

A reading Strategies-Based Course To Improve Reading Comprehension In Ninth Graders At Institución
educativa John F. Kennedy of Soledad

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Affidavit

I, Miguel Angel Salas Vásquez, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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Abstract

The present proposal reports the needs analysis, the design of a reading course, and its partial application as well. Moreover, the evaluation of the impact of the reading course in students' language learning processes to develop reading competences in ninth graders at Institución Educativa John F. Kennedy (IEJFK) of Soledad, Atlántico (Col).

The application of needs analysis was carried out through questionnaires in order to gather information from the context in terms of strengths and constraints. This way, this stage was focused on the analysis and interpretation of the data. As a result, this process showed evidences of the low-level use of reading strategies of students at Institución Educativa John F. Kennedy and the effect on their level of reading competence. For these reasons, these findings were the points of departure for the present proposal.

The findings of the needs analysis process were the grounds for the construction of the reading course based on reading strategies in order to improve their reading comprehension levels. In form of a pedagogical intervention with the purpose to instruct students with a chosen set of reading strategies for help students to surpass their difficulties in reading comprehension. This way, the aim of the present proposal was impacting the necessity of having a set of reading strategies to face the written material in their academic and working life. The present study followed the action research approach for developing of the inquiry.

Concerning the outcomes of the project, students developed use and practice on a set of reading strategies to interpret and analyze a text. Also, they developed certain degree of consciousness over the importance of reading strategies to improve their reading competence levels.

KEY WORDS: reading competence, reading strategies, comprehension level, needs analysis, proposal

1. Introduction

The present study conceives the language as a complex phenomenon with which learners have to develop many abilities to demonstrate competence. Considering the four abilities for learning language the present document will focus on the ability of reading which is essential for the treatment and analysis of information in the world today.

The researches on reading comprehension process have developed different theories to explain how learners improve their reading skills. Moreover, the researches have established that the stage for identifying words (graphophonic skills and sight word knowledge) is not enough for gaining comprehension of the text content or for developing active readers for the educational system.

In order to complement that previous view of reading, researchers go farther and explain a set of cognitive strategies such as inferring, creating mental imagery, self-monitoring for meaning, clarifying, summarising and predicting (Duke & Pearson, 2002) that may be essential to guide the reading comprehension to a deeper level of development.

Pressley (2000) affirms that the research evidence indicates the teaching and learning of cognitive strategies is highly beneficial to improve the outcomes after a reading comprehension task. Therefore, as with cognitive strategies, the explicit teaching of reading strategies could ameliorate the students' performance in reading.

However, the findings concerning the use and practice of reading strategies for improving the reading ability are not necessarily adopted in the context of teaching learning process into the classroom (Allen & Hancock, 2008).

This is actually a difficult situation. In the context where this project will be carried out, the learner's reading comprehension abilities even in L1 are low. This is manifested with the analysis of scores of reading abilities in terms of the results in standardize and external tests.

In concordance with the findings above, with the application of needs analysis and interpretation of data can be observed a difficulty. This is the low-level use of reading strategies of students during reading comprehension activities. In this sense, this condition of necessity of a set of reading strategies for the students to solve comprehension activities guides the development of the present proposal. The implementation of the proposal can help students to acquire the cognitive tools to surpass the difficulties they face when they have to do text analysis. This manner, it may avoid they feel frustrated because they have little control over different types of reading tasks.

1.1 Research question

The present study will be oriented with the following inquiry, what is the effectiveness of using the proposed reading strategies base-course in developing reading competence of students from Institución Educativa John F. Kennedy (IEJFK) of Soledad.

1.1.1 Sub-questions

How does the reading strategies base-course help students engage in the reading process?

What is the effectiveness of using the proposed reading strategies based-course in developing ninth graders motivation and interest toward reading?

How does the reading strategies base-course help the students to develop them reading skills?

1.2. General Objective

The general objective of this research is:

To study the effectiveness of using the reading strategies based-course in developing reading comprehension of eighth graders from a public institution of Soledad, Departamento del Atlántico.

1.3. Specific Objectives

The specific objectives of the research are:

To explore how the reading strategies base-course help students engage in the reading process.

To analyze what is the effectiveness of using the proposed reading strategies based-course in developing 9th graders motivation and interest toward reading.

To explore how the reading strategies base-course help the students to develop them reading skills.

1.4 Proposal stages.

The purpose of the present proposal is evaluating the impact of a reading course based on reading strategies to improve comprehension with a communicative focus and will be carried out through the following main stages:

- ✓ To identify the students' needs concerning the reading process and particular constraints of the context of ninth graders students at Institución Educativa John F. Kennedy (IEJFK)
- ✓ To design an English reading course taking into account the needs analysis results and the specific approaches to education, learning and language.
- ✓ To apply the first four lessons of unit 1 of the reading course as a piloting study and evaluate pedagogical implications for future improvement.

This paper will be divided into the following chapters: Rationale, Theoretical Framework, Proposal, Piloting and Conclusions. In the following lines, it will be described the content of each one of these sections of the present proposal.

The rationale will contain the reasons why the reading skills are necessary in the context of the educational Colombian system with the frame of the National Bilingual Program. Moreover, the present

section represents a reflection around the pedagogical importance to teach English in a context with some difficulties in reading and contextual constraints. Furthermore, the profile of the needs analysis of the context, and the situational features derived from the interpretation and description of the gathered information for the development of the reading strategies based-course.

In the Theoretical Framework will be discussed the different theories around the reading skill from the perspective of a cognitive process. This section also will develop concepts of different authors around the concept of reading as a thinking process. Additionally, the analysis of the phenomenon of comprehension and the levels adopted for the present proposal Moreover, it will be analyzed the relation between the reader, the text, and the task and how the process of comprehension takes places in this equation.

Besides these points, it will be explained how the learning process is viewed from the perspective of the sociocultural theory and its materialization on the cooperative work within the classroom. Also, how the reading strategies are related to the specific practical activities applied in the process of reading comprehension.

The Proposal will reflect the application of the different views of education, learning, and language. Also, it will analyze how these conceptions can be combined in order to develop a pedagogical work, materialized in the applied lesson plans.

The Piloting will show the results, expectations and constraints in the implementation of the proposal. This means that the practical component of the present pedagogical design can bring up some good experiences for improving the proposal in form of suggestions for the complete application of the reading course in a future time.

The conclusion includes the results and implications of the proposal. The outcomes concerning the effectiveness of the reading strategies based-course on students´ engaging during reading activities. Also, the implications in relation to the impact of the proposal by implementing of a set of reading strategies for

the students' motivation towards comprehension activities. Furthermore, the implications of the proposal that can be relevant for their effects on the students' reading competence.

2. Rationale

2.1 Importance of English in the World

There are some languages that could be studied as a foreign language in a country where the mother language is Spanish. And there are many reasons to choose one or another. But regarding English some arguments could be established in favor of it, as Crystal (2003) affirms that “a language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power” (p.9)

English is now the global lingua franca. It means that most of the countries use it to communicate at international level and for this reason, English is the language of science, aviation, computers, diplomacy, and tourism. There are many fields where this language is the most common means of communication. English is also the language of internet and many websites are written in this language. English is the language of the world.

In an increasingly globalized and interconnected world, the importance of English cannot be overstated. Many countries all over the world are interested in participate in the global economy and the knowledge society, in which countries can develop their industries and national systems of business in order to take advantage of their present and future possibilities in the global market. Also, through this process of internationalization of the economy get improving the living conditions of the people.

2.2 The status of English in Colombia

The Ministry of National Education (MEN) has established national policies in order to achieve better English levels for students’ population with the National Bilingual Program (NBP). It was launched in 2004, which is an initiative that seeks to improve the quality of teaching and learning English classes in the national classrooms. This program has had a development from that year which intends to establish a national commitment in order to increase the level of English of the young population in the country in

order they can take advantage of the national and international job opportunities and enhance the country's global competitiveness (MEN, 2004).

The National Bilingual Program (2004) is based on the Common European Framework of Reference for Languages (CEFR) which gives clear guidelines for the teaching, learning and assessing of the foreign language. It describes in a comprehensive way what language learners have to learn in order to use the language for communication and which knowledge and skills they have to develop with the purpose to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learner's progress to be measured at each stage of learning and on a life-long basis. These are the equivalences among the levels and the scores in the national tests for secondary level Saber ICFES: A1 (0-29) A1.2 (30-39) A2 (40-49), B1 (50-59), B2 (60-69), C1 (70-79), C2 (80-100). (Men, 2004).

“In 2006, the MEN instituted the Basic Standards of Competence (BSC) in English, which the British Council contributed to. The Standards stated that the evaluation of English language skills should adhere to the Common European Framework of Reference for Languages” (CEFR, p.14). These standards were established as a guide to accomplish the general objectives on the Bilingual Program. More recently, the MEN launched the Basic Learning Rights (BLRs) as a proposal to concur to the goal to become a bilingual country and the most educated country in Latin America by 2025 (2016).

The Basic Standards of Competence (BSC) are language skills and key knowledge oriented to communicative abilities that students must learn and acquired along the years in the Colombian educational system. And as a complement, the BLRs are closely related with the Basic Standards of Competence (BSC) which, according to the MEN are indicators that provide information for the target of crucial aspects required for the implementation of the communicative competence in English for our students. And also, the BLRs serve as a supporting tool for the achievement of the curricular proposals of English of every educational institution in the country (MEN, 2016).

2.3 The status of English at Institucion Educativa John F. Kennedy

In the context of the National Bilingual Program, English is a subject that has acquired a relevant position among the other areas of the curriculum. But as an institution, we are far from the goals of the Ministry of Education by the year 2018. Regarding the Saber ICFES results of the last three years, in the year 2014 the score in English was of 47,55 with 64 students participating in the evaluation. In the year 2015 the score was of 47,68 with a population of 94 students. In the year 2016 the score was of 47,95 with a total number of students of 87. And the year 2017, 44,65 with 89 students taking the test. This information was taken from the Icfes results of those years. These results mean that our school is at the A2 level according the CEF scale.

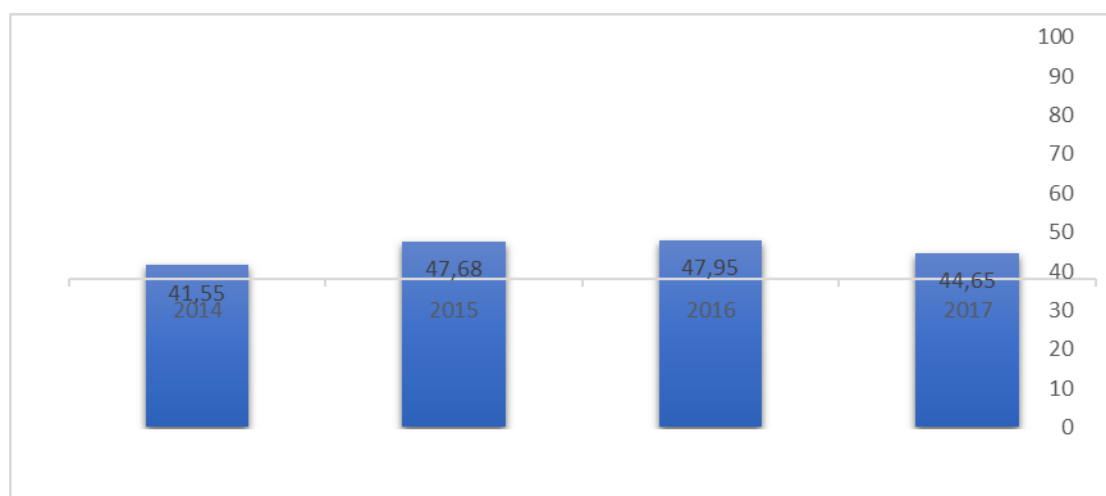


Figure 1. English scores on Saber tests

The Saber Icfes test is based on The Basic Standards of English as Foreign Language Competences (Men, 2006) which includes the comprehension skills. These are subdivided into listening skills and Reading skills. In this sense, in each one of these set of skills are included references to the communicative competence. This competence includes the linguistic, pragmatic and sociolinguistic competence. These ones are established to be developed throughout all the grades and levels that comprises the Colombian educational system in English. This means that reading is considered an

important ability in the process of learning the foreign language. Moreover, the pedagogical foundations behind English standards are aligned with Krashen (2004) positions, who considers “reading as one of the main language skills of acquiring the English language” (p. 17)

For the reasons mentioned above, it is necessary to keep improving the quality of the teaching learning process of English at the Institution in order to increase the levels of proficiency in the language. And in this way, getting better results in the external tests with which our students are measured. All of these actions are intended taking into account the constraints and strengths of our context.

2.4 Institutional Policies in Language Teaching

Concerning the teaching language in our school, English class does not have special focus on reading. The teaching of English is taught from the different aspects of language and the four macro skills, without specific emphasis on any of them. Syllabus is developed based on the basic standards in English as foreign language competences and the Basic Learning Rights (BLRs), which propose the development of the four language skills during the academic year.

In general, the reading has been characterized by the neglected treatment. The learning of reading has the same importance than the other subjects of the curriculum. There is no a consensus on the focus that the English classes should have in the school curriculum. Although there is a worry about reading in general, there is not any area project towards the enhancement of comprehension levels among students. The general concerning about reading is clear but let this responsibility in charge of the Spanish teachers.

Considering the facts described above, the present proposal brings a support for the general development of the reading skill. With the purpose that students can be endow with the basic cognitive resources to analyze and understand printed material and be able to develop better comprehension competences.

2.5 The importance of reading

In the context described above reading is important because students need to develop academic activities that require the permanent use of this ability. They need reading for communicative purposes in the world today; in the school in other areas of the curriculum; in their technical study; in the tests they take; and for the pleasure of reading.

In the world today, people must have a basic reading competence to tackle the huge quantity of information that the average reader is exposed to. Therefore, it is imperative that students in particular develop effective reading skills as a fundamental competence for the challenges in the academic and working aspects. Later, they may have the opportunity to incorporate this academic competence for their whole life.

But not only for knowing the world students must develop reading strategies, but for increasing the learning quality level in other areas of the curriculum. Also, students with reading competence gain some cognitive skills to lead them to conceive the text from a more integrated perspective of analysis. This manner, students can be in the way of being critical readers. For this reason, it is necessary to give reading the role as a transversal competence for students to develop better comprehension levels for different areas texts. In accordance with this, reading is not only a skill for English learning, but also for the other areas that encompass the Colombian curriculum at secondary level.

Also, better development of reading strategies can lead to get better jobs because of the deal with Learning National Service (SENA by its abbreviation in Spanish), students need better levels of reading comprehension in order to face many different texts in this technical study.

The acquirement of reading competence gives students practice through the work with reading strategies. Students could be strongly favored in their performance in external evaluations like Saber Icfes. Since the Colombian educational system is based on the external evaluation of students to measure the quality of teaching they are receiving in the school. Consequently, students are tested in fifth, ninth

and eleventh grade, and all of these tests are written. Therefore, the students need to have the ability to face text using reading skills in order to get good results when they tackle these exams.

The essential character of the development of reading competence in the education of students can have effects on the results of the institution as an organization. As mentioned above, they can show a better performance in the tackle of reading texts or written material for academic purpose, such as the texts in external tests in which students can get better results in order to increase the level of the quality synthetic index (ISCE by its abbreviation in Spanish) of school.

Reading is an activity that students can carry out in their free time. The reading process is a competence that allows students the opportunity to know different authors' world vision, diversity of cultures and conceptions of life. And this engagement is beyond the academic level, since students may have readings for their free time. Also, all of this learning can be increased through reading skill, as Kramersch (1993) states "students are given access to a world of attitudes and values, collective imaginings and historical frames of reference that constitute the memory of a people or speech community" (p.175). Reading is an activity for their pleasure too.

2.6 The status of reading at Institucion Educativa John F. Kennedy (IEJFK)

The reading skill in the IEJFK has been treated with neglect, taking into account the importance of this skill in the process of learning of students. This way, students need more training in the activities of reading in order for them to be able to increase their level of comprehension. Also, they can gain better results in the school activities. Even in the mother tongue, students show some deficiencies in the reading process, the low levels of reading comprehension in their own language can be an indicator of the performance they may have in the reading of English texts. Therefore, the necessity of a reading course is evidenced in the present context.

For our students, it is important the developing of reading comprehension because they need to face many matters at secondary level. In these matters reading is one of the most basic skills. Students need to

be successful with the academic tasks at this level. At the same time, poor levels of reading skill are associated with low academic performance. So, as it is seen, reading is very important for our students in order to help them to get better results in the knowledge areas in secondary studies.

With the purpose students can get better levels of reading proficiency, teachers need to foster the enjoyment for reading in order they start to feel attracted to reading activities and favor the disposition to read, as Wallace (1992) points out that “If learners do not read for pleasure in their mother-tongue they are highly unlikely to do so in a second or foreign language” (pp. 7). So, it is imperative the necessity of developing students’ attraction to increase the amenability to develop reading abilities in our students.

Additional to the curriculum areas, our Institution has a partnership program with the Learning National Service (SENA by its abbreviation in Spanish), an official institution at technical and technological level, with which our students have the opportunity to develop programs as technician in administrative assistance and as call center agent. Programs in which the reading skills are necessary in order they can take advantage of this training opportunity that can leads to the labor market or to the further academic level, either technological or professional level.

Reading is also important because the Colombian Ministry of Education (MEN) has established some parameters of ranking for the public institution at a national level: Education Quality Synthetic Rate (ISCE by its abbreviation in Spanish). It has different components: Performance, Progress, Efficiency, and school environment. The performance is measured by the rank of students in external test like Saber icfes, individually and as an Institution. The progress is measured by the improvement achieved by the students in external tests, taking as a reference the results of the last three years. The efficiency of a school is measured by the numbers of students that are promoted to the next grade. And the school environment, which is the general conditions such as physical and didactic materials students have that support their learning processes.

The Education Quality Synthetic Rate (ISCE) is a new tool for evaluating Institutions in diverse aspects of the quality of national education service. This index is rewarded to Institutions that achieve high level of performance in the evaluated aspects. This way, the fact to gain knowledge over the reading strategies is worthy for the Institution and for students as well. Students would have a good performance in the external evaluations and the Institution could ensure a ranking away from lower levels, at least in academic item.

In the framework of improving the quality education, the Atlántico Department established a set of scholarships in different areas of knowledge. Thanks to this program, in the year 2016, one of the English teachers was awarded with a master degree on English language teaching. After that, the other teacher applied to the same scholarship, resulting favored with this academic benefit for the improvement of the teaching English at school. This could lead to improve the quality of the teaching learning English processes in order to accomplish better level of English in the students.

And finally, the comprehensible reading of a text is a substantial skill for both own and the foreign language. For this reason, the abilities the students can develop as a result of the application of this proposal are crucial for their present and future academic achievements. The present proposal has pertinent character due to the reading skill has been neglected in the development of the different areas in the curriculum. And at school, reading needs to become relevant for the process of understanding and interaction with written materials.

2.7 Needs Analysis

Dudley-Evans & St John (1998) define this concept as, “needs analysis is the process of establishing the what and how of a course” (p. 126). In the same line of thought, as West (1994) states, needs analysis is essential of ESP and addresses to a targeted course. Needs analysis is the basement for ESP.

Concerning the pertinence of needs analysis for designing a course, Robinson (1991) expresses that “needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational

enterprise which makes use of it” (p7). Therefore, this fundamental component of language learning is the base for the present proposal.

There are different models to carry out a needs analysis. In our case, we chose Target Situation Analysis by Hutchinson and Waters (1987) because this focus tries to find out by different instruments the real necessities and purposes for students to study the language. Moreover, with this information the teacher can address his/her teaching process to a specific content or ability among the multiplicity of syllabus to teach.

Complementing the previous ideas, needs analysis is the complex process in which the teacher tries to identify what students require in terms of learning and language in the context of the application of the proposal, it means, to have a clear idea about how students learn and how they will apply the language taught during the course (Hutchinson Waters, 1987).

The present needs analysis was applied on the target population. It consisted of two questionnaires. The first questionnaire was applied to 27 students of eighth grade. On the other hand, the second questionnaire was applied to 29 in the same group.

The questionnaires were used to collect information regarding the students’ perceptions about English teaching and their learning processes in the classroom. Also, to explore the eighth graders’ purposes for learning English at secondary level. These questionnaires were given to 29 eighth graders at John F. Kennedy school. There were nineteen questions. The classification of the questionnaires was elaborated as follows:

In the first questionnaire, five questions (1-5) are about target needs questions, related to the general use students can give to English learnt at secondary level.

In the same questionnaire, the next five questions (6-10) are about learning needs and related to the learning style of students and the activities and skills they enjoy the most. Including the resources and materials and their use or purpose in teaching English (first questionnaire).

In the second questionnaire, the nine questions (11-19) are about the reading needs, and they are concern with the way students work with a text or reading in general terms. Additionally, the strategies or techniques in reading they apply in class.

2.7.1. Target Needs Questions

Questions 1, 2, 3, 4, and 5 are related to target needs. Through the development of the target questions it can be observed a certain inclination of students towards activities related to the reading skill. In addition, most of student answered that they could use English during the development of a professional career. In general, students are aware of the importance of English at the secondary level and they are mindful of English importance for their future life in the university and as workers in a professional area.

Table 1. Target needs- question 1

Question: ¿Para tí, aprender inglés es necesario para:

Respuestas	N° de Estudiantes	%
Posibles viajes al exterior	5	18%
Futuros estudios a nivel universitario.	11	40.7%
Mayores y mejores oportunidades de trabajo	4	14.8%
Poder comunicarme con amigos o personas que hablen inglés	1	3.7%
Leer y comprender textos sobre temas interesantes en inglés	6	22.2%
Otro	0	0%

Table 2. Target needs- question 2

Question: ¿Para qué te gustaría usar el inglés que aprendes en el colegio?

