. ¿Empezó dónde? Start in the?	Question
26	Ss	Past.	Choral
27	T	In the past, events from the past in 1990, in 1996, and then they started to move with different situations. And then where it finishes?	Question
28	Ss	Present.	Choral
29	T	Present, very good. Finish in the present. This is a characteristic of biographical recount; it starts to recount events from the past until to finish in the present. Very good. Ok, look at the last part. She has her own company, and she gives talks all over the world. Now, what is or why Erin is famous? Why Erin is a famous woman?	Teacher's explanation
30	S	Por ayudar a la gente.	Student initiated Using L2
31	T	Uh-huh. In English.	Inviting to speak in English
32	S	For help.	Student initiated
33	T	Repeat, please. Repeat.	Asking for participating
34	S	For help sick people.	Student answers using L2
35	T	For helping to sick people, and then the Erin's story was showed and represented or played in a?	Question
36	S	Movie.	Specific (response)
37	T	In a movie, in a movie very good. And now Erin has her own?	Question
38	Ss	Company.	Choral
39	T	Su propia...	
40	Ss	Compañía.	Choral
41	T	Very good. And gives talks, what is that 'gives talks'?	Encouragement Question
42	Ss	Hablar. Dio de que hablar.	Choral
43	T	Habla.	
44	S	Dio.	Student initiated
45	T	Gives talks, brinda...?	Question
46	Ss	Ayuda. Conferencias.	Choral
47	T	Conferencias, very good. Brinda conferencias all over the world.	Teacher's explanation
48	Ss	All over the world. Por todo el mundo.	Choral
49	T	Ok, very good. Applause. Good analysis guys.	Encouragement

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 21 November 3 rd Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok now let's check our timelines because we finished with the reading, and the timeline I suppose it's completed. Well, who wants to pass to the board and write the dates or the time expressions, and the event that happened in that moment? Volunteer for the first one, please. Raise your hands.	Giving instructions
2	Ss	Miss. Miss me.	Choral
3	T	Solano go. The rest of the students have to check and compare, compare your timeline, to know if it is correct. The first one is? Look at your timeline, and compare. Ok, read please. Read. In 1990...	Giving instruction
4	S	In 1990, she was in a car accident.	Student reading
5	T	Very good. In 1990, she was in a car accident. That's correct?	Encouragement Question
6	Ss	Yes.	Choral
7	T	It's correct, second one. Danna second one. Write the date or the time expression and the event. (01:43 to 02:09 the S does the activity) Danna reads the second	Asking for participating
8	S	Later, she started to work for a law company.	Student writing on the board
9	T	Very good. Later, she started to work for a law company (S helps to complete correctly this part). Well, the third event, number three.	Encouragement
10	Ss	Miss. Miss.	Choral
11	T	You want to pass? Oh. Come on, please. It's great; she does not pass to the board, congrats.	Encouragement

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 22 November 3 rd Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Who wants to pass and write on the board the last one? Ok Dilan comes here. Ok read please.	Asking for participating
2	S	Now Erin is famous (bad pronunciation)	Student initiated
3	T	Now, repeat.	Scaff. Modelling
4	S	Now Erin is famous.	Student answers using L2
5	T	Good. Now Erin is famous, very good. Ok, all your timelines are the same, are equals? Your timeline is equal that the one that is on the board yes or no?	Question
6	Ss	Yes.	Choral
7	T	If no, you have to erase and correct, because this is the correct information. Ok, now let's read together all the events, and the dates on the timeline. In this way, this side of the classroom is going to read first the date in the circle, and you, the other side, have to read the information, then you read the time expression and you read the	Giving instructions

		information, yeah? Ok. So, let's start please.	
8	Ss	In 1990.	Choral
9	T	Wait, again. 1, 2, 3 go.	Carry out daily routine
10	Ss	In 1990.	Choral
11	T	You.	Asking for participating
12	Ss	She was in a car accident.	Choral
13	T	You.	Asking for participating
14	Ss	Later.	Choral
15	T	You.	Asking for participating
16	Ss	She started to work for a law company.	Choral
17	T	Good.	Encouragement
18	Ss	One day.	Choral
19	T	You.	Asking for participating
20	Ss	Erin realized that there were lots of papers about some very sick people.	Choral
21	T	Good, continue.	Encouragement
22	Ss	In 1996.	Choral
23	T	You.	Asking for participating
24	Ss	The judge ordered Pacific to pay the people.	Choral
25	T	Ordered pacific to?	Question
26	Ss	Pay the people.	Choral
27	T	Pay the people. Good, continue.	
28	Ss	In 19... In 199... In 2000.	Choral
29	T	In 2000, you.	Asking for participating
30	Ss	There was a movie about Erin.	Choral
31	T	Very good.	Encouragement
32	Ss	Now.	Choral
33	T	You.	Asking for participating

34	Ss	Erin was famous. Erin is famous.	Choral
35	T	Erin?	Question
36	Ss	Is famous.	Choral
37	T	Erin is famous, very good. Applause. (Ss applaud)	Encouragement
38	T	Now, we are going to make a poster because we are going to represent in a picture, in some pictures the story, the biographical recount about Erin. So, I'm gonna give you a piece of paper like this for each group. In this piece of paper, you can divide it as the timeline, and you are going to make pictures ok, you are going to make pictures. What are pictures or images?	Giving instructions Question
39	Ss	Imágenes. Dibujar.	Choral
40	T	Imágenes, uh-hu. You are going to draw, all the events that you learnt on the reading. Ok, let's move and put all the chairs around walls, around the classroom, move put your chair around the classroom. Move your chairs around the classroom. A big circle.	Giving instruction

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 23 November 3 rd Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	You are going to represent, with a picture, with an image, like a cartoon, for example 'Mafalda'. Try to divide in sections, and you have to use your timeline to help you, because you need to write the most important events, that happen in each moment. Imagine that you are going to represent the timeline with pictures, with images, Ok every group. Draw, Erin, imagine what can you draw on the paper, divide every moment as the timeline presents the different events from the past until now. Ok, go ahead.	Giving instruction Teacher's explanation

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 24 November 5 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	(00:00 to 15:00 Ss are doing their posters)	

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 25 November 5 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Show your cartoons, or your posters, please open your posters. In order groups, open, open your posters show us. Very good. Well, now I want two or three groups that share with us the information of your posters. Listen, let's listen some groups, your presentation. Please, is there any volunteer group who wants to pass, show the poster, read or explain for us You? Ok, go Anny, Juan, and?	Giving instructions Question
2	S	Oscar.	
3	T	Oscar, ok. Listen first. Guys in this side please, come here. Ok listen 1, 2, 3 go.	Carry out daily routine

4	Ss	In 1990, Erin Brockovich, she was in a car accident, later she worked in the company. Later, Erin realized important information about the sick people. The judge ordered pacific to pay the people. Two thousand there was a movie in, two thousand there was about Erin. Now Erin is famous. We finished miss.	Choral Engagement
5	T	Very good. Very good. (Ss applause them) another group, please. Another volunteer group? You? Ok, go. Ok, look at them 1, 2, 3 go.	Encouragemment
6	Ss	In 1990, she was a car accident. Later, she worked in the office. She realized the papers with sick people in Hinkley. She is in the law case. She helped sick people, she is a super hero. Now she is famous.	Choral
7	T	<i>Famous</i> , very good. (Ss applause them). Another group, please. Ok, let's start; please listen 1, 2, 3 go.	Asking for participating
8	Ss	Erin Brockovick in 1990 was an car accident. Later, she started to work for a law company. One day Erin realized that it were lots of paper about some very sick people. In 1996, the judge ordered the company to pay the people. In 2000, there was a movie about Erin Brockovich. Now Erin is famous and gives talks around the world.	Choral
9	T	Very good. Mario's group go please.	Encouragement
10	Ss	Erin Brockovich biography. In 1990, she was in a car accident. She started to work for a law company. One day Erin realized that there were lots of papers about some very sick people, in 1996 the judge ordered pacific to pay the people. Now Erin is famous.	Choral
11	T	Now Erin is famous, applause. Thank you, guys. Thank you so much. We are going to do a different activity. I need that you move the chairs to over there I need to use the board, please.	Teacher's explanation Giving Instruction
Turn	Actor	Discourse	Category
1	T	The next step is to do the same that you did on your pieces of paper, your pictures, and some information, but in a written form. So, we are going to write, we are going to write all those important events that we found in the reading. Remember that in this text type ' biographical recount ' we have two very important elements, the first element in biographical recount is the?	Giving instructions Question
2	S	Orientation.	
3	T	Repeat.	Asking for participation
4	Ss	Orientation.	Choral
5	T	Ok. So, this is the first part of the biographical recount, Cantillo what can we find in the orientation? I asked you, what can we find in the orientation?	Teacher's explanation Question
6	Ss	Name.	Choral
7	T	Name, name of?	Repeats student's response Question

8	S	The main character.	Student initiated
9	T	Of course, the main character, very good. The name of the main character. So, this is a, this is the first information that we can find in the orientation, what else?	Encouragement Question
10	Ss	Nationality.	Choral
11	T	Maybe his or her nationality, very good. What else?	Question
12	Ss	Your birthday. birthday Her birthday.	Choral
13	T	Her date of birth, good. What else?	Repeats student's response
14	Ss	Study. Studies.	Choral
15	T	Studies, what else?	Question
16	Ss	Edad.	Choral
17	T	Age, good, what else?	Repeats student's response Question
18	Ss	Her job. Job.	Choral
19	T	Her job, good. All those things are in orientation. Well, also the biographical recount has a little, too.	Teacher's explanation
20	Ss	Title.	Choral
21	T	Title, that's right. A title. So, we are going to complete the information, in order to write this text. This is just the first part 'orientation', and then we are going to continue with the second one. The second one after orientation is what?	Teacher's explanation
22	Ss	Record of the stages.	Choral
23	T	'Record of the stages', very good. In the record of the stages contains different expressions, do you remember some expressions?	Encouragement Question
24	Ss	Dates.	Choral
25	T	Dates, uh-huh.	
26	S	Time expressions.	Specific (response)
27	T	Dates, maybe.	
28	S	One day	Specific (response)
29	T	Ok. Dayana what did you say?	Question Asking for participating
30	S	In 1990.	Specific (response)
31	T	No, the other expression.	Teacher correcting
32	S	One day.	Specific (response)

