

**RELATIONSHIP BETWEEN TEACHERS' BELIEFS ABOUT READING
AND THEIR TEACHING PRACTICE**

A CASE STUDY

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And their teaching practice**

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DEDICATION

This research is dedicated to my family for their love, support and comprehension.
Especially to my mother, the most important person in my life.

Nubia Isabel Romero Ramos.

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Abstract

This was a case study that aimed at investigating teachers' beliefs about reading, in order to identify the relationship between these beliefs and their teaching practices. This study was carried out with the participation of two English teachers of eleventh graders at INEJUNAR School. This study was approached from a qualitative perspective using a case-study methodology. The data for the study included observations, semi-structured interviews and document analysis (Texts). The data was analyzed according to the reading approaches described by Wallace (2001), Masuhara (2003), Britt & Rouet (2012), John and Davies (1989), Grabe (2009), Anderson (1999), Panel (2003), Pardo (2004) and Block and Presley (2002).

This study contributes to the identification of teacher's strengths, weaknesses, and their professional development needs. Information about the practices and the factors that influence them can potentially prompt the path towards teacher development and eventually towards the improving of reading in the school.

Key words: reading, reading comprehension, teaching reading, teachers' beliefs.

Introduction

Nowadays English is one of the major subjects in schools and universities. The society is living in a globalized world and English is a common language that permits communication between people of many countries, allowing them to learn from other experiences, exchange information, achieve communicative purposes, and also, to have successful commercial transactions. These aspects have created an enormous demand for English teaching in the world.

Teaching is a process that largely depends on what teachers generate and do in the classroom in terms of behaviors, actions, and attitudes which highly influence and determine students' learning process. A few decades ago, language teaching was viewed as a mechanical process focused on grammatical competence. But, in recent years, language teaching has been viewed from a different perspective based on the collaborative creation of meaning, interaction between learner and language users, and the creation of meaningful and purposeful interaction through language. This perspective is focused on the notion of communicative competences. The main goal is to achieve communicative purposes, and that is why communicative approaches to language teaching have become quite popular lately. These approaches, which include task-based language teaching, project-based learning, content-based instruction among others, are based on the belief that communicative practice must be a part of the teaching and learning process, if the final goal is the development of communicative language ability.

In the last decade the Ministry of Education has introduced a number of strategies for the improvement and strengthening of English competences especially among the young people, for example: "National Bilingualism Program 2004 - 2019", an overall strategy conceived to strengthen competences in English as a Foreign Language in the country in

order to develop competitiveness; “Colombia Very Well or the National English Program 2015 -2025” (Ministerio de Educación Nacional, 2014), an initiative designed after evaluating the limited results of the programs implemented in the last decade and intended to be more integral and to involve more resources and components to promote the competences in English language among Colombians. Along with these national programs, there are other more specific projects targeting the same objective. For example, the “English Teaching Fellowship Program”, which is part of the *Colombia Bilingue 2015 – 2018 project* and has as objective the strengthening of the teaching of English through the accompaniment of native English teachers (Ministerio de Educación Nacional, 2005). In general, *Colombia Bilingue* is a project created with the intention of helping students reach higher English levels, get more educational opportunities and improve their competitiveness in Colombia and abroad. The Ministry of National Education is making efforts for the improvement of communicative competences in a second language in order to contribute with the quality of Education and at the same time get better results in National tests as the SABER test.

Teaching a second language from the perspective described above is not a simple and easy process. It poses great challenges to teachers because it involves a number of aspects such as beliefs, practical and theoretical knowledge about instruction and teaching strategies, institutional policies, student's needs, and many more. Additionally, each of the so-called macro skills -speaking, writing, listening and listening-, has its own specificity.

Reading is a fundamental ability in the field of education and it is an essential skill in the learning of English as a second or foreign language too, due to the fact that student's reading skills development helps them to attain development in all academic areas. The teaching of reading, however, is a complex matter, which is influenced by many variables, for instance, teacher's and student's motivations, teacher's beliefs, curriculum, material resources, instructional setting and others.

Despite the efforts of the Ministry of Education and language teachers in order to improve competences related to reading, it can be noticed that in our country there is a big problem related to this skill. Reading is said to be usually limited to decoding messages, when the real purpose is that readers create meanings from their own perspectives and actively interact with the information of the text. Students in Colombia have problems with reading comprehension tasks in their mother language and also in a second language. This problem is reflected on the results of different international, national and local exams such as PISA and SABER exams, in which the level of reading proficiency demonstrated is low.

There may be a number of factors influencing the lack of reading proficiency. Instructional practices related to reading are influenced by many factors and one of them seems to be the beliefs teachers hold about teaching and learning in general, and also regarding reading and the teaching of reading. Teachers' beliefs can influence teachers' decisions and practices in a negative or in a positive way depending on their background knowledge, their opinions, values, work experience, and others. Thus, teachers' beliefs can be said to have at least indirect relation to student's learning due to the fact that teachers' actions can favor or hinder student's learning and attitudes toward reading.

Given the recent interest in the topic of beliefs, especially teacher beliefs as a way to understand how these shape practices, the study reported here intends to address this topic specifically in the area of beliefs about reading and in the context of a public school on the Colombian Caribbean coast.

Setting

The setting for this study is a public school on the Colombian Caribbean coast. It is an official institution located in Las Pelonas, a rural population between Pueblo Nuevo and Planeta Rica, which has four locations and offers all levels of formal education from pre-

school to eleventh grade. The main purpose of this school is to educate students with a sense of community and environmental spirit taking into account the regional culture, sports, progress, investigation and leadership. It also provides students with a democratic environment full of values such as tolerance, justice and respect, so that they can be successfully educated.

Most of the students come from families with low income and a low socio - cultural status, which makes it difficult for them to have access to the basic material needed to carry out their academic performance. As English is considered a compulsory subject in this school, in the last few years students have been offered better opportunities to acquire and learn English as a second language, for example, a teacher with a major in EFL was appointed, new technological resources have been made available for the English classes and photocopies of the instructional material are sold at a special low price. It is relevant to mention that due to the lack of English teachers students received only two hours of English classes weekly until very recently. Two years ago classes returned to three contact hours per week.

Despite the lack of materials and specialized resources for the teaching of English, most of the students like English, and seem to be motivated to learn the language and what is more, they find it useful, funny and interesting. However, other students feel discouraged because they feel there is not enough exposure to the language, and tend to have difficulties, which leads to lack of motivation and negative expectations about the learning and importance of the language.

On other hand, in the English classrooms of eleventh grades, teachers basically spend time in the first and second period in the preparation for reading exercises for the SABER test.

Rationale

In Colombia there has been a lot of attention to communicative competences in English lately. The Colombian government and the ministry of education want to fortify the English teaching process in order to educate students to be able to use English meaningfully, so that Colombians can participate in the exchange and production of information, goods and services, and increase their social mobility. The improvement of their communicative competences should generate individual and collective growth and allow for personal and professional development.

The Standards of Competence in English, which were launched in 2006, serve as guidelines and constitute a fundamental orientation for English teachers (Ministerio de Educación Nacional, 2006). Through them the government clarifies what students in each grade should be able to do in English. These standards include reading, an important skill in the learning process, a fundamental tool in people's communication and academic success. It is one of the means through which students get acquainted with the latest cultural, scientific and technological changes in the world.

The teaching of reading is an important part in the SABER test. In the context of this study reading in English is particularly poor according to the simulations of the SABER test and the exam itself.

When students have to deal with reading exercises they are not able to identify the purpose of the text, the context of situation, the features and the structural patterns; as a consequence of these difficulties students do not usually understand the readings.

Instruction may be one of the factors that can influence this problem; instruction is said to depend on teachers' pedagogical knowledge, theoretical knowledge and their decisions they take. These decisions seem to be influenced, among other things, by teachers' beliefs

(Phipps & Borg, 2009; Richard & Rogers, 2001; Lefebvre, Deaudelin and Loiselle, 2006; Pajares, 1992; Mansour, 2009). Teachers get their theories, conceptions and beliefs from their former experience, their training as teachers at university level and their experience in their teaching context. However, teachers sometimes take decisions and engage in actions in class that may not coincide with their beliefs. There are other factors that may be influencing them and that prevents them from applying their content and pedagogical knowledge.