Respuestas	N° de Estudiantes	%
Para escribir mensajes a mis amigos (as)	4	14.8%
Para hablar con un amigo (a)	2	7.4%
Para analizar un texto de interés en inglés	10	37%
Para escuchar y responder lo que me dicen por teléfono.	2	7.4%
Para leer información de mi trabajo	9	33.3%
Otro	0	0%

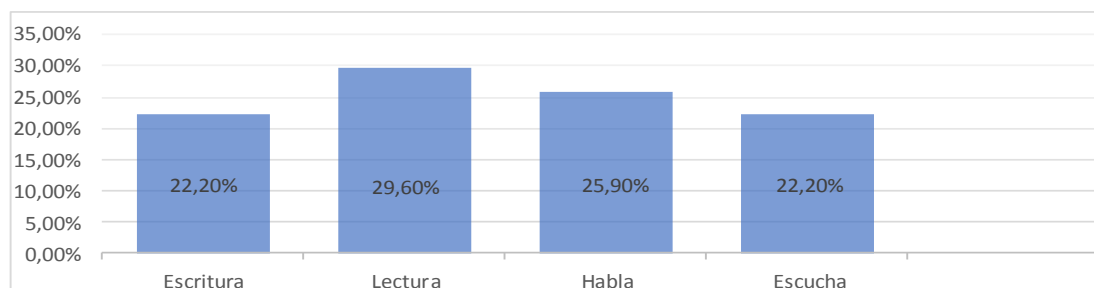


Figure 2. Target needs- question 3. ¿En cuál habilidad del inglés tienes mas dificultades?

Table 3. Target needs- question 4.

Question: ¿Dónde piensas que podrías aplicar el inglés que aprendes en el colegio?

Respuestas	N° de Estudiantes	%
En la universidad	17	62.9%
En el trabajo	5	18.5%
En las redes sociales	1	3.7%
En la búsqueda de información en internet	2	7.4%
En un foro de discusión en internet	2	7.4%
Otro	0	0%

Table 4. Target Needs- question 5

Question: ¿Con quién podrías usar el inglés que aprendes en el colegio?

Respuestas	N° de Estudiantes	%
Con un compañero de la universidad	12	44.4%
Con un profesor de un instituto	5	18.5%
Con un compañero de trabajo	3	11.1%
Con un amigo del extranjero	6	22.2%
En un foro de internet en inglés	1	3.7%

2.7.2. Learning Needs Questions

In this second group of questions from 6 to 10, it can be observed that students are choosing reading as a way of learning English, for example answering questions about a reading or organizing a summary of a text or reading. It is also evident the conception of achieving the objectives of the proposed activities, by working individually or in small group. Students also consider important the use of different resources for the English class.

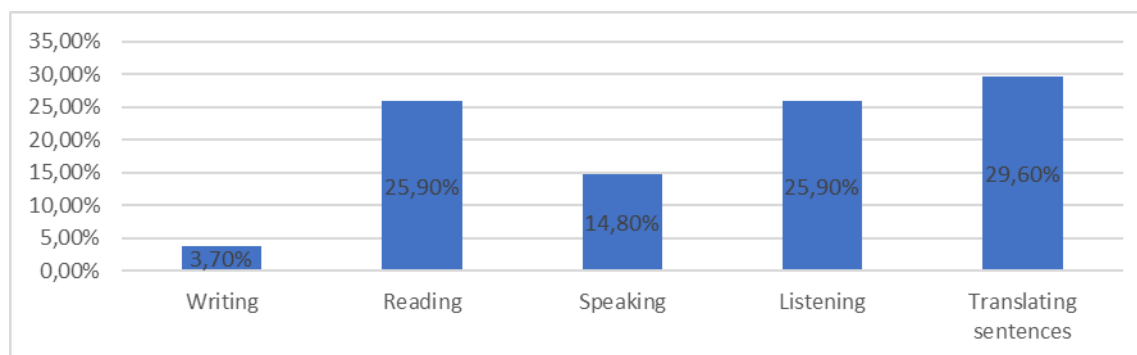


Figure 3. Learning needs- question 1. Cómo aprendes inglés

Table 5. Learning needs- question 2

Question: ¿Cómo te gusta trabajar durante las actividades de la clase de inglés?

Respuestas	N° de Estudiantes	%
A. Individual	6	22.2%
B. En pareja	4	14.8%
C. En grupos de tres	2	7.4%
D. En grupos de cuatro	7	25.9%
E. Aprendo igual en cualquier forma	8	29.6%

Table 6. Learning needs- questions 3

Question: ¿Cuáles actividades disfrutas más en la clase de inglés?

Respuestas	N° de Estudiantes	
A. Cantar canciones	1	3.7%
B. Leer historias de personas famosas	4	18.4%
C. Llevar a cabo juegos, loterías, bingos	0	0%
D. Escribir sobre experiencias personales	5	14.8%
E. Realizar diálogos con un compañero	2	7.4%
F. Escuchar conversaciones en inglés	3	11.1%
G. Realizar sopas de letras y crucigramas	1	3.7%
H. Responder preguntas sobre una lectura	6	22.2%
I. Dramatizar historias cortas en inglés	2	7.4%
J. Buscar palabras desconocidas en el diccionario	3	11.1%
Otra		

Table 7. Learning needs- question 4

Question: ¿Con qué tipo de recursos te gustaría aprender inglés?

Respuestas	N° de Estudiantes	%
A. Videos subtítulados en inglés	9	33.3%
B. Presentación de diapositivas	8	29.6%
C. Diálogos para representar	3	11.1%
D. Textos sobre temas interesantes	6	22.2%
E. Imágenes	1	3.7%
Otro		

Table 8. Learning needs- question 5

Question: ¿Qué te gusta hacer más en la clase de inglés?

Respuestas	N° de Estudiantes	%
A. Escribir sobre experiencias personales	5	18.5%
B. Escuchar diálogos y representarlos	4	14.8%
C. Leer textos de mi interés y aplicar estrategias de lectura	5	18.5%
D. Preparar una presentación oral	4	14.8%
E. Organizar el resumen de un texto	9	33.3%

2.7.3 Reading Needs Questions

This group of questions from 11 to 19 are related specifically to the reading skill. They try to establish which students' actions are developed when they are doing a reading activity. Also, to identify what the most common practice or strategy they apply to understand a text in a reading exercise. Furthermore, this

information is necessary to make a clear idea about the direction that course design should take based on the obtained results, and how the proposal can produce an effect on their reading skills.

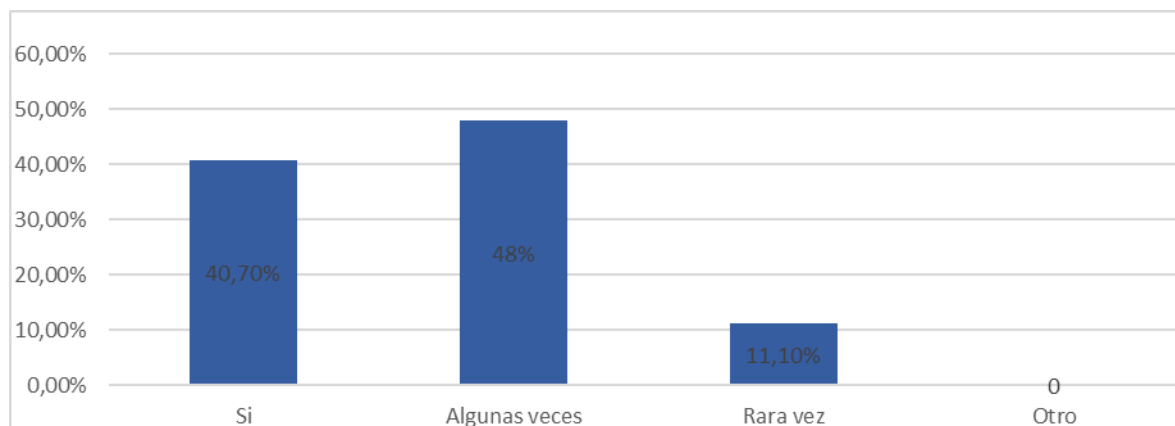


Figure 4. Reading needs- question 1. Te gusta leer?

Table 9. Reading needs- question 2

Question: ¿Qué clase de textos lees en general?

RESPUESTAS	N° DE STUDENTS	PORCENTAJE
Revistas	6	22.2%
Textos escolares	1	3.7%
Periódicos	8	29.6%
Mensajes de correo electro	9	33.33%
Ningún texto	2	7.4%
Other	1	3.7%

Table 10. Reading needs- question 3

Question: ¿Qué clase de temas de lectura te gustaría leer en la clase de inglés?

Respuestas	N° de Estudiantes	Porcentaje
Deportivos	5	18.5%
De Pasatiempos	1	3.7%
De historia	5	18.5
De Música	15	55.5%
Otros	1	3.7%

Table 11. Reading needs- question 4

Question: ¿Qué clase de texto te gustaría leer en la clase de inglés?

Respuestas	N° de Estudiantes	Porcentaje
Deportes	3	11.1%
Narrativos	2	7.4%
Historias cortas	7	29%
Hechos históricos	14	51.8%
Otros	1	3.7%

Table 12. Reading needs- question 5

Question: ¿Qué clase de estrategia de lectura usas cuando lees un texto en la clase de inglés?

Respuestas	N° de Estudiantes	Porcentaje
Scanning	10	37%
Skimming	8	29.6%
Leer imágenes	5	18.5%
Ninguna estrategia	3	11.1%
Otra estrategia	1	3.7%

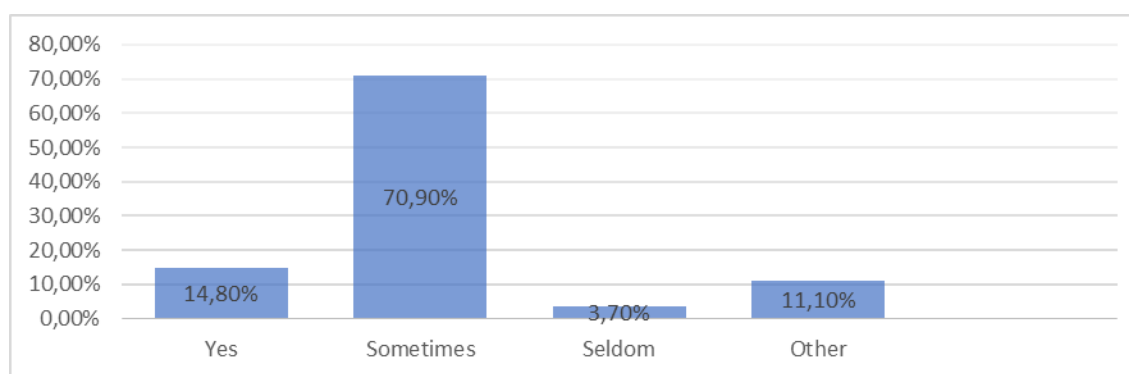


Figure 5. Reading needs- question 6. ¿Puedes hacer predicciones acerca del contenido de una lectura?

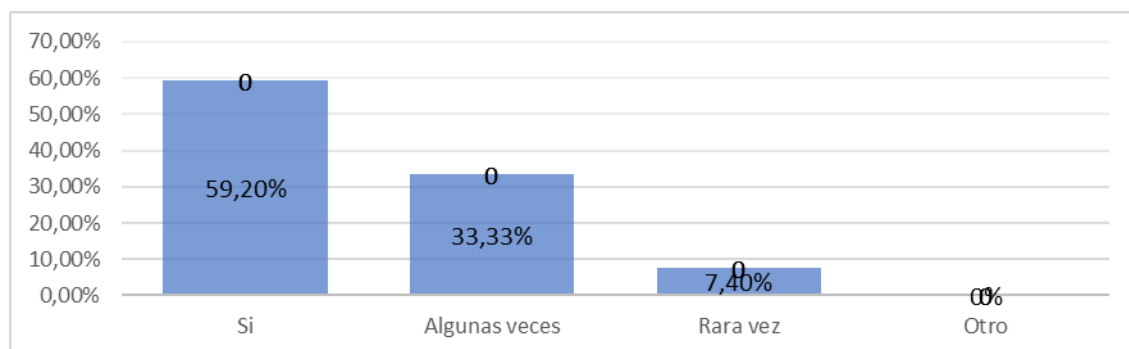


Figure 6. Reading needs- question 7. ¿Puedes responder preguntas acerca de un texto que acabas de leer?

Table 13. Reading needs- question 8

Question: ¿Qué tan importante consideras el acceso a la biblioteca escolar?

Respuestas	N° de Estudiantes	Porcentaje
Muy importante	8	28%
Bastante importante	5	17%
Un poco importante	3	10%
Muy poco importante	2	7%
Nada importante	7	24%
No responde	4	14%

The instrument was about the reading ability and the students' performance in the English reading activities at the secondary level in a public school in Soledad. These questions are studied along the need analysis. Also, the questions are intended to gathered objective information about the development of reading abilities in the classroom. All the explained items through the answers about the reading activity in the classroom have importance for the improvement of the school conditions to have a good environment for learning experience in general and for reading activities as well.

Throughout the answers of the questions it can be seen that students have a problem with understanding the content of a reading. Some of them did not use any reading strategy, so they need to learn how to apply strategies that allow them to make clear the relation between the ideas inside the text, and the meaning as a result of these relations. So, it is necessary for them to apply reading strategies at every moment: previous the reading, during the reading process, and after it.

With respect to the gathered information of the instruments applied, the intervention on reading could be necessary considering the students' answers. And consequently, the teacher needs to dedicate time teaching reading strategies and selects the topic, activities and texts the instrument is showing the students

like most. Moreover, it is necessary a methodology that engage students in the learning of reading strategies.

In the item of activities, students enjoy the reading about famous people. Also, students chose historical facts and music as the central topics they like most. Following this information, the present proposal will take into account these activities and topics as essential elements to be included in the construction of the proposal. But for content purposes, is more suitable for students to analyze texts related to historical facts and famous people as interrelated contents, than music topics. The genre that can combine these topics is the biography.

Regarding the type of texts students read in general, the most voted were the e-mails and newspapers. That could be explain by the fact those are students access everyday at home and some other places. Moreover, these elections are determined by a contextual reality. And it has to do with the fact that the school does have a textbook in almost any of the curriculum subjects.

Although in the table number 13 there is a preference in relation to the “topic” of music, in the following table 14, when the students are asked about the texts they like to learn, they answered short stories and historical facts. This last question about the type of text determined the direction of the course design based on the information gathered in it. The genre related with historical facts is biography. This election is based on the students’ selection on historical facts as a kind of text in which they can be interested in.

2.8. Results Analysis

2.8.1. Target needs

Most of the answers in this section are related to the work of students with the reading skill for the purpose of academic function. They are thinking about continuing their academic studies, at technical or professional level. Then, from this perspective, they need good competences in reading, in order they can

face their academic challenges in the short and long term. Hence, the main target need identified in the need analysis was the development of reading skills to improve their comprehension in their post-secondary education.

2.8.2. Learning needs

According to the responses provided by students, it can be drawn that the suggested way they best learn is in pair or small group. This way of working is allied with the sociocultural approach in which the collaborative work among students is promoted. Moreover, students may complement their reading competence in an enriched learning environment where they can learn reading strategies to apply on texts. Also, develop a content schema about the constituent elements of language in a biography in order they can understand this type of text. And also, they can develop a different viewpoint concerning of analysis of reading texts in general.

Regarding the activities in class, students express they like to answer questions about a reading and read about famous people. Also, students like organizing the summary of a text and read texts they enjoy to apply reading strategies. Concerning the resources, they would like to have subtitle videos and slides presentation as central audiovisual tools to learn English. For these reasons, the proposal will contain the pair or small group working; the use of videos and slides to present information about topics and the analysis of famous people texts in order to apply reading strategies as central components for language learning.

2.8.3 Reading needs

Based on the answers to the questions in this section, it can be concluded that students prefer the historical fact texts to work and read in class. It can be established a reading course based on this kind of texts with which students may develop their reading competences for them to apply in different kinds of texts. This way, the proposal will be driven by the genre of biography in the context of historical facts.

As a result, from the questions of the applied instrument, students will develop the reading competence through the application of reading strategies on biographical and historical texts. They will carry out the reading activities in pairs and in small groups. Also, the use of subtitled videos and slides presentations during the application of the proposal will be constant. Moreover, considering their level of reading competence, the reading strategies will start with a literal level, increasing the complexity of activities as they acquire higher competence in reading.

3. Theoretical Framework

In this section of the document it is analyzed the general theories that support the focus of the study on the reading skill. This means, the general concept of this important language skill with the explanation of reading as a process. Also, reading with its many aspects and components that orient the approach to the reading activities. Moreover, it is presented in this section, the theory related to the comprehension process and the way in which this cognitive mechanism is conceived at literal, inferential, and critical level. Furthermore, the sociocultural theory and its relation with the type of activities proposed in the present intervention. Additionally, the universe of reading strategies from which were selected those to apply on the proposal texts. Including some words about the better moment to apply a certain strategy: pre, during or post reading model.

3.1. The concept of reading as a process

Reading is a process that goes beyond the identification and decoding of words within a text. This is the way in which the reading process starts, but it takes more to really achieve comprehension. So, in this sense, some of the concepts related with the initial stages of the reading process are *word identification*, *word recognition*, and *decoding*. To achieve a better understanding of these terms, word recognition and word identification, are defined as "the process of determining the pronunciation and some degree of meaning of an unknown word", taken from the new *Literacy Dictionary* (Harris & Hodges, 1995, p. 282-283). This definition emphasizes the form of the word and its sound or pronunciation, given preeminence to the material aspect of the process of reading.

In concordance with this perspective of the reading concept focus at word level, there is one expressed by Widdowson (1979) who defines reading as "the process of getting linguistic information via print". In some similar words, adding the interpreting process necessary for reading, Urquhart & Weir (1998) say that "reading is the process of receiving and interpreting information encoded in language form via the medium of print" (p. 22). And equally, Lado (1962) defines the reading act as follows: "It consists of

grasping meaning in a language through its written representation” (p.62). These definitions are oriented to give importance to language in its graphic expression in the coding-decoding process of reading.

After having stated that reading is a skill that goes beyond the word identification and recognition, and it is a process that implies a series of mental abilities in order to understand meaning from text; using for this, the prior knowledge and the context of the reading in which it is placed. It is when the comprehension of the reading material arises as an important aspect of the reading skill, as it will see in the next paragraphs.

Reading is not only interpreting the graphic appearance of words but processing the information that text contains. In this line of thought, Hellekjær (2007) asserts that “reading comprises decoding the written text on the one hand and efficiently processing the information on the other hand” (p. 2). This last concept is adding the treatment of the messages in the text. It can say that the abilities to apprehend meaning from text require higher thinking skills as in Anderson’s definition of this mental process: reading is a process that requires that information pieces be interconnected and related to one another in a complex relation, in order to carry out the stages to get the comprehension of text message (1985). This definition implies the usage of cognitive skills in order to derive meaning as a central objective of the process of reading, using all the necessary elements implicated into the phases of the reading.

Adding one more component in the equation of reading, which is the author or writer, Goodman (1988) claims that: “reading is a long-distance discussion between a reader and an author... there is an essential interaction between language and thought in reading... the writer encodes thought as language and the reader decodes language to thought”. (p.12). Widdowson (1980) supports the same idea of Goodman defining the reading act as: “...not a reaction to a text, but an interaction between writer and reader mediated through the text.” (p. 174).

With the purpose of carrying out the process of reading it is necessary to add the reader’s experience and language competence to get meaning. In this sense, Goodman (1973) includes the reader competence

and experience to help the process of interpreting messages, as follows, “The reader as a user of language interacts with the graphic input, as he seeks to reconstruct a message encoded by the writer. Concentrates his total prior experience and learning on the task, drawing on his experiences and concepts he has attained as well as the language competence he has achieved.” (p. 162).

In other words, but supporting the same idea, Koda (2007) says that reading is “converting print into language and then to the message intended by the author” (p. 1). And the same author goes further when integrates the element of reader’s prior knowledge when she (2004) says that “comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known” (p. 4). These definitions entail the cognitive process through the reader passes through in order to gain comprehension at a deeper level from the written material.

In order to evidence the importance of the implicated elements for understanding the process, it is necessary to make reference of the concept defining reading as the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation. (Anthony, Pearson & Raphael, 1993). This concept comprises the different elements that are involved in the development of the process of reading, the reader, and all his/her charge of knowledge; the text, with its organization and components, and the context, in which the reading act takes place.

Concerning the complexity of the reading process, and the number of interactions and participants involved, Dubin (1982) states that: “reading is a multifaceted, complex skill made up of a number of psychological, physical and social elements. Just as there are many aspects to effective mature reading” (p. 125). Therefore, reading is not only an individual act dissociated from other facts, but it involves the interaction of the reader’s general information, linguistic competence, visual and mental means, as well as socio-cultural references.

On the contrary, for Davies (1995) “reading is private. It is a mental or a cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.” (p. 1)

These two last contributions to the concept of reading in the last paragraph refer to visions over the reading process and relations throughout the interactions established to get the meaning from text, in which each one presents different aspects related to the elements, processes and conditions of the procedures to read comprehensively.

This cognitive tool which alludes Davies (1995) is targeting the mental mechanism of decoding and interpreting information that underlines throughout the reading process. At the same time, these definitions are concerning the key procedures in the upgrading of reading competence.

In relation to the underlying processes that entails the reading phases Grabe (2009) enumerate some concurrent stages in the development of reading as a mental ability. Grabe suggests a list of processes that define reading (Grabe, 2009, p. 14), As it follows:

1. A rapid process
2. An efficient process
3. A comprehending process
4. An interactive process
5. A strategic process
6. A flexible process
7. A purposeful process
8. An evaluative process
9. A learning process
10. A linguistic process

With the same idea of general processes described by Grabe as implicated in the reading activity, the same author includes some more specific subskills processes of reading. Grabe (1992) considers that every macro language skill is composed for a different and important subset of sub skills that the reader needs to develop in order to do a good job during reading process, in the case of reading, Grabe proposes the following subskills:

1. The perceptual automatic recognition skill;
2. Linguistic skills;
3. Knowledge and skills of discourse structure and organisation;

4. Knowledge of the world;
5. Synthetic and critical evaluation skills;
6. Metalinguistic knowledge and skills.

In these processes can be observed the activities related to the mechanical interpretations of symbolic elements on the written text, and the counterpart of cognitive processes with which the interpreting, construction of meaning, and understanding take place.

Different visions of the reading process can originate a diversity of perspective regarding the same skill. This way, the psycholinguistic and sociolinguistic approaches are some samples.