33	T	The first one, this. Repeat.	Scaff. Modelling
34	S	One day.	Specific (response)
35	T	One day, good. One day. And now, we are going to remember those important verbs that happened 'one day'.	Teacher's explanation
36	Ss	Realized, discovered.	Choral Specific (response)
37	T	Well now tell me other time expressions. Look at your photocopy, don't worry. That's your guide, tell me	Asking for participating
38	Ss	After.	Choral Specific (response)
39	T	Yeah. After that, and tell me the year.	Asking for participating
40	Ss	In 1990. In 1996.	Choral Specific (response)
41	T	In 1996.	Scaff. Modelling
42	Ss	In 2000.	Choral Specific (response)
43	T	In 2000, right. And the last one?	Question
44	Ss	Now.	Choral Specific (response)
45	T	Now, very good. That's the guide. Esta es nuestra guía. That's the guide. Now, I need one volunteer who wants to pass and start to complete, in the same way that we are going to do it here, together. I'm gonna help you; you have to complete your piece of paper. Here, look at that this is the same. So, in this part you are going to complete with the information. Ok, let's start. Title, what is the title? One volunteer, please. What is the title?	Teacher's explanation Giving instructions
46	Ss	Erin Brockovich.	Choral Specific (response)
47	T	One volunteer, please to write it. Solano, ok thank you. Move. Write the title of this part, write in front of.	Asking for participating
48	T	Ok, in this case the title is the same, is the same... in this case the title is the same, that the name. So, the title is Erin Brockovich and the name is?	Teacher's explanation
49	Ss	Erin Brockovich.	Choral
50	T	Erin Brockovich, so don't worry about it. Continue, who wants to continue? Now you can use another idea, you can say she is or whatever, to say the nationality, who wants to pass, and write? Go, don't worry. If you make a mistake, we'll correct it. Ok, Mario. Good, 'an American', who wants to complete? An American...?	
51	Ss	Woman.	Choral
52	T	Woman, good. 'An American woman'. Now, Dayana, please. We need to write a complete sentence, don't answer the question with a word; the idea is to construct and do sentences. Katiuska, do you want to correct that, or complete that? Uh-huh, that's better. Try to write a complete sentence, not just one word.	Teacher's explanation

53	S	Teacher, finish.	Engagement
54	T	Ok, 'she was born in Kansas' very good. Also, we can put... Ok, continue. Studies, who wants to pass and write about her studies? Try to read the sentence. She studied for a year, for a, a year, at a business college for a year. Well, let me help you with the writing of the sentence) thanks you. Please read, let's read. 1, 2, 3, go.	Teacher's explanation Question Asking for participating
55	Ss	She studied for a year in a business college.	Choral
56	T	That's it, complete sentences, not only words, not only one word. About the marital status, what is the information? You know what marital status is? Como su situación, su estado civil. Ok, who wants to pass? Anny? Who wants to pass? Single or married? Married? Who? Married with a man, that's right. Married with a man.	Teacher's explanation
57	S	(S do the activity)	Engagement
58	T	Ok, married with a restaurant manager. Good. Job? Aldair go.	Asking for participating
59	S	She married to a restaurant manager.	Repetition
60	T	Ok, Aldair. 'Her job', look at the word job' Aldair. It's incorrect 'job' (T point). Her job, 'her job was to organize papers', right. (S corrects the mistake) well, thank you. Now, we are going to start with the second part 'record of the stages'. 'one day, Erin or she' you have to use the verb but be careful, the verb is in the base form. So, you have to use in?	Teacher's explanation Question
61	S	Past.	Specific(response)
62	T	In past, right. To complete the sentences. Another volunteer, please? Another volunteer?	Question Asking for participating
63	S	Miss.	
64	T	Ok, go.	Asking for participating
65	S	(the S does the activity)	Engagement
66	T	Picture, is picture. Ok, she <i>discovered</i> (the S wrote the verb in present tense) correct this, she <i>discovered</i> , because is in past. Correct please. 'That there was chemical called chromium'. Look at the color, verbs in blue, time expressions and dates in green.	Teacher's explanation

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 26 November 5 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	(00:00 to 01:45 Ss do the activity) ok. Thank you. Well, please let's read the second part the ' record of the stages ' everybody read with me.	Asking for participating
2	T-Ss	Erin realized that there were lots of papers about some very sick people in a place called Hinkley. She started to look for more information about the town. She visited a lot of people in a place called Hinkley. She discovered that there was chemical called chromium in the local water. Erin believed that the people were sick because of the chromium in the drinking water.	Choral
3	T	Good, now this part.	

4	Ss	Erin and her boss started a law case against the pacific gas and electric company. The judge ordered pacific gas and electric to pay the people in Hinkley.	Choral
5	T	Five hundred thousand each. Repeat.	Asking for participating
6	Ss	There was a movie about Erin Brockovich. Erin is famous	Choral
7	T	Now Erin is famous, ok. Guys now we finished the reading, I have a question for you, do you think that Erin's Brockovich reading or this text was difficult to understand? It was difficult to comprehend?	Teacher's explanation Question
8	Ss	No.	Choral
9	T	To understand that. It was difficult?	Question
10	Ss	Yes. No.	Choral
11	T	It was difficult yes or no?	Question
12	Ss	No.	Choral
13	T	Ok, why? Why it wasn't difficult for you? You say, was difficult? No. So why it wasn't difficult? What did you understand on the reading or what make easier for you?	Question

TEXT 1- Erin Brockovich. (biographical recount) VIDEO 27 November 5 th Yullys Alvarino (teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	I have a question for you. I want to know if Erin's Brockovich biographical recount, this text, was difficult for you to understand. And also, what were your experiences, what were your experiences in this activity. Who wants to say something? Tell me. What do you think about the activity, about the experience, about the text?	Question Teacher's explanation
2	S	Ósea, al principio cuando usted nos entregó las copias y eso, había algunas cuantas palabras O sea que entendía y sabía que eran, pero en sí en sí, no sabía de qué trataba.	Student initiated Using L1
3	T	Perfect. Al inicio, at the beginning OK. Another? Another impression? What can you say about all the aspects that we were learning in this activity? You want to say something?	Question
4	S	Al principio a mí me parecía, sinceramente me parecía difícil, no sabía nada, pero como usted se esmeraba, ósea usted se preocupaba porque cada pronunciación, cada palabra, todo nos lo explicaba, o sea por parte usted hubo mucha ayuda, cada palabra o frase la decía y nosotros la repetíamos también nos explicaba las palabras más desconocidas o sea terminé entendiendo el texto.	Student initiated Using L1
5	T	Ok. Very good that's the idea. Another? Another opinion please.? Jason.	Asking for participating
6	S	Al principio no entendía, pero poco a poco fui entendiendo más sobre el texto, y aprendiendo cosas que no sabía. Es la primera vez que leemos así, nos demoramos bastante, pero todo lo entendimos.	Student initiated Using L1
7	T	Ok, excellent. That's the idea help you to comprehend every detail in the text.	Teacher's explanation

Appendix 5

Text- lesson 1

ERIN BROCKOVICH

Erin Brockovich, an American woman, was born in Kansas. She studied at a business college for a year, and then she moved to southern California and married a restaurant manager. In 1990, when she was 30 years old, she was in a car accident. A law company helped her after the accident, and later she started to work for them. Her job was to organize papers.

One day Erin realized that there were lots of papers about some very sick people in a place called Hinkley. She started to look for more information about the town. Erin worked very hard for five years. She visited lots of sick people in Hinkley and listened to their stories. All the people lived near a big Pacific Gas and Electric factory, and she discovered that there was a chemical called chromium in the local water, it was from the factory, and Erin believed that the people were sick because of the chromium in their drinking water. She planned to help them.

Erin and her boss started a law case against the Pacific Gas and Electric Company. The company wasn't happy about this. They didn't agree that the people were sick because of the water. In 1996, the judge ordered Pacific Gas and Electric to pay the people in Hinkley \$500,000 each (there were 600 sick people, so was \$333 million in total).

In 2000, there was a movie about Erin Brockovich. Julia Roberts played Erin, and the movie was very successful. Now Erin is famous. She has her own company, and she gives talks all over the world.

	Participants
	Verb tense
	Repeated words
	Time expressions

Appendix 6

Worksheet (simple past tense- regular verbs)

INSTITUCION EDUCATIVA LUIS R. CAPARROSO

STUDENT: _____ DATE: ____|_____

FIND 10 REGULAR VERBS IN THE WORD SEARCH.