Given that reading is a skill that is tested in the SABER tests and that it is a skill students need anyway to be able to take the test, and in general, in their future lives, it is interesting to examine how it is taught in the target school of this study, that is, what teachers do in the reading lessons, how they go about teaching reading or reading strategies in the classroom, in short, what decisions they take when designing, implementing and evaluating reading. In spite of the fact that there may be a number of beliefs influencing these decisions, there is a special interest in knowing how in-service teachers' beliefs about reading and the teaching of reading influence the reading instruction. It is necessary to explore the beliefs that teachers hold and the characteristics of their practices, in order to establish the relationship among beliefs and practices since sometimes their beliefs do not coincide with their practices.

Investigating what beliefs teachers hold, and to what extent these beliefs shape their practice provides an external view that can help the teachers to identify their strengths and weaknesses, and also to identify the professional development needs, the kinds of interventions that should be implemented in the institution to influence the teaching of reading. Information about the practices and the factors that influence them can potentially prompt the path towards teacher development. In this way, the researcher can contribute to the improvement of the teaching of reading in the context of the study, which in turn may help to develop students' reading proficiency and level.

In order to better understand what happens inside in the INEJUNAR reading lessons, what decisions teachers take and what factors influence these, the following research questions have been set

Main Question.

- How do in-service teachers' beliefs about reading and the teaching of reading influence the reading instruction in eleventh grade at INEJUNAR School?

Subquestions.

- What beliefs do the English teachers of eleventh grade at INEJUNAR hold about reading and the teaching of reading?
- What are the characteristics of reading instruction in eleventh grade at INEJUNAR School?
- What reading comprehension levels do teachers promote during reading activities?
- How do the teachers' beliefs about reading and teaching of reading influence their teaching practice in eleventh grade at INEJUNAR School?

Given the research questions, the following are the objectives of this project:

General Objective

- To analyze how in-service teachers' beliefs about reading and the teaching of reading influence the teaching and learning process of this skill in eleventh grade at INEJUNAR School.

Specific Objectives:

- Identify the beliefs English teachers of eleventh grade at INEJUNAR hold about reading and the teaching of reading.

- Analyze the characteristics of eleventh grade English teachers' instructions in reading lessons.
- Identify what level of reading comprehension teachers promote in their reading lessons
- Describe the relationship between the teachers' beliefs about reading and the teaching of reading and their teaching practices during the reading lessons.

Theoretical Framework

This section deals with important concepts that will support this research project. First, it will discuss the notion of beliefs and the relation between beliefs and teaching process. It will also discuss the notions of reading and reading process.

Beliefs

Michaela Borg (2001) argues that: "A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior" (p.186) it means that beliefs are accepted by the individuals as true propositions and they can influence individual's behavior, understanding, judgment and action. Also, beliefs are the foundation upon which values, perspectives and behavior are built.

Schoenfeld (1998) argues that beliefs can be interpreted as "mental constructs that represent the codification of people's experiences and understandings" (p.21). People construct their beliefs based on the deconstruction of meanings derived from their experiences and understandings. Also, people's beliefs are related to their perceptions about any circumstance and also are related to the goals established at the moment to carry out any circumstance.

In the educational field, scholars such as Basturkmen, Loewen & Ellis (2004) and Bingimlas & Hanrahan (2010) argue that beliefs are the basis that teachers create from their experience and the judgment they have from events. Basturkmen, Loewen & Ellis (2004) define teachers' beliefs as "statements teachers make about their ideas, thoughts, and knowledge that are expressed as evaluations of what should be done, should be the case, and is preferable" (p.244).

Schoenfeld (1998) mentioned that there are some classes of beliefs that affect teachers' classroom actions, such as: beliefs about the nature of subject matter (in general and with regard to the specific topics being taught), beliefs about the nature of the learning process (both cognitive and affective); beliefs about the nature of the teaching process and the roles of various kinds of instruction; and beliefs about particular students and classes of students.. Those representations can be influenced by previous experiences as learners or previous experiences as teachers. Besides, the conception that teachers hold about the learning process, about how cognitive and affective (extend and limitations) aspects can affect the learning process are very important. Teachers have different thoughts toward their role as teachers, and how their roles determine the kind of instructions that they choose in the classroom.

According to Bingimlas & Hanrahan (2010) several factors contribute to the complexity of the relationship between teacher beliefs and their practice, such as their knowledge, goals, emotion, pedagogy and instructional context.

Beliefs and knowledge.

The relationship between beliefs and knowledge has been discussed widely in the literature. Beliefs are different from factual knowledge. Beliefs can be doubted more than facts. Savasci-Acikalin (2009) suggests that beliefs refer to suppositions, commitments, and ideologies and do not require a truth condition while knowledge refers to factual propositions and the understandings that inform skilful action and must satisfy "truth condition". Mansour (2009) provides a further distinction between beliefs and knowledge and says "while knowledge often changes, beliefs are 'static' [and] whereas knowledge can be evaluated or judged, such is not the case with beliefs since there is usually a lack of consensus about how they are to be evaluated" (p.27).

Beliefs and goals.

Although several studies contribute a great deal to our general understanding of beliefs and practice, Aguirre and Speer (1999) gave details of how those beliefs inform practice particularly in the formulation of goals in the classroom. They argue that “in this way teacher beliefs play a central role in their practice” (p.333).

Teacher's goals are an important part of their action plan for a lesson. When teachers come to the classroom with their lesson plan, they have the intention to achieve many goals directly related to the development of the lesson. These goals provide some kind of information about teachers' beliefs. “Teacher's beliefs and values shape the prioritization both of goals and knowledge employed to work toward those goals” (p.8), or “they (beliefs) shape the goals teachers have for classroom interactions” (Schoenfeld, 2003 as cited in Schoenfeld, 2000, p.248).

Beliefs and emotion

The influence of teachers' beliefs may be complicated by their close interaction with emotions and feelings. Teachers' beliefs and feelings are thought to be revealed during their lessons and to influence their decision-making (Kynigos & Argyris, 2004; Standen, 2002) and goals (Aguirre & Speer, 1999; Lacorte & Canabal, 2005). According to Zembylas (2005) “emotives” are related with teachers' emotional gestures and utterances. Also, it may be difficult to identify or make a distinction between cognition and emotion.

Memon & Treur (2010) argue that “beliefs are regarded as one of the major determinants of emotions and therefore an important part of study of emotion can properly be seen as falling under the umbrella of the cognitive psychology” (p.2). The way in which people conceive the world determines if they approve or reject something; most of the time the feelings that people experience are closely related with their conceptions. Also, when a

person has a positive or negative experience, he/she can create or hold a set of beliefs about that experience.

Beliefs and context.

Some researchers argue that practice-related beliefs result from an interaction between teacher's more general teaching-related beliefs and the institutional context in which the practice is located. A study by Lacorte and Canabal (2005), addresses the relevance of the perceptions and attitudes that teachers bring with them into the classroom. Richards (1998, as cited in Lacorte and Canabal, 2005) asserts that "teachers' beliefs result from the relationship between (a) the values, goals, and assumptions that teachers have about the content and development of teaching, and (b) the understanding of the social, cultural, and institutional context where teaching takes place" (p. 84).

It can be said that teachers have autonomy at the moment of making decisions about the teaching process, taking into considerations the characteristic of the context in which they work. Also, this autonomy is influenced by teacher's beliefs about teaching and learning. Ernest (1989) argues that "the autonomy of the teacher depends on three factors: The teacher's intellectual contents, particularly the systems of beliefs concerning the nature of teaching and learning; the social context of the teaching situation, particularly the constraints and opportunities it provides; and the teacher's level of thought processes and reflections". (p. 250).

Beliefs and teaching practice.

Phipps and Borg (2009) affirm that "language teachers' beliefs about teaching and learning have a powerful effect on teachers' pedagogical decisions. Those beliefs strongly influence what and how teachers learn during language teacher education, can be deep-rooted and resistant to change (p.381).

According to Richards and Rodgers (2001) it can be said that teachers' decisions toward about strategies at the moment to teach, are directly guided by teachers' theories about language and language learning. Also, these theories direct teachers' preparation.

Moreover, according to Lefebvre, Deaudelin and Loiselle (2006) it can be affirmed that the actions of teachers in the classroom are connected with the thinking and feelings that teachers have from their previous experiences.

With respect to the role of teachers' belief in teaching, Pajares (1992) says that "teachers' beliefs influence and play a fundamental role in their knowledge acquisition and interpretation, task selection, and course content interpretation" (as cited by Bingimlas & Hanrahan, 2010. p.418). It means that beliefs can influence actions, learning process, thinking, and also the decisions making about content, task, and activities.