According to Bernhardt (1991), “taking a cognitive perspective means examining the reading process as an intrapersonal problem-solving task that takes place within the brain’s knowledge structures”. As a social process, Bloome & Greene (1984, cited in Urquhart & Weir, 1998) argue that “reading is used to establish, structure, and maintain social relationships between and among people”. In the same line of the social vision of the reading process, Wallace (1992) puts it: “as readers we are frequently addressed in our social roles rather than our personal and individual ones” (p.19).

These visions of the process place reading in a multidimensional conception in which it can observe concept from more basic to the most complex ones, including the different elements, participants, members, situations and context where the reading process can take place. These concepts places reading as a complex process of different roles that could be assumed by a reader in a particular context and situation. Reading relays on the complexity of together work of different and interlinked sources of information. Also, it is a meaning construction work from text. (Anderson et al., 1985).

3.2. The importance of reading as a process

There are many aspects interrelated in the development of reading competence. As a complex process, reading implies several mechanisms that occur at the thinking level. In this point it is necessary to mention some aspects that concur in the implementation of a reading course such as: the cognitive,

linguistics, social and competitive or academic ones that will be explained with a little extension on the following paragraphs.

Concerning the cognitive process, it can say that the learning of language with a reading focus can increase the level of thinking skills of our students because they need to use their mental abilities in the development of the proposed activities that incorporate the application of reading strategies of the course.

The development of thinking skills is a positive consequence of the acquirement of reading competence. During the endowing of reading skills students will be engaged in an environment where they should use their cognitive abilities to become better readers. And in this context, they can be highly favored with the learning of the reading strategies in order they can increase their level of reading comprehension by going beyond the interpreting level. As Snow, Burns, and Griffin (1998) state, reading comprehension is the product of decoding skill and language comprehension skill.

The linguistic system and language skills of students can be favored with the development of reading competence. During the process, students need to learn how the words are organized. Also, they need to know grammar forms or remember others they already know in order to understand and analyze new kind of texts. So, with these new and old pieces of knowledge of language they can access, decode, and construct meanings in many texts. And in this way, students can increase their language database to be a more competent reader. As Chaney (1992) and Mason (1992) affirm, knowledge of syntax is important when the reader is reading for meaning. And with this late point, as students need to work on the sentence structure of readings, they can develop basic understanding about the texts, and thus, they can understand different texts with the same worked language structure.

Tunmer and Hoover (1992) affirm that syntax and semantics play a role in the comprehension of text, but they do not play a role in the decoding of the individual words. This way, the linguistic system of students helps them to achieve comprehension beyond the surface level of text. In other words, the linguistic system can foster getting deeper levels of understanding.

The increasing of vocabulary can promote the augmentation of reading comprehension. The learning of new vocabulary is a positive feature of the development of the reading competence. As Baumann and Kameenui (1991) state, reading comprehension and vocabulary knowledge are firmly interconnected. This manner, the more vocabulary students have, better level of comprehension they achieve.

The process of reading promotes higher levels of acquisition of vocabulary and knowledge of grammar structures in different texts. In the same sense, Krashen considers a crucial factor to learn English, the frequency of contact with the language, and it is useful for the process of language learning (1982). This way, in order to learn more new expressions, vocabulary, and structures of grammar, the duration of this exposure to language can contribute in a great manner.

This exposure to language is specific texts can favor the building of prior knowledge in students. This manner, promoting better levels of reading comprehension. This aspect is important in the reading process because background knowledge and reading comprehension results are positively correlated, the more background knowledge a reader has about certain subject, the more the reader grasp the meaning when reading a text about that subject (Pearson, Hansen & Gordon, 1979). Also, the activation of students' knowledge about the topic during the first stage of the lessons is important. As Barnes and Dennis (1996) affirm, provision of relevant prior knowledge before reading can facilitate comprehension.

Regarding the social aspect derived from the development of the reading competence, it can say that the new knowledge about reading strategies can favor the perception of the pedagogical practices by part of the community. This manner, students can increase their levels of comprehension for academic purposes, and the teaching processes developed in the school might be perceived as effective for the necessity of students. Also, the educative community might consider these processes as suitable for the context of the school.

3.3. The concept of comprehension

In the following section of the document will be defined and described the phenomenon of comprehension. Also, its related levels referring the cognitive mechanisms associated with each one of these levels. Moreover, the comprehension and its related components and functions within this important process.

According to Al- Khateeb (2010) "reading comprehension is considered the real core for the reading process; and a big process around which all other processes are centered" (p. 5). From this basic concept, it is possible to draw more elements involved in the comprehension process as Samuels (1994) states that "comprehension is a constructive process of synthesis and putting word meanings together in special ways, much as individual bricks are combined in the construction of a house" (p. 820). Allude to the process of reading and the particular meanings in text according to the word relations.

In the following concept there is a similar elaboration of the comprehension definition when The RAND Reading Study Group (2002) when states that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (p. 11). The previous concept expressed is concerning about the relational requirements for understanding a text content in a complex and interactive connection.

In the same line of thought, explaining the concept of comprehension with some more elements involved in the process of reading, Veeravagu et al (2010) defines reading comprehension as "a thinking process by which reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learner's objectives" (206).

In a similar elaborated concept, Paris and Hamilton, (2009) says that "Reading comprehension is only a subset of all-defined larger set of knowledge that reflects the communicative interactions among the

intention of the author/speaker, the content of the text/message, the abilities and purposes of the reader/listener, and the context/situation of the interaction” (p. 32). In this definition, it is observed the participants in the reading comprehension process and the way the comprehension is carried out, the interchanging of significances between writer and reader, with their charge of intended intentions. Additionally, this interplay carries out in particular circumstances with a confluent role by the text.

Complementing the concept of comprehension in the reading process, The NAEP (2009) defines reading comprehension as “an interactive and complex process that involves understanding written text, developing and interpreting meaning and using meaning as appropriate to text type, purpose and situation” (National Center for Educational Statistics, 2005, p.2) in this concept, the meaning is related to the text structure, the writer’s purpose and the context. Also, meaning is considered as the core element in which confluent the different components in the comprehension notion.

As it is seen in the definitions above, the concept of comprehension in the work of reading, is characterized with a cyclical relation among the writer, the reader, and the purpose of reading, framed with the sociocultural context that influences, in a greater manner, the comprehension as objective of reading (Best, R.M., Guthrie, J. T., 2002; Rowe, M., Ozuru, Y. & McNamara, D.S., 2005; RAND Reading Study Group, 2002; Stanovich & West, 1995; Verhoeven, L. & Snow, C.E, 2001)

3.4. The Levels of Comprehension

The fact that prevails different reading comprehension levels, in which, each one of them requires different thinking abilities on the reader and that are expected diverse levels of interaction with the text, is not new (Herber, 1970; Snider, 1988; McCormick, 1992; Pearson & Johnson, 1978). Its generalization is evidenced by the way in which the comprehension levels theory entails many recommended pedagogical practices and instructional texts during the last four decades (Carnine, Silbert, Kame’enui & Tarver, 2010; Herber, 1970; Lapp & Flood, 1983; Vacca et al., 2009).

Considering the content of the topic literature and taking into account the comprehension levels, it can say that there are different focuses on the comprehension categories. After considering important constructs of comprehension theory, the comprehension levels that oriented the present proposal are the literal, inferential, and critical ones. In the following part of the document it will be defined these three levels of comprehension that are established as a point of reference for the application of the lessons.

3.4.1. The literal level

The literal level of reading comprehension is defined by Alptekin & Erçetin (2011) as “essentially captures surface code features and text-based meanings explicitly stated in the text as well as the connecting devices that bind these text constituents locally” (p. 242). In words of Walker, Munro & Rickards (1988), as the reader’s ability to “gain meaning from the print” (p. 88). This late definition containing the meaning of what the literal level of reading comprehension is, and how is conceived at its more elementary level.

The first level to starts comprehension is the ability to read literally. Although, the literal understanding is not enough to ensure a deeper level of comprehension. “It simply represents the author’s propositional message, falling short of generating new information that would extend and refine the text-base on its way to becoming integrated with a situational representation of what the text is truly about” (Alptekin & Erçetin, 2011, p. 242).

For literal reading to be successful, it is important for readers to know or guess the meanings of the words in a written text. According to Ko (2012) “learners must know the majority of the vocabulary in any text to be able to guess the meanings of unknown words successfully” (p. 57). Even though, as Ko also points out “L2 learners cannot make intelligent guesses in the same way as native speakers due to their lack of vocabulary knowledge or general proficiency level. Also, a given context often does not provide sufficient clues to L2 readers.”

This last paragraph described the literal comprehension level and the importance of vocabulary and the language adroitness for understanding words in context. Besides these factors, readers need go further to comprehend the message in a text. This stage is described in the next paragraphs.

3.4.2. The inferential level

In the inferential comprehension, the reader needs to go further the recognition of facts that are consequence from a passage to indeed interchanging with a text to draw inferences related to meanings not specifically stated in the text (Applegate, Quinn, & Applegate, 2002; Snider, 1988)

The reader is demanded to manage ideas from text to find out connections among the main idea and details and to use that findings to decipher the text and derive conclusions related to the author's purpose within the text (Vacca et al., 2009) completing the omitted details and construct meaning as a result of what they have read (Dole et al., 1991). Furthermore, these tasks require intense thinking processes because they need to remember some information in the text while finding out for other ideas presented in other place in it.

This is the second reading comprehension level which according to Westwood (2008) "means that the reader is able to go beyond the text and infer other details" (p.32). Also, the inferential comprehension refers to the ability of students interpreting meaning. Students are able to summarize, interpret, and make a generalization, a conclusion and a prediction. The inferential comprehension needs to use the overt information together with the intuition and experience (Ismail, Salmah dan Elly, 1992). Apart from that, the inferential comprehension needs high level thinking because the questions involve answers which are not explicitly stated in the text.

3.4.3. The critical level

The third of the comprehension levels is the critical reading. Paul's (1993) definition of critical reading includes the idea that it is an "active, intellectually engaged process in which the reader participates in an inner dialogue with the writer" (p. 461).

Following the same idea, Cheek et al. (1989) state that “critical reading involves evaluating the relevancy and adequacy of what one reads . . . and making use of what one reads by relating ideas or information read to one's experience or problems” (p. 8). In these definitions “knowing, comprehending, applying, analysing, synthesising, and evaluating” are the thinking abilities identified by Cheek et al. (1989) as the ones used by students to the relevancy and adequacy of the written content (p.8). They consider the critical reading ability of students is improved in the process of relating information in the text to the student “past experiences, interpreting figurative language, determining the authors' purposes, evaluating the ideas presented, and applying the ideas presented to actual situations they have experienced” (p. 8).

In terms of Rubin (1982) “critical reading is at a higher level of reading than literal interpretation and comprehension as it involves evaluation, the making of a personal judgement on the accuracy, value and truthfulness of what is read” (p. 208). Moreover, Hickey (1988) considers that critical reading is an “integrative process in which the critical reader is actively involved with the text and is able to suspend judgment until relevant facts are amassed, willing to consider author's viewpoint and allow for the possibility of bias” (p. 192).

This level of comprehension requires the development of the two previous one in order to perform reading comprehension at deeper level. At this level the reader goes beyond the word identification at the point of attaining a real dialogue with the writer. With this approach the reader provides a judge or evaluation over what is read.

3.5. The comprehension processes

The following paragraphs give an explanation about the different aspects with which the reader participate in the comprehending process, because this is an active process in which readers have the main role in the task of decoding and deconstructing the meaning conveyed in the text by the writer.

The understanding of the text is the final phase the readers arrive after passing through a set of stages that demand different cognitive abilities in order to accomplish the meaning in the text. The cognitive processes are influenced by (1) the reader's knowledge about the text topic or message; (2) the reader's goals and motivations; (3) the reader's strategy selection and use; (4) the genre, type, and difficulty of the text; (5) the processing constraints of the reader's memory; and (6) the reader's ability to learn in and from a sociocultural context (group, classroom) if it is available when a text is processed (Kintsch, 2004; van Dijk, 1999).

The concept of comprehension process described in the above paragraphs make emphasis in the reader's role in the process of comprehension. It presents the elements and cognitive mechanism interrelated and involved in the reader's purpose for understanding the meaning proposed by the writer materialized in a specific type of text. At the same time, the importance of the context is not underestimated in the development of the reading activities in which the reader is situated.

In this definition is added the important concept of activity which is put aside in the before paragraph. The RAND Reading Study Group (2002) notes that understanding of a text implies the participation of the four elements named as follow: (1) the reader, (2) the text, (3) the activity, and (4) the situational context (p. 1). In a more detailed manner, this group establishes that situational context in the notional space where the reader, the text, and the activity have a coexistence and interrelation during the different reading phases.

The reader participates with the crucial part of the thinking process involve in understanding meaning. The text is the material to be read (e.g. stories, biographies, descriptions) on which are prepared the reading activities that can be the application of a strategy, development of a skill, task or concept to be accomplished by students (e.g, select specific information, compare ideas, find differences; etc.)

As it is seen, in this definition of the RAND organization mentioned above, the reading comprehension is a complex process that implies many elements to take into account in order to carry out

the process of extracting meaning from written text according to its features, and including the activity to be developed to measure the comprehension skills, which is the set of exercises over the reading content to assure that understanding is reached.

In order to make clarity over the participants in the comprehension process, the next lines are dedicated to the definition of each one of the instances which takes part in the reading activity.

3.5.1. The reader

The reader incorporates biological and psychological factors that affect the process of reading. And as it is mentioned above, the reader develops thinking processes that are vital for the understanding the meaning from text. These are the factors implied by the reader side. In the same sense, in the text and specific situation in which the reading process takes place, the reader brings his/ her particular characteristics that are used to carry out the process. (Butcher & Kintsch, 2003; Fletcher, 1994; Narvaez, 2002). The reader's general knowledge is the most relevant of these characteristics (Fletcher, 1994). The process of making sense the information of text is less difficult in the case when the reader has the more prior knowledge that can relate with the content of reading. (Butcher & Kintsch, 2003; Schallert & Martin, 2003).

3.5.2. The task

The task concerns with the objectives and purpose of the reader (e.g., reading to answer questions, reading reports). With the purpose of making clarification in this point, the RAND group emphasized that all the elements have a functional interrelation with a great dynamism, although, they are named and explained in separately. Also, the influence of each element depends on the reading stage and moment of the reading process, this is, pre-reading, while-reading and after-reading phases in the development of the task. (RAND Reading Study Group, 2002).

3.5.3. The Text

The different characteristics of the text are factors that it is necessary to analyze. The way the text appears, the printed letters such as font, graphics and layout. The organization of wording and the

sentences arrangement along the text, configuring its difficulty level (e.g. introductory or intermediate) and the particular discourse features with which the text is organized and identified (i.e. expository, narrative). To analyze a text, the reader needs to pay attention to these elements, its printed characteristics, and the way how easy or difficult is the content to be read. These processes can determine the interaction between the reader and the text. Therefore, reader can get meaning from text efficiently if the features of the text at graphical level are well known (Tracey & Morrow, 2002).

On the aspect of genre mentioned above, Hyland (2003) suggests that genre simply refers to socially recognized ways of using language. It is a term we all use for grouping texts together and representing how writers typically use language to respond to and construct texts for recurring situations. From this definition that tries to classify the different texts in one or another kind, it can pass to Martin's (2008) who describes a text or a genre as "a staged, purposeful, social activity that we engage in as speakers of a language" (p. 6). This definition recognizes the interaction that underlies in the concept of this word. Genres, in turn, are purposeful, staged, and repeated ways of using language to respond to the demands of specific cultural contexts (Martin & Rose, 2007).

All these components of reading process mentioned above, interact during the reading act. Each one of them with their own features and representing different roles in the cycle of reading. This active interchanging process between the reader, the text and the task make possible the raising of comprehension as a result of this interaction.

3.6. The Sociocultural theory

the social construction of knowledge is the mechanism by which students learn from each other in a learning environment in which more capable learners can help to those less skilled students. Considering the target population, their characteristics, context and specific situation, the present proposal will apply this learning theory as a pedagogical underpinning for the development of the lessons.

“while human neurobiology is a necessary condition for higher order thinking, the most important forms of human cognitive activity develop through interaction within social and material environments” (Lantolf & Thorne, 2006, p. 201). This conception of learning is the foundation of the sociocultural theory in which there is prevalence of the social interaction to facilitate learning. Moreover, the appropriation of prevalent culture as a complement for this conception on human learning. Which it is explain in Vygostkian theory when explains “Any function of the child's cultural development appears on the stage twice, or on two planes, first the social, then the psychological, first between people as an intermental category, then within the child as an intramental category” (Vygotsky, 1931/1997, p. 105–106). Which provide with necessary social interaction for learning takes place in certain environmental conditions in which learner is taught for more experienced and capable members of society. Cobb and Yackel (1996) explain the concept as follow “students inherit the cultural meanings that constitute their intellectual bequest from prior generations” (p. 186).

3.6.1. The Zone of Proximal Development (ZPD)

“Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them” (Vygotsky, 1978, p. 88). As all the students do not have the same level of cognitive development or extent of social interactions, they differ in the amount and quality of support they need. This is the core of the Vygotsky’s conception of learning process. Which is explained with the metaphor of the Zone of Proximal Development. The ZPD is “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” (Vygotsky, 1978, p. 86).

According to Vygotsky, the students’ involvement in a certain activity is the basement for what should be the teaching learning process in which "the teacher is the director of the social environment in the classroom, the governor and guide of the interactions between the educational process and the student" (Vygotsky 1997, pg49). This is the practical representation of what is the conception of learning in

Vygotskian theory, the process in which the student is the center of process, and the mediation function is assumed by the teacher. In whose process "the teacher's role is to provide the path to independence a goal of all educators" (Bodrova & Leong 1996, p. 3).

Beyond the concept of learner's capacity of Piaget, Vygotsky pay more attention to the social and cultural interactions as determiner of learning. "The role of the teacher is to "arm children" with these tools...It involves enabling the child to use tools independently and creatively" (Bodrova & Leong 1996, p. 3) with the elements of the culture that are appropriate for the learner from the other members of society. From a situation in which there is shared possession of culture, interpersonal, to a personal possession, intrapersonal, which is related with levels of independence in the child's development.

3.6.2 The concept of scaffolding

The term scaffolding was introduced by Wood, Bruner and Ross (1976), and from that time there has been defined by many authors. For example, Rasmussen (2001) defines it as "a form of support for the development and learning of children and young people" (p.570). Gordon Wells (1999) refers to scaffolding as "a way of operationalising Vygotsky's (1987) concept of working in the zone of proximal development" (p.127). Laura Berk (2002) defines scaffolding as "A changing quality of support over a teaching session in which adults adjust the assistance they provide to fit the child's current level of performance. Instruction is offered when a task is new; less help is provided as competence increases" (p. 261).

All the definitions are intended to put in clear the conception of supportive relation by a more experienced and capable agent, to those that in a situation of acquiring culture and learning. Moreover, at the core of scaffolding approach is located the concept of zone of proximal development and the Vygotskian socio-cultural theory; and it is a general agreement in this matter. (Berk, 2002; Daniels, 2001; Wells, 1999; Krause et al, 2003; McDevitt & Ormrod, 2002).

These are the fundamentals of interaction that lead the application of the present proposal in a context of cooperative learning into the classroom. In which to achieve the purpose of getting higher levels of performance in students, the more capable members' role is to provide support frames to students' progress in learning (Vygotsky, 1978).

3.7. Cooperative/Collaborative learning

Ted Panitz (1999) presents definitions of the terms which give distinction between them, as: Cooperation is when students work together in small groups in order to achieve a detail objective or goal within an organization of interactive design. By the other side, Collaboration although include learning and the recognition of the abilities and participations of their partners; it is essentially a specific ideology of the interplay and an own conception of life where actions are responsibility of individuals

From the perspective of these concepts, the one that fits better with the purposes and features of the present proposal is the cooperative learning. This focus of teamwork will be explained with more detail in the following paragraphs.

The cooperative learning is based on the sociocultural theory of Vygotsky, in which the idea of learning is materialized through the help of more capable partners to less skilled student, in order to get her/his maximum potential. According to the related literature, Cooperative Learning (CL) was defined as " small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal" (Artz& Newman, 1990, p.448).

Many scholars agree that cooperative learning is a preferred option for the teamwork because can relate many students with different level of language and cultural background in a proactive relation that promotes learning of all members of the group. (Tsai, 1998; Wei, 1997; Yu, 1995)

Javadi Rahvard (2010) in his work Cooperative learning strategies and reading comprehension, list some of the results of the application of this way of working in groups:

1. The contribution of the other is necessary (your success benefits me and my success benefits you).
2. The common purpose is a clear idea among group members (We all sink or swim together here).
3. The personal participation is at the same time an own and collective creation. (We cannot do it without you).
4. The personal achievement is celebrated by all the group. (We all congratulate you on your accomplishment).

In general, these are the expected outcomes that are intended to be covered with the application of this way of working when it is utilized in the classroom.

3.8. Cognitive and reading strategies

For Nokes and Drits, D. (2009, p.), “at its simplest level, a strategy is a routine or procedure for accomplishing a goal.” (p. 348). Concerning strategy instruction, Marie Clay (1991) states that a strategy is “an operation that allows the learner to use, apply, transform, relate, interpret, reproduce, and reform information for communication.” This concept is given in the general context of the word; it is necessary to connect the concept with academic processes, as it seen in the next lines. Brown (2007) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information" (p.119). Also, strategies change according to the problems, context and tasks, depending on the moment. This manner, its variation occurs within individuals. (Brown (2007)).

Cognitive strategies “are mental routines or procedures for accomplishing cognitive goals like solving a problem, studying for a test, or understanding what is being read”. (Dole et al. p. 348). So, there is a broad field in which strategies of this kind can be applied by students in their reading activities.

For extension reading strategies are techniques or procedures oriented to the work with written materials. With the clear purpose of deciphering, interpreting, analyzing, synthesizing, comparing, finding differences, judging, evaluating and so forth, at literal, inferential and critical levels of comprehension.

In the following section of the document it will be explained the reading strategies to help getting comprehension from text. They are a set of proposed strategies for the proposal from which it will be selected some of them to be used in the application of the course design. They are:

3.8.1. Predicting

Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003). It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding. Without this aspect of the prediction process, it becomes meaningless to improving the student's comprehension (Duke & Pearson, 2005). Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary (Teele, 2004).