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

WRITE THE PAST FORM OF THE VERBS YOU FOUND IN THE WORD SEARCH

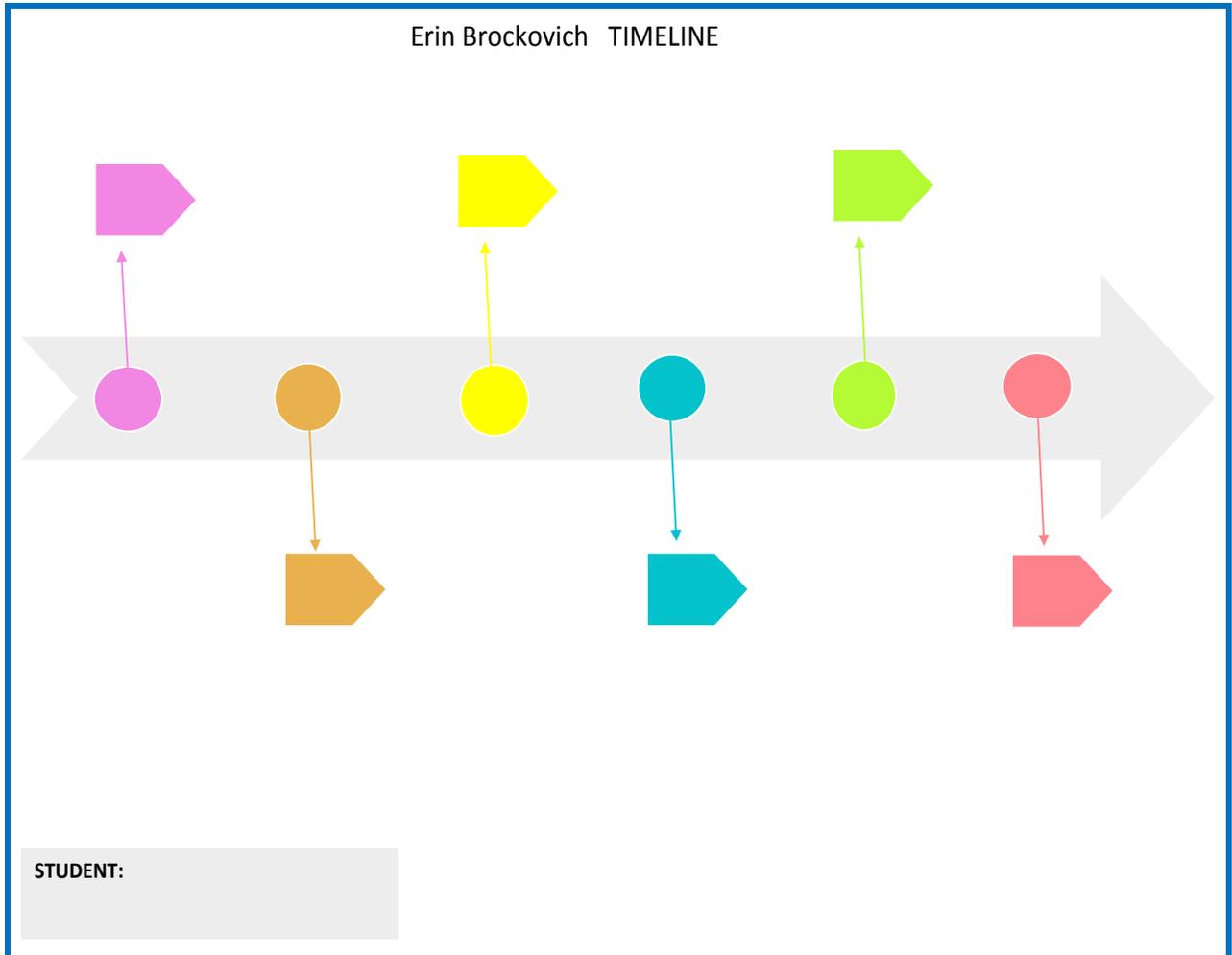
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

COMPLETE THE SENTENCES WITH THE VERBS IN PAST FORM.

- 1) Yesterday I _____ my grandmother.
- 2) My parents get _____ 15 years ago.
- 3) Miss Yully _____ at Universidad Autónoma last year.
- 4) We _____ to go to San Andres Island.
- 5) My mom _____ I failed the math exam.
- 6) We _____ in God.
- 7) My brother _____ mechanic engineering.
- 8) They _____ to romantic music all night.
- 9) The soccer game _____ at 7:00 o'clock pm.
- 10) My father _____ in Bogotá.
- 11) The teacher _____ me with my homework.

Appendix 7

Timeline



Appendix 8

Rewriting

Student: _____

Read Erin's Brockovich biography and use the information of the timeline (previous activity) to complete the following chart.

Genre: Biographical Recount

Title:			
Orientation (Main carácter)	Name		
	Nationality		
	Birth place		
	Studies		
	Marital status		
	Job		
Record of stages (main and secondary characters) ✓ events ✓ places ✓ participants -Use your timeline information-	1990		
	One day	(realize)	
		(start)	
		(visit)	
		(discover)	
		(believe)	
	After that		
	1996		
	In 2000		
	Now		

Appendix 9

Transcript of lesson 2

Institución Educativa Luis R. Caparroso

comments: ()
Conventions: Teacher: T
 Student: S
 Students: Ss

TEXT 2- Will Smith (biographical recount) Video 1 February 6th Warm up 1 Yullys Alvarino (Teacher) 8° Grade			
Turn	Actor	Discourse	Category
1	T	Ok students today we are going to work on a similar text, like Erin Brockovich. Well, is about the same genre that we were working last classes. We will analyze another text in the same way. Ok. I want that a student says the name of this text type. Do you remember? What is the name of this kind of text that inform about the important past events, achievement or relevant things and stages in a person's life?	Contextualizing
2	Ss	Biographical recount, biographical, biography, biographic.	choral
3	Ss	Biographical recount! (most of the Ss repeated in chorus)	Repetition
4	T	Again, biographical recount!	Ask for participating
5	Ss	Biographical recount. (all Ss repeated)	Repetition
6	T	Wow! That's great! What a good memory have my students! Applause for you! Ok guys so let's start! Now you are going to listen carefully, because is only a voice. try to guess the person who is speaking.	Encouragement Giving Instruction
7	S	Miss miss ya se, ¡ya se! Ese es el de la película.	Student answers using L1
8	T	Uh-hu say that in English please, you can, say it! (students start to talk so exciting)	Inviting to speak in English
9	S	Ey siiii, sii ese es el man ese el negro de la de los extraterrestres.	Student answers using L1
10	T	jajaj yes you are right! But raise your hand. I can't listen to you	Carry out routine
11	S	Miss! Miss! Teacher me! No, yo, teacher me!	Asking for participating
12	T	OK Gallego tell us. Who is?	Question

13	S	Miss is Willy Smith el de Men in Black.	Student- Initiated
14	T	Perfect! Is Will Smith, now let's see the complete scene. (The teacher played the video). OK. Did you like it?	Question
15	S	Yeaahh miss the movie is cool!	engagement
16	T	Yes! Is really cool. Ok tell me, what is his name? But his full name. I mean name and last name. For example, you! Andres, you are Andres Gallego and me, I am Yullys Alvarino, so what is his full name?	Scaffolding-(bridging)
17	S	Willy Smith	Student Initiated
18	T	Mmm well... people call him Will Smith, but that is not exactly his name. Ok don't worry. We will find his name in the reading.	Teacher's explanation
19	S Ss	Miss, pero diga, diga cómo se llama. Si, si diga, diga...	Engagement
20	T	Jajajaja wait, wait relax, that's the idea, make you feel interested. Let's continue, Is he famous?	Encouragement Question
21	Ss	Yes, yes!	Choral
22	T	Right! He is a very famous actor. What is your favorite actor, Dayana? My favorite actor is Jim Carrey.	Scaffolding(Bridging)
23	T	Nice! He is very funny. Well, do you think that being an actor is an easy job?	Question
24	T	What do you think, Oscar? Do you know what is easy?	Question
25	S	No, miss no se.	Student answers using L1
26	T	Who knows? What does easy mean? Easy in Spanish.	Question
27	S	Teacher me.	Asking for participating
28	T	Ok Any, what does it mean?	Question
29	S	Fácil, significa fácil.	Student answers Using L1
30	T	Excellent! Thank you Any, very good!	Encouragement
31	T	So, Oscar, now tell us. To be an actor is an easy job?	Question
32	S	Easy? Noo será difficult, tienen que aprenderse de pura memoria cosas muy largas.	Student answers Using L1
33	T	Uh-hu that's right, they need a very good memory. So, what do you think we are going to read today?	Question
34	S	¿La lectura de hoy? Ah sobre ese actor miss, Will Smith.	Predicting

35	T	You are right. OK. Let's start with our reading. (The teacher distributes the photocopies). Look at the title. Let us read it together! 1,2,3 go! Will Smith! Listen carefully and repeat after me. Willard Christopher Will Smith, Jr is an actor and rapper.	Scaffolding(Modelling)
36	Ss	Williard Christopher Will Smith, Jr is an actor and rapper.	Choral
37	T	OK, now you alone Juan, read please!	Asking for participating
38	S	Williard Christopher Will Smith, Jr is an actor and rapper.	Choral
39	T	Oh! Perfect Juan. So, what is his name? and what does he do?	Question
40	Ss.	William Christopher	Choral
41	S	Actor y rapero.	Student answers Using L1
42	T	Exactly, actor and rapper. Let's continue reading. Just listen, He first became famous in the late nineteen eightieth. Now you with me.	Scaffolding(Modelling)
43	T- Ss	He first became famous in the late nineteen eightieth.	Repetition
44	T	Ok, Andres, please, read the sentence.	Asking for reading
45	S	He first became famous in the late nineteen eightieth (bad pronunciation)	Repetition
46	T	OK. Andres, listen to me again and then repeat and take into account is first como con e no con i. well, listen and repeat. He first became famous in the late nineteen eightieth. Ok you again, Andres.	Scaffolding(Modelling)
47	S	He first became famous in the late nineteen eightieth.	Student correcting pronunciation
48	T	Excellent! Very very good. Applause for Andres. Well, when does he start to be famous?	Encouragement Question
49	S	In ninety eighty (bad pronunciation)	Student answers using L2
50	T	Ok, listen he start to be famous in He first became famous in the late nineteen eightieth, repeat please	Scaffolding(Modelling)
51	S	In nineteen eightieth.	Student correcting pronunciation
52	T	That's it. Let's finish this sentence. Listen, As the rap artist Fresh Prince. Now is your turn.	Scaffolding(Modelling)
53	S	As the rap artist, Fresh Prince.	Repetition
54	S	El príncipe del rap. Miss	Student answers using L1
55	T	Very good. Let's continue. He made a very succesful move into movies. You with me.	Scaffolding(Modelling)
56	T-S	He made a very successful move into movies.	Repetition

57	T	Angie, please.	Asking for participating
58	S	He made a very successful move into movies.	Repetition
59	T	Wow! Great! Nice pronunciation!	Encouragement
60	S	Miss made como made in China.	Student Initiated
61	T	Exactly and what does it mean?	Question
62	S	Hecho en la China.	Specific(response) Student answers using L1
63	T	Right, but in this case. He made a very successful move into movies. Ok look up in your dictionaries the word successful.	Giving instruction
64	S	exitoso	Student answers using L1
65	T	Right. What do you understand in this sentence? What does mean move?	Question
66	S	Mover	Specific(response)
67	T	Mmm look at me (the teacher made a step) What I did?	Scaffolding(bridging)
68	S	Caminó. Dió un paso!	Student answers Using L1
69	T	Exactly, so in Spanish he made a successful move means that dió un paso hacia el éxito, o dió un paso exitoso. Well let's continue the reading. Listen carefully and repeat. He is the only actor in Hollywood history	Teaching vocabulary Scaffolding (Modelling)
70	S	He is the only actor in Hollywood history,	Repetition
71	T	Ok, now you with me.	Giving instruction
72	Ss - T	He is the only actor in Hollywood history	Repetition
73	T	To make eight consecutive films. Repeat, please	Giving instruction
74	Ss	To make eight consecutive films	Repetition
75	T	That earned a hundred million in the USA. You!	Scaffolding(Modelling)
76	Ss	That earned a hundred million in the USA.	repetition
77	T	Lael please! The complete sentence. Go!	Asking for participating
78	S	He is the only actor in Hollywood history to make eight consecutive films that earned a hundred million in the USA.	Repetition
79	T	Woowww! It was perfect! Nice pronunciation Lael, congrats! You really payed attention to the reading, applause!	Encourage