Similarly, Mansour (2008) states that "beliefs control the gaining of knowledge but that knowledge also influence beliefs" (as cited in Bingimlas & Hanrahan, 2010. p.418). It can be said that there is a correlation between belief and teachers' knowledge, and also, beliefs are part of the different characteristics that compose teaching

Beliefs and pedagogy in conflict.

Though there is usually a strong connection between beliefs and pedagogical practices, sometimes they do not coincide. Quinn and Wilson (1997) claim that the 'dichotomy' of beliefs and practices may stem from the difficulty inherent in changing teacher pedagogy. In their study, they concluded that although teachers have very favorable attitudes toward the use of writing in the teaching of mathematics, they did not put those beliefs into practice; this may be because teachers do not have enough time for it (p.19). Teachers are updating their beliefs regarding new ways of instructions but they do not always change their current ways of teaching. Kynigos and Argyris (2004), who focus on teacher beliefs

regarding learning situations, their pedagogical role and the role of the computer, state that their results “corroborate the view that espoused beliefs may be inconsistent with actions during classroom teaching practice” (p.271). It can be affirmed that the relationship between teacher's beliefs and practices can be complex when it is influenced by other factors such as knowledge, emotions, and goals.

Beliefs about learning

Teaching and learning are reciprocal processes, it is necessary the study of teacher's beliefs concerned to learning because, teacher's beliefs and their own conceptions generated from learning, can directly affect teaching process and consequently these beliefs can have repercussions on student's learning.

In this respect, Schommer (1990) considers that teacher's beliefs can affect the student's abilities, such as the way to interpret knowledge, how students process information about strategies and how students monitor their comprehension process.

Teaching actions based on belief can influence the process of student's learning and can create ideas from what they observed and lived on the interaction between teaching and learning; additionally students create their own belief on learning from the way they were taught. (Calderhead and Robson, 1991).

Reading

The reading process is complex and multi-dimensional. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers. It is relevant to initially explore some of the concepts of reading

One of those conceptions is proposed by Grabe (2009):

Reading, in its broad sense, is defined as a combination of the text input, appropriate cognitive process, and the information we already know. In this way, reading implies a relation between background conceptions, the characteristics of the text and the knowledge of the reading procedures. All this in a general aspect, constitute the interaction with the texts' characteristics and individual cognitive process. (p.74).

Besides, Anderson (1999) affirms that “reading is not a passive process but an active fluent process which involves the reader and the reading material in building meaning” (p.1). It means that in the reading process, many processes such as construction of meaning and interaction between the text and the reader are involved.

Britt and Rouet (2012) claim that “the reader generates meaning in response to text by using previous knowledge and a range of text and situational cues that are often socially and culturally derived. While constructing meaning, the reader uses various processes, skills, and strategies to foster, monitor, and maintain understanding” (Cited in PISA 2015, p.9).

Anderson (1999) affirms that “reading is both *a psycholinguistic process* (involving the mind actively processing the text) and *a sociolinguistic one* (with multiple social factors that can affect how one reads, how much one glean from the reading, and more). Even word identification itself can be affected by these factors, because reading is as much or more a brain-to-text process as a text-to-brain process”. (p.10).

According to Anderson it can be affirmed that reading is a psycholinguistic process because it is determined by the interaction between the reader's brain and emotions, and the text. In the reading process, the reader applies the most appropriate reading strategies according to their beliefs, knowledge and their capacity to interpret a text. It is also a sociolinguistic process due to the fact that, each text has a social purpose that readers have to

discover. Many social characteristics, behaviors and experiences can influence the reading process.

Reading strategies.

Reading comprehension strategies play an important role in the teaching and learning of second language reading because these strategies allow learners to know how to perform reading tasks, how to interpret readings, and how to manage the situation when they do not comprehend a reading. In other words, reading strategies enable readers to construct meanings most effectively.

During comprehension, readers need to select a set of reading strategies, that they have to use it in the different stages (pre – during and post reading stage). Strategies must be explained and modelled by teachers. The purpose of providing different strategies is to let the students think about reading as a meaningful activity that can be done in a purposeful way.

Pardo (2004) claims that “by dividing instruction into pre-reading, during reading and post-reading, teachers can design activities for each stage that will improve student’s comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage” (p.272).

Scarcella & Oxford (1992) define learning strategies as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning” (p.63). The teaching of reading needs to include a range of comprehension strategies. Comprehension strategies can be defined as the ‘mental processes’ that good readers use to understand text. These strategies need to be explicitly taught towards developing independent readers who engage meaningfully with text.

O'Malley and Chamot (1990) name three major types of strategies: metacognitive, cognitive and social/ affective. These strategies are distinguished according to the information processing model on which their research is based.

- Metacognitive strategies involve thinking about the learning process. Planning for learning (advance organizers, directed attention, functional planning, selective attention and self – management), monitoring of comprehension and production (self – monitoring) while it takes place and self-evaluation after the learning activity is completed.
- Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of learning materials. Example: Resourcing, repetition, grouping, deduction, imagery, transfer, elaboration, inferencing, summarizing, recombination and translation.
- Social- affective strategies includes cooperative learning which involves peer interaction to achieve a common goal in learning. Example: question for clarification, self- task and cooperation. (p.8).

All the strategies mentioned above are important in the learning process and in the learning of reading because knowledge of strategies allows students to experiment different ways in order to reach more effective learning. Also, learners are more highly motivated when teachers teach them about the use of learning strategies.

Strategies in teaching second language reading.

Reading comprehension strategies are seen as comprehension processes that enable readers to construct meaning from the printed page most effectively. There are useful strategies that can specifically help students read more quickly and effectively: Previewing, predicting, skimming, scanning, guessing from context and paraphrasing (Brown, 1990).

- Previewing: reviewing titles, section headings and photo captions to get a sense of the structure and content of a text.
- Predicting: using knowledge of the subject matter, of the text type, discourse structure or the author to make predictions about content, purpose, writing style, vocabulary, etc.
- Skimming: using a quick survey of the text to get the main idea.
- Scanning: quickly locating of specific facts or pieces of information. This include keeping large sections without reading or understanding them.
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words.
- Paraphrasing: restating the information and ideas of a part of the text.

Reading comprehension

There is a lot of attention on reading comprehension instruction recently due to the fact that reading comprehension is an essential component of the reading process. The main purpose of researchers and teachers is to increase their knowledge about this topic in order to acquire tools for the improvement of the reading comprehension skills.

This section information will discuss comprehension as an important issue in reading comprehension instruction.

It might be considered that comprehension has a final purpose that is related to understanding and assimilating information, knowledge and details, that help the readers to predict and connect knowledge and information before, during and after they are reading. Block & Pressley (2002) argue that “comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows

and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction” (p.11).

August, Francis, Hsu and Snow (2006) state:

Successful reading comprehension reflects the presence of many component capabilities. Comprehension relies on decoding skills (reading words accurately and fluently, accessing lexical representations), knowledge in several domains (vocabulary, linguistic structure, and discourse as well as world knowledge), and cognitive processing capacities (memory for text, accessing relevant background knowledge, drawing justified inferences) (p.222).

According to Snow (2002), comprehension entails three elements: The reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part.

The Reader: To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

The Text: The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

The Activity: Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. (Snow, 2002, p.11).

Approaches to reading instruction

A key factor influencing how students learn to become skillful readers and to deal with text is instruction. According to Panel (2003),

The ability of teachers to deliver effective reading instruction is the most powerful factor in determining how well children learn to read. It is essential to recognize the critical role teachers play in preventing reading difficulties and to provide teachers at all grade levels with the best and most up-to-date knowledge and skills to teach reading and to promote literacy. (p.15).

It can be said that teachers' guidance can help students to improve their reading skills.

Moreover, Panel (2003) claims that "guided reading emphasizes effective reading [...] the foundation of effective reading is comprehension, an interactive process of constructing meaning" (p137). Teachers play an important role in the development of reading skills in their students and for this reason it is very important to implement an effective guidance during reading lessons.

In addition, some authors have stated different approaches toward the teaching of reading and the implication of these approaches over reading comprehension process. In this section the different characteristics of the approaches that have been used in the teaching of reading will be presented.

Reading comprehension – based approach.

Wallace (2001, cited in Masuhara, 2003. p.341) describes “traditional reading pedagogy as an approach which emphasizes comprehension in the form of the presentation of the text followed by post reading questions on the text”. In the traditional reading pedagogy also known as the reading comprehension – based approach, the readers’ personal interpretation plays an important role but this can originate controversy because, the readers can identify one or multiples meanings depending on their thoughts. Also, the communication between the writer and the reader is considered very important due to the fact that, the readers’ comprehension needs to be close to the writer’s intention.