All these definitions emphasize the importance of prior knowledge in the application of this strategy, and the level of interaction between the reader's knowledge and the information presented in the text. Moreover, the authors recommend the activation of this knowledge for helping the students to get an idea about the information for knowing in the text, and this manner be able to express hypothesis about what the reading is around.

3.8.2. Questioning

Questioning is a strategy that students can apply before, during and after the reading process. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey & Goudvis, 2000). By this strategy, students practice to distinguish between questions that are factual, inferred, or based on the reader's prior knowledge. By using the student generated questioning strategy; text segments are integrated and thereby improve reading comprehension (NRP, 2000). In this strategy, the students measure their comprehension level, by answering the questions proposed by the teacher in the different moments of the reading process.

3.8.3. Skimming

“a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading” (Grellet, 1999, p. 25), skimming is a strategy to get the general idea of the text content, by reading speedy to get this overview of the ideas in text. This strategy is pertinent for different texts, including historical, because students can concentrate in few sentences to get the general idea of the text. And with this information, express or explain some prediction about what the text will contain.

3.8.4 Scanning

According to Grellet (1981), “scanning is a reading technique that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on” (p. 58-59). The specific information is the objective throughout a quick reading in a scanning exercise. (Test Wise Word Association, 2006). This reading strategy is suitable for the work on historical texts by the fact the existence of piece of information such as dates, names, places, nick names, and other words susceptible of highlighting on the text.

3.8.5. KWL

Ogle (1986) is an author who originally created the technique that means the know, the want to know and the learned. This strategy is adequate to help students to establish their own objectives about the material to be read; and at the same time, allows teacher to explore the prior knowledge students bring to class, related with the topic of reading. During the application of the strategy, teacher use a chart or table to make a register of students' ideas about the reading material intended to work, and teacher acknowledge about what students know, want to learn, and in the post reading stage, what they learned.

3.8.6. SQ3R

This strategy starts with a general overview of the chapter to be read. Watching the titles, subtitles, tables, diagrams, charts, pictures, maps, and any other material to help the reader understands the text. After this preliminary exercise, it is necessary to come back to the titles and subtitles and turn them into a question as the reading is in ongoing process. In the stage of reading, students try to find answers to the questions previously have been formulated. And they try to find the main idea in each paragraph, paying special attention to the discourse markers and doing marks on the text to highlight important information.

And with recite stage, students try to check the comprehension by recalling the key points and the supporting details observed during the reading process. In the last stage, the review, students should make an overall overview of the main concepts and secondary ideas to have clear the content have been read.

3.8.7 Visualizing

Another strategy that the good readers employ when comprehending a text is visualization (Adler, 2001). Visualization requires the reader to construct an image of what is read. This image is stored in the reader's memory as a representation of the reader's interpretation of the text (National Reading Panel, 2000). The strategy is applied through the materialization of reader's interpretation of the elements in the

text, for example, setting, characters, actions, processes, relations, differences and so on. And this process could be evidenced with the elaboration of drawings or texts about what the readers have read.

3.8.8. Making Connections

Making connections is strategy to relate the student's prior knowledge and experiences, the text and the real world, and how these components are related in the process of reading. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. "Text -to-Text, Text-to Self, Text-to-World" is strategy that helps students make connections. Students can make text-to self-connections through drawing, making a chart, or writing. Teachers might ask students if they have ever experienced anything like the events in the text. Students can make text-to-text connections through drawing, making a chart, writing, and graphic organizers. These text-to-text connections could be based upon how characters in the story relate to each other, or how story elements relate between stories. Students can make text-to-world connections through drawing, making a chart, writing, or graphic organizers. Text-to-world connections could be done by comparing characters in a story to characters today or comparing the content of the text to the world today (Teele, 2004). Students get involvement when they applied making connections strategy, and through this process they can gain comprehension, at the time they feel motivated to add knowledge and experience to the process of reading. So, it is interactive process among the reader, the text, and the context the information in the text takes place.

3.8.9. Generating questions

One way for students to increase their reading comprehension is by generating questions about the information they encounter in the text. This practice helps them to check their understanding and to remember important details. Students can generate questions before, during, and after reading a passage to:

- Make predictions about what they will read

- Identify key facts or concepts
- Anticipate the ways in which they might be asked to demonstrate or apply their learning.

3.8.10. Inferring

Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004). Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey & Goudvis, 2000). Teacher can use many different instruments to help students to apply the inferring strategy, for example, illustrations, drawings, pictures, and titles from the text to make inferences.

3.8.11. Question-Answer Relationships (QARs)

The Question-Answer Relationships (QARs) technique (Raphael, 1986) teaches children to label the type of questions being asked and then to use this information to assist them in formulating the answers. Two major categories of question-answer relationships are taught: (1) whether the answer can be found in the text — "In the Book" questions, or (2) whether the reader must rely on his or her own knowledge — "In My Head" questions. The questions in the text will be the kind of questions students will be answering during the course.

3.8.12. Summarizing

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). The first process reader has to do for summarizing is distinguish the main ideas from the supporting ideas. Distinguish the different facts, processes and relations in the text, and organize these components according to the text development is essential for the summarizing process, which can help in the reader's process of content comprehension.

3.8.13. Graphical Organizers (GOs)

GOs have received great attention and concern among general and special education researchers, as they depict a variety of relationships and structures in a single display (Chmielewski & Dansereau, 1998). Throughout the years, a lot of researchers have offered their own definitions. A simple and widespread definition is that GOs are “visual representation of information in the text” (Jiang & Grabe, 2007, p. 34). Katayama, Robinson, Devaney, and Dubois (1997) consider GOs to be spatial displays of text information that can be given to students as study aids to accompany texts and communicate both vertical, hierarchical concept relations and horizontal, coordinate concept relations. Moreover, Alvermann regards GOs as “a type of advance organizers that activates a reader’s prior knowledge and depicts the organizational pattern of a reading selection by schematically representing key vocabulary terms” (1981, p. 4). Having a closer look at the above definitions we can infer that they have some things in common: 1) GOs consist of words; 2) they indicate relations among concepts by using spatial arrangements of the information in the text; 3) they depict the organizational plan of the text (Stull & Mayer, 2007); and 4) GOs can be deployed in different kinds of texts (both narrative and expository texts).

3.8.14. Monitoring

Monitoring comprehension is a process in which students determine whether they understand what they are reading. If they realize that they cannot articulate the main idea of the passage, they can take steps to repair their comprehension before continuing to read.

It is not effective to merely tell students to monitor their reading comprehension. Rather, students need to be taught how to monitor their comprehension. This requires explicit instruction with sufficient modeling and guided practice.

3.8.15. Thinking aloud

One of the best methods to check the comprehension process in student is by think aloud strategy. The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving

math problems, or simply responding to questions posed by teachers or other students. This strategy makes an excellent addition to the learning methods taught in your curriculum.

They develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult (Tinzmann et al. 1990). It lets students know that they are not alone in having to think their way through the problem-solving process.

3.9 Before, during and after reading model

The organization of the reading strategies in the present proposal follow the approach of pre, during and post reading activities. This is a model of reading in which the students go from an initial level in which the participation is of spectators or listener to other in which the participation in the activities is higher and more compromised with the results of the learning proposal.

The pre-reading activities are important because focus the students' attention to the purpose and context of the reading using the prior knowledge and background information that students bring to the classroom. As some authors states, pre-reading activities that introduce the text should encourage learners to use their background knowledge (Eskey, 1997, 1999). As author explains Pre-reading strategies are intended to present students the context of the reading in order they can anticipate some way, the topic of reading to increase the comprehension level, the interest, motivation and knowledge students can bring to the class.

In addition, in words of Ringler and Weber (1984), the pre-reading activities have the purpose of comprehending the material, organize the activities and expose to the necessary information to students. Ringler and Weber also note that pre-reading activities is useful for concentrate attention on the text, construct the mental schemata of the type of text and provoke the recall of the students' prior knowledge.

When teacher directs the prereading activities, some aspects of the text can be clarified such as key vocabulary, main ideas relevant concepts and particular structural organization of ideas. (Estes, 1999).

This way students can identify key aspects of the reading to work with, in order students can participate actively in the amelioration of the strategies that are put in practice during the lessons.

During-reading strategies is the stage established for students to work with the reading content. Organizing, underlining, coloring, analyzing, relating ideas, linking concepts, and any other information treatment to get the meaning of text.

The post reading activities has the purpose to make reflect students about the work that has just done. Barnett (1988) has stated that the post reading activities can give students the chance to a particular analysis of the text, when previously has been checked the students' comprehension.

In order students can achieve their potential learning capacity, they need to interact and interchange ideas and opinions with their classmates. From this point of view, the pair group, group work and all interactions into the classroom need to configure with a special theory which is explained in the followings paragraphs.

4. The Proposal

4.1 Target needs and situational constraints

Hutchinson and Waters (1987), argue that “any language course should be based on needs analysis” (p53). The following information is derived from the needs analysis applied to the context where the present proposal was intended to be applied. As mentioned before, the model of analysis is the target situation analysis proposed by Hutchinson and Waters (1987). And According to them, target situation needs are “in essence a matter of asking questions about the target situation and the attitudes towards the situation of various participants in the learning process” (p.59). Furthermore, this whole concept is divided as the authors explain in necessities, lacks, and wants as: Necessities, are the knowledge learner requires in order to operate competently in the target milieu. Lacks is the distance between the learner’s competence in language and the desirable competence. And Wants, what the learner feels s/he wants. (1987).

This way the following table shows the organized information according to the model.

Table 14. Specific needs and situational constraints.

Specific Needs	Situational Constraints
<p>Necessities:</p> <ul style="list-style-type: none"> • Students need to read and understand texts about interesting topics in English. • They need to increase their reading comprehension levels for academic and personal purposes. • They need to be exposed to different 	<p>Some of the constraints found in the school were the following:</p> <ul style="list-style-type: none"> • Some students come from low income families with many problems. • There is only one hour of English at primary level. • Large size classes • There is no a bilingual classroom for

kind of written texts.	English class development.
<p>Lacks:</p> <ul style="list-style-type: none"> • Realize the importance of reading in English in their lives. • Increase the quantity and usage of their vocabulary. • Develop a wider number of reading strategies. • Opportunities to apply such a repertoire of reading strategies. • Contact with different kind of texts and levels of complexity. 	<ul style="list-style-type: none"> • Technological resources are few and with a low level of availability • Classrooms with poor conditions for teaching learning English. • English is treated as any other subject of the curriculum. • For some students the classroom is the only contact with English.
<p>Wants:</p> <ul style="list-style-type: none"> • Students want to know how to make predictions about a text. • They want to know how answer questions efficiently about a reading. • They want to have more access to written material in English at the school. 	

4.2 Approaches

The needs analysis is the guided framework on which the course design will be based on. The information will be taken into consideration to establish the approaches for the different aspects of the course design. In which the fundamental approaches are the education, language and learning approach.

Each approach gives a different framework of reference to orient, develop, guide and address our implementation of lessons, in the direction that is considered suitable to reach the aims of this subject. For this reason, this process of approaches adoption is quite important.

According to the features of students, and preferred activities to do during the English classes, the purposes for which students need to learn the language, the skill students need to perform, and according to the results of needs analysis, it can say that the different approaches which this proposal is based on, are derived from the particular conditions and situations dictated by the environmental facts presented in the daily life of school.

4.2.1. Approach to education

After revising the information derived from the applied instruments and the particular situations perceived through the context, it can conclude that the education approach is derived from the contextual reality of the institution, and it is the hermeneutic approach. The focus on the development of human being is clear based on the work of the human and technical capacities at the same time. And in the meantime, the school tries to develop every aspect of student's personality like Ministry of Education of Colombia (MEN) stresses the teaching of skills to develop competences related to civic values and social, emotional competences. (Moss, G. forthcoming). Moreover, with the use of grammar for communicative purposes and the use of language for practicing real life situation recreated in the classroom assuming a functional view of language.

4.2.2. Approach to learning

In relation to approach towards learning, the present course suggests the cognitivist and sociocultural focuses based on the Vygotskian sociocultural theory (1978), in which learning is conceived in a way of scaffolded stages through students can be helped for others in order to achieve their higher potential of learning. So, there is a pedagogical work that is oriented with aspects such as independent work, cooperative work, active participation, and awareness of their own learning. All these aspects are aligned with the hermeneutic approach. And also, with the respect and development of human thinking capacities and dimensions treated in the hermeneutic approach, as Piaget argues that “the young human mind can best describe in terms of complex cognitive structures” (N.R.C., 2000, p. 80).

And addition, the proposal takes into account the concrete use of language in different context and situations and the learning with others. Also it considers as important elements the classroom conditions and environment surroundings. In relation with this, “Vygotsky was deeply interested in the role of the social environment, included tools and cultural objects, as well as people, as agent of developing thinking” (N.R.C., 2000, p. 80).

4.2.3. Approach to language

The approach to language and language learning in the present proposal is the functionalist which is based on the Systemic Functional Linguistics of language. Systemic functional linguistics treats grammar as a meaning-making resource and insists on the interrelation of form and meaning (Halliday, 2004)

Considering the Systemic functional linguistics as the study of the relationship between language and its functions in social settings to develop communicative competences (Halliday, 2004), its more practical effect has to do with the process of producing and interpreting meanings influenced by the social and cultural context in which language is interchanged. Also, this theory conceives language as a social semiotics which emphasizes the functional purpose of language to construct meaning in context,

(Halliday, 1978) It is necessary to orient the curriculum of foreign language to be based on the developing of a communicative language focus. With this in mind, the present proposal is oriented to give a functionalist approach to language in order to give students a richer learning environment for communication in context.

The proposal for implementing the communicative competence into the classroom activities will focus on the functionalist view of language. As Richards and Rodgers (1986) assert “the functional view, the view language is a vehicle for the expressions of functional meaning” (17).

In summary, at ninth graders in I. E. J.F.K. of Soledad the teaching learning English process is oriented in education with the hermeneutic approach; in learning by the cognitivism and sociocultural approach and in language learning with the functionalist approach. These approaches will be working along the lessons stages to contribute to create an environment that aims to develop linguistic competence in English, necessary to read different kind of texts.

4.3. Goals and objectives

The following table shows the organized information according to the chosen needs analysis model

Table 15. Goals and Objectives

GOALS	OBJECTIVES: Students should be able to
Target: Development of reading skills	Comprehend texts related to 9 th grade history curriculum.
Learning: Encouragement of reading strategies	Use different reading strategies.
Human: Development of cooperative work and respectful interactions.	Work together, respect and accept their classmates' opinions.

4.4. Teaching points

The following are the teaching points derived from the goals and the general objectives.

1. The vocabulary related to the topics of the 9th grade historical facts
2. The structure and characteristics of biography
3. The connectors and their different function in a reading text.
4. The development of reading tasks at literal and inferential comprehension levels.
5. The use of reading strategies (scanning, skimming, Predicting, questioning summarizing)
6. The application of the reading strategies according to the kind of texts and the prior objectives.
7. The identification and use of regular and irregular verbs in the past.
8. The tolerance to different points of views and manners of acting.
9. The independence for communicating ideas and emotions clearly
10. The acceptance of having common and non-common points with partners.

4.5. Syllabus focus

Before establishing the syllabus focus of the proposal it is necessary to give some basic concepts about what a syllabus is concerned. In first place, a component of syllabus is the work of the designer, explicit in words of Nunan (1988) when defines syllabus as “a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content” (p.6). This definition implies the fundamental components of what it is necessary to develop in forms of lessons, and in what order, in relation with the target, learning and skill analysis.

Moreover, the concept of Richards & Rodgers (2014) “traditionally, the term syllabus has been used to refer to the form in which linguistic material is specified in a course or method” (p.30), is related with Nunan’s in the how’s and the when’s of syllabus.

Concerning the theory related to the syllabus focus there are some models proposed by authors in order to implement the development of an English course according to specific conditions of context and

students' needs. These focuses are skills based, learner-centered, learning-centered, content-based, and language-based. And the chosen focus for the present proposal is skill-based.

The Skill-Based Syllabus is defined by Dinçay (2011) when affirms "is a collection of specific abilities that may play a part in using language. The primary purpose of skill-based instruction is to learn the specific language skills and to develop more general competence in the language." (p.242). in this focus, the main purpose is to reach the development of a skill and competences in language that could be useful for other subjects.

Similarly, in words of Moss The skills-based emphasizes the acquisition of one or more skills, usually one or more of the four macro skills. Skills-based courses may underline the learning of skills as well as language skills, emphasizing in the implementation of cognitive, metacognitive and socio-affective strategies. At the same time, foster the ability of learners to choose those strategies and apply them to their cognitive style and to the learning task in hand as well (2016).

4.5.1. Syllabus sequence and structure

The sequencing aspect of syllabus is crucial for the implementation of the designed course, because, throughout of it will be guided the development of topics or skills to be fostered. Additionally, this syllabus component needs to take into account the knowledge of students' learning, their previous experience about learning they have had, and their motivation to learn English.

The sequence of syllabus has to do with the order, or steps in which the teaching points are going to be taught. For the application of the present proposal, taking into consideration the type and levels of student as well as the general conditions of the context, the chosen syllabus sequence is the grading.

According to Moss (2016), in the grading sequence, there is a focus in teaching and learning first which is easiest and then pass to more difficult learning topics, activities or tasks. In the language-based syllabus, this sequencing is the most commonly applied.

Concerning the syllabus structure, it is related with the organization of the teaching points and the extent in which they are related one to another. The literature proposes the followings for the order of the

course: linear or step by step, spiral or cyclical, matrix, and modular. For the present proposal, the matrix is the syllabus structure to be adopted in order to organize teaching points and topics of the course to be developed.

In the matrix form, the structure is organized in forms of columns and rows. In which, the columns refer to specific aspect to be developed or studied during the course. And the rows, represent units or chapters as general mainframes where topics and theme can be distributed. This structure is especially adequate to the skills-based syllabus. (Moss, 2016)

Considering the information at hand of needs analysis, the context features, the students' characteristics, the students' language level of and the nature of the skill to be focused on the present proposal, the focus, sequence and structure of the syllabus are skill-Based grading sequence the matrix respectively.

4.6. Specific objectives

For unit 1, students should be able to

Reading competences:

- Read and understand biographical texts
- Analyze and understand the text structure of a biography.
- Relate the information using sequence words.
- Resolve reading tasks using literal and inferential comprehension.

Reading strategies:

- Use skimming to establish the general idea of a text
- Find specific information using scanning
- Use the context to infer the meaning of an unknown word
- Organize the information of a text using graphical representations.
- Select reading strategies according to literal or inferential questions.

Grammar point:

- Identify action words according to their function in the text (past tense)

Cooperative work:

- Respect other students' participation and opinions
- Participate and interact friendly as a member of a group.

For unit 2, students should be able to

Reading competences:

- Read and identify the stages in a biographical text.
- Analyze and understand the text structure of a biography.
- Relate the information using sequence words.
- Resolve reading task using literal and inferential comprehension.

Reading strategies:

- Use skimming to identify stages in a biography.
- Use scanning to configure the structure in a biography.
- Sequence the information of a biography using graphical representations.
- Select reading strategies according to literal or inferential questions.
- Identify action words according to their function in the text (past tense)

Cooperative work:

- keep a friendly and tolerant relationship within his/her group.
- Promote the respect and acceptance of others' opinion

4.7. Course methodology

The present proposal has a specific way of development concerning the methodology. According to the focus on reading strategies, the present proposal has been chosen a set of these in order to be applied during the lessons. These are: scanning, skimming, Predicting, making and answer questions, predicting, KWL chart, graphical organizer, summary, and making connections.

In the context of a reading-based course these strategies can serve to students to gain comprehension of the proposed text, so, the strategies operate for different comprehension purposes as they can see in the following paragraphs.

4.7.1. Scanning

It is oriented to find specific information in the text, such as dates, names, numbers, key words and repeated information making a quick reading over the text.

4.7.2. Skimming

It is used to gain the general idea of the text. It can be useful when students carry out activities with long texts and need to overview the main ideas and outline the text content.

4.7.3. Predicting

It is useful to activate the students' prior knowledge related to the content of the reading. Also, it serves to elicit structure text worked that students can use as reference to understand and anticipate the structure of the proposed texts.

4.7.4. Making and answer questions

It is one of the manner to check the comprehension of a reading, the questions can be at different levels and inquire about aspect of form or meaning from text.

4.7.5. KWL chart

In this reading strategy, student expresses information related to the topic of reading to analyze. They express what they already know(K) about the topic, what they want(W) to know, and at the end of the class what they learnt(L) during the reading activity.

4.7.6. Graphical organizer

This interesting reading strategy is used to hierarchize the information in the text according to previously given aspects. It means that, having these topics in mind students reorganized the information as is required.

4.7.7. Summary

Students use some of other strategies to make a schema of the information in the text, using scanning to identify the main particular information, skimming for getting the general ideas in the content, and making connections for the most important words and ideas developed in the text.

4.7.8. Making connections.

This strategy is targeted to the words that dominate the development of the content of the text. Can be words with similar or opposite meaning, technical or specialized words, or words related to particular processes or actions.

These strategies will be applied along the development of classes in which students may have the opportunity to practice with each one and use them to improve comprehension processes.

Some other words regarding to the methodology are that the use of different worksheets and graphical organizer charts can be useful because students could be engaged and interested in the development of the proposed activities

Another aspect to describe as a crucial in the reading classes is the arrangement of the classroom to work in pairs and in small groups. This particular aspect facilitated the work for those students with low level of reading comprehension thanks to the help of more advanced students in a mini community of learning in which students share and interchange ideas and impressions about the reading content.

The cooperative work among students during the implementation of the present proposal could be an important aspect for the final results from the development of the classes. Students could work actively, highly motivated and with the curiosity for learning from the activities developed during the class time.

If during the development of the class, some students do not understand the instruction related to the activities and they may ask for help to those students have understood the instructions. These students may generally agree to help their partners. Sometime students can ask for permission to work together, two or three different small groups, because the reason mentioned above, and they can be comfortable helping each other to carry out the activities. There could be a good learning environment among the members of groups.

4.7.9. Teacher's Role

The teacher's role is to help the students to achieve the objective of improving reading skills. Also, it is important that students know that the application of these skills required many physical and mental operations to carry out a comprehensible process of get meaning from text.