80	Ss	Weeee, uuuuu, bravo!!(clapping)	Engagement
81	T	Well, continue, Newsweek magazine call him the most powerful actor on the planet. WOW! On the planet! Can you imagine that? Really Awesome! Ok you with me!	Scaffolding(Modeling)
82	Ss-T	Newsweek magazine call him the most powerful actor on the planet.	Repetition
83	T	OK, Esteban, you alone	Asking for participating
84	S	Nombe miss, yo no.	Student doesn't want to participate
85	T	Please, Esteban, you can, don't worry. Come on..	Asking for participating Reducing anxiety
86	S	Bueno miss pero si me equivoco que no se rian	Student answers using L1
87	S	Aaeeee, andaa, que no se rian, jajajaja	Students kidding
88	T	Ujum! What happens? Respect to your partner, please! That's normal Esteban, don't worry many students don't like to speak in English; they feel nervous because they think they don't have a good pronunciation, but later when they learn, they really like it. Go! I help you.	Teaching values Reducing anxiety
89	S	Bueno miss. Newsweek magazine call him the most powerful actor on planet. (bad pronunciation) Miss pero repítamelo usted otra vez.	Asking for teacher's help
90	T	Of course, don't worry, relax! Listen and repeat after me. Newsweek magazine	Reducing anxiety Scaffolding(Modeling)
91	S	Newsweek magazine called him	Repetition
92	T	Newsweek magazine called him	Repeats students' response verbatim
93	T	The most powerful actor	Modeling
94	S	The most powerful actor	Repetition
95	T	On the planet	Scaffolding(Modeling)
96	S	On the planet.	Repetition
97	T	Excellent! It's simple! Well now you again. Go!	Encouragement. Asking for participating
98	S	News... newsweek magazine, called him the most powerful actor on the planet.	Repetition
99	T	Great! You got it! Applause for Esteban. Ok Esteban tell me it was difficult?	Encouragement
100	S	Jajaja un poquito miss, pero al principio, ya después no.	Student answers Using L1
101	T	Exactly, if we continue practicing in this way you will do better and better. Well, now tell me, how many films or movies made Will Smith?	Encouragement Question
102	Ss	Teacher me, teacher me, me, me	Asking for participating

103	T	Ok. Andrew	Encouragement
104	S	eight	Specific(response)
105	T	Great! And what is the name of the magazine that called him the most powerful actor on the planet?	Question
106	Ss	Teacher, teacher, miss, pero miss mire para acáaa	Asking for participating
107	T	Jajajaj wait, raise your hand please, don't speak at the same time. Ok, you Eddy	Teaching values Carry out daily routine
108	Ss	Newsweek	Choral
109	T	Right! You were concentrated on the reading. Very good guys! We will stop here and we will continue tomorrow.	Encouragement

TEXT 2- Will Smith (biographical recount) Video 2 February 10th Yullys Alvarino. (Teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok guys let's continue analyzing our reading, yesterday we read about the money he earned, according to this part tell me, how much money did he earn?	Question
2	Ss	Teacher me!	Choral Asking for participating
3	S	Teacher, teacher yo, miss, miss...	Asking for participating
4	T	Ok, mmm let me choose one that hasn't participated, well, Shaira	Encouragement
5	S	cien millones de dólares	Specific(response) Student answers Using L1
6	T	Good, very good, but try to say it in English please!	Inviting to speak in English
7	S	Anda miss, pero me ayuda.	Asking for helping
8	T	Of course, don't worry Shaira, relax. Go!	Reducing anxiety
9	S	One hundred million	Specific(response) Student answers using L2
10	T	Ok one hundred, hundred, don't forget it. And the magazine, Newsweek, how called him? Eduardo please, answer	Teacher correcting pronunciation.
11	S	The power...	student answers using L2
12	T	Ayyy por, favor déjenlo pensar. No respondan, dije Eduardo.	Calling students' attention
13	S	The powerful actor on the planet.	Student answers using L2

14	T	Excellent! The powerful actor on the planet. OK, now I want that you look these words ... Called and earned. What can you say about them? What do you remember from the last class? Could you tell me Solano? Please! What they have in common?	Scaffolding(bridging)
15	S	Miss esos son verbos que terminan en "ed" o sea están en pasado verdad.	Student using previous knowledge
16	T	Wow! Very good! Excellent explanation. So, this text is written in...?	Encouragement
17	Ss	In past.	Student answers using L2
18	T	Perfect! Now tell me if you remember that years in a text are very important. Well years show us dates, so dates and time. time what?	Asking for participating
19	Ss	Expressions!	Choral
20	T	Time expressions. Nice! Good memory! Ok for following and organizing the main events we can use a... Time...time...	Encouragement
21	Ss	Line!	Choral
22	T	Ok guys, now we are going to do a different timeline, I'm going to give you a piece of wool to make it, look this wool. Repeat, wool!	Giving instructions
23	Ss	Wool!	Choral
24	S	O sea, lana miss?	Engagement
25	T	Correct! In this piece of wool you are going to hang pieces of papers with the events and time expressions or dates that you find in the text. Look at me (The teacher wrote the events on a small piece of paper and hung it up on the wool)	Giving instructions
26	S	Uyy qué chévere miss, esa timeline me gusta más que la de Erin, se ve más divertida.	Engagement
27	T	You are right; this way is very different and funny. Ok let's start. Tell me what is the first date in chronological order that appeared in the text? What happened in that year? Or what is the event?	Question
28	S	Mil novecientos ochenta miss!	Student answers Using L2
29	T	Mmm are you sure? I said the first but not the first in the text, is the first in chronological order. For example, two thousand seventeenth, two thousand three, and nineteen ninety five.(the teacher writes these dates on the board) In chronological, chronological order two thousand seventeenth is the first one?	Scaffolding(bridging) Question
30	Ss	No, no miss, no ,no,no	Choral
31	T	OK What is the first one?	Question
32	S	Miss is nineteen ninety-five	Student answers using L2
33	T	Perfect! So, in our reading, in Will's text what is the first date? Ok Angie, answered.	Question
34	Ss	Nineteen sixty-eight	Choral

35	T	That's right! This is the answer. Nineteen sixty-eight. Now, tell me, what happened that date? What is the important event in nineteen sixty-eight?	Question
36	S	Miss Will Smith was born in nineteen sixty-eight.	Student answers using L2
37	T	Right! So, this is the first event that you have to hang up on your timeline. So, please write it down on a color piece of paper and put it on the wool. Do it now! Well, show me, mm great, perfect! Very good Katuska, everybody did it well. Now let's continue with our reading. Let's us move on second paragraph. Oh wait! I forgot asking you something. Do you remember what name receives this part of the text, where we found the main character's name and other personal information? You Marisela please.	Giving instructions Question
38	Ss	Teacher me, miss, miss, me, me, me	Asking for participating
39	T	Nice! Many students want to participate, that's cool! Marisela please!	Encouragement
40	S	Orientation miss	Student answers using L2
41	T	Excellent! Orientation, so far so good! Let's continue the reading. Listen carefully and repeat Smith was born in nineteen sixty-eight	Encouragement Scaffolding(modeling)
42	Ss	Smith was born in nineteen sixty-eight	Repetition
43	T	And grew up in Philadelphia	Scaffolding(modeling)
44	Ss	And grew up in Philadelphia	Repetition
45	T	You Orlando please! All the sentence	Asking for participating
46	S	Smith was born in nineteen sixty-eight and grew up in Philadelphia	Repetition
47	T	Good! Don't forget grew up, grew up. Well, were Smith was born?	Reinforcing vocabulary
48	Ss	In Philadelphia, in Philadelphia!	Choral Specific(response)
49	T	Ok let's continue. His mother was a school administrator	Scaffolding(Modeling)
50	S	His mother was a school administrator	Repetition
51	T	And his father was a refrigeration engineer.	Scaffolding(modeling)
52	S	And his father was a refrigeration engineer.	Repetition
53	T	Please Mario, read the two sentences.	Asking for participating
54	S	Ok miss. His mother was a school administrator and his father was a refrigeration engineer.	Repetition
55	T	Excellent this part appeared two people, who are they Anyeli?	Encouragement Question

56	S	His mother and his father.	Specific(response) Student answers using L2
57	T	Perfect! In a biographical recount, there are secondary characters or... or... paaarr...	Encouragement
58	Ss	Participants! Participants! Participants!	choral
59	T	Participants! Right! So, remember use your colors to underline them. What is the relation of these participants with Smith?	Repeats students response verbatim
60	S	Teacher me!	Asking for participating
61	T	OK Oscar, answer	Encouragement
62	S	Son sus papás.	Student answers using L1
63	T	Great! Try to say it in English please!	Inviting to speak in English
64	S	Teacher me!	Asking for participating
65	T	Ok Katuska say it	Encouragement
66	S	Parents son sus parents	Student initiated Specific
67	T	Very good! They are his parents, repeat please.	Encouragement
68	S	They are his parents.	Student answers using L2
69	T	OK, Continue. Repeat! He began rapping as a teenager.	Giving instruction
70	S	He began rapping as a teenager	Repetition
71	T	Andry, read please	Asking for participating
72	S	He began rapping as a teenager	Repetition
73	T	Excellent! His friends nicknamed Prince. Pay attention to this word, nickname, you know what does it mean?	Question
74	S	Nooo, no, no., no miss	Student answers using L1
75	T	Ok, let me explain you, a nickname is a friendly or special way to call some body, for example, some common nicknames are the princess, the queen, the boss,... And so on.	Teaching vocabulary
76	S	Aahh miss como los sobre nombres, La jefa, jajaja	Engagement
77	T	Exactly! Repeat, his friends nicknamed Prince.	Giving instruction
78	S	His friends nicknamed Prince.	Repetition