Masuhara (1998, cited in Masuhara, 2003. p.341) claims that “mental representation roughly corresponds to the meaning of the text constructed in the readers’ mind. The mental representation of the reader depends on connecting the information gained through decoded linguistic data with knowledge that already exists in the reader’s mind”. The knowledge constructed by the readers through the reformulation of their experiences and previous knowledge have to be connected with the information derived from the text in order to construct the meaning of the text.

The language – based approach.

According to this approach the ability to become fluent readers depends on the acquisition of the language through the learning of grammar and lexis. Some authors such as (Goodman, 1976, Smith, 1978, Hymes, 1979 as cited in Masuhara, 2003. p.344) argue that the language – based approach was questioned because in the 1970s it was discovered that the understanding of the linguistic meaning of the texts is not the same that the understanding of the textual meaning.

Masuhara (1998) affirms that “the language - based approach to reading appears to have regained support in claiming that in order to read fluently the learners need general language ability and specially automatic word cognition” (p.344).

The skill – strategy based approach.

From the perspective of this approach, the reading material has to promote the use of a variety of skills and strategies, which help readers to become more aware of reading comprehension processes. When learners acquire different abilities or skills in order to use the language more effectively, they become more fluent and proficient readers. Alderson (2000) states that “the notion of skills and sub skills in reading is enormously pervasive and influential, despite the lack of clear empirical justification” (p110).

In this approach teachers follow a procedure for teaching skills – strategies and it consist of explicit teaching of the skills – strategies and after that students put them in practice. Also, teachers have the responsibility to help students to choose the best strategies in order to face the different needs found in the reading process. It is difficult for students to use a combination of various skills – strategies. It can be said that holding knowledge about skills is not always synonym of an effective use of skills and strategies by the readers.

According to Olshavsky, 1977 and Hosenfeld, 1984 (as cited in Masuhara, 2003. p.348) successful readers are people who monitor and control their own use of strategies at the moment to achieve a particular reading purpose.

Tomlinson (2003) claims that “reading is a complex operation which could involve many potential skills – strategies. Each skill or strategy may involve a number of sub skills and sub strategies. Learners might need grammar – related strategies, discourse – related strategies and strategies solving ambiguity by inferencing” (p.348).

The schema – based approach.

Tomlinson (2003) affirms that “Comprehension according to the schematists happens when a new experience (be it sensory or linguistic) is understood in comparison with a stereotypical version of a similar experience held in memory” (p.349). It means that knowledge is very important in the reading process, because readers need to activate their personal experiences about the topic of the reading in order to use their background knowledge with the intention to foster a successful comprehension.

Alderson (2000) notes that “many psychologists now question the usefulness of schema theory to account for rather than provide a metaphor of the comprehension process” (p.110).

TALO (Text as Linguistic Object) vs. TAVI approach (Text as Vehicle of Information).

John and Davies (1983) establish a differences between traditional approaches to reading that are focused on the linguistic aspects of a text and those approaches that are mainly focused on using reading as an activity to interact with the meanings of the text. Thus, they distinguish between TALO (text as linguistic object) and TAVI (text as vehicle of information).

According to John and Davies (1983) in TALO approach the text is the object of study. The selection of any kind of text depends of the syntactic structures and the new vocabulary that need to be taught and learnt. In this approach the text seems a container of linguistic structures and lexical items that need to be learnt. The reading process is conceived from the traditional perspective, which is focused on vocabulary acquisition and on the learning of syntactic structures. In contrast, in TAVI approach texts are selected taking into consideration students' purposes, needs and reading level.

On other hand, there are not preparatory activities for reading instruction in TALO approach. Meaning construction of the text is avoided in the preparatory stage and also, the most predominant aspect before reading is translation of new vocabulary. Instead, for TAVI approach preparatory activities for reading are crucial because teachers focus students' interest toward the text and its purpose through these pre – reading activities. (John and Davies, 1983).

Reading comprehension levels.

Jurado, Bustamante and Pérez (1998) identify three levels of competences: literal, inferential and critical-intertextual. The literal level means that the reader is able to read the surface of the text and identify local information. At this level the semantic aspects of the texts are explored: the meaning of paragraphs and words, the identification of events or objects mentioned, the interpretation of punctuation signs.

The inferential level is the ability to infer information that is not explicitly mentioned in the text. It also means to be able to establish relationship between sentences, paragraphs or parts of the text. Also, to identify the type of text.

Finally, in the critical and intertextual level the readers take distance from texts and elaborate their own point of view about the reading. Critical reading implies the identification of the intention of text, of the authors or the narrators. It is necessary to identify the characteristics of the context that are implicit in the content of the reading. Also, in this level the reader have to establish relationship between the content and form.

Literature Review

Some researchers have been interested in the study of the relationship between teacher beliefs about reading and their practices. Some of these studies will be described below.

Kuzborska's study (2011) is a case study conducted in Lithuania and aimed to identify the beliefs system of eight teachers regarding their teaching of reading by examining the links between personal theories and practices and by identifying teachers' theoretical orientations towards academic reading instruction.

The findings of this study show that teacher's beliefs and practices are connected to skills – based, whole language and metacognitive strategies approaches. Teachers' beliefs about reading are related to the idea of assigning reading texts as homework, to the conception that reading is a linear process in which learners should read each word and each line of a text, to activities based on vocabulary and identification of factual meaning, to comprehension of surface meaning. Most of the teachers believe that vocabulary activities and vocabulary knowledge are crucial for students' success in understanding the text. As a conclusion the author states that the core beliefs about reading of Lithuanian teachers is that reading is a decoding process.

Ulusoy and Dedeoglu (2011) did a research study and proposed as main purposes to investigate science, social studies, and classroom teachers' reading and writing practices, and to investigate their beliefs about content area reading and writing. This was a descriptive-qualitative study conducted in Turkey with one hundred and forty-three teachers. The main results showed that all teachers indicated that they did spend time for reading activities in their classes and they also agreed that providing reading hours in schools was a useful activity in helping students to gain a good reading ability; however, content area teachers did not view themselves as reading teachers.

Nguyễn Thi Thu Nga (2005) in his study: "Teacher's beliefs about teaching reading strategies and their classroom practices" established as objective to explore teacher's beliefs about teaching reading strategies and reading strategy instruction of six teachers at Viet Ba

High School with a view to giving some recommendations on how to instruct reading strategies in reading classrooms effectively. The researcher designed a semi-structured interview in order to examine and probe teacher's beliefs about reading strategies. He carried out classroom observations with the intention of collecting data on teacher's classroom practices and designed post interviews to clarify points which were observed, thus avoiding a misinterpretation of the observation data.

The results indicated that all six teachers in Viet Ba High School were aware of the importance of teaching reading strategies to their students but they did not really teach these strategies in their classrooms. Also teachers' beliefs in this study were affected by a variety of external (teaching context, materials and curriculum, student's motivation) and internal factors (teacher's ability, teacher's training, teacher's view). These factors interplayed to influence them in their process of teaching.

Khonamri and Salimi (2010) in their study "The interplay between EFL high school teacher's beliefs and their instructional practices regarding reading strategies" proposed as objective to investigate the relation between EFL high school teachers' beliefs and their instructional practices regarding reading strategies. The participants were 57 conveniently selected, EFL high school teachers in Iran. The results indicated that teachers believe that reading strategies play an important role in reading comprehension and that it is necessary to teach reading strategies in reading classes. The results also revealed that there is inconsistency between teachers' beliefs and their self-reported classroom practice.

Mohamed Melouk (2006) carried out a study of the Moroccan EFL university teachers' beliefs system about reading comprehension and their effects on the teachers' classroom practices. The results revealed that teachers were able to articulate well-developed personal theories of teaching that addressed their actual practices. The comparison between

“experienced” and “less experienced” teachers’ beliefs revealed that they had opposite perspectives and perceptions about reading instruction, but they both held common views about effective reading materials as well as effective assessments of reading comprehension .

In addition, results revealed that it is not easy to make a clear-cut judgment on Moroccan EFL teachers’ beliefs about reading comprehension and say that they are top-down oriented or otherwise because there is a discernible overlap among the three models of reading in the teachers’ beliefs and practices with a highly measured tendency towards the top-down and the interactive models.