One of the first step teacher need to consider is to look for strategies to make reading easier for students. Teacher should look for strategies to make reading easier for students, since they learn to read through reading, as stated by Smith (1985). Teacher needs to be as a facilitator of the process of learning, giving the students the clear instructions, so they can develop the activities in order they can scaffold the skills required for comprehending the text at hand. (Jiménez, 2000).

In order to achieve this aim, teacher needs to prepare activities students can carry out in a inductive way, with the purpose of keep the attention on the proposed activities. Thus, it is important to consider several aspects related to the teacher's achievement of this goal. In the same sense, Jiménez (2000) suggests that "Students need to be taught in a scaffolded view in order they can improve their ability step by step" (p. 21). Thus, one of the teacher's role is to help students to improve their reading ability by

practicing once and again in order to create the habit of the strategy use. In other words, find the right activity fit with the students' style and devise the right kind of task to help them achieve their objectives.

From the affective perspective teacher needs to trust on the cognitive growing of the students in the application of reading strategies. As Jiménez (2000) points out "teacher should have positive expectations on students to influence positively on their performance" (p.23) and be conscious that not always the expected results are going to be the better. As Jiménez (2000) considers "Teacher should take into account that this process is developed gradually and results may not be seen as soon as expected" (p.23).

Teacher need to provide with enough practice reading to students in order they feel comfortable with the abilities in reading they are developing and they can apply those strategies in an independent way in other type of texts. As Jimenez (2000) recommends, teacher should train students in independent reading. It is expected that students should make sense of text by themselves. And Also, Nuttall (1982) considers "is the devised tasks with suitable texts or materials, one of the causes for success in this achievement".

Teacher need to consider the impact of other partners help and his/her own guidance in the development of the reading strategies in students. As Jiménez (2000) suggests, teacher needs to challenge in student the use of reading strategies in order to they can domain and be achieved their potential performance with the help of teacher and other partners, and get a domain beyond their own initial ability.

Also, it is important the degree of teacher's responsibility in the achievement of apprehension of readings strategies by students, as Nuttall (1982) argues that it is important for students to be conscious about the development of their reading skills. And According to Jiménez (2000) "To help learners to achieve these goals, teachers should give them useful techniques for approaching texts of various kinds with different purposes and provide familiarization with them".

Nuttall (1982) argues that teacher should consider students' progress as a responsibility. She suggests identifying the students' needs and abilities, designing a program aimed at practicing and developing the required skills with suitable materials, tasks and activities as some of the teacher's responsibilities.

In general, teacher is expected to be linguistic advisor, facilitator and expert on effective communication strategies that students are required to learn for different purposes outside the classroom.

4.7.10. Students' Role

In the process of teaching reading strategies, it is important to consider some of the requirements that students need to be able to read comprehensibly. Williams (1984) explains some of the learners' characteristics required for being good readers.

Students need knowledge of the language. The good student in reading activities need to be conscious about the basis of the written language and be acquaintance with letters and their possible combinations in the printed words. Students need to be familiar with the organization of sentences in the language, the syntax, and the functions of the words within the sentences, and the meaning the words takes according to their function in the sentence structure. (Williams 1984)

In the process of reading, students need to develop the ability of interpretation, the ability to identify the purpose of the written text as a unit, and notice its structure. Also, students need to distinguish the function of the paragraphs and how they are linked with the other parts of the reading. (Williams, 1984)

When we are dealing with ESP courses, it is assumed that the student has already passed the first stage of initial literacy in English. In the process of reading, students will be concerned with the ability to interpret, to recognize the purpose of the text as a whole, and to see its organization, in Williams' words, "to follow the writer". Students need to recognize how the paragraphs are to be interpreted and related to the rest of the text. (Williams, 1984)

When students are reading a text, they need to know the vision of the world the author adopts in the text. The knowledge of this assumed position can help comprehend in a better way when students read in a foreign language. This situation depends on the features of the text and the essence of the students' knowledge, because it is possible that if it is similar with the general ideas in the text, the comprehension is more complete and fast. The cultural background could be the concerning for students, because in

foreign language reading, they do not know the cultural background of the writer involved in the development of the text. (Williams, 1984)

As Williams (1984) notices there are many abilities that students need to perform when they read a text. They need abilities to interpret and identify the messages and author's intentions, and knowledge of the text structure and its inner connections respectively. The reading process is demanding for student in terms of mental abilities in activities such as check, predict, ask questions and reflect. It is necessary to take into account these requirements when the teacher designs the reading comprehension activities and exercises, so the reading ability can be developed in a successful manner.

4.7.11. Evaluation

Evaluation will be directed by the application of a questionnaire in which students are going to evaluate different aspects of the class. The gathering data has the purpose of consolidating the information presented during the application of the course. And there is a video recorded with the most important part of the class in which is perceived the actions by part of the teacher and the development of activities by part of students.

4.7.12. Materials

The use of the different materials is according to the essence of the course which is reading. In great way, the materials are printed copies and format for students to fill in and graphical organizers to complete as well.

4.7.13 The syllabus

<p>I.E. JOHN F. KENNEDY 9TH GRADE ENGLISH PROGRAM READING COURSE TO IMPROVE READING COMPREHENSION NAME OF THE COURSE READING IN ENGLISH 1 GRADE: 9TH NUMBER OF UNITS:2</p>
<p>GOALS: Target Goal: Development of reading comprehension Learning Goal: Encouragement of reading strategies</p>

Human Goal: Encouragement of respect and acceptance of other's opinions			
General Theme of the Course: Reading strategies			
Unit 1: The Independence of Colombia			
Objectives: Students should be able to...			
<p>Reading competences:</p> <ul style="list-style-type: none"> ➤ Read and understand biographical texts ➤ Analyze and understand the text structure of a biography. ➤ Relate the information using sequence words. ➤ Resolve reading tasks using literal and inferential comprehension. <p>Reading strategies:</p> <ul style="list-style-type: none"> ➤ Use skimming to establish the general idea of a text ➤ Find specific information using scanning ➤ Organize the information of a text using graphical representations. ➤ Select reading strategies according to literal or inferential questions. <p>Grammar:</p> <ul style="list-style-type: none"> ➤ Identify action words according to their function in the text (past tense) <p>Cooperative work:</p> <ul style="list-style-type: none"> ➤ Respect other students' participation and opinions ➤ Participate and interact friendly as a member of a group. <p>English standard:</p> <p>Valoro la lectura como una actividad importante para todas las áreas de mi vida.</p>			
TYPE OF TEXT	READING COMPETENCES	VOCABULARY AND GRAMMAR	READING STRATEGIES
UNIT 1 LESSON 1 Biography Simón Bolívar	Get the general idea of a text to understand the topic. Identify particular information in a biography. Answer questions to identify the level of reading comprehension. Answer questions in a test to verify comprehension processes.	Past tense Past of to be Sequence connectors (after, finally) Contrast connectors (but, though)	Use skimming to identify the general idea of a text. Use scanning to identify specific information in a text. Use graphical organizer to hierarchized the information of a biography.
LESSON 2 The Historical	Make connections among the different characters or concepts in the text.	Past tense Introduce a definition (it consists of..., it was a...,	Use association of concepts to make establish relations of meaning within the text.

text Admirable Campaign	Organize the main events in the biography of a character. Make inferencing processes to understand underlying information in the text.	it describes...) Contrast connectors (although, but)	Identify connectors of sequence in a text. Make inferences using the known information provide in the text.
LESSON 3 Biography Antonio Nariño	Recognize the topic in a text Read and make an hierarchization of the main events in a biography	Past tense Event Markers The outbreak of. ...soon erupted This was the year of It was also the year when	Using key words to identify the topic in a text. Use a graphical organizer to hierarchize the main events of a biography.
LESSON 4 Historical text Universal Declaration of Rights of Man	Propose objectives to accomplish in the reading of an historical text. Make use of hypothesis of content of the text to explore possible topics in the reading.	Past tense Adjective (unalienable, sacred) Legal vocabulary Legislative power, Same rights Public order Public necessity	Write objectives in a KWL chart to be reached during the reading process. Predict the content of reading using elements of pre/reading activities.

IE JOHN F KENNEDY 9TH GRADE ENGLISH PROGRAM READING COURSE TO IMPROVE READING COMPREHENSION NAME OF THE COURSE READING IN ENGLISH 2 GRADE:9TH NUMBERS OF UNITS: 2	
GOALS: Target Goal: Development of reading comprehension Learning Goal: Encouragement of reading strategies Human Goal: Encouragement of respect and acceptance of other´s opinions General Theme of the Course: Reading strategies	
Unit 2: The Independence of Colombia	
Objectives: Students should be able to... Reading competences: <ul style="list-style-type: none"> ➤ Read and identify the stages in a biographical text. ➤ Analyze and understand the text structure of a biography. 	

<ul style="list-style-type: none"> ➤ Relate the information using sequence words. ➤ Resolve reading tasks using literal and inferential comprehension. <p>Reading strategies:</p> <ul style="list-style-type: none"> ➤ Use skimming to identify stages in a biography. ➤ Use scanning to configure the structure in a biography. ➤ Sequence the information of a biography using graphical representations. ➤ Select reading strategies according to literal or inferential questions. <p>Grammar:</p> <ul style="list-style-type: none"> ➤ Identify action words according to their function in the text (past tense) <p>Cooperative work:</p> <ul style="list-style-type: none"> keep a friendly and tolerant relationship within his/her group. ➤ Promote the respect and acceptance of others' opinion. <p>English standard: Valoro la lectura como una actividad importante para todas las áreas de mi vida.</p>			
TYPE OF TEXT	READING COMPETENCES	VOCABULARY AND GRAMMAR	READING STRATEGIES
UNIT 2 LESSON 1 Biography Antonio Ricaurte	Understand the sequence of different events presented in the reading. Identify the main idea of a paragraph. Explain the strategies used to analyze the text orally. Establish a logical connection among the facts presented in the reading.	Past tense Past of Verb to be	Establish the Sequence of information of a text using a graphical organizer. Use labeling paragraph to identify the general idea in a part of text. Using thinking aloud strategy explain the mental processes to understand the text Use reference connectors to establish the relations among the different events within the text.
LESSON 2 Historical text The Battle of San Mateo	Make and answer some questions about the content of the reading. Make connections among the different characters or concepts in the text. Organize visually the events of an historical fact.	Past tense Sequence words: Before, then, after	Use some question to understand the text information. Use association of concepts to make establish relations of meaning within the text. Use a graphical organizer to present a history frame of the events.
LESSON 3 Biography Francisco de Paula	Make and answer question to understand the reading content. Establish comparisons among the facts presented in the reading. Identify important ideas in the	Past tense Comparison and contrast markers (His second term... was much different)	Make and answer some questions about the content of the reading. Establish comparison of information of a text using a graphical organizer. Write a summary using the relevant

	topic.	<p>explore if students know who the character is. T will ask some questions to help students to identify the context of the character. Using some questions to guide the activity:</p> <p>Is It the present or a past century?</p> <p>It is related to a man or a woman?</p> <p>It was a poor or rich person?</p> <p>Does it have children?</p> <p>It was a leader or a follower?</p> <p>Is s/he a dictator or a democrat person?</p> <p>Is this information familiar for you?</p> <p>What is the context around these facts? Ss participate with answers and other questions, they may answer using mother tongue if necessary. If Ss do not identified the character T uses more common information about the character, for example, he was born in Caracas He was a leader in the process of independence of five South American nations including Colombia He was called “El libertador” Then T present the biography of Simón Bolívar in a power point presentation</p>	containing living facts of the character.	<p>T- Class</p> <p>T- Students</p> <p>S’s- Teacher</p>
Presentation (Reading)	Use skimming to establish the general idea of a text and find specific information using scanning	<p>Teacher explains how important is to know and use reading strategies and how can they help in the process of comprehending a text.</p> <p>This way, T explains what skimming and scanning strategies are and for this purpose, T uses the first paragraph of the proposed reading.</p> <p>Then, T models the skimming using the presentation, and by underling the first sentence of the paragraph he explains that this sentence is relevant because it usually contains the general idea of the paragraph. And then, T asks some questions about this sentence: What is the sentence about? Is it the main idea?</p>	Reading text in a power point presentation	<p>60 minutes</p> <p>Teacher- S’s Students- Class</p>

		<p>Can you change this sentence into a question? Can you identify the content of the paragraph with this sentence? or Is the information enough to have idea of the topic of the paragraph? Can you identify some key words in this sentence? With the answers to these questions Ss can realize about the valuable aspect of this sentence in the paragraph. In a second moment, T models the scanning strategy using the same first paragraph of the reading, underling the different dates and the corresponding event(s) associated to this. 1783... 1799.... 1802... After this explanation, teacher organizes students in pairs and explains students the way they are going to read the text. Teacher give students a worksheet with the biography of Simón Bolívar, where they will apply the explained strategies; so, S's will underline the first sentence in each paragraph and organize the biographical events in a chronological order. Ss share their work with the class to compare with other groups.</p>		
	<p>Identify the structure and features of a biography</p>	<p>After reading the text, T tackle the structure and features of a biography. With the purpose to explain the different stages a biography has, teacher organizes the class in groups of three and teacher presents to students a paper with different items related to features and the structure of a biography, in order to students check which of them could be presented in a biography. Teacher clarifies the basic structure of a biography in order students recognize these elements in the text that they are reading.</p> <p>The early life The family life</p>		<p>40 minutes T- S's Students- S's</p>

		<p>The education processes The adult life The great goals</p> <p>With this activity students are ready to explore a definition of a biography using the information presented in the columns of the sheet of paper. In the same groups of three, T proposes students to organize the items in a kind of definition, and ask Ss share their concept with the whole class.</p> <p>After this, T explains that skimming is a strategy useful for identifying the topic of a paragraph, in relation to a biography, the stage in the life of the character. So, T teacher reads and models this process by underlining the first sentence of the first paragraph and circling some key words related with this sentence in order to identify the life stage developed in the paragraph. After this explanation, T presents the labels papers (or write them on the board) in order students put them in the correct order in the reading. So, Ss do the same process with the rest of the paragraphs in order to identify the corresponding life stages</p> <p>After identifying features, structure and life stages in the biography, teacher explains what a graphical organizer is, and its main function, that is summarize graphically the information of a text. Then, teacher presents the graphical organizer for Bolívar's biography and models the process of filling in the information taken from the text and with the help of students.</p>		
Evaluation.	Use skimming and scanning as an assessment of the reading content.	<p>Teacher presents a biography with which students will apply what they learn about skimming and scanning strategies, in order they can apply how to do it. Identifying in the same activity the life stages presented in the biography.</p> <p>The text is about Policarpa Salavarrieta Ríos</p>	.	<p>40 minutes Teacher - S's S's - S's</p>

		<p>Is the context clearly defined or is it a little confused?</p> <p>What do you think?</p> <p>Do you consider these contextual facts were in favor or against Bolivar?</p> <p>Ss can answer the questions with mother tongue if necessary.</p> <p>After presenting the video, T presents the strategy to work with in the class, which is making connections.</p> <p>Teacher explains that in a text it is possible to find words that have a similar meaning that author use to give variety to the writing of the content, so, through these relations readers can understand more easily the message from the text, and in many cases, these words are synonyms that appears along the reading. These connections can be presented inside the text, like the case of concepts or words of the text.</p> <p>So, teacher uses the reading of Simón Bolívar to illustrate this point in order to students can understand how synonyms can help the comprehending processes.</p> <p>Teacher present a two columns sheet of paper in which it is necessary to link the corresponding synonyms or related words in some sense, and teacher can model the activity with the first two words of the list and help the students to continuing with the activity in a descendent order.</p> <p>Thus, students realize how relations are established throughout the development of text and how these relations of words can help to understand the text.</p>		
Practice (Reading)	Make connections among the different characters or concepts	<p>T. explains the reading is related with Bolivar´s life studied in the previous class. And This reading is about the battles of liberation of Venezuela.</p> <p>Teacher organizes the class in pairs in order to read and analyze the reading the Admirable Campaign.</p> <p>Teacher uses the first paragraph of the reading to illustrate this point in order students learn how to find relations among words and apply</p>	The reading text.	40 minutes S´s – S´s

<p>Resolve reading tasks using literal and inferential comprehension.</p> <p>Reading strategies:</p> <p>Use key words to identify the topic in a text. Use synonyms to make connections of meanings of text. Use a graphical organizer to hierarchize the main events of a biography. Select reading strategies according to literal or inferential questions.</p> <p>Grammar:</p> <p>Identify action words according to their function in the text (past tense)</p> <p>Cooperative work:</p> <p>Respect other students' participation and opinions Participate and interact friendly as a member of a group. English Standard: Identifico la recurrencia de ideas en un mismo texto.</p>
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Class stage	Objective	Teacher's instructions and Students' actions	Materials and Resources	Time and Interactions
Introduction (Pre-reading)	Introduce the context of the reading.	<p>Teacher presents students a video about the French Revolution to explore if students know who historical character is more related with this fact.</p> <p>What was the French Revolution? What was the origin of the French Revolution? What are the main topics treated in the French Revolution? How this fact affected Colombia or South American nations in that time?</p> <p>Teacher asks students some general question, so they discuss in groups and after share their answers to the class. What is a revolution? How a revolution is originated? What was the context of French revolution? Which of these facts did you know? Teacher explains that French revolution and declaration of rights of man are related. And these facts are related with Antonio Nariño</p>	<p>Video about French Revolution https://www.youtube.com/watch?v=5CNIngdyMp8</p>	<p>25 minutes</p> <p>T- Class T- Students Sts- Sts</p>
Practice (Reading)	Use key words to identify the topic in a text.	<p>T organizes the class in groups of three and presents the biography of Antonio Nariño. And then T asks Ss read the text trying to identify the main life stages, previously studied. But this time, try to identify the different verbs in each paragraph and how they are key to identify the life stages.</p> <p>For this purpose, T explains the main verbs in the first</p>	The reading text	<p>40 minutes</p> <p>Teacher-Students Students-S's Students-class</p>

		<p>paragraph by writing on board the following verbs: Translated, printed, handled, accused, convicted, and sentenced.</p> <p>After this, teacher ask students to observe the verbs and tell the class what the common feature among them is. And teacher explains that the ending d- ed are the main characteristic of regular verbs.</p> <p>Thus, teacher asks Ss to continue with the rest of the paragraphs</p> <p>Listing the regular verbs and the corresponding life stage.</p> <p>The first group that finish, will gain extra points and will share its answers with the class and teacher helps when necessary.</p>		
	Use scanning to organize events in a chronological order.	<p>Teacher remembers students to take into account the way in which the events are organized. And he asks Ss to find the main events related to Nariño's biography.</p> <p>By asking Ss: What were the main facts affected Antonio Nariño's life?</p> <p>Then, T ask Ss to Organize these events according to their chronological order.</p> <p>For this activity, T presents Ss a format in which Ss will fill in with the information presented in the text.</p>	<p>The reading text.</p> <p>Chronological events format</p>	<p>S's – S's</p> <p>40 minutes</p>
Practice. Reading	Make connections in the text.	<p>Teacher remembers the importance of key concepts in a text.</p> <p>Teacher explains the activity to students. They will work with some key words of the reading with the purpose of exploring meanings in the text.</p> <p>T explains how all the information in a text is interconnected and how words are linked each other. So, readers need to pay attention to the key words presented in the text in order to help the comprehension process.</p> <p>To model the activity asking students: What is the similar meaning or a definition of the word confiscation?</p> <p>And students try to answer the question by re-reading the paragraph in which the word is written.</p> <p>After Ss share their answers, teacher presents them a format with different words or concepts taken from the reading in order they relate each other according to their meaning.</p>	<p>Worksheet with some words to match them.</p>	<p>20 minutes</p> <p>Teacher- S's</p> <p>S's – S's</p>
Evaluation	Read and make an hierarchization of the main events in a biography	<p>Teacher provides the graphical organizer format to students to work on the activity guided by the question:</p> <p>Could you organize the main events in the life of Nariño.</p>	<p>Graphical organizer format</p>	<p>Teacher-S's</p> <p>S's-S's</p> <p>30 minutes</p>

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Unit 1-Lesson Plan 4

Name of the teacher: Miguel Ángel Salas Vásquez

Class/grade: 9°

Number of students: 30

Average ages of students: 15-17

Unit Number: 1 Historical fact

Level of students: Beginners

Time: 3 hours

Topic: Universal rights of man Declaration

Reading competences:

Propose objectives to accomplish in the reading of an historical text.

Organize the information of a text using graphical representations

Use questions to guide the comprehension of the text

Resolve reading tasks using literal and inferential comprehension.

Reading strategies:

Write objectives in a KWL chart to be reached during the reading process.

Predict the content of reading using elements of pre/reading activities.

Use a graphical organizer to understand the information of a text.

Select reading strategies according to literal or inferential questions.

Grammar:

Identify action words according to their function in the text (past tense)

Cooperative work:

Respect other students' participation and opinions.

Participate and interact friendly as a member of a group.

English Standard: Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.