79	T	You Dayana, read please,	Asking for participation
80	S	His friends nicknamed Prince	Repetition
81	T	Very good Dayana, nice pronunciation. Ok what does rapping means or began to rapping as reeanager?	Encouragement Question
82	S	A rapear miss a hacer rap	Student answers using L1
83	T	That's the idea, De adolescente empezó a rapear and what was his nickname?	Question
84	Ss	Prince, príncipe! Prince, prince.	Specific(response) Choral
85	T	Right! Ok continue, He met D.J. Jazzy Jeff	Scaffolding(Modelling)
86	S	He met D.J. Jazzy Jeff	Repetition
87	T	Juan	Asking for participating
88	S	He met D.J. Jazzy Jeff	Repetition
89	T	And the duo became hip-hop stars	Scaffolding(Modeling)
90	S	And the duo became hip-hop stars	Repetition
91	T	Alanis please, you	Asking for participating
92	S	And the duo became hip-hop stars	Repetition
93	T	Well, take into account the other participant that appeared here and put in the timeline the event when he was a teenager, what was this event?	Giving instruction Question
94	S	Miss, miss	Asking for participation
95	T	Tell us Mateo.	Asking for participation
96	S	Began to rapping	Student answers using L2
97	T	Ooh perfect; ok add it on your timeline. Let's continue. In the nineteen eightieth and early nineteen ninetieth. Repeat	Giving instruction
98	Ss	In the nineteen eightieth and early nineteen ninetieth.	Repetition
99	T	Jose, please, read.	Asking for participating
100	S	Uy no miss esos números no me los sé ayúdeme. In the nineteen eightieth and early nineteen ninetieth (bad pronunciation)	Student asking for helping
101	T	Ok don't worry, repeat with me. In the nineteen eightieth and early nineteen ninetieth.	Reducing anxiety
102	T S	In the nineteen eightieth and early nineteen ninetieth	Repetition

103	T	Ok, let's finish this paragraph. Listen carefully and repeat. In nineteen eighty eighth, they won the first ever Grammy	Scaffolding(modeling)
104	S	In nineteen eighty eighth, they won the first ever Grammy	Repetition
105	T	In the Rap category.	Scaffolding(modeling)
106	Ss	In the Rap category	Repetition
107	T	Any please read the complete sentence.	Asking for participating
108	S	In nineteen eighty eighth, they won the first ever Grammy in the Rap category.	Student answers using L2
109	T	Super!!! Here you have other dates, so don't forget to put them on your timeline. What happened in nineteen eightieth?	Giving instruction Question
110	Ss	Miss, me. Teacher me, me, me.	Asking for participating
111	S	Hip-hop stars	Student answers using L2
112	T	Right, he was in a duo with a D.J. who was the D.J.? What is the D.j name?	Question
113	Ss	Jazzy Jeff.	Specific(response)
114	T	Excellent! And what happened in nineteen eighty-eight, what was the price or award Will won? OK Alianis, answer the question	Question
115	S	¿Puedo leer miss?	Question Student using L1
116	T	Of course, don't worry, you can read.	Reducing anxiety
117	S	In nineteen eighty-eight they won the first ever Grammy in the Rap category.	Student answers using L2
118	T	Ok, very good! Well, you say they? Who are they?	Question
119	S	Ah ya, Will and the D.J. Jazzy Jeff.	Student answers using L1-2
120	T	Excellent! Ok guys when we find in a biographical recount dates and time expressions we can say that this is the second part of this kind of text. As you remember the first part where the main character is presented is the...	Teacher's explanation
121	Ss	Orientation! Orientation! Orientation!	Choral Specific(response)
122	T	Right! And the second part where we can find the important events in a person's life is?...re...	Question
123	Ss	Record of stages!	Choral Specific(response)
124	T	Wow! My students are really, really smart. I'm very proud of you. Applause for you! (Teacher and students clap). Well, since we start to put dates and events on the timeline we begin in the record of the stages.	Encouragement Teacher's explanation

TEXT 2- Will Smith (biographical recount) Video 3 February 13th Yullys Alvarino (Teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok guys let's continue with our reading. Now I need your attention. Look these two words that I'm circling, (became and made) Do you know them? (students raising their hands) Ok Andry tell us.	Teacher's explanation Question
2	Ss	Miss "made" (bad pronunciation) es hecho como sale en la marquilla de la ropa...made in China.	Student initiated answers using L1
3	Ss	Oohh... very good, applause for Andry. (students applauding)	Encouragement
4	T	You are right Andry that is one of the meanings. Pay attention, these verbs "became and made" are in past tense.	Teacher's explanation
5	S	A question miss. (raising his hand)	Question Student
6	S	O sea qué son en pasado como los de la clase pasada ¿verdad?	Question
7	T	Exactly.	
8	S	Ajá bueno miss pero no tienen la "ed" al final dónde está, porque ninguno de esos dos la tienen y así no parece que fueran verbos en pasado. Ahora como vamos a saber nosotros que esos son verbos en pasado, siquiera a los otros de una le vemos la "ed" al final.	Student- initiated
9	T	Ok Eduardo and the rest of the class, pay attention. Last classes we learned about the verbs that end in "ed" remember they are... what is their name?	Teacher's explanation Question
10	S	Regular! Regular verbs! Regular! (students answered in chorus)	Choral Specific(response)
11	T	Exactly, regular verbs. But today we are going to know the others. The irregular verbs.	Repeats' students response verbatim
12	S	O sea miss los irregulares son también en pasado pero esos no tienen ni la "e" ni la "d". Esos son más difíciles.	Engagement
13	T	Mmm no, difíciles no amor, solo necesitan estudio, debemos memorizarlos por grupitos, poco a poco porque esa es la única manera de aprenderlos.	Reducing anxiety
14	S	Ah ya, bueno miss ya entendí los irregulares cambian en la manera de escribirse, esos no llevan la "ed" al final, sino que se escriben de forma distinta.	Engagement
15	T	Perfect! Now look at these ones, listen, repeat after me and circle them on your text. (The teacher show some irregular verbs on a cardboard) Ok. Remember circle with a color pencil on your text. Let's start! Became	Encouragement Scaffolding(modeling)
16	Ss	Became	Repetition
17	T	Made	Scaffolding(Modeling)
18	Ss	Made	Repetition
19	T	Grew up	Scaffolding(Modeling)

20	Ss	Grew up	repetition
21	T	Began	Scaffolding(Modeling)
22	Ss	Began	Repetition
23	T	Met	Scaffolding(Modeling)
24	Ss	Met	Repetition
25	T	Won	Scaffolding(Modeling)
26	Ss	Won	Repetition
27	T	Ok, these are the irregular verbs that we have found so far in the text. Now let's write this list on your notebook with their meaning. In this moment, you can use your dictionaries. (Students start to use their dictionaries.	Giving instruction
28	S	Miss ¿los copiamos todos en el cuaderno con su significado en español?	Question
29	T	That's it, the verb in English and their meaning in Spanish. For example, became- llegó a ser, began- empezó. Ok, let me see. (The teacher checked some students' notebook) Well, I'm going to ask you again, but this time I'll tell you in Spanish and you have to tell me in English. For example: if I say ganó! You have to say "won"	Teacher's explanation Modeling Scaffolding(Modeling)
30	S	Aahh ya, bueno, bueno, dale miss! díganos.	Engagement
31	T	Jajajaj are you ready? Ok, go! Se encontró	Encouragement
32	Ss	Met, met, met!	Choral Specific
33	T	Llegó a ser	Asking for participating
34	Ss	ganó	choral
35	T	Grew up!	Asking for participating
36	Ss	Creció	choral
37	T	Very good! Well, now we are going to continue making pairs with these verbs and their base form and then you will organize the pairs in this pocket chart. So I need two volunteers.	Giving instructions Encouragement
38	Ss	Teacher me, me teacher, teacher, miss, miss, me, meee	Asking for participating Choral
39	T	Mmm nice many volunteers! Well, let me see, ok, Viviana and Dilan go! You have a minute to win! Jajajaj a minute to make pairs. (the students passed quickly and take the cardboards) After a while... Hey guys! Let's count! Time it's up!	Encouragement
40	T-S	Five, four, three, two, one, and zero!	Choral

41	T	Bravo! You finished on time, great! Well let's check! Let's read together!	Encouragement
42	T-S	Win- won! Became- become! Grow up- grew up! Begin- began! Meet- met!	Choral
43	T	It was perfect! Congrats! You did an excellent job! Did you enjoy the activity?	Encouragement. Question
44	Ss	Yes, yes miss, fue cool!	Student answers using L2
45	T	Yes, it was really nice! Ok now let's continue with our reading. This is the third paragraph. Paragraph number 3. Well, listen and repeat. In nineteen ninety, the NBC television network	Scaffolding(Modeling)
46	S	In nineteen ninety, the NBC television network	Repetition
47	T	Dilan please! Read this part	Asking for participating
48	S	In nineteen ninety, the NBC television network	Repetition
49	T	Good, very good! I continue. Signed Smith to star in the sitcom The Fresh Prince of Bel- Air, now you with me.	Scaffolding(Modeling)
50	T-Ss	Signed Smith to star in the sitcom The Fresh Prince of Bel- Air	Repetition
51	T	Deyaniris, please	Asking for participating
52	S	Signed Smith to star in the sitcom The Fresh Prince of Bel- Air	Repetition
53	T	Wow! Nice pronunciation! Well, let's look up the meaning of sitcom in the dictionary, what does it mean?	Encouragement Giving instructions question
54	S	Miss ya lo encontré.	Student answers using L1
55	T	Ok, Nayeli, tell us. Silence! Silence please, let's listen to Nayeli	Giving directions
56	S	Significa comedy, o sea sitcom es lo mismo que comedia.	Student answers using
57	T	Uh-huh very interesting. Thank you Nayelis. So, what is the meaning of sitcom?	Encouragement Question
58	Ss	Comedy, comedy, comedia miss.	Student answers using L1-2
59	T	That's right; sitcom is the same that comedy. Well tell me, what happened in 1990?	Teacher's explanation Question
60	S	Teacher me	Asking for participation
61	T	Ok Dayana, explain	Asking for participating
62	S	In nineteen ninety mmm the NBC signed Will a star in the sitcom o comedy	Student answers using L1