Methodology

Applied research “strives to improve our understanding of a problem, with the intent of contributing to the solution of that problem” Bickman and Rog (2009, as cited in Merriam, 2009, p.2). It means that research implies the generation of knowledge about a problem in order to create possible solutions. This knowledge is derived from a collection of data that provides information and understanding about the characteristics of the problem, about the participants involved in the research and about the context of the situation. Researchers have the responsibility to manage the information in a transparent and rigorous manner. This study will focus on qualitative research. In this order of ideas the main characteristics of this type of research it will be presented.

This research is qualitative since it is, in the words of Seliger and Shohamy (1989) “concerned with studying human behavior within the context in which that behavior would occur naturally and in which the role of the researcher would not affect the normal behavior of the subjects” (p. 118). It will be done in order to understand and describe how teachers’ beliefs on the teaching of reading comprehension influence the nature of this particular teaching process in terms of the subject matter being taught (reading comprehension), and teacher’ beliefs about reading and the teaching of reading.

Besides, according to Merriam (2009) “qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (p. 13). It can be said that in this study the focus is to explore and understand the teaching practices in order to know how teachers constructed their meaning about reading process and how their beliefs toward reading affect the understanding of this process. Also, in a qualitative research the focus is to understand people’s experiences and the construction of meaning through these experiences.

This study aims to describe the characteristics of a phenomenon (service teachers' beliefs about reading and the teaching – teaching practices) in a natural setting (a public school in the Caribbean Coast).

Taking into consideration the above stated decisions, a case study research has been adopted since, “a case study is a study of one case. A case study researcher focuses attention on a single entity, usually as it exists in its naturally occurring environment” Johnson (1992, as cited in Nunan and Bailey, 2009, p.75).

Case study is defined as a strategy of inquiry in which the researcher makes an in-depth exploration of a program, activity, event, process, on one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a period of time (Lapan, Quartaroli & Riemer, 2012).

Based on this definition, a case study focuses on specific individual (s) and their particular setting. That is why this research is defined as a case study since it was concentrated on a particular group of teachers (two teachers) who teach reading comprehension in two 11th grade EFL classrooms at Institución Educativa Juan de Jesús Narváez (INEJUNAR), situated in Las Pelonas, a rural population between Pueblo Nuevo and Planeta Rica.

Participants

The participants for this research are two male teachers who teach English reading comprehension in the regular classes of English to 11th graders at Institución Educativa Juan de Jesús Narváez in Las Pelonas, a rural population between Pueblo Nuevo and Planeta Rica. These two teachers are the only ones who teach in this grade. They are 27 and 48 years old.

The level of English at this public school is not good as it has been claimed by teachers in informal spoken conversations and they have also affirmed that the results of national

examinations applied to students from the school such Pruebas Saber confirmed this low English level. In addition, teachers and school directors have testified that most of the students like English but reading comprehension tests results are not positive. It is necessary to analyze this phenomenon in order to understand how service teacher's beliefs toward reading and the teaching of reading are affecting the teaching and learning process, and consequently the National examinations results. Two English teachers were chosen as the sample population to carry out the study due to the fact that, there are only two English teachers in this school. Besides, eleventh grade were chosen because, in this grade reading should be taught with more emphasis due to SABER test.

Ethical considerations

Ethics is an essential aspect on research. According to Lichtman, (2013) Ethics is “a set of moral principles, rules, or standards governing a person or profession. (p.54).

Besides, according to Cohen, Manion and Morrinson (2007) a set of initial considerations can help researchers to address their research studies: informed consent, the nature of ethics in social research, problems and dilemmas confronting the researcher, ethical problems, guidelines and codes of practice for research and responsibilities to the research community.

Taking into account the aspects mentioned by these authors about ethical considerations: the purpose, the aim of the study, the methods and data collection techniques used in the research were explained to the participants.

The participation of both English teachers was voluntary, consequently they signed an informed consent which allows the researcher to use the information provided from interviews and observations. According to Cohen et al (2007) “The principle of informed consent arises from the subject's right to freedom and self-determination. Being free is a

condition of living in a democracy, and when restrictions and limitations are placed on that freedom they must be justified and consented to, as in research” (p.54).

Furthermore, the researcher explained that the study was carried out with the intention to contribute with the qualification of their teaching practices. Besides, the researcher guaranteed anonymity of identities to the participants and that the information obtained from the different data collection techniques was exclusively used for this study.

Data collection procedures

In this research, two different data collection techniques will be used: observations and semi – structured interviews. Definitions of those techniques will be shown below.

Observation.

According to Merriam (2009) “observations take place in the setting where the phenomenon of interest naturally occurs rather than a location designated for the purpose of interviewing” (p. 117). It can be affirmed that observations allow researchers to obtain essential data about the phenomenon of interest in a natural setting.

Cohen, Manion and Morrison (2007) affirm that: “The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations” (p.396). It can be said that through observation processes the investigator can collect data in a natural and direct way and also, this kind of procedure facilitates the collection of data with a high grade of validity and authenticity.

According to Morrison (1993), observations enable the researcher to gather data on:

- The physical setting (e.g. the physical environment and its organization)

- The human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance, gender, class)
- The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.)
- The programme setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization).

On other hand, some researcher as Gold, (1958) & LeCompte & Preissle (1993) talk about the role of the researcher during observation process: Complete participant, participant as observer, observer as participant and complete observer.

The role of the researcher in complete participant is to participate as a member of the group. The participant as observer has to guarantee confidentiality to the members of the group, toward the information gained. Also, the main role as observer as participant is to gather information rather than participate in the group. Complete observer is undetected by the group, the research can be done in a public setting.

In educational field, the participant as observer can assess the quality of instruction that occurs in a classroom and this kind of observation is used with formative purposes. (Rennekamp, 2008) In this study non - participant observation was carried out.

According to Williams (2008), Non - participant observation is a qualitative research procedure for gathering information about social aspects without direct interaction with the participants.

According to Morrison (1993) "being immersed in a particular context over time not only will the salient features of the situation emerge and present themselves but a more holistic view will be gathered of the interrelationships of factors" (p.88). This kind of

observation allows the researcher to describe the interaction and social process with a higher grade of accuracy and less subjective inferences.

The observation process was focused on events that describe the interactions between teachers and learners, the quality of teachers' methodologies and the characteristics of the reading teaching and learning process. The purpose of the observation is to explore the English teachers' practices in order to make a comparison between their beliefs and their practice regarding the teaching of reading. Two reading lessons per teacher will be observed in order to know the characteristics of reading instruction in eleventh grade and to identify the reading comprehension level that teachers promote during reading activities. The observations were recorded and then were transcribed. The observations provided information about the stages of the reading lesson implemented by the teachers, the characteristics of the methodologies applied and data about how beliefs are reflected in their teaching practices.

Semi-structured interview.

Cohen et al (2007) affirm that the interview has three purposes. First, to gathering information related to the research objectives. Second, to confirm hypotheses or to reject them and suggest new ones also to identify variables. Third, the interview can be used together with other methods. In order to explore and obtain data about teachers' beliefs toward reading and the teaching of reading a semi – structured interview it will be applied. This semi – structured interview permits to gather useful information for the researcher.

“An interview is a process in which a researcher and participant engage in a conversation focused on questions related to a research study” DeMarrais (2004, as cited in Merriam, 2009, p. 87). In this study semi-structured interview was chosen.

The purpose of an interview is to explore the participants' beliefs, thoughts and intentions, i.e. their perspectives. For these purpose, forty - four pre-determined questions based on the researched topic were asked.

For the data analysis, results of the semi-structured interview, the observations' results, the theory presented in the theoretical framework of this study were taken into consideration. Firstly, information obtained from observations was analyzed, taking into consideration the stages observed during reading lessons and taking into account some theories that support or refuse those reading teaching practices. Secondly, information collected from semi – structures interviews were analyzed based on categories which emerged during the analysis. In this part, teachers' beliefs toward reading and the teaching of reading were contrasted with the characteristics of their teaching practices. Thirdly, there was a contrast between beliefs and practices with the intention to show the beliefs that were not reflected during teachers' practices. After that, a description of reading levels promoted during reading lessons was done. Finally, a triangulation of data obtained of interviews, observations and document analysis was done, in order to compare and contrast the relationship between teachers' beliefs about reading and the teaching of reading and their practices. According to Carter, Bryant-Lukosius, DiCenso, Blythe & Neville (2014) triangulation "has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources" (p.545). Besides, Patton (1999) claims that "triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena" (as cited in Carter et al, 2014, p.545). In this part, the results obtained from observations, interviews and document analysis were compared and contrasted with the theory related to beliefs, reading and the teaching of reading.