Class stage	Objective	Teacher's instructions and Students' actions	Materials and Resources	Time and Interactions
Introduction (Pre-reading)	Propose objectives to accomplish in the reading of an historical text.	T announces Ss the reading topic and tell Ss the way to establish objective before starting reading. The topic is Human Rights T presents to Ss the KWL chart and explains each one of the components of the chart, letter by letter, in order students can full fill the columns with their ideas and information. K, what they know about the topic, what information they have as a previous information. W, what students expect to learn with the class and what they need or want to learn about it. L, to full fill at the end of the class. What new learning they have after studying the	KWL chart in a Power Point Presentation.	40 minutes. Teacher-S's

Presenta tion (Pre- reading)	Present the context of the reading.	<p>topic. What are the Human rights?</p> <p>For the following activity T organizes the class in pairs and presents students a video about the Human Rights to explore if students know who the translator into Spanish is. Teacher asks Ss questions about the video content to make clarifications. What was the origin of Human rights declaration? What are the main topics treated in the universal declaration of Human Rights? Teacher asks students to answer some general question: What are human rights? Do you know about the universal declaration of human rights? Are you aware about your rights as a human being? Which human rights do you perceive in your daily life?</p>	<p>http://www.yout ube.com/ watch?v=mvl _6FXECP4</p>	<p>25 minutes</p> <p>T- Class</p> <p>T- Students</p> <p>Sts- Sts</p>
Practice (Reading)	Predict the content of reading using elements of pre/reading activities.	<p>Teacher organizes students in groups of three. And The text is divided by articles (6 in sum), which are assigned one of them to each group, in order they read, analyze and after explain to the class the content in charge. What is the article about? What is the right explained in the article? How does the group perceive the right these days? It is necessary this right today? Is it important this right? Yes or No, And why?</p>	Reading text	<p>40 minutes</p> <p>T-S's</p> <p>S's- S's</p> <p>S's - Class</p>
	Make connections in the text	<p>After knowing the general content of the reading, Ss are prepared more specific relations of words and concepts of the reading. To explain this activity, T asks Ss what is the article that explains the right about private possessions? T let Ss answer the question and share with the class their answers. Then, T presents the worksheet in which they will match the different rights with their corresponding explanation</p>	Worksheet to match the human rights.	<p>30 minutes</p> <p>T-S's</p> <p>S's- S's</p>
Evaluati on,	Organize the information of a text	Teacher provides the graphical organizer format to students to work on the activity, in pairs.	Graphical organizer format	<p>Teacher-S's</p> <p>S's-S's</p>

	using graphical representations	Teacher presents the question in order students work in their groups. For your group: What is the most important human right? And why? Organize the human rights from the most important to the less important For homework, T asks Ss to fill in the L column of the KWL chart and share the next class.		30 minutes
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<p>Unit 2-Lesson Plan 1 Name of the teacher: Miguel Ángel Salas Vásquez Class/grade: 9° Number of students: 30 Unit Number: 2 Biography Time: about 150-180 minutes</p> <p style="text-align: right;">Average ages of students: 15-17 Level of students: Beginners</p> <p>Topic: Antonio Ricaurte Reading competences: Understand the sequence of different events presented in the reading. Identify the main idea of a paragraph. Explain the strategies used to analyze the text orally Establish a logical connection among the facts presented in the reading. Resolve reading tasks using literal and inferential comprehension.</p> <p style="text-align: center;">Reading strategies: Establish the Sequence of information of a text using a graphical organizer. Use labeling paragraph to identify the general idea in a part of text. Using thinking aloud strategy to explain the mental processes to understand the text. Use reference connectors to establish the relations among the different events within the text. Select reading strategies according to literal or inferential questions.</p> <p style="text-align: center;">Grammar: Identify action words according to their function in the text (past tense)</p> <p style="text-align: center;">Cooperative work: keep a friendly and tolerant relationship within his/her group. Promote the respect and acceptance of others' opinion</p> <p style="text-align: center;">English Standard: Comprendo relaciones de adición, contraste, orden temporal y espacial entre enunciados sencillos</p>	

Class stage	Objective	Teacher's instructions and Students' actions	Materials and Resources	Time and Interactions
Introduction Pre-reading	Presentation of the context	Teacher organizes the class in pairs to watch the video about the Admirable Campaign of Simón Bolívar in order to contextualized the life of the character. What is the relation between this fact and Antonio Ricaurte? Then, teacher let Ss discuss between them and after they share their answer with the class.	A video about Antonio Ricaurte https://www.youtube.com/watch?v=Zkbfzq5MrME	10 minutes Teacher – S's
Presentation Reading	Use strategies to identify life stages in the biography	Teacher make some questions about Antonio Ricaurte. In order Ss answer during the reading. Who was Antonio Ricaurte? Why was he important? What was his nationality? Then, Teacher organizes students in pairs and explains students the way they are going to read the text. Paying attention to the different stages of the character's life. Guided by the question: how the life of the character is organized along the paragraphs? Using the biography in a power point presentation, Teacher models the strategy by using the label "Early life", putting it in the corresponding paragraph. And then, T asks Ss to put the other labels in their corresponding paragraph.	the biography. In a Power point presentation	40 minutes Teacher – S's Students - T
Practice (Reading)	Using thinking aloud strategy to explain the mental processes to understand the text.	After this activity, T explains Ss that one of the main strategy that he uses to understand a text is by using question before starting reading. And explain the Ss when they verbalize other people the strategies used to comprehend a text are using a strategy called thinking aloud. And with this, less skilled readers can learn from skilled readers in order those can incorporate to their cognitive structure new or different strategies to improve their own comprehension processes. Then, teacher organizes class in pairs in order they express his/her partner they way or strategy used to understand a text. Teacher asks Ss to write the asnwars of their partners to the questions: How do you understand a text? What strategy or strategies do you use? What do you do when you do not understand a word? Then, each pair share their answers to the class	Reading text Question on the board	30 minutes S's – S's

Promote the respect and acceptance of others' opinion
 English Standard: Diferencio la estructura organizativa de textos descriptivos narrativos y argumentativos.

Class stage	Objective	Teacher's instructions and Students' actions	Materials and Resources	Time and Interactions
Introduction	Present the context of reading.	Teacher organizes the class in pairs to do the activity. Teacher presents a video about the San Mateo Battle in order to contextualized the events of this historical fact What is the relation between this fact and Antonio Ricaurte? Then, teacher let Ss discuss between his/her classmate and after they share their answer with the class.	A video about the San Mateo Battle https://www.youtube.com/watch?v=KI4y7VCtY4U	10 minutes Teacher – S's
Presentation	Use some question to understand the text information.	Teacher make some questions about The San Mateo battle: When was The San Mateo Battle? Who were the enemies? What was the importance of this fact? Then organizes the class in pairs presents them the text of San Mateo Battle in order students read it with the purpose of answering the proposed questions. Teacher lets Ss read and discuss with classmates and then share their answers with the class.	The reading text	40 minutes Teacher – S's Students - T
Practice Reading	Make connection s of different meaning within the text.	Teacher organizes students in pairs and explains students the way they are going to read the text, by Paying attention to the different key words of the text in order to gain comprehension of the proposed meanings of the text. Then, T proposes to Ss some questions to guide the activity: Which are the most important concepts or ideas along the text? How they are related? How this fact is related with the whole independence movement? Was this battle important? Why Then, Teacher presents Ss the worksheet and asks Ss to fill in it with the text information. The format	Reading text Worksheet with concepts to match.	30 minutes S's – S's

		<p>has the first couple of concepts in order Ss can guide them to complete the format.</p> <p>If they need to re-read it, they are free to do it.</p> <p>The first pair in finishing the activity</p> <p>The first pair in relating all the concepts and words will gain extra points and will be the first in sharing the second pair of related words</p>		
	<p>Establish the graphical connection among all the characters and events.</p>	<p>As students have practiced with the process of filling in a graphical organizer and they know how to implement this strategy, students will develop the following graphical organizer in order to schematize the information presented in the text.</p> <p>Teacher asks students to organize the events explained in the reading into the graphical organizer.</p> <p>T suggests some questions to guide Ss in the accomplishment of the activity.</p> <p>How can be these events well organized?</p> <p>Are there some of them more important than others.</p> <p>Ss work and discuss in pairs to prepare the answers and the presentation to the whole class of the graphical organizer, after all the groups have presented their work, the whole class vote for the most organized and this group gain extra points.</p>	<p>The event graphical organizer format</p>	<p>30 minutes</p> <p>Teacher- S's</p>
<p>Evaluation</p>	<p>Evaluate the comprehension of reading</p>	<p>Evaluation is conceived as whole process, for this reason, students are evaluated through all the development of the class, their motivation, participation and attitude to develop the proposed activities.</p>	<p>Piece of paper</p>	<p>40 minutes</p> <p>S's- S's</p> <p>Teacher – S's</p>

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Unit 2-Lesson Plan 3**Name of the teacher:** Miguel Ángel Salas Vásquez**Class/grade:** 9°**Number of students:** 30**Average ages of students:** 15-17**Unit Number:** 2 Biography**Level of students:** Beginners**Time:** about 150-180 minutes**Topic:** Francisco de Paula Santander

Reading competences:

Make and answer question to understand the reading content.

Establish comparisons among the facts presented in the reading.

Identify important ideas in the text.

Resolve reading tasks using literal and inferential comprehension.

Reading strategies:

Make and answer some questions about the content of the reading.

Use a graphical organizer to establish comparison of information of a text.

Write a summary using the relevant information of the text.

Select reading strategies according to literal or inferential questions.

Grammar:

Identify action words according to their function in the text (past tense)

Cooperative work:

keep a friendly and tolerant relationship within his/her group.

Promote the respect and acceptance of others' opinion

English Standard: Represento en forma gráfica la información que encuentro en textos que comparan y contrastan objetos animales y personas.

Class stage	Objective	Teacher's instructions and Students' actions	Materials and Resources	Time and Interactions
Introduction	Introduce students to the reading topic.	Teacher organizes the group in pairs. And then, Teacher presents a video about Santander in order to contextualized the life of the character. What did you know about Santander? Then, teacher let Ss discuss between his/her classmate and after they share their answer with the class. Then, T asks Ss to share the answers in order to correct or add information if necessary.	A video about Santander https://www.youtube.com/watch?v=0pJWoLUqOt0	10 minutes Teacher – S's
Presentation	Make and	Teacher organizes the group in	Reading text	30 minutes

Reading	answer some questions about the content of the reading.	<p>pairs and provide the students with the reading to work with.</p> <p>Teacher make some questions about Santander's life to give Ss some kind of guide to comprehend the text.</p> <p>Who was Santander? Why was he important? What was his importance in the independence movement?</p> <p>T explains students to pay attention to the different ways to they can read the text to find the answers to the questions, for example, paying attention to the different verbs related to the character's life. Behind the proposed questions.</p> <p>Teacher let Ss to work and discuss in pairs to answer the questions.</p>		Teacher – S's Students - T
	Use a graphical organizer to establish comparison of information of a text	<p>Teacher organizes students in pairs and presents them a graphical organizer with the main events of Santander's life in order Ss fill in with the information of the text.</p> <p>T remember that a a graphical organizer is a summary of the information of a text using graphical representations.</p> <p>Then, T starts filling in the information of the graphical organizer to students remember how to do it and then, let Ss to finish the activity.</p> <p>The first pair in finishing present their work to the whole class and when all the groups have presented their works, students choose the best with the information well organized, which will gain extra-points</p>	Reading text Graphical organizer	30 minutes S's – S's
		<p>Teacher gives each group the papers in order students compare the two presidential periods of Santander.</p> <p>What is the most important presidential period? In which one happened the most</p>	Comparison chart format	40 minutes S's -S's

<p>Select reading strategies according to literal or inferential questions.</p> <p>Grammar:</p> <p>Identify action words according to their function in the text (past tense)</p> <p>Cooperative work: keep a friendly and tolerant relationship within his/her group. Promote the respect and acceptance of others' opinion</p> <p>English Standard: Comprendo relaciones de causa efecto entre enunciados sencillos.</p>				
Class stage	Objective	Teacher's instructions and Students' actions	Materials and Resources	Time and Interactions
Introduction	Present the context of reading	<p>Teacher organizes the class in pairs and he presents a video about the Boyacá Battle in order to contextualized the events of this historical fact.</p> <p>Teacher suggests some questions to Ss in order to guide the process of</p> <p>.</p> <p>What is the relation between this fact and Santander?</p> <p>Was this battle important for the independence movement of Colombia?</p> <p>Who are the main characters in this battle?</p> <p>Teacher let Ss to discuss and argue in pair and then, share their opinions with the class.</p>	<p>A video about the Battle of Boyacá</p> <p>http: //www.youtube.com/watch?v=p7_KC_EfAVs</p>	20 minutes Teacher – S's
Presentation Reading	<p>Use skimming and scanning to identify main ideas in the text.</p> <p>Use labeling paragraph to identify the general idea of a part of text.</p>	<p>Teacher organizes the class in pairs and presents the students the text about the Boyacá Battle, to analyze and understand.</p> <p>T remembers Ss how to these strategies and make clarifications if necessary.</p> <p>Then asks Ss to use skimming and scanning strategies to identify the main ideas of paragraphs and find the specific events more relevant of this historical fact.</p> <p>Then, teacher asks students to think about a title for each paragraph with the purpose of synthetize the content of every paragraph.</p> <p>Every couple express its proposed title for the first paragraph and the whole decide</p>	Reading text	Reading text

		<p>which one is the most appropriate for the paragraph, and continue with the second one and so on.</p> <p>Then teacher</p> <p>As a complement activity of the previous one, T provides Ss with some labels in order students identify the content of each paragraph.</p> <p>Then, teacher asks students volunteers to present their proposal in order to clarify the work.</p> <p>The group with the correct titles win snacks for the break.</p>		
Practice (Reading)	Identify the main relations among concepts, characters and event of this historical fact	<p>For the following activity Ss will use the text of reading and format of text references that Ss will identify. And T organizes the group in pairs.</p> <p>Teacher give each group the match format in order students identify the main concepts, characters, and facts related with the reading.</p> <p>Teacher explains that anaphoric references are some kind of words that have been mention and relations with other words that could be near of far from those.</p> <p>And these words can be nouns, pronouns, adverbs, or expressions mention in the text</p> <p>For the following activity Ss will use the text of reading and format of text references that Ss will identify. And T organizes the group in pairs.</p> <p>Teacher give each group the match format in order students identify the main concepts, characters, and facts related with the reading.</p> <p>Teacher explains that anaphoric references are some kind of words that have been mention and relations with other words that could be near of far from those.</p> <p>And these words can be nouns,</p>	References format	10 minutes Teacher- S's S's -S's

		pronouns, adverbs, or expressions mention in the text.		
Evaluation (Post-reading)	Use a graphical organizer to identify causes and effects of a list.	<p>Teacher asks students to fill in a graphical organizer about the causes and effects of independence movement using all the information worked in class.</p> <p>Taking into account all the readings studied along the course, Ss are going to synthetize all that information in this graphical organizer in which they select items between causes and effects of the independence movements of South Americans nations.</p> <p>Using some questions as a guide How can be these events well organized? Are there some of them more important than others What are the main causes of independence movement in Colombia?</p>	The event graphical organizer format	30 minutes Teacher – S´s

5. Methodology

In the present section of the document it will be explain the different components of the research design adopted for the present study. This manner, the section will be oriented to establish the type and focus of the study. Also, the approach of the study that guide the development of the inquiry. Moreover, the research design with the context and participants of the present study. Including the procedures of gathering data, such as in field notes, questionnaires, and class observation.

5.1. Type of Study

It is necessary define the paradigm of investigation that the present study will follow. Rocco, Bliss, Gallagher and Perez-Prado (2003) define a paradigm as a world view “it is a basic set of beliefs or assumptions that guides a researcher ‘s inquiry”. Burns and Grove (2003) define a qualitative approach as “a systematic subjective approach used to describe life experiences and situations to give them meaning” (p.19). Holloway and Wheeler (2002) refer to qualitative research as “a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live” (p.30). these concepts represent the paradigm in which the investigation was carried out

This paradigm has a strong base on experiences, behavior, and uniqueness of the individual (Parahoo, 1997). This manner, the focus on the demeanor of students under certain environment and conditions defines this study within a qualitative paradigm. Which is characterized by being based on a diversity of procedures, focus on the context and basically interpretative. Whose findings are true for the context where are being discovered.

The qualitative studies use different methods to report a detailed account about a phenomenon by developing a thick, rich description that depict an event or describe certain milieu. Generally, in the qualitative methodologies there is a process of collecting information that prompts a deeper understanding of some phenomenon. This collected information may have many forms which is analyzed to find patterns, tendencies, or problems affecting the target population.

Within the qualitative inquiry, the present research adopts the focus of a descriptive study in which the students' problem with reading is tackled as it is presented in the chosen school context. According to Burns and Grove (2003), descriptive research "is designed to provide a picture of a situation as it naturally happens" (p.201). For the purpose of this study, descriptive research was used to obtain a detailed analysis of students' opinions and experiences who present low level of reading comprehension with a view to improve the reading competence of this focus group. Therefore, the present study attempts to help to solve the students' low-level comprehension at a school in Soledad through the implementation of a reading proposal.

5.2. The Action Research approach

The present study adopts the action research as investigation approach to develop the inquiry process. One of the definitions existed about action research is that of McFarland & Stansell, (1993) when explain that, "Lewin is credited with coining the term 'action research' to describe work that did not separate the investigation from the action needed to solve the problem" (p. 14). According to this definition, there is a shared participation of investigation and action throughout the process of implementing the proposal oriented to help solving a problem in a chosen context.

In Elliott's (1991) words action research is "the study of a social situation with a view to improving the quality of action within it" (p. 69) and according to Kemmis (1981), action research has to do with the "identification of strategies of planned action which are implemented, and then systematically submitted to observation, reflection and change" (p.34). And focusing the concept on education settings, Field (1997) claims that, "the term 'action research' was adopted to describe a small- scale investigation undertaken by a class teacher" (p. 192).

5.2.1. Action Research in education

The action research proposes an active role of teachers to participate in the solution of classroom problems. In this sense, the Burns' (2010) conception of action research in the classroom implies a

holistic approach to the problem including reflection, involvement and critical view. Also, that the participant become investigators and their main purpose is characterize the problem. Additionally, including critical comprehension oriented to necessary changes in the context, and all of this based on democratic spirit.

Action research can be defined as “small- scale investigation by teachers on specific classroom problems for the purpose of curriculum renewal and/ or professional development” (Griffe, 2012, p. 109). But much more important is the change in pedagogical practices that impact students’ learning the gist of this investigation approach. As Brown and Dowling (2001) say “Action research is a term which is applied to projects in which practitioners seek to effect transformations in their own practices ...” (p.152),

Within the action research there is a focus on educational settings that is developed by Kemmis and McTaggart (1982) which contains the four elements of planning, acting, observing, and reflecting.

To extend this notion, Kemmis and McTaggart (1988) view action research as a collaborative work undertaken by those with a common problem. Moreover, these authors suggest that action research is a form of collective reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (Kemmis & McTaggart, p. 6)

Also, according to Noffke and Stevenson, (1995), the process is cyclical, entailing a “non-linear pattern of planning, acting, observing, and reflecting on the changes in the social situations” (p. 2). Concerning the reflecting moment of the inquiry approach, Glanz (2003) emphasizes this component when he says “action research, as disciplined inquiry, is an invaluable tool that allows educational leaders to reflect upon their practices, programs, and procedures” (p.27). This important stage allows teacher to think about the effectiveness, suitability and pertinency of the implemented proposal.

For the whole set of features, action research is considered the suitable inquiry approach to undertakes the present study, from the view that its holistic and organized focus that provide clear steps to observe, gather and analyze data to recognize valuable information intended to suggest planned solutions to the found difficulty and the sharing of ideas and findings concern the whole process.

5.3. Case Study

Yin (2009) affirms that “the case study allows an investigation to retain the holistic and meaningful characteristics of real-life events-such as individual life cycles, organizational and managerial processes, neighborhood change, international relations, and the maturation of industries” (p.3). Additionally, in words of Sturman (1997), “a case study is a general term for the exploration of an individual, group or phenomenon” (p. 61). With a detailed definition of a case study, Sagadin (1991) states that a “case study is used when we analyse and describe, for example each person individually, a group of people, individual institutions or a problem, process, phenomenon or event in a particular institution, etc. in detail” (p. 31).

Simons (2009) offers this definition of a case study based on common elements of various definitions of the concept, “Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a ‘real life’” (p. 21). Mesec (1998) presents a definition that can be applied to the education area, “is a description and analysis of an individual matter or case [...] with the purpose to identify variables, structures, forms and orders of interaction between the participants in the situation, or, in order to assess the performance of work in development” (p. 45, 383).

As a stated above, case study is the description and analysis of particular situation in a given context in which participants may belong to a varied field of application. Attending the pertinence of its principles, the case study guided the particular inquiry focus, target population and specific needs of the given context.

5.4. Research Design

The paragraphs above indicate the pathway of the present study in which the qualitative paradigm, with descriptive study is adopted. Additionally, the approach of the action research and within this, the case study as a research strategy and as parameters of conducting the inquiry. As a result, this study is

based on the action research and a case study methodology which tackle specific problems in a given context for which the researcher proposes a possible solution to the reading problem of the school context.

5.5. Context and Participants

The context is a very important variable for the qualitative research. According to Holloway and Wheeler (2002), context includes the “environment and conditions in which the study takes place as well as the culture of the participants and location” (p.34).

The present proposal which consists of a reading course based to improve comprehension will be applied at Institucion Educativa John F. Kennedy (IEJFK). This institution is located in Soledad, Atlántico Department. It is an official school. It has two branches. Branch N° 1 “San Antonio” where attend classes students of high school and Pre-school in the morning, and Primary level in the afternoon. In this branch N° 1 are located the principal’s office too. There is a Branch N° 2 “El oasis” where another Primary level from 1st to 5th graders attend classes.

Regarding to the English subject, this has three (3) hours per week at the secondary level and only one (1) at the primary level. At Pre-school level, there is no any English class. The students of basic secondary and high school learn the English language with worksheets designed by teachers. And there is no a textbook to follow. Primary level learns the language with different workshops, taking into account the student’s level or by the teacher’s criteria. At the level of primary and sixth grade, the level of English is beginner A1, according to the standards of English based on the C E F. And A2 when they finish secondary studies.

In relation to the resources that help the development of English classes, the school does not have a bilingual classroom for developing the English classes. Regarding the resources at the institution in general, the school has some video beams, some laptops, and a slow internet connection. There is a

computer room which is used by the Internet Computer Technology (ICT) teacher, as well as a multifunctional room where there are thirty desk tops, which most of the time are not working.

The full timer English teachers at the Institution are interested in fulfilling the requirements of the National Bilingual Program adopted by the MEN. In this purpose, they took an opportunity of pedagogical training offered by the departmental government, which consist of a master study in English Teaching. In order to get a pedagogical schooling to teach English with the latest approaches and to offer better learning opportunities to students.

5.6. Procedures

According to Parahoo (1997) a research instrument is “a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills.” (pp.52,325). This analysis of data implies what Ary et all (2010) explain when they say “The analysis of data involves reducing and organizing the data, synthesizing, searching for significant patterns and discovering what is important” (p, 481). This means that action research approach implies systematic and subsequent stages of collecting data, analysis and classification of information, and interpretation of gathered data to report the results.