63	T	Excellent! Well, do you know what is NBC?	Question
64	S	No, no no, noo miss. In Spanish miss	Choral. Student asking for explanation
65	T	Well, is a channel, likeee	Bridging
66	S	Like discovery channel	Student using previous knowledge
67	T	Well. Pay attention in nineteen ninety Will signed to star or play the main character. And what was the name of the movie?	Teacher's explanation Question
68	Ss	Miss. Yo, The Prince of Bel- Air.	Student answers using L2
69	T	Exactly, The Fresh Prince of Bel-Air. El Nuevo príncipe de Bel-Air, Bel-Air is a proper name, that's why it is in capital letter, look at the letter B and A they are in capital letter, so, look, what does mean capital letter?	Teacher's explanation Question
70	S	Letra mayúscula miss.	Student answers using L1
71	T	Perfect! Well, let's continue. Listen and repeat which launched his acting career. Everybody with me.	Scaffolding(Modeling)
72	S	Which launched his acting career	Repetition
73	T	Esteban, please	Asking for participating
74	S	Which launched his acting career	Repetition
75	T	Well, let's look in the dictionary the meaning of launch and career.	Giving instruction
78	S	Teacher me, career es carrera	Specific (response)
79	T	So, what does acting career mean?	Question
80	S	Su Carrera de actuación	Student answers using L1
81	T	Perfect! And launch?	Encouragement Question
82	S	Lanzar, disparar	Specific (response)
83	T	Exactly. So, what do you understand in this sentence? ok, you Angie	Question
84	S	the movie The Fresh Prince of Bel-Air disparó su Carrera de actuación, o sea lo hizo conocer.	Student- initiated
85	T	Oh! Excellent interpretation, very good Angie, very good! Continue. Smith decided he would become the biggest movie star in the world. Well, read with me until here, until become then the other part.	Encouragement Scaffolding(Modeling)
86	T-S	Smith decided he would become The biggest movie star in the world.	Repetition
87	T	Now the complete sentence. Smith decided he would become the biggest movie star in the world. Katuska please,	Scaffolding(Modeling) Asking for participating

88	S	Smith decided he would become the biggest movie star in the world	Student answers using L2
89	T	Great! What was Will Smith's decision?	Question
90	S	Become the biggest movie star in the world, O sea convertirse en la estrella del cine en el mundo.	Student- initiated
91	T	Excellent! Answering in English, that's the idea, you can, I know you can do it! Let's continue with the reading. And began studying box office successes. Repeat!	Encouragement Scaffolding(modeling)
92	Ss	And began studying box office successes. His studying paid off.	Repetition
93	T-S	And began studying box office successes. His studying paid off.	Repetition
94	T	Tell me, what does box office mean?	Question
95	S	Miss ¿en el celu también lo podemos buscar?	Question Engagement
96	T	Of course, use it! Mm who found it? Who found box office?	Encouragement
97	S	Teacher venga acá, mire lo que me sale.	Asking for helping
98	T	Wait, ok show me, ah ok, that's right, it means taquilla o boletería. It says began studying box office successes. His studying paid off, let me explain that part. Comenzó a estudiar cuales eran los éxitos de taquilla, es decir qué películas resultaban exitosas o taquilleras y sus estudios o análisis dieron sus frutos porque las de él fueron todo un éxito.	Teacher's explanation
99	S	O sea que se puso a analizar en cuáles le podría ir bien a él.	Student's explanation
100	T	Of course, he learned how to call viewers' attention, the public attention. Continue, and don't forget to highlight when you find, participants, verbs in past tense, What else?	Giving instruction
101	S	Dates and time expressions	Student answers using L2
102	S	Y las key words	Question
103	T	Uh-huh the key words, the ones that are repeated. Underline them too. Well repeat after me His movies Independence Day nineteen ninety-six	Giving instruction Scaffolding(Modeling)
104	S	His movies Independence Day nineteen ninety-six	Repetition
105	T	And Men in Black nineteen ninety-seven were both box office hits. Here we have information for the time	Scaffolding(Modeling)
106	S	Timeline, timeline miss	Student answers using L2
107	T	Exactly. Which were Will's box offices hits movies? You know what is a hit? Is like when a lot of people love the new song of a singer. And in the radio we listen. It's a hit! Many people buy the cd. It's a hit!	Scaffolding(bridging)
108	S	Está pegada, de moda, es un éxito.	Student answers using L1

109	T	Uh-huh un éxito! Who wants to explain this part? Who can say what understood? Eduardo, you? Ok, please.	Repeats student response verbatim Question Asking for participating
110	S	Sus películas el Día de la Independencia y hombres de negro fueron un éxito.	Student answers using L1
111	T	Perfect! Now we are going to do an activity about the irregular verbs in past tense that we learned today. I'm going to give you a photocopy. Ok time it's up, we can't do the activity now. We will do it tomorrow.	Teacher's explanation

TEXT 2- Will Smith (biographical recount) Video 4 February 17th Yullys Alvarino (Teacher) 8 th Grade			
Turn	Actor	Discourse	Category
1	T	Ok guys, let's do the activity about the irregular verbs, you can work with your partner, share opinions and clarify doubts together, if you need my help, tell me please. En lo que me necesiten, por favor me llaman.	Giving instructions Offering help
2	S	Miss ya? ¿Podemos empezar?	Question
3	S	Miss ya nosotros encontramos dos verbos.	Engagement
4	T	Ok, Go! Go! (students working)	Encouragement
5	S	Miss miss come here please!	Asking for help
6	T	Ok, tell me what happens?	Question
7	S	Miss ¿no podemos repetir los verbos?	Question
8	T	No, ok, wait, eyy guys everybody pay attention please use only one time each verb. Ok only one verb per line.	Teacher's explanation
9	Ss	Miss, we finished! Finish, finish!	Student answers using L2
10	T	Ok, Anny come to the board please and circle the verbs (students working on the board) That's perfect! Congratulations! Applause for them! Ok give me your papers please.	Asking for participating encouragement
11	S	Thank you miss!	Student answers using L2
12	T	Ok, let's read the last paragraph. Repeat Smith is now one of the Hollywood's hottest actors.	Scaffolding(modelling)
13	S	Smith is now one of the Hollywood's hottest actors	Repetition
14	T	Pay attention in this case hottest does not mean, no es más caliente this is just an expression, es un decir, a way to call the most popular or famous people . That is the meaning of hottest in this case, the most popular or the most famous, don't forget it, hottest the most popular or the most famous. So, what is the idea in this sentence? How is consider Will Smith right now? In this moment?	Teaching vocabulary
15	S	Miss dice que Will Smith es uno de los más famous actors de Hollywood.	Student answers using L1-2

16	T	Exactly, look at the word, now, it refers to recent time; remember a biographical recount normally starts mentioning events from the past and finishes talking about the present of a person's life. Put now in your timeline, this is the last time expression. Well, continue. His movies make huge amounts of money, repeat.	Teacher's explanation Giving instruction Scaffolding(modeling)
17	Ss	His movies make huge amounts of money.	Repetition
18	T	And appeal across age, race and gender.	Scaffolding(modeling)
19	Ss	And appeal across age, race and gender.	Repetition
20	T	And appeal across age, race and gender Repeat these words appeal, age, race, gender. Look their meaning on the dictionary, please.	Scaffolding(modeling) Giving instruction
21	SS	Appeal, age, race, gender.	Repetition
22	T	According to this information, what kind of public likes Smith's movies?	Question
23	S	Teacher me.	Asking for participating
24	T	Wow Orlando, so cool!	Encouragement
25	S	Miss a todas las personas les gustan las películas de Will Smith, porque son full divertidas.	Student answers using L1
26	T	You are right, it doesn't matter age, race or gender. What is age?	Encouragement Question
27	Ss	edad	Specific(response) Choral
28	T	Edad, very good! What is race?	Repeats student verbatim response. Question
29	S	Raza	Specific(response)
3	Ss	Raza	Specific(response) Choral
31	T	Raza, perfect and what is gender?	Repeats student verbatim response. Question
32	Ss	Género, sexo	Specific (response) Choral
33	T	Very good! Now repeat He has been nominated for a Golden Globe, two Academy Awards, and has won many Grammys.	Encouragement Scaffolding(modeling)
34	S	Yo, yo, yo miss, ah no que digo teacher me, teacher, miss	Asking for participating
35	T	Jja,ja,ja,ok,ok tell us	
36	S	Ha sido nominado al Golden Globe ese es un premio y a los Awards y se ha Ganado mucho grammys.	Student answers using L1-2
37	T	That's right, many prizes for Will Smith, he really is an excellent actor, I like his movies and you?	Question

38	Ss	Yes,yes,miss	Choral
39 T	T	Ok, now repeat, He has also appeared in movies with his son Jaden He has also appeared in movies with his son Jaden	Scaffolding(modeling)
40	Ss	He has also appeared in movies with his son Jaden	Repetition
41	T	What does <i>son</i> mean?	Question
42	Ss	Hijo,hijo,hijo,miss	Choral Specific(response)
43	T	Ok, so we in this part we have another parti...	Asking for participating
44	Ss	Participant, participant	Choral Specific(response)
45	T	Excellent! Underline it on your photocopy. What do you understand here?	Giving instruction
46	S	Miss yo	Asking for participating
47	T	Ok Ayala answer	Asking for participating
48	S	Que su hijo Jaden ha salido con él en sus películas.	Student- Initiated Answers using L1
49	T	Exactly! Let's continue. In The Pursuit of Happyness. Repeat	Scaffolding(modelling)
50	Ss	The Pursuit of Happyness	Repetition
51	T	A volunteer to read the complete sentence please	Asking for participating
52	S	Miss, teacher, me	Asking for participating
53	T	Ok, go!	Encouragement
54	S	He has also appeared in movies with his son Jaden, in the Pursuit of Happiness.	Repetition
55	T	Good! Repeat, also appeared, also appeared	Encouragement Scaffolding(modeling)
56	S	Also, appeared	Repetition
57	T	Right! Continue And his daughter Willow in I am Legend.	Scaffolding(modeling)
58	Ss	And his daughter Willow in I am Legend	Repetition
59	S	Miss yo digo lo que dice ahí	Asking for participating
60	T	Very good! Say it	Encouragement
61	S	Y su hija Willow en la película Soy Leyenda.	Student answers using L1