Table 1. Data collection methods

OBJECTIVES	DATA COLLECTION METHODS	HOW MANY TIMES, WHEN
Identify the beliefs English teachers of eleventh grade at INEJUNAR hold about reading and the teaching of reading.	Semi-structured interview to two teachers	At the beginning of the study and at the end of the lessons.
Analyze the characteristics of eleventh grade English teachers' instructions in reading lessons.	Observations Document analysis	Two English lessons per teacher Texts Worksheets
Identify what level of reading comprehension teachers promote in their reading lessons	Observations Document analysis	2 English lessons per teacher Oral and written activities
Describe the relationship between the teachers' beliefs about reading and the teaching of reading and their teaching practices during the reading lessons.	Triangulation of data obtained of interviews, observations and document analysis.	After the analysis of the interviews, observations and documents.

Results

Based on the qualitative research methodology and data collection methods explained in the previous chapter, this section explores the teachers' beliefs and practices related to reading and the teaching of reading. The data collected from interviews and observations will be analyzed and discussed in the following way:

- Description and analysis of teachers' practices during reading lessons
- Analysis of teachers' beliefs about reading and the teaching of reading as verbalized in interviews.
- Examination of teachers' beliefs and practices.
- Description of reading levels promoted during reading lessons.

Each analysis will be divided into results for teacher A and teacher B.

Teacher A. Teaching practices during reading lessons.

Lesson 1 stages.

In the first observation the stages of the lesson of teacher A were: Introduction (greeting, arousing interest), Preparation to read (vocabulary work), and Individual reading (strategy application), and Reading together (teacher reading aloud, students reading aloud, translation), after reading: Individual work (answering questions), Cooperative work (summary writing).

Introduction. After greeting the teacher asks students to predict the topic of the reading, but he gave no clue, thus students had to guess.

What do you think we are going to read? Qué vamos a leer? (TA. L1: 9)

Though the students did not have any help to predict the topic from, and the activity turned out to be a sort of guessing game, it helped to focus their attention and get them ready for the reading activity. This kind of activity may reflect the conviction of the teacher that it is necessary to do an activity to prepare students to read and guessing/predicting is one of them. It is not clear, however, to what extent the teacher is aware of the fact that this kind of prediction does not constitute strategy development because there are no clues.

Preparation to read. This stage was devoted entirely to vocabulary work, since the teacher asked students to identify known words, then words similar in English and Spanish and finally to look for unknown words in the dictionary.

T: Using scanning, en la lectura you will identify the words you know in the text. Vamos a identificar las palabras que conocen en inglés, you have five minutes. (TA. L1: 18)

T: Ok, Now new words that are similar in Spanish, busquen palabras parecidas en español. (TA. L1: 36)

T: Ok, you have 10 minutes to look at the dictionary the word that you do not know and read the text. (TA. L1: 44)

In this stage the teacher started with an application of a distorted version of the scanning strategy, in which the students identify known words, probably with the assumption that the recognition of individual words can help students understand the text. This way to approach the text based on vocabulary tells about the importance the teacher attaches to lexical items in reading and comprehending.

On other hand, an overuse of dictionary was observed. Students has to analyze all words in the text, probably due to the teacher's beliefs that comprehension is built through vocabulary acquisition.

Individual Reading. After the Preparation to read the teacher does reading aloud of the whole text.

T: Ok I will read the text: Jody is a young woman who absolutely adores dogs. She owns a Papillion named Louie, a Chihuahua named Isabella, and a Siberian husky named Koda. Every weekend she takes her dogs to the dog park where they love to run, play catch, and meet other dogs. When Jody took her pets to the park last Saturday, she almost lost poor little Louie. She was playing catch with Koda when she lost sight of Louie. In a panic, she started shouting his name and asked other dog owners if they saw her little Papillion. After 30 minutes of searching and with the help of one dog owner, she finally found him at the entrance of the dog park near a small store that sells Louie's favorite treats. Jody was delighted when she found Louie and bought all three of her dogs their favorite treats. (TA. L1: 45)

Then, the teacher asks students to read aloud the text, sentence by sentence.

T: Who wants to read the first sentence, la primer oración? (TA. L1: 46)

S: Jody is a young woman who absolutely adores dogs.

In this stage we can affirm that according to the teacher's beliefs reading aloud and sentence by sentence is a good strategy that allows students to understand better the meaning of the text.

Translation.

In this stage the teacher asks students to translate sentence after sentence.

T: What means? Qué significa?

S: Que Jody es una mujer quien absolutamente adora a los perros

T: Jody was delighted when she found Louie and bought all three of her dogs their favorite treats.

S: Teacher yo la traduzco

T: Ok

S: Jody estaba contenta cuando encontró a Louie y le compró sus golosinas favoritas a sus tres perros (TA. L1: 50:51 -73:75)

Translation is sometimes used in reading lessons for the purpose of engaging students in verbal debate, challenge and questioning. However, in this lesson, this activity was focused on the translation of sentence after sentence and the teacher did not promote reasoning, debates or construction of new knowledge that allows students to understand the reading better. Moreover, probably the teacher conceives that having an understanding of the words

in Spanish of each sentence guarantees that students understand the meaning of the sentence and probably the whole text.

Individual work (Answering questions).

After the step in which students read and translated the text, the teacher gave the students the instruction of answering questions. According to Wallace (2001) in traditional approaches, comprehension starts with the understanding of the form of text's presentation and ends on a post reading questions activity. It can be said that this teacher applied the principle of traditional reading pedagogy using this kind of after-reading activities in order to check comprehension or to give students a new chance to understand specific information in the text.

The teacher also instructs students about the way to answer the questions

T: Recuerden que las preguntas se responden con un encabezado de acuerdo a la pregunta. (TA. L1: 79)

This instruction shows the importance that the teacher attaches to the construction of complete sentences that retake the structure given in the reading passage.

After that, the teacher started with a short explanation of a summary strategy called SWBST (Somebody –Wanted – But – So – Then).

T: Ok. Let's do a summary. Vamos a hacer un resumen para esto van a utilizar la estrategias de buscar información rápida y este modelo que les voy a enseñar, también les sirve para a hacer resumen en español cuando se trate de historias. (The Teacher writes on the board)

Somebody (the Main character)

Wanted (what did?)

But (the problem)

So (How the character solve the problem)

Then (How was the problem solve?)

Chicos, lo primero es buscar quien es el personaje principal, luego que hizo o que hacía, después cual fue el problema que se le presentó, que hizo para resolverlo y como lo solucionó. (TA. L1:81)

Then, students had to look for the information related to the main character.

After that students worked on the summary activity during some minutes, while the teacher monitored students' work and provided help only if needed. Finally, the teacher elicited information about the problem and how the character solved the problem.

S: Teacher el personaje era Jody

T: Ok, that's good. Hagan y luego miramos si está bien

T: Wanted, que hacía? Quien pasa al tablero y lo escribe?

S: Paseando los perros

T: In English

S: She takes her dogs to the dog park

T: Ok, but. Que le pasó?

S: She lost sight of Louie

T: So, que hizo ella?

S: She started shouting and asked other dog owners

T: Then, como se solucionó el problema?

S: She finally found him at the entrance to the dog park

T: Ok, terminen de escribir el resumen del tablero y me entregan las hojas. (TA. L1: 82 -94)

The teacher seems to believe that explaining the strategy enables students to make summaries by themselves. He does not show why the information he suggests to take into account is essential for summary writing or how certain types of information are found across narratives. Neither does he show them how to connect the information in a summary so as to reproduce the same idea of the original text in a coherent way. Students may need more guidance at the moment to apply this kind of reading strategy in other texts and to make at part of their tools to write summaries of narrative texts.

Lesson 2 stages.

Aspects were observed during this second reading lesson. In the second observation the stages of the class were: Introduction (greeting, previous reading exploration, topic announcing), Preparation to read (Announcing, explanation and clarification of SWBST

strategy), Individual reading (vocabulary work), and Reading together (students reading aloud, teacher's translation), after reading: Cooperative work (summary writing)

Introduction. After greeting the teacher quickly explores reviews the topic of the previous reading activity. Then he announces the topic of the reading.

T: Good afternoon class

S: Good afternoon teacher

T: How are you today?

S: Very well thank you!

T: Sit down please!

S: Thank you!

T: Recuerdan la lectura de la clase anterior?

Ss: Claro teacher, era sobre Jody y sus mascotas

T: Ok, hoy vamos a leer una historia muy divertida y similar.