The process of collecting data was carried out in order to support the problem to be treated. The students were agreed to respond to the interview and questionnaires designed for the stage of collecting data. They were conscious that purpose of the answers was strictly for academic use as they signed at the corresponding authorization.

During the implementation of the proposal the actions, performances, works and constructions of students into the classroom were valuable material to feed the different stages of the action research approach. After of course, the corresponding stage of gathering information, analysis and interpretation of the results which constitutes the basis on the proposal was constructed.

The problem under study is revealed throughout a needs analysis to the target population of the context. In which the analysis of situations around it is carried out carefully. More specifically the

methodology adopted for the present intervention are the application of questionnaires, the field note-taking process, and class observation.

5.6.1. In field notes

In the action research approach, field notes is one of the most general gathering data procedure which is applied during the phase to describe what is occurring along an observation (Ary et al., 2010). This process was carried out during this stage to recount about settings, participants, resources, tasks, situations, goals, moments and emotions. It used mainly for collecting data from the researcher's view and may be applied in different studies. (Martin & Rose, 2012). Additionally, it can give relevant information necessary for the analysis and interpretation of the inquiry constructs.

5.6.2. Questionnaires

“Questionnaires are data- gathering instruments, are popular research instruments in many fields including communication, education, psychology, and sociology” (Griffe 2012, p. 135). For the present study, during the needs analysis stage two questionnaires were designed to gather information concerning the students' view towards certain aspects regarding to reading comprehension process. Namely, preferences and interests towards topics and type of texts to read, the kind of reading tasks they feel more comfortable, the knowing and use of reading strategies and the willingness towards reading in general, among others.

5.6.3. Class observation

Classroom observation is the “systematic, intentional, and principled looking, recording, and analysis of the results of our observation for the purpose of research” (Griffe, 2012, p. 178). For this research I used an unstructured observation within a case study view, by observing my own class with no predetermined format, it means, I used video recording a class, and analyzing it later. For the section of piloting the help of a colleague was demanded the help with the purpose of provide another perspective of the implementation of the proposal.

6. Piloting

The piloting was focused on four lessons of the course design, in which biography and historical facts were the type of text used for the design of the course. From the unit one the lessons developed were: Simón Bolívar, The Admirable Campaign, Antonio Nariño. And for the second unit was the Antonio Ricaurte lesson. In order to give some reasons about the importance of the piloting stage it can say that, it is the process resulted from the feedback of the application of the proposal. The instruments used to gather the information to observe, analyze, and value the impact of the proposal were a questionnaire for students, a class observation and the self-reflection by part of teacher.

6.1. The questionnaire analysis

The questionnaire for students was comprised of twelve questions (see Appendix C) And it was designed to gather information related with the application of the proposal. With this instrument, students respond about the resources and materials, the activities, the evidence of learning during the process of intervention. Also, how the development of the course had contributed to improve their reading comprehension level, among other topics. The instrument was applied at the end of each one of the four lessons to seven students each time. At the end of the course, every student had responded the questionnaire. The format of this procedure is in the appendix C of the respective section.

Materials were designed according to the stage of the lesson where they were going to be used, so for the pre/reading moment were used some slides presentation, videos to introduce the context of reading and some questions and answers related with the topic to be studied. In order to students perceived an idea about the reading content they would be in contact.

For the reading activity, students needed to use the worksheet as their main material. In the text they applied some kind of actions to perceive the use of some strategy. For example, they underlined the first

idea of the paragraph to get the general idea of the text. Also, they circle the dates through the text trying to establish the sequence of events by using the scanning strategy.

For the post reading activities, the proposed materials had the intention students applied one reading strategy, manage some kind of information, apply cognitive mechanisms of analysis and synthesis, and reproduce schematically the text in order to gain comprehension from text. In this part, they had formats for sequence of events, formats for matching concepts, graphical organizers of different purposes, check list of items, and worksheets for studying vocabulary.

With the help of technological tools teacher can foster the meaningful learning of students taking into account that they were very interested and motivated when the technological tools were brought into the classroom for the learning purposes. So, this way, these tools help to develop their reading competence in the class hours.

Technological resources are fundamental for the progress of language competence in students. These resources can favor the augmentation of exposure to the foreign language to students in the school. And in the same way, they can increase the possibilities of the betterment of their level of English. At the same time, these tools can serve as materials for reinforcement what students have learned in the lower grades. And possibly to upgrade students to an upper level that is the target for the application of the present reading course.

With respect to the evidence of learning in class, students demonstrate their learning through the application of the reading strategies on the proposed texts, when previously those were explained and modeled by teacher using the first paragraph of the reading. And after that, students were oriented to practice the strategy with the rest of the text. Moreover, teacher was ready to orientate the process and to furnish with the necessary support to students that find difficult the compliance of the practice.

In this part of the process, there was a very interesting fact, and it was that the more advanced students provide help to those that were in difficult carrying out the practice of the reading. After the modeling of

the strategies by part of teacher, students apply this one to the rest of the text, in some cases with difficulties, but in general they applied the proposed strategy to the text.

As the practice of activities were planned to be carried out in pairs or small groups, students help each other and within the groups there was a prevalence of cooperative work to fulfill the practice in each class. The most of students develop the idea that the reading strategies can help them to get better comprehension levels if they were constant in their practice and conscious on their application.

The reading course was useful to endow students with the idea that reading strategies are the mechanisms that can allow them to reach better level of reading competence. So, this way, students showed evidence of the application of the strategies.

The analysis of the recorded videos serves for the purpose of correct the ongoing application of the lessons. Also, to analyze aspects of the lessons to be improved and the information needed for the self-reflection to be written.

6.2. The class observation

The observation was carried out by an English teacher of the same institution using a format (see Appendix D). The use of recording videos served for the same purpose. As a result, it was gathered information related to the methodology, the class stages, student's participation, impact of learning, and teacher's role. This procedure was developed with the purpose of having relevant information that allow the researcher analyze the pertinence and effect on student's learning of the proposal.

The analysis of lessons was carried out through the observation of one class by part of a colleague and the recording of some videos from which were analyzed information related to the methodology, the class stages, student's participation, impact of learning, and teacher's role.

At the beginning of the application of the classes students were a little confused with the methodology, because the reading course has different instructions and activities from those took in the regular English

class. But with some time, they got used to the activities and worksheets that were prepared for the comprehending purpose.

For the explanation of the reading strategies were used slides presentation in which the teacher modeled the use of the reading strategies. With the biography text reflected on the board, teacher explains the scanning and the skimming strategy. Moreover, using for this the first paragraph presented on the slide. This way, students in their own reading text were doing the same. And this manner, they catch the practical mechanism to apply the strategy. Then, students worked in pairs and small groups with the rest of the reading. This was the general pattern for the explanations. Also, the students could attain the proposed objectives with the arrangement in groups of work, in a such way, they can interact with one another within the group.

Students needed a great sense of commitment in order to carry out the activities and they were with amenability to develop the proposed work. In spite of, in some cases, the lessons took more time than initially planned. This was a reading course based on reading strategies, and students were reading most of the time class. For this reason, students with little proneness to reading were some uncomfortable. These were the cases of two or three students, but they were with partners that really did the activities. So, their partner helped them to understand the activity to be done and get involved in the classes.

During the explanations of content of the lessons and instructional guides, the target language was used, but the confusion faces of students made me to repeat the explanation in first language. So, students understood and put hands on the activity.

Concerning the class stage of the proposal, the lesson plans were organized according to the model pre, during and post reading activities. In the first stage, students were fostered to know the context of reading throughout different resources and materials. For example, videos, power point presentations or asking and answering questions. In the second stage, while reading, students were prepared to interact with the text, organizing information, extracting data, events, facts or any other item. For this purpose,

students read and reread the content of texts in order to be acquainted with the organizational plan and structure of reading text and gain comprehension.

In the final stage, post reading, students evaluate their learning and the effectiveness of the reading strategy under study. Concerning the evaluation activity of the lessons, because of the time was over, the evaluation was generally in form of homework accomplished out of the class time. Also, at the end of each lesson, some students were evaluating the it with the questionnaire for students. They evaluate partners, their own learning process and other items related to the class.

The participation of students was not at one hundred per cent. There were at least two or three students in some classes that were not interested in the reading texts for different motives. Reasons could be that some of them were ill. Also, in other cases, they had medical appointment and they were paying attention to the hour they had to leave the class.

Apart from these cases, the participation and attention of students were according to the lesson plan. When students did not understand an activity, they ask their partner and when they did not know they called the teacher to clarify the instructions for the activity. This manner, they developed the proposed activities for the classes helping each other in a collaborative work environment.

There are some words I have to mention in this point, and they are about the intensity of the activities. Because of the time, I sometimes asked students to accomplish the activities with limits of time. Situation that students are not accustomed, because teachers try to pace the class according to the students' rhythm. Moreover, in the most of the subjects in the school, students have a lot of time to do the activities, alike that the present case.

Another point to mention in this aspect was that students were organized in the same pair or small group, with exceptions when some students did not come to class. During the application of the lesson, this factor far of being a negative situation becomes in a good environment into the classroom because students work with a sense of commitment to carry out the activities. And even, in some cases, they were

jealous with their accomplishment of work and did not borrow their papers. But they were ready to get support to their less skilled or less advanced classmates. In this case, students take seriously their participation and engagement during the gradual development of lesson plans. Obviously, there were some exceptions of students that had an irregular attendance to classes in general.

After analyzing the portfolio in which student were organizing and collecting all the worksheets developed during the course, it can say that the process of the proposal implementation helps students to consolidate their reading comprehension at literal level. Very few of them reach the inferential level. This is a realistic result, considering the language level of the students. Although this result, they realized the essential role of reading strategies for improving their reading competence.

The teacher's participation was minimal. After the initial explanation where the students' background was elicited and the context of reading was described. Also, after the text to be studied was explained and delivered and the work groups were organized, the intervention of the teacher was little. The teacher was walking around the groups observing the way they carried out the activities and he was ready to help when students did not understand some points of the text or the proposed activities. The guiding of the process was the main function of the teacher during the practice and evaluation stages.

6.3. Teacher's self-reflection instrument

This teacher's journal is the product of the written reflection after each applied lesson. These reflections tried to obtain the positive and negative aspect found during the development of the lessons. In this part of the piloting they are summarized in the form of strengths and weaknesses of the proposal, and those aspects susceptible of improvement. Through this important instrument (see appendix E), I described what aspects of the lessons were good, and what aspects deserved more attention and careful treatment.

As the main positive point to mention is the impact of teaching. Students were concentrated in the activities the teacher presented to them in the classroom. At the beginning students did not understand

how to apply the reading strategies to the text that were previously selected. But during the explanations of the lessons and with the help of teacher, students were assimilating each one of the strategies proposed to learn during the course. After the first lesson was finished, teacher took the decision of using some minutes at the beginning of each class to remember the learned strategies of the previous lessons. With the purpose that student had clear the main goal of the course, which was, using reading strategies to develop reading competence.

Moreover, students were filing the different materials worked in class in a kind of portfolio. They were putting the material in a folder for future checking, and it was a way for evaluating the accomplishment of the different activities of each group.

Regarding the weaknesses, there were many different difficulties in the implementation of the first class of the reading course. The different negative aspects of the implementation of the reading course are written in the following paragraphs. This, with the purpose of having an idea about the negative aspects observed and the possibilities to ameliorate the results in future classes. With the purpose to give students the maximum beneficial practices for their language learning.

The classroom conditions were the most negative facts students answered in the questionnaire. And it is one of the major difficulties I found through the application of the lesson plans. During the recording of the classes, the surrounding noise did not allow to understand what I tried to teach to students. There were many students outside, maybe, a teacher that did not come to school, and the students stay without classes and go to the backyard to kick balls. Moreover, the physical education class is taken in the same backyard, close to the classroom where the academic subjects are developed with the consequence of a very high quantity of external noisy affecting the teaching learning process.

This should be a suggestion for the administrative staff of the school in the sense that the classes at the school have low conditions for their development. Not only for the English classes, because teachers of other subjects also complain about this situation. Moreover, at the moment of the application of the

reading course, this is a topic that has been treated in different moments in teacher meetings, but until the present day there is any decision taken for solving this problem.

In some moments, I needed to stop the class waiting for students passing the outside corridor because they were talking and making so much noise that I waste some moments before to continue the class.

Concerning the duration of the class, time was another constraint that was evidence during the application of the reading course. No week was free of interruptions such as teacher meeting, civic acts, and weather conditions, for example rain. Some students live at long distances and with problems of “arroyos” this situation was unavoidable.

Another situation is that the school has deals with other institutions. In some cases, the school’s principal needed collaborating with external organizations that went to the classroom asking for spaces with students to communicate information to them about some social programs. This way, these visits took time from the regular class time. Although the allotted time was estimated in twelve hours, the real time invested in the four lessons were twenty hours. This situation for different interruptions during the application of the lessons was not expected.

This manner, with this unexpected situation, I had to ask to other teacher part of their class hours in order to accomplish the four lessons of the reading course. This was really difficult. At the middle of the application of the reading course there was a cultural week, and the scheduled classes were suspended to favor the development of the cultural activities of each one of the areas of knowledge of the curriculum. This week affected negatively the continuum application of the reading lessons and the students’ learning rhythm.

In spite of all the adverse circumstances, students express in the applied questionnaire that they felt comfortable during the practice in class because there was a different focus for language learning. So, they felt that they attained the proposed objectives with the compliance of the activities and the putting in practice of the reading strategies

Another point was the technological devices. These appliances such as video beam, laptop, electronic chargers, connector wires, extension cords and so forth. This way, it was necessary to ask for a permission to use them. And all of these actions were done during the class time, which means that the time class was decreasing in each class

Also, when students wanted to give their opinions and point of views about the readings and the worked activities, they find difficult to express themselves in English. For this reason, for improving the proposal, it is necessary to complement the reading focus with the speaking ability in order to give them the opportunity to communicate their ideas with basic resources of the target language.

So, for a next opportunity it is necessary to deal with the four macro skills of language learning to give to students the best practices for language learning. This way, they can feel motivated to participate and to have a key role in their own learning process. This could be very positive for students who need to be competent in the knowledge society and communicate ideas and concepts in an interconnected world. Also, the school could have students in a process of upgrading to next level of competence in the target language. And also, take advantage of the students' proneness to the English learning.

Conclusions

The present section has the objective of presenting the report between what was planned and what was really achieved with the implementation of the proposal. This part of the document recalls the research objectives of the present study and describe in what extent, those objectives were attained or failed in their pursuit.

For the application of the proposal it was necessary to use some kind of technological devices that students had expressed during the previous stage of needs analysis. Most of students agreed with the use of technological devices. These resources support the didactic effort to learn about Colombian history through the reading course. These technological tools foster the students' engaging to the texts because there was a different way of presenting content material for the development of the reading work.

Students were with close attention to the explanations and clarifications by part of the teacher during the presentation of topics by using the electronic devices. This manner, these materials facilitate the engaging of students with the reading process in the classroom. Therefore, the use of technological devices was very helpful for boosting the comprehension of reading strategies and information intended to be taught to students and their active participation during the proposed activities.

Although during the needs analysis the preference for biography and historical facts were not complete, there was a prevalence of the history as interesting topic to have during the reading tasks. Many students considered the history as appropriate area for their interest and motivation to develop reading work into the classroom

Most of students agreed with the biographical and historical focus of the reading course. This pedagogical decision was considered for them as appropriate for their interest and their motivation to develop the proposed activities. And also, for their better understanding of some events of the Colombian history because the lessons followed an alternated sequence with biography and historical fact that allowed students to relate one text with the next without losing of thematical connection. Indeed, the

proposed texts based on biography and historical facts were attractive for students because these materials resulted as means for rediscovering the historical facts they already knew, and others they did not.

Once students were engaged and motivated using the materials and texts, the following step was make students work with reading strategies.

The rehearsal of students with reading strategies was very productive because they work with the proposed texts throughout the classes. In a first moment they were instructed using the corresponding text. The teacher explained the strategy using one or two examples of the activity. Afterwards students applied the explained strategy to the rest of the text

The course demanded from students the use of certain strategies to develop reading competence as a target goal of the course. These strategies follow a progression from lower level to more difficult ones in a scaffold process of instruction

Most students develop strategies for the literal level of comprehension in order to strengthen the reading comprehension skill in them. This manner, the texts and activities serve the purpose of requiring from students the application of reading strategies for improving their reading skills.

The strategies that foster inferential level in students were included in the repertoire of techniques, but students make mistakes in the connection of information to deduce the answers. Very few students complete successfully the activities focus on inferential level. Most of them misinterpret or answer erroneously these questions. It is a suggestion that is required a inferential level focused reading course to students gain the competence of this level.

They were able to carry out the proposed activities intended for them to develop reading strategies when read the proposed texts. This process of application of reading strategies on a text allowed them to develop awareness of the importance of these strategies for understanding a text, even at a basic level. At the end of the course, students show improvement at least at the activities focus at basic level. With which

students applied the proposed strategies to demonstrate appropriation of these strategies on the proposed texts.

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Appendices

Data Collection Instruments

Appendix A First Questionnaire for Students

TARGE NEEDS QUESTIONS

1. ¿Para que necesitas aprender inglés?

Para viajar

Para estudiar

Para comunicarme

Para leer

2. ¿Para qué te va a servir el inglés en tu vida?

Para ingresar a la universidad

Para hablar con un amigo

Para tener un mejor empleo

Para chatear con un amigo

3. ¿Qué te gustaría aprender más del inglés en el futuro?

A escribir

A hablar

A leer

A escuchar

4. ¿Con quién puedes usar el inglés que aprendes en el colegio?

Con un compañero de la universidad

Con un profesor de un instituto

Con un compañero de trabajo

Con un amigo del extranjero

5. ¿Dónde puedes aplicar el inglés que aprendes en el colegio en tu vida adulta?

En la universidad

En el trabajo

En las redes sociales

En la búsqueda de información en internet.

LEARNING NEEDS

1. ¿Cómo aprendes mejor el inglés?

Leyendo

Escribiendo

Hablando

Escuchando

2. ¿Cómo te gusta trabajar durante las actividades de la clase de inglés?

Individual

En pareja

En grupo pequeño

Aprendo igual en cualquier forma

3. ¿Cuáles actividades disfrutas más en la clase de inglés?

Cantar Canciones

Analizar Lecturas

Llevar a cabo juegos, loterías, bingos,

Escribir experiencias personales

4. ¿Con qué tipo de recursos te gustaría aprender inglés?

Videos subtitrados en inglés

Video beam

Textos escritos

Diapositivas

5. ¿Qué te gusta más hacer en clase de inglés?

Escuchar diálogos o canciones para representarlos

Leer un texto y aplicar estrategias de lectura

Preparar una presentación oral

Realizar un resumen de un texto

Appendix B Second Questionnaire for Students

READING QUESTIONS

3.1 ¿Te gusta leer?

Si

Algunas veces

raramente

otro

3.2 ¿Qué clase de textos lees en general?

Revistas

Textos escolares

Periódicos

Mensajes de correo electrónico

3.3 ¿Qué clase de temas de lectura te gustaría leer en la clase de inglés?

Deportivos

De pasatiempos

De historia

De música

Otros

3.4 ¿Qué clase de texto te gustaría leer en la clase de inglés?

Deportes

Narrativos

Historias cortas

Hechos históricos

Otros

3.5 ¿Qué clase de estrategia de lectura usas cuando lees un texto en la clase de inglés?

Scanning

Skimming

Leer las imágenes

Ninguna estrategia

A format for the students' assessment of the classes or lessons

A reading strategies course to improve comprehension in 9th Grade Secondary Level of the Institución Educativa John F. Kennedy of Soledad

STUDENT SURVEY	GRADE: 9C	UNIT:	LESSON:	
TOPIC:	DATE:	SURVEY No:		
La presente encuesta tiene por objeto indagar sobre las opiniones y el nivel de aceptación de los diferentes aspectos de las estrategias de lectura implementadas en este proceso de implementación de la propuesta en el aula. Se requiere sinceridad en las respuestas de las cuales se escoge una sola en cada pregunta. La información recolectada con la presente encuesta es totalmente confidencial y sólo será utilizada con fines académicos.				
1. ¿piensas que las estrategias de lectura aplicadas en esta clase son convenientes y motivantes para aprender el inglés?	Muy de acuerdo <input type="radio"/>	De acuerdo <input type="radio"/>	En desacuerdo <input type="radio"/>	Muy en desacuerdo <input type="radio"/>
2. ¿Los recursos y materiales empleados en la clase promovieron y facilitaron en ti una aplicación efectiva de las estrategias de lectura para mejorar la comprensión?	Muy de acuerdo <input type="radio"/>	De acuerdo <input type="radio"/>	En desacuerdo <input type="radio"/>	Muy en desacuerdo <input type="radio"/>
3. ¿Las formas de trabajo implementadas (trabajo en parejas, en grupo) permiten complementar y generar mayores niveles de comprensión?	Muy de acuerdo <input type="radio"/>	De acuerdo <input type="radio"/>	En desacuerdo <input type="radio"/>	Muy en desacuerdo <input type="radio"/>
4. ¿Piensas que el estilo y la forma de enseñanza que el docente implementó en clase son convenientes para el tipo de actividades que se llevaron a cabo?	Muy de acuerdo <input type="radio"/>	De acuerdo <input type="radio"/>	En desacuerdo <input type="radio"/>	Muy en desacuerdo <input type="radio"/>
5. ¿Piensas que las indicaciones, instrucciones y orientaciones del docente fueron bastante claros y promovieron el desarrollo de las actividades de la clase?	Muy de acuerdo <input type="radio"/>	De acuerdo <input type="radio"/>	En desacuerdo <input type="radio"/>	Muy en desacuerdo <input type="radio"/>
6. ¿Te gustó el énfasis en la habilidad de la lectura, y que no se haya trabajado tanto en las habilidades de escritura y habla?	Muy de acuerdo <input type="radio"/>	De acuerdo <input type="radio"/>	En desacuerdo <input type="radio"/>	Muy en desacuerdo <input type="radio"/>
7. ¿Piensas que el salón de clases está con las condiciones para la implementación de formas de enseñanza de este tipo?	Muy de acuerdo <input type="radio"/>	De acuerdo <input type="radio"/>	En desacuerdo <input type="radio"/>	Muy en desacuerdo <input type="radio"/>
8. ¿Te gustó la manera en la que el profesor te animó a desarrollar tus habilidades de lectura apoyado en tus compañeros y los materiales empleados?	Muy de acuerdo <input type="radio"/>	De acuerdo <input type="radio"/>	En desacuerdo <input type="radio"/>	Muy en desacuerdo <input type="radio"/>

<p>9. ¿Consideras que las estrategias de lectura orientadas hacia la comprensión, pueden ser adecuadas para que los alumnos desarrollen habilidades de lectura en inglés a pesar de su vocabulario limitado?</p>	<p>Muy de acuerdo</p> <p><input type="radio"/></p>	<p>De acuerdo</p> <p><input type="radio"/></p>	<p>En desacuerdo</p> <p><input type="radio"/></p>	<p>Muy en desacuerdo</p> <p><input type="radio"/></p>
<p>10. ¿Consideras que el número y la secuencia de las actividades fueron adecuadamente desarrolladas en la clase?</p>	<p>Muy de acuerdo</p> <p><input type="radio"/></p>	<p>De acuerdo</p> <p><input type="radio"/></p>	<p>En desacuerdo</p> <p><input type="radio"/></p>	<p>Muy en desacuerdo</p> <p><input type="radio"/></p>
<p>11. ¿Consideras que las actividades pre-lectura de la clase te colaboraron o facilitaron tu desempeño en las actividades post lectura?</p>	<p>Muy de acuerdo</p> <p><input type="radio"/></p>	<p>De acuerdo</p> <p><input type="radio"/></p>	<p>En desacuerdo</p> <p><input type="radio"/></p>	<p>Muy en desacuerdo</p> <p><input type="radio"/></p>
<p>12. Las formas de evaluación, autoevaluación y coevaluación utilizadas durante la lección te parecieron adecuadas y fáciles de realizar?</p>	<p>Muy de acuerdo</p> <p><input type="radio"/></p>	<p>De acuerdo</p> <p><input type="radio"/></p>	<p>En desacuerdo</p> <p><input type="radio"/></p>	<p>Muy en desacuerdo</p> <p><input type="radio"/></p>

TEACHER OBSERVED: Miguel Ángel Salas Vásquez		DATE:			NUMBER OF STUDENTS: 29	UNIT: LESSON:
OBSERVER: Leonardo Fabio Benavides Castillo		TIME OF OBSERVATION:			AGE: 14 – 17 YEARS OLD	TOPIC:
OBSERVABLE BEHAVIORS		<i>No evidenced</i>	<i>Needs improvement</i>	<i>Satisfactory</i>	<i>Outstanding</i>	COMMENTS
TEACHER'S BEHAVIORS	¿Did the teacher make use of appropriate instructional skills to create a good climate and organization at the beginning of the class?					
	¿Were the objectives, the reading strategies and activities to do during the class clearly communicated or remembered?					
	¿Were the students appropriately arranged to develop the reading strategies?					
	¿Did the teacher foster the reading strategies and comprehension among students during the class?					