62	T	Perfect! I am Legend the other movie. Ah, don't forget to underline Willow, who is Willow?	Giving instruction Question
63	S	La hija miss, la hija de Will Smith.	Student-Initiated Student answers using L1
64	T	Right, but in the reading? Willow is ...	Question
65	Ss	Participant, participant	Choral Specific(response)
66	T	Right! Could you say, what is the relation between the word "now" and the verbs used in this paragraph? Well, first let's identify the verbs in this paragraph. Who want to pass to the board and circle them?	Question
67	S	Miss yo, yo miss	Asking for participating
68	T	Ok Cantillo, come on	Encouragement
69	S	make	Specific(response)
70	T	Ok, make, this verb is in past tense?	Question
71	S	No, miss está en presente porque ya vimos que en pasado se escribe made.	Student-Initiated
72	T	Exactly, another verb in this paragraph?	Question
73	S	Teacher me,	Asking for participating
74	T	Come! And circle it.	Encouragement
75	S	has	Student answers using L2
76	T	Well, please pay attention in this case "has" no está solo, por lo tanto, no tiene su significado que es tener. Bien miremos la palabra que está acompañando a "has" en las tres veces que aparece en este párrafo. ¿Cuáles son esas palabras?	Teacher's explanation Question
77	Ss	been	Student answer using L2
78	T	Bien voy a explicar esta parte en español, quiero que quede bien claro. Esta palabrita, been, también es un verbo, pero se encuentra conjugado en otra forma que se llama participio pasado, es igual que en español cuando decimos jugado, comido, viajado que necesitan antes un auxiliar, porque nosotros no decimos yo jugado, tu comido o ella viajado, le hace falta algo cierto para que tenga sentido. A ver ¿cómo decimos? Tú mi amor. Bien dilo tú. No es yo jugado sino...	Teacher's explanation Scaffolding (bridging)
79	S	Yo he jugado, tú has comido y ella ha viajado.	Student answers using L2
80	T	¡Perfecto! Antes decimos he, has, ha, hemos, han. Entonces has been, has won y has appeared, significan, ha sido, y si won solo es ganó, has won colóquenle la terminación ado. Ha...	Scaffolding (modelling)
81	Ss	Ha ganado	Student answers using L1
82	T	Exactly! And has appeared?	Question

83	Ss	Ha aparecido.	Student answers using L1
84	T	Very good! Ok, as we have finished, ah miren lo que dije, we have finished, hemos...	Encouragement
85	Ss	terminado	Choral
86	T	Hu-huh hemos terminado de leer, now I'm going to play Will Smith's biographical recount. You have to listen twice and you can take notes about the pronunciation of difficult words. Guys! We need to be in complete silence to listen well and understand the audio. (the teacher played the audio).	Teacher's explanation Giving instructions
87	S	Miss, miss póngalo otra vez,	Engagement
88	S	Sí, si miss repítalo que se escucha bacano.	Engagement
89	T	Jajaja super que les haya gustado. Ok I'm going to repeat it again. But now I'm going to pause it, and you have to repeat. Ok?	Encouragement Giving instruction
90	S	Yes, yes, miss, así es chévere también. (teacher pauses and students repeat each sentence)	Engagement
91	T	Ok guys imagine that you are in a contestant, I mean en un concurso, you are going to receive pieces of papers with some events of Smith events, you have to organize and paste them in the order that they happened. Are you ready?	Giving instructions Scaffolding (schema building)
92 S	Ss	yeaaahhh	Engagement
93	S	Miss ¿los vamos a ordenar?	Question
94	T	Exactly! Ok, here you are the material, work with your partner; decide together what goes first and what then. (students working)	Teacher's explanation
95	Ss	Miss, miss finish!	Engagement
96	T	You finished? Great! Do you want to read?	Question
97	Ss	Yes,yes miss	Engagement
98	T	Ok, hey guys, silence please! Our partners finished and they want to read, so be quiet please, and listen to them. Three, two, one, zero...	Giving instructions
99	Ss	Silence!	Choral
100	T	OK. Go! Andry and Juan.	Encouragement
101	S	Number one. Willard Christopher, Will Smith, was born in 1968 in Philadelphia.	Reading
102	T	Good! Continue. Now Juan.	Encouragement
103	S	Number two. He made part of a duo with Jazzy Jeff a D.J. and they became hip-hop stars in the 1980s.	Reading
104	S	Number three. Then, in 1988 he won his first Grammy in the Rap category	Reading

105	T	Excellent! So far, so good! Continue.	Encouragement
106	S	Number four. He signed for the NBC to star the comedy “The Fresh Prince of Bel-Air”	Reading
107	S	Number five. He made a decision. To be the biggest movie star in the world.	Reading
108	T	Wow! You organized it in the correct order, great! Continue.	Encouragement
109	S	Number six. His most popular movies were “Independence Day” in 1996 and “Men in Black” in 1997.	Reading
110	T	And the last part?	Question
111	S	Number seven. Will Smith is right now one of the most famous Hollywood’s actors.	Reading
112	T	Awesome! It was perfect! Applause for Andry and Juan.	Encouragement
113	Ss	Bravooo!	Engagement
114	T	Ok guys now I’m going to collect your jobs, so give them to me please.	Giving instruction
115	S	Wait, miss un momentico, no hemos puesto los nombres.	Engagement
116	T	Don’t worry.	Reducing anxiety
117	S	Miss ¿le ayudo a recogerlos?	Question
118	T	Ok, Dayana, thank you.Guys! Please give your papers to Dayana.	Giving instructions
119	Ss	Dayana, Dayana, toma, toma.	Engagement
120	T	Ok, guys, now I’m going to give you a big piece of paper, you can work in group of four.	Teacher’s explanation
121	S	¿Y qué vamos a hacer en ese papel miss?	Question
122	T	Pay attention, you are going to draw, to make a picture about Wiliard Cristhopher or..	Giving instruction
123	S	Will Smith!	Specific(response)
124	T	Exactly, about Will Smith and the events or most important moments in his life, taking into account all the information that we read today on his biographical recount. Take into account dates, years, and participants to make your picture. You can paint Will Smith as baby, as a teenager, or only one picture, you decide, you are very creative. Ok? Who can repeat or explain what I said?	Teacher’s explanation. Giving instructions
125	S	Teacher me. Pero lo puedo decir en Español miss?	Question Asking for participating
126	T	Of course, katuska, don’t worry, in Spanish, go!	Encouragement

127	S	Well, la miss dijo que vamos a hacer una cartelera sobre Will Smith colocándole los años y los momentos importantes de su vida, ah, y que pongamos también los participantes.	Student- Initiated. Engagement
128	T	Wow Katuska! Nice explanation. Applause for Katuska. So, please make group of four now and start to work. (Students work in groups).	Encouragement
129	S	Miss, miss, mire, cómo vamos?	Question
130	T	Great! Nice picture! Ok guys, pay attention, please, pay attention, stop painting, listen to me, and then you can continue. Guysss...	Encouragement
131	S	Oigaaan, la miss está esperando silencio.	Engagement
132	T	Thank you, Juan. It's just a moment then you can continue. Three, two, one, zero...	Carry out daily routine
133	Ss	Silence!	Choral
134	T	Ok. You have twenty minutes to finish, when you finish you have to paste on this wall, look at me only on this side your posters. OK?	Giving instruction
135	Ss	Ok Bueno miss.	
136	T	Ok, time it's up, now you can pass in order to see and read your partners' job. Let's put all the chairs around the classroom.	Giving instruction
137	S	Miss, ¿ya vió el de Mario quedó súper!	Engagement
138	T	Sí muñeca le quedó bien chévere, en realidad todos los posters quedaron espectaculares, ¡son unos artistas!	Encouragement
139	S	Jajaja miss applause para nosotros por estos trabajos excellent	Engagement
140	T	Jajaj of course, applause for you! Ok, now I have some questions for you, as we have finished our reading and activities. I want to know if this text was difficult for you. I repeat, was this text difficult to understand? ¿Difícil de entender? OK Shayra, answer.	Encouragement
141	S	Pero en español miss, bueno siempre en los textos hay muchas palabras que uno no entiende porque no sabe que significan, pero acá ahora siempre buscamos las palabras en el diccionario y usted también nos explica así por ejemplo cuando unas palabras en la lectura no indican lo que uno encuentra en el diccionario, sino que ajá tienen como otro sentido, entonces bueno usted nos ayuda full y yo creo que por eso ya no sentimos como antes que son lecturas difíciles.	Student answer using L1 Engagement
142	T	OK, very good Shayra, thank you for your participation. Another student please, now about the text, the question is how Will Smith became so famous or why? Aldair, you? Ok, answer. Why Will Smith became, llegó a ser famoso?	Encouragement
143	S	Ah porque él se lo propuso, él dijo que iba a ser una estrella de Hollywood y se puso a averiguar o a estudiar qué tipo de películas eran las que dejaban más plata o sea que eran las más taquilleras y bueno así se hizo muy famoso y ganó full billete.	Student answers using L1
144	T	Excellent explanation, applause for Shayra and Aldair! OK, the other question is what other information would you like to know or find in the reading? What other things you want to know about Will?	Engagement
145	S	O sea, miss ¿qué más queremos saber sobre él?	Question

146	T	Exactly! but you are going to start here and finish in your houses because we don't have time to end now. But pay attention, you are going to write a letter a very short letter, just with three question for Will, you decide your questions.	Giving instruction
147	S	¿Le vamos a hacer tres preguntas a Will, miss?	Question
148	T	Así es, en un papelito como una cartica bien pequeñita, solo un saludito con las preguntas que ustedes deseen hacerle, sobre aquello que les hubiera gustado encontrar en la biographical recount. ¿Quedó todo claro?	Giving instruction
149	Ss	Si, si, miss ya sabemos.	
150	T	Ok, start now, if you have a question, call me, Quien tenga alguna duda me llama por favor.	Offering help

Appendix 10

Text- lesson 2

WILL SMITH

Willard Christopher "Will" Smith, Jr. is an actor and rapper. He first became famous in the late 1980s as the rap artist Fresh Prince. He made a very successful move into movies. He is the only actor in Hollywood history to make eight consecutive films that earned \$100 million in the USA. 'Newsweek' magazine called him the most powerful actor on the planet.