Ss: Que chévere Teacher.

T: What do you think the text is about?

Ss: About pets.

Ss: No, es sobre algún viaje o aventura. (TA: L2: 1:13)

Preparation to read (Announcing, explanation and clarification of SWBST

strategy). Teacher wants students to use the SWBST strategy for this reading class, assuming that students are able to use it. However, the SWBST strategy was not explained deeply during first lesson, so students ask for clarification and the teacher clarifies that the use of SWBST strategy is meant for narrative text.

T: La historia que vamos a leer es sobre Christopher, un chico muy interesante. Recuerdan la estrategia que les enseñé la vez pasada para hacer resúmenes

T: La voy a volver a recordar antes de iniciar a leer para que la tengan en cuenta al final para el trabajo que vamos a hacer.

T: Recuerden que **somebody** se refiere al personaje principal, **wanted** era lo que el personaje quería hacer, **but** el problema que se le presentó, **so** como hizo para solucionarlo y **then** como se soluciona el problema.

S: Teacher cada vez que leemos un texto podemos hacer un resumen utilizando esas mismas Palabras?

T: No siempre, esta estrategia funciona para textos narrativos y son los más usuales. (TA: L2: 14:19)

Individual reading (vocabulary work). In this stage teacher A gives students the story and explains how the reading is organized. He then asks students to do individual reading and look for known and unknown words. The teacher seems to believe that students can understand the reading through the identification of vocabulary meaning.

T: Ok, aquí está la historia. Está enumerada por momentos para que puedan observar con más claridad lo que sucede. Van a realizar primero una lectura individual, identifican palabras conocidas y las desconocidas las buscan en el diccionario. Tienen 10 minutos para hacerlo, luego cada uno de ustedes va a leer un turno de la lectura y entre todos identificamos de qué se trata el texto.

Ss: Ok Teacher. (TA: L2: 20:21)

Reading together (students reading aloud, teacher's translation). Students read the text aloud, turn by turn. Throughout the Reading the teacher made comments on the content and asked a few questions so as to maintain the students' interest. He also translated or summarized some parts to make sure students were following the plot. Though he may have facilitated the understanding of the text, he does not seem to teach students to deal with the text.

S: Christopher looked under table .He looked in the cupboard among the pots and pans.

S: "What are do you going?" mother asked

S: I am looking for monk, Christopher said.

S: Your toy monkey in the cupboard? Christopher, how silly but keep looking. He has to be around somewhere.

S: Christopher looked in the hall closet. He did not find monk. But he did find a piece of perfectly good string. He rolled it into a ball and put into his pocket.

S: He looking behind the cushions on the sofa. He did not find monk. But he found a bright new penny. He put it into his pocket with the string.

S: Then he dumped everything out of toy box. Monk was not there. But Christopher did find the red crayon he had thought was lost. He put it into his pocket.

S: Maybe monk is outside, Christopher said. He looked behind the big oak tree. Monk was not there. But Christopher found an acorn. He put in into his pocket.

T: Very good. Stop. Vamos a analizar que ha sucedido en la historia hasta aquí. Christopher está buscando a su mono por todas partes y la madre lo envía a seguir buscando en otras partes, él busca en el patio, en el closet y todo lo que va encontrando a su paso lo guarda en el bolsillo. Qué encontró Christopher? (TA: L2: 25:33)

S: Mother put the dandelions into a brown bottle.

S: Christopher took the tiny speckled eggshell out of the nest. He put it on the table. He put the bird's nest beside it. The he emptied his pockets and put all of treasures in a row. "Look at all the good stuff monk helped me find, he said.

T: Ok, stop! Qué hizo Christopher cuando tuvo las manos llenas?

Ss: Pushed the bell with his nose

T: Christopher sabía que no encontraría al mono en esos lugares, solo estaba jugando a encontrar objetos. Sigamos leyendo. (TA: L2:49:56)

After reading: Cooperative work (summary writing). After that, the teacher gives the instruction to work in pairs with the summary strategy. In this stage, students work in pairs during ten minutes. Teacher monitors the summary strategy. After ten minutes students share the answers with the whole class. It can be said that teacher assumes that students can do a summary work by themselves.

Teacher does not check all the workshops and does not clarify if the answers are good or not. He does not provide feedback.

T: Ok students. Vamos a socializar las respuestas del resumen. Somebody, who is the character?

S: Christopher was the character.

T: Wanted? Qué quería hacer?

S: He looked for his monk.

T: But? Que pasó?

S: He did not fink Monk. He found a good string, a new penny, a yellow mitten, and pebbles.

T: So? Qué hizo Christopher?

S: Looked in the sofa, behind a big oak tree, across the yard.

T: Then? ¿Cómo se solucionó el problema?

S: Christopher ran to his room and pulled monk out from under the bed. (TA:
L2:64:73)

During second teaching practice, teacher focused the reading lesson on understanding of vocabulary and the main purpose of the class was to do a summary exercise of a narrative text. Also, translation was used in order to facilitate understanding. However, the summary was not meant to be a cohesive unit, but rather isolates sentences to the guiding questions provided these aspects do not guarantee the understanding of the text.

Teacher B. Teaching practices during reading lessons.

Lesson 1 stages.

In the first observation the stages were: Introduction (announces topic of text), Preparation to read (predicting topic through images), Reading together (teacher reads aloud as if modeling the reading aloud), Individual reading (students look for words and sentences about animals), After reading activity (answering after -reading questions) Teacher checks them eliciting where they took the information from and translating the questions in order for students to understand better.

Introduction. After greetings the teacher announced what the text was about. This helped students to identify the topic of the text before reading it. In contrast, teacher A made prediction – guessing activities in which students should to identify the topic of the reading without an input.

Hoy vamos a leer un texto acerca de animales, today we will read a text about animals.
(TB.L1:3)

Preparation to read (predicting topic through images). In this stage teacher elicited student's previous knowledge and motivated them to make predictions based on images.

Ok boy and girls, here we have the reading "BOB, JIM AND THE LION". Look the pictures and think what the text is about. (TB.L1:4:12)

In this stage the teacher helped the students focus on the reading and have a better idea about the text and be prepared for the reading activity. It seems that for this teacher it is important to provide an input to the students before actually starting reading the text, in this case making predictions through images. Apparently, the teacher believes students can predict the content of the text based on pictures.

Reading together. In this stage the teacher reads aloud as if modeling the reading aloud. During the reading of the text the teacher emphasizes the correct pronunciation of the verbs used in the text, for example: **wanted, explained, shouted, escaped**, etc. and also makes emphasis on the pronunciation of some words such as: **lions, crocodiles, giraffes, human**, etc.

T: Ok students. Les voy a leer el texto, pay attention please: Bob, Jim and the Lion. Jim and Bob were in Africa. Jim wanted /wantid/ to learn about the animals of Africa, Bob was an expert. I am an expert on Africa, he told Jim/ you need years of experience to understand the animals of Africa. First bob explained /explaind/ about insects and mosquitoes. Then he explained /espleind/ about crocodiles /cocodrils/ and hippopotamuses. Next he explained about elephants and jiraffes. Finally he explained about lions /laions/ Lions /laions/ are very fast, he told Jim. They are very fast runners. You can never escape /eskeip/ from a lion /laion/ by running Bob and Jim went to the jungle for a practical lesson. Suddenly an enormous lion appeared /apird/. Jim started /estartid/ to run. He ran and ran. Stop! Shouted /shoutId/ Bob. STOP lions are very fast runners. You can never escape from a lion by run. Aaaaaaaagggggggggghhhhhh /laughed/ I am very fast runner, said the lion, eating the expert, but I only run when it's absolutely /absoluly/ necessary. Moral: In some respects, lions are very human /jiuman/ (TB.L1:18)

In this stage the teacher was focused on pronunciation and on teaching grammar aspects at the same time, specifically on how to pronounce regular verbs ending in past tense. As we can see in the transcription the teacher read the text and made special emphasis on the pronunciation of some regular verbs in past tense.

T: Ok. Good! Wanted /wantid/

S: Is Bob explained /explaind/ and mosquitoes /mosquiroos/

T: Remember /explaind/

S: suddenly /Sudendly/ an enormous lion /laion/ appeared

T: Suddendly /sadendly/ an enormous /enormus/ appeared /apird/ (TB.L1:25:31)

Individual reading. In this stage the reading activity related to text was looking for specific types of information. The teacher asks students to look for specific words and sentences about animals and to highlight them.