	¿Was the focus on reading strategies and comprehension of texts clearly evidenced in the teacher's procedures and instructions?					
	¿Did the teacher provide clear models or examples of what students had to do?					
	¿Was the focus on comprehension clearly evidenced in the teacher's way to manage students' performance at the end of the activities?					
S' SBEHAVIORS	¿Were the instructions or procedures clearly understood by students?					
	¿Was the topic of the lesson interesting enough to motivate students to analyze and understand the					

	texts?					
	¿Did the reading activities get the students' engagement, involvement and interest of them?					
	¿Were most of students involved in the reading activities?					
	¿Were students afraid of make mistakes or having wrong answers during the reading activities?					
	Did students clearly understand the way to fill the different sections of the self-assessment or peers-assessment format?					
ACTIVITIES	¿Did the reading activities provide enough opportunities for the students to get the meaning from texts?					

	¿Was the before- during- after reading model evidenced in the development of reading activities?					
	¿Did the resources and materials effectively work to facilitate comprehension during the reading activities?					
	¿Was the allotted time enough to complete the reading activities?					

Appendix D. Class observation format

Appendix E Teacher's Self-Reflection Format

After finishing your class, analyze your pedagogical practice.

positive aspects of the lesson
negative aspects of the lesson?
aspects to improve?
aspects to change?

Materials and Resources for Classroom activities

Lesson one: Biography of Simón Bolívar

Appendix F

GUESS THE CHARACTER

1. This character called for the abolition of slavery in 1816, later acknowledging that the people in his home region were a mix of hues and backgrounds.
2. Born into wealth, this person was sent to Spain for his education, soon deciding to immerse himself in the political sphere in Europe.
3. This character was born into a prosperous family who took their money from rich gold and copper mines they owned in Venezuela.
4. The Young man moved to Spain in 1799 after the deaths of his parents. In Spain, he continued his education, begun in Venezuela with tutors.
5. This character married María Teresa Rodríguez del Toro y Alaysa in 1802. When the young couple returned to Venezuela to visit in 1803, María Teresa sickened and died of yellow fever.
6. . His idea of being a nation's chief who could not be removed from power would be heavily critiqued by other leaders and intellectuals.
7. Several cities and towns throughout the United States are named in his honor and statues and roads bearing his name can be found in a variety of international locales, including Egypt, Australia and Turkey.
8. While in power, this man grew more conservative, authoritarian and repressive, and by 1828, he had become a totalitarian dictator of the region.
9. At the peak of his power, this character ruled over a vast territory from the Argentine border to the Caribbean.

Appendix G

VOCABULARY

PAST TENSE

REGULAR VERBS

owned

further

continued

married

There

returned to

And

joined

KEY WORDS

traveled

Prosperous family

was hailed

Tutors

erupted

The resistance group

critiqued

Diplomatic mission

involved

removed

Followers

IRREGULAR VERBS:

was born

Life-long president

took

Nation's chief

begun

Leadership

flee

Dictator

became

Independence

wrote

CONNECTORS

After

When

Which

Finally

Though

Appendix H

Biography of Simón Bolívar



Simón José Antonio de la Santísima Trinidad Bolívar y Palacios was born on July 24, 1783 in Caracas, New Granada (now Venezuela). Bolívar was born into a prosperous family who took their money from rich gold and copper mines they owned in Venezuela. Young Bolívar moved to Spain in 1799 after the deaths of his parents. In Spain, he continued his education, begun in Venezuela with tutors, and married María Teresa Rodríguez del Toro y Alaysa in 1802. When the young couple returned to Venezuela to visit in 1803, María Teresa sickened and died of yellow fever.

After her death, Bolívar returned to Venezuela in 1807. The resistance group based in Caracas gained independence in 1810, and Bolívar traveled to Britain on a diplomatic mission. Finally, Bolívar returned to Venezuela and began a campaign to wrest control of that country from the Spanish. He and his followers invaded Venezuela on May 14, 1813; this marked the beginning of his "Campaña Admirable" (Admirable Campaign), later that year. Bolívar was hailed as El Libertador (The Liberator), though civil war soon erupted in the republic, forcing him to flee to Jamaica and seek foreign aid. There he wrote his famous "Letter from Jamaica," detailing his vision of a South American republic with a parliamentary setup modeled after England and a life-long president. His idea of being a nation's chief who could not be removed from power would be heavily critiqued by other leaders and intellectuals.

Bolívar had succeeded in uniting much of South America in a federation free from Spanish control, but the government was fragile. Despite his desire to create a union of states similar to that which created the United States of America, Bolívar faced opposition from internal factions throughout the huge Gran Colombia. As a temporary measure, Bolívar declared himself dictator in 1828, though in September of the same year he escaped an assassination attempt with aid from his mistress and fellow revolutionary Manuela Sáenz. He resigned this post in 1830 and made plans to sail for exile in Europe. On December 17, 1830, however, Simón Bolívar died in Santa Marta, Colombia, after a battle with what may have been tuberculosis.

Appendix J

Scanning activity

Scan the text to find the following facts in the life of Simon Bolívar

DATE	FACT
On July 24, 1783	<hr/> <hr/>
in 1799	<hr/> <hr/> <hr/>
in 1802	<hr/> <hr/> <hr/>
in 1803	<hr/> <hr/> <hr/>
in 1807	<hr/> <hr/> <hr/>
in 1810	<hr/> <hr/> <hr/>
on May 14, 1813	<hr/> <hr/> <hr/>
in 1828	<hr/> <hr/> <hr/>
in September of 1828	<hr/> <hr/> <hr/>
in 1830	<hr/> <hr/> <hr/>
On December 17, 1830,	<hr/> <hr/> <hr/>

Appendix K

STRUCTURE AND FEATURES OF A BIOGRAPHY

Check if the following items are or not included in a biography:

1.	The childhood	
2.	Subject may be an historical or contemporary figure.	
3.	The education of the person	
4.	Written in future tense	
5.	Written by the himself or herself.	
6.	Detailed description about the life of person	
7.	The family life	
8.	Contains data linked to specific events	
9.	Factual information about a real person	
10.	Written in first person	
11.	Adult life of the character	
12.	usually chronological	
13.	Describes some highlighting events of his/her life	
14.	The death of the person	
15.	Use sequence to relate events	

Appendix L

Find the synonyms of the following concepts or aspects of Bolívar's biography

Prosperous family	Opposition
Parents	Unremoved president
Tutor	Named
Young couple	Sympathizers
Gained	Rich family
Followers	Husband and wife
Lifelong president	Travel
Hailed	Obtained
Critiques	Mother and father
Sail	Private educator

Appendix M

LABELING PARAGRAPHS

SYNOPSIS

EARLY LIFE

EL LIBERTADOR

LATER YEARS,
DEATH AND LEGACY

Lesson two: Historical fact: The Admirable Campaign

Appendix N

VOCABULARY

PAST TENSE

REGULAR VERBS

remained

declared

Lived

Consisted

Raised

Lasted

Failed

Rallied

Defeated

Ruled

IRREGULAR VERBS:

Was able to

went

Led

fought

SOME CONNECTORS

And, However, Also, As well,

After, Although

KEY WORDS

Military campaign

Spanish rule

Wealthy

Battles

Key player

Independence

Exile

Royalist forces

Reclaim

Loyal

Unified

New government

Cartagena Manifesto

Appendix O

The Admirable Campaign

The Admirable Campaign was a military campaign, led by Simón Bolívar, with the aim of liberating current-day Venezuela from Spanish rule in 1812-1813. The campaign consisted of several battles and skirmishes as Bolívar led an army he had raised in New Granada (now Colombia) inexorably towards Caracas. Bolívar was victorious, and Spanish forces surrendered on August 4, 1813. It was a short-lived victory, however, as the wars would continue for years to come.



The First Venezuelan Republic

Bolívar, a young member of the wealthy landed class, was a key player in the First Venezuelan Republic which declared independence from Spain in 1810 and lasted until 1812. After Spanish and royalist forces led by Domingo de Monteverde rallied and defeated the republic, Bolívar went into exile in Curacao. He was determined, however, to return to the mainland and continue the fight.

Unrest in New Granada

Although Monteverde was able to reclaim Venezuela for the Spanish, New Granada (today Colombia) was also in chaos. King Ferdinand of Spain was a captive of the French, who invaded Spain and put Napoleon's brother on the Spanish throne. In New Granada, many cities opted for limited or full independence while others remained loyal to Spain. The cities were not unified and occasionally fought even with one another. In November of 1811 the important port of Cartagena declared itself independent, not only of Spain but of most of the rest of New Granada as well. In October of 1812, Bolívar went to Cartagena to offer himself as a soldier to the new government.

The Cartagena Manifesto

Once in Cartagena, Bolívar set to work on one of his greatest pieces of writing: the Cartagena Manifesto. A relatively short document, it describes why the First Republic failed and states the urgent need for New Granadan support for the liberation of Venezuela.

Legacy of the Admirable Campaign

Bolívar's brilliant, relentless march from Cartagena to Caracas became known as the "Campaña Admirable" or "Admirable Campaign." It was a military and political education for him, and he learned a lot from it that would serve him later. His crossing the mountains from the Magdalena River Valley to Cúcuta to surprise the Spanish forces there would be re-created on a much greater scale in 1819 with his legendary crossing of the Andes to attack Bogota.

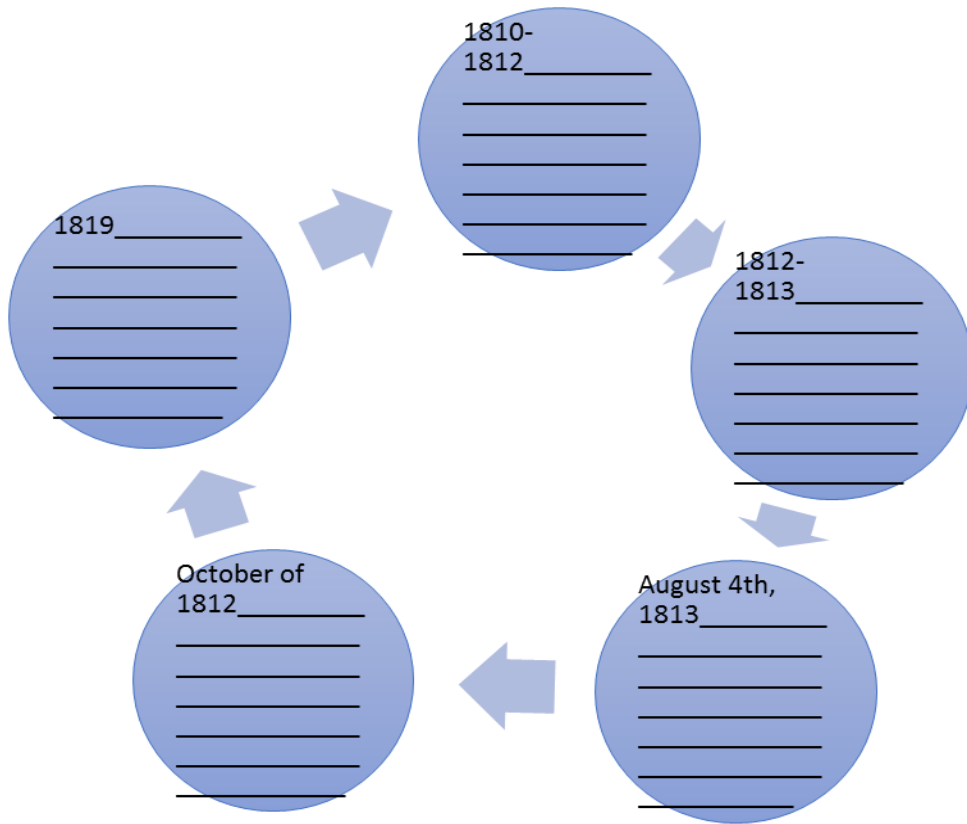
Appendix P

Match the following events or definitions with their characters or concepts.

Letter in which Simón Bolívar explains the importance to support Venezuela to be independent from Spain.		Cartagena
Military campaign of several battles with an army, this character had raised in New Granada to get the freedom to the territory of Venezuela.		The Venezuelan Republic.
Defeated the First Republic and force Bolívar to exile in Curacao		The Admirable campaign
Period of time, In which this territory was declare independent from Spain for about two years.		Domingo de Monteverde
Important port of New Granada, declared independent from Spain in November of 1811.		New Granada,
Territory in which many cities opted for limited or full independence while others remained loyal to Spain. The cities were not unified and occasionally fought even with one another.		The Cartagena Manifesto

Appendix Q

CHRONOLOGICAL SEQUENCE



Appendix R

Why this historical fact was called the Admirable Campaign?

3.



4.



Lesson three: Biography of Antonio Nariño

Appendix S

VOCABULARY

PAST TENSE

IRREGULAR VERBS:

Translated

Printed

Made

Led

held

Freed

stepped into

failed

remained

IRREGULAR VERBS:

Might

Fled

met

had emerged

was shaking

KEY VOCABULARY

Prisoner

Imprisonment

common criminal

A staunch centralist

Interim vice president

Senator

Accused

CONNECTORS

And, but, for, when

Appendix T

Antonio Nariño

The outbreak of the French Revolution set Nariño's mind on fire. He translated the Declaration of the Rights of Man and had the document printed in his own house (1794). He might as well have handled dynamite. He was accused of sedition, convicted by the highest court of the land, and sentenced to 10 years of imprisonment in Africa, permanent exile, and the confiscation of his property (1795).



Nariño escaped his captors in Cadiz and fled to Paris, where he began to study the new laws of Revolutionary France. Converted to a belief in centralized government, he went to England in the hope that he might interest the British in the liberation of his native country. He was unsuccessful and finally made his way back to Bogotá. He was permitted to reside in the country and to administer his personal holdings.

The outbreak of the Latin American revolution led once more to Nariño's arrest (1809-1810). He was held in the notorious prison of Cartagena and treated as a common criminal. Freed during the progress of the revolution, he stepped into the forefront of the fight that was shaking New Granada to its foundations. At least three "sovereign states" had emerged, and one of them chose Nariño as its president.

Civil war soon erupted between the various factions, the strife centering on the question of federalism versus centralism, a characteristic problem of South America. Nariño, a staunch centralist, failed in his attempt to subjugate the rebellious southern provinces by force. He met with the opposition of the federalists and also the resistance of the royalists, who had remained faithful to Spain. In 1814, he was again a prisoner in Cadiz, held in solitary confinement for 4 years.

Nariño's incarceration may have been a blessing in disguise. In Bogotá, he would probably have been shot by the Spaniards when they reconquered the city in 1816. The revolt against Ferdinand VII in 1820 afforded Nariño his freedom, and in 1821 he returned home. This was the year of Simón Bolívar's attempt to create a republic of the Andes, to be called Colombia. It was also the year when a constituent assembly met in Cúcuta to draft a constitution for the new state. Nariño joined the deputies and was elected interim vice president but soon renounced his office for reasons of health. His enemies were determined that he not be elected senator from his native province of Cundinamarca and accused him of malfeasance of public funds, cowardice, and even treason. He made a brilliant defense, but the accumulation of ingratitude proved the deathblow to an already weakened constitution. He died in Leiva on Dec. 13, 1823.

Like so many others of his generation, Nariño was a twilight figure, standing between sunshine and shadow. And like many another, he was made to suffer what Bolívar called the "thanklessness of things American."

Appendix U

Scan the text to find the following facts in the life of Antonio Nariño

DATE	FACT
1760	
in 1794	
in 1795	
in 1809-1810	
in 1814	
in 1816	
1821	
Dec. 13th 1823	

Appendix V
Making Connections

MATCH THE SYNONYMS

1. Confiscation
2. Subjugate
3. Imprisonment
4. By force
5. Sentenced
6. Faithful
7. Returned
8. Printed document
9. Weakened
10. Characteristic

a. With an army
b. Came back
c. Fragile
d. Declaration of Man's rights
e. Proper
f. To lose the rights on properties
g. Dominated
h. Loyal
i. Declared
j. Incarceration

Appendix W

Organize the following information according to the reading.

BIOGRAPHY GRAPHICAL ORGANIZER

The graphical organizer consists of a central circle and six surrounding rectangular boxes. The central circle contains the text "WHO" at the top, a horizontal line, "Birth Date" below the line, another horizontal line, and "Death Date" at the bottom. The six rectangular boxes are arranged in two rows of three. The top row boxes are labeled "External context of his life", "Problems with law", and "Government work". The bottom row boxes are labeled "Why is he famous?", "Military Career", and "Government work". Each box contains three horizontal lines for writing.

External context of his life

WHO

Birth Date

Death Date

Problems with law

Why is he famous?

Military Career

Government work

Lesson Four: Biography of Antonio Ricaurte

Appendix X

VOCABULARY

PAST TENSE

REGULAR VERBS

Blasted

Renowned

Mentored

Entrusted

Watch over

Defeated

IRREGULAR VERBS

Fought

Gave

CONNECTORS

And

Later

Subsequently

Which

where,

KEY CONCEPTS

Patriot

Captain

Lieutenant

Marquis

Spanish crown

Colonial regime

Revolt of Comuneros

Colonial bureaucracy

Appointed chamber

Scribe

Bold performance

Nick name El Chispero

Comrades

troops ,

centralist

Appendix Y



Ricaurte (June 10th, 1786 in Villa de Leyva, Colombia – March 25th, 1814 in San Mateo, Venezuela) was a patriot of the Independence of Colombia and Venezuela and

captain of Bolívar's army. He is remembered as the martyr of the Battle of San Mateo, where, in a heroic action, he blasted an enemy stronghold by immolating himself.

Antonio Ricaurte was born into a family with a military tradition. He was the son of Esteban Ricaurte and María Clemencia Lozano, who was the daughter of Jorge Lozano de Peralta, Marquis of San Jorge, renowned collaborator of the Revolt of the Comuneros of 1781 against the rule of the Spanish Crown.

He studied at the San Bartolomé School in Bogotá between 1799 and 1804, and later married Juana Martínez Camacho, niece of patriot Joaquín Camacho, who mentored him into the colonial bureaucracy and through whose influence Ricaurte was appointed chamber scribe and secretary of the Accounts Tribunal of the Viceroyalty of Nueva Granada.

He participated in the revolutionary acts of July 20th, 1810, in Bogotá, as a rebel against the colonial regime; for his bold performance, his comrades gave him the nickname *El Chispero* ("the spark lighter"). The commanders of the revolution entrusted him with the mission of keeping watch over the Viceroy Antonio Amat y Borbón at the Accounts Tribunal. When the patriot militias were organized, Ricaurte was incorporated to the infantry battalion of the National Guard, with the rank of lieutenant.

During the first years of the United Provinces of New Granada, when a division between centralists and federalists occurred, Ricaurte supported Antonio Nariño and the centralists and fought on their side in the first civil war of New Granada. He fought the battle of Alto de la Virgen in Ventaquemada, where his troops were defeated on December 2nd, 1812. Subsequently, on January 9th, 1813, he participated in the battle of San Victorino in Santafé, which gave the triumph to the centralists.

Appendix Z

LABELING PARAGRAPHS

Using the following labels, put them in the correct position in the text.

Early life

Early military career

War of Independence

Appendix AA

Sequential order chart for _____

Directions: Write the character's name. Then list the events in chronological order.

178
1781

June 10, 1786

1799 and 1804

July 20th, 1810

December 2nd, 1812

January 9th, 1813

March 25th, 1814