Smith was born in 1968 and grew up in Philadelphia. His mother was a school administrator and his father was a refrigeration engineer. He began rapping as a teenager. His friends nicknamed him The Prince. He met D.J. Jazzy Jeff and the duo became hip-hop stars in the 1980s and early 1990s. In 1988, they won the first ever Grammy in the Rap category.

In 1990, the NBC television network signed Smith to star in the sitcom 'The Fresh Prince of Bel-Air', which launched his acting career. Smith decided he would become "the biggest movie star in the world" and began studying box office successes. His studying paid off. His movies 'Independence Day' (1996) and 'Men in Black' (1997) were both box office hits.

Smith is now one of Hollywood's hottest actors. His movies make huge amounts of money and appeal across age, race, and gender. He has been nominated for a Golden Globe, two Academy Awards, and has won many Grammys. He has also appeared in movies with his son Jaden, in "The Pursuit of Happiness", and his daughter Willow, in 'I Am Legend'.

Appendix 11

Worksheet (simple past tense- irregular verbs)

**INSTITUCIÓN EDUCATIVA
LUIS R. CAPARROSO
TEACHER: YULLYS ALVARINO
TOPIC: IRREGULAR VERBS**

STUDENTS: _____ **DATE:** _____ **8°** _____

FIND IN THE WORD SEARCH 8 IRREGULAR VERBS IN PAST TENSE. LOOK AT THE WORD BANK.

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

Be
Come
Meet
Become
Win
Grow up
Make
Begin

READ THE TEXT AND COMPLETE WITH THE CORRECT IRREGULAR VERB IN PAST TENSE. (Use the verbs of the word search).

Teacher Liseth was born in Barranquilla, but she _____ in Soledad – Atlántico. She _____ to teach before finishing the university. She _____ a decision she would be an excellent English teacher. One day she _____ teacher Yullys at Universidad del Norte. They _____ taking an exam for a scholar-ship in the United State. They _____ the trip and they traveled together. When they _____ back to Colombia they continue studying a master degree and they _____ some of the best master English teachers in their town.

Appendix 12

Activity- lesson 2

**ORGANIZE CHRONOLOGICALLY ACCORDING TO WILL SMITH
BIOGRAPHICAL RECOUNT EVENTS**

He made a decision. To be the biggest movie star in the world.

Will Smith is right now one of the most famous Hollywood's actor.

Williard Christopher, Will Smith, was born in 1968 in Philadelphia.

His most popular movies were "Independence Day" in 1996 and "Men in Black" in 1997.

He made part of a duo with Jazzy Jeff a DJ and they became hip hop stars in the 1980s.

He signed for the NBC to star the comedy "The Fresh Prince of Bel - Air".

Then in 1988 he won his first Grammy in the Rap Category.

Appendix 13

checklist

A continuación, encontrarás unas afirmaciones relacionadas al proceso de lectura y análisis de los textos trabajados en clases. Marca las casillas el valor que le asignes a cada afirmación. Ten en cuenta la siguiente información: 1: nunca 2: algunas veces 3: siempre			
	1	2	3
1. Me sentí involucrado en el proceso de lectura dirigida y conjunta			
2. Participé voluntariamente durante el desarrollo de las clases			
3. Aprendí estrategias de lectura que podré utilizar con otros textos			
4. Aprendí vocabulario nuevo que me puede resultar muy útil en otras clases de inglés.			
5. Las actividades realizadas me ayudaron a comprender los textos analizados			
6. Las actividades desarrolladas despertaron mi interés por la lectura			
7. Pude identificar fácilmente las etapas de un texto de recuento bibliográfico			
8. Pude conectar cosas que ya sabía con conceptos nuevos hallados en los textos.			
9. Trabajar en parejas / grupos resultó provechoso para mi aprendizaje			
10. El acompañamiento del docente fue constante, es decir desde el inicio hasta el final de las clases			
11. Las orientaciones, ejemplos y explicaciones de la maestra fueron claras y oportunas			
12. Me agrado trabajar el análisis de textos de esta nueva forma			

Appendix 14

Students' work sample

Participant = yellow

Verbs = blue

Dates = time expressions = green

Key words =

ERIN BROCKOVICH

Orientation

Erin Brockovich, an American woman, was born in Kansas. She studied at a business college for a year, and then she moved to southern California and married a restaurant manager. In 1990, when she was 30 years old, she was in a car accident, a law company helped her after the accident, and later she started to work for them. Her job was to organize papers.

One day Erin realized that there were lots of papers about some very sick people in a place called Hinkley. She started to look for more information about the town. Erin worked very hard for five years. She visited lots of sick people in Hinkley and listened to their stories. All the people lived near a big Pacific Gas and Electric factory, and she discovered that there was chemical called chromium in the local water, it was from the factory, and Erin believed that the people were sick because of the chromium in their drinking water. She planned to help them.

Erin and her boss started a law case against the Pacific Gas and Electric Company. The company wasn't happy about this. They didn't agree that the people were sick because of the water. In 1996, the judge ordered Pacific Gas and Electric to pay the people in Hinkley \$500,000 each (there were 600 sick people, so was \$333 million in total).

In 2000, there was a movie about Erin Brockovich. Julia Roberts played Erin, and the movie was very successful. Now Erin is famous. She has her own company, and she gives talks all over the world.

Record
of
the
stages

Esteban morales

INSTITUCION EDUCATIVA LUIS R. CAPARROSO

STUDENT: Oscar Daniel de la Hija DATE: 06 Nov/11/2016

FIND 10 REGULAR VERBS IN THE WORD SEARCH.

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

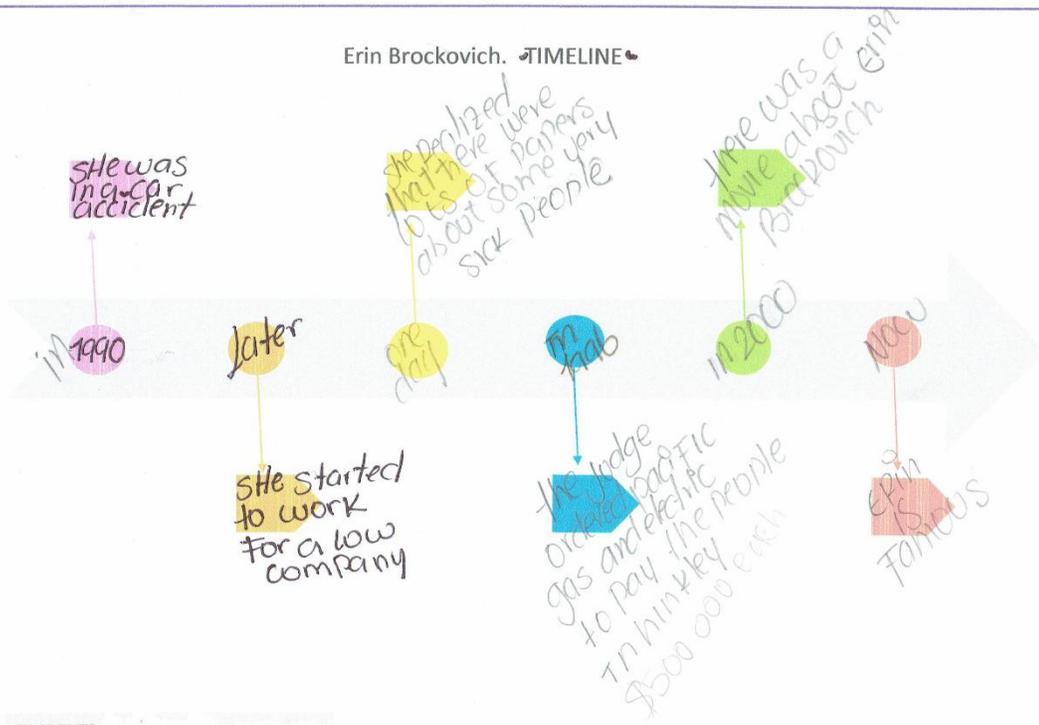
WRITE THE PAST FORM OF THE VERBS YOU FOUND IN THE WORD SEARCH

- Worked
- Discovered
- visited
- listened
- Loved
- studied
- Planned
- Realized
- Believed
- Married

COMPLETE THE SENTENCES WITH THE VERBS IN PAST FORM.

- 1) Yesterday I visited my grandmother.
- 2) My parents get married 15 years ago.
- 3) Miss Yully worked at Universidad Autónoma last year.
- 4) We Planned to go to San Andres Island.
- 5) My mom discovered I failed the math exam.
- 6) We believed in God.
- 7) My brother studied mechanic engineering.
- 8) They listened to romantic music all night.
- 9) The soccer game started at 7:00 o'clock pm.
- 10) My father loved in Bogotá.
- 11) The teacher helped me with my homework.

Erin Brockovich. **TIMELINE**



STUDENTS:
Dayana Escorcia

Dayana Escorcia

Genre: Biographical Recount

Student: Alanís Salazar Jaramillo

Read Erin's Brockovich biography and use the information of the timeline (previous activity) to complete the following chart.

Title: <u>Erin Brockovich</u>			
Orientation (Main carácter)	Name	<u>Erin Brockovich</u>	
	Nationality	<u>American woman</u>	
	Birth place	<u>She was born in Kansas</u>	
	Studies	<u>She studied at a business college for a year</u>	
	Marital status	<u>She married a restaurant manager.</u>	
	Job	<u>Her job was to organize papers</u>	
Record of stages (main and secondary characters) ✓ events ✓ places ✓ participants -Use your timeline information-	1990	<u>She was 30 years old</u>	
	One day	(realize)	<u>Erin realized that there were lots of papers about some very sick people in a place called Hinkley.</u>
		(start)	<u>she started to look for more information about some the town.</u>
		(visit)	<u>she visited lots of sick people in Hinkley and listened to their stories.</u>
		(discover)	<u>she discovered that there was a chemical called Chromium in the local water, it was from the factory.</u>
		(believe)	<u>Erin believed that the people were sick because of the chromium in their drinking water.</u>
	After that	<u>Erin and her boss started a law case against the Pacific Gas and Electric Company.</u>	
	1996	<u>the judge ordered factory to pay the people.</u>	
In 2000	<u>there was a movie about Erin Brockovich</u>		
Now	<u>Erin is famous.</u>		