T: Ok. Highlight the words and sentences about animals in the text. (TB.L1:19)

S: Teacher, puedo subrayar esta oración: Lions are very fast? (TB.L1:20)

T: Of course, you can. (TB.L1:21)

Probably the teacher believes that highlighting sentences and words about animals, students can comprehend at least what the text is about.

In addition, in this stage, when the students read the sentences containing an animal, the teacher reinforced the pronunciation of verbs ending in past tense, thus modeling the pronunciation needed for speaking practice.

T: Ok. ¿Que encontraron en el texto? What did you find in the text? David

S: Jim wanted /wanted/ to learn about animals of Africa.

T: Ok. Good! Wanted /wantid/

S: Bob explained /explained/ about insects and mosquitoes /mosquitos/

T: Is Bob explained /explaind/ and mosquitoes /mosquirous/

S: Explained about elephants and giraffes

T: Remember /explaind/

S: Suddenly /Sudendly/ an enormous lion /laion/ appeared

T: Suddendly /sadendly/ an enormous /enormus/ appeared /apird/ (TB.L1:23:31)

Though, the teacher asked students to identify sentences where animals appeared, students were not required to understand the meaning of the sentences or the role of the sentence in the whole text.

Answering questions after reading:

Then in pairs, teacher gives the instruction about using basic information strategy with the intention to find useful information.

T: Now you have to read the text in pairs and answer the questions using the strategy basic information. You have to read the text and highlight the basic information about the story. This can help you to answer the questions. (TB.L1:36)

Probably the teacher considers that in this way students can understand the text.

Nevertheless the teacher only announced the strategy to the students but did not explain the definition, purpose and use of this strategy.

However, after ten minutes, the teacher translated the WH questions and to facilitate the work the teacher drew a hand on the board with key questions: who, what, where, why, how.

The questions are at the end of the copy: who is in the story? ¿Quienes participan en la lectura? Where are they? ¿Dónde están? What do they talk about? ¿De qué hablan? Where do they go? ¿A dónde van? What do they see? ¿Qué ven ellos? What do they do? ¿Qué hacen ellos? What happens? ¿Qué sucede? (TB.L1:39)

Then, after fifteen minutes students answered after-reading questions and teacher checks them eliciting where they took the information from

T: Ok. We will share the answers. Who want to participate? Who is in the story?

S: Jim and Bob

T: Good. Where did you find the information?

S: En el primer párrafo Teacher.

T: Ok. First paragraph. Where are they?

S: They were in Africa.

T: Ok. Good! What do they talk about?

S: They talk about animals of Africa.

S: They talk about mosquitoes and insects

S: They talked about crocodiles and hipopotamuses. (TB.L1:49:58)

Excellent! Where do they go? (TB.L1:59)

They were into the jungle for a practical lesson. (TB.L1:60)

This reading stage as the whole reading was focused on the decoding of a message and on the identification of specific information in the text. On other hand, the teacher did not explain the meaning of the “basic information” strategy. It is necessary that students understand the purpose and nature of every reading strategy, so that they can acquire knowledge about strategies and they can apply them during the reading process.

Lesson B stages

In the second class, four stages were observed: Preparation to read, Individual reading, and sharing answers about the first paragraph and after-reading questions.

Preparation to read. (Setting the scene) In this stage teacher starts the class giving the context for the reading. He introduces the reading lesson asking students about holidays celebrated in October and celebrations in Colombia. This activity was interesting because it focused students' attention toward the reading.

T: Today we will do a reading about an interesting topic. Un tema que les va a gustar mucho

S: Teacher football!

S: Comidas!

S: Viajes teacher!

T: No, este mes celebramos una fecha especial.Cuál será??

S: Mi cumpleaños teacher

S: El cumpleaños del colegio

S: Halloween Teacher.

T: That's ok. Halloween, qué otras fechas especiales celebramos aquí en Colombia?

S: Día de la independencia

T: Independence Day. What else?

S: Christmas.

S: Batalla de Boyacá

T: Ok, The battle of Boyaca. (TB.L2:5:18)

Individual reading. Students read the first paragraph and identify the topic of the text. Then, students ask for help and teacher changes the instruction a bit, in order to obtain better results. After that, the teacher gives the students the vocabulary related to the first paragraph in order to predict the topic of the text. Maybe the teacher believes that understanding the words students can understand the text.

T: Ok, Aquí tienen esta lectura de manera individual quiero que cada uno lea el texto y el primer párrafo para que identifiquen de que se trata el texto. Tienen 5 minutos.

S: Teacher pero si no entendemos todas las palabras como vamos a saber de qué trata?

T: Hay mucho vocabulario conocido, les voy a escribir en el tablero algunas palabras de las que no conocen y les ayudará a entender mejor el primer párrafo. TB.L2:19:21)

Teacher announces the use of scanning in order to identify the main idea of the first paragraph. Also, he suggests the use of scanning strategy for the identification of the main idea in the first paragraph, assuming that students can identify it without help. However, the teacher does not have a clear idea about this strategy because according to Grellet (1981) “scanning only means retrieving of that information which is relevant” [...] “to practice scanning also try to put the students in an authentic situation where they would naturally scan the text rather than read it” (p.19)

T: Pueden subrayar las oraciones que tengan la idea principal del párrafo, usen scanning para leer rápido e identificar. (TB.L2:23)

As can be seen the teacher gives the instruction but does not provide the help and guidance necessary for the achievement of the purpose of the activity.

Sharing answers about the first paragraph. The teacher elicits information about the first paragraph of the text and accepts all sentences taken from it.

T: Ok, guys what the text is about? Que oraciones encontraron referentes al tema.

S: Holiday is a special day to remember special people or events in History.

S: Holidays celebrate more than religion

S: The word holiday is a combination of two words: holy and day. (TB.L2:25:28)

The teacher asked students to read and comprehend the rest of paragraphs. He gives the students the vocabulary needed for this activity and he announces that later they will read the text together but it did not happen; however, students share the answers to the whole group and probably the teacher considers that is a kind of reading aloud. In this instruction teacher reinforces his beliefs about the importance of recognizing vocabulary in the understanding of main ideas.

T: Very good! Ok Ahora les daré el vocabulario para que puedan leer y comprender el resto del texto. Luego leeremos el texto entre todos, solo las ideas más importantes.

T: Highlight the most important ideas in each paragraph. (TB.L2:29:30)

After ten minutes students share the answers, reading sentences from each paragraph. The activity promoted the reading of isolated sentences, but there is no attempt at grasping the text as a whole, or understanding its organization or its purpose. Neither was there room for promoting critically interaction with the text. The activity seems rather mechanical and routinary, except for a couple of questions that the students ask about information that the text assumes that the readers know, but which the teacher quickly answers in Spanish.

T: In the second paragraph que ideas encontraron?

S: On some holidays children do not have to go school

S: Christmas and Thanksgiving are same of holidays

S: Teacher que se hace en Thanksgiving en Estados Unidos

T: Las personas comen pavo y comparten en sus casas.

- S: There are people who have to work even on holiday
T: Ok. In the third paragraph?
S: On other holidays go to work and school
S: People may still celebrate at work or school
T: Excellent! In the next one
S: People celebrate holidays by spending time together
T: People wear special clothes and eat special food
S: On St Patrick Day green is the color of choice to celebrate
S: Teacher que se hace en el día de San Patricio?
T: Se conmemora el fallecimiento de San Patricio, el santo patrono de Irlanda
T: What about the last paragraph?
S: People also celebrate holidays with some parades
S: A holiday is a special time
T: Ok, good. What is your favorite Holiday?
Ss: Christmas
T: What other?
Ss: Independence Day (TB.L2:31:52)

It is evident that the teacher is not interested in discussions beyond the text. This is evident in the fact that the teacher does not make any follow up to the answer of the students about their favorite holiday.

After reading: (answering questions in pairs). The teacher asks students to answer the questions about the reading using the information shared before.

- T: Ok. That's good. Ahora ustedes deben responder las preguntas que están en la segunda hoja. Pueden hacerlo en parejas.
S: Teacher pero si no sabemos que dice en la preguntas como vamos a responder. (TB.L2:53:54)

After that, the students asked for clarification about the activity due to fact that they did not know how to do it. Then, teacher went quickly through the questions one by one explaining their meaning in Spanish.

Besides, he announced a strategy for answering questions, which is based on the identification of information similar to the questions. This may not be a meaningful strategy because students just had to read, identify and write the information without construction of

meaning. After the instruction, students answer the questions and the teacher provides help group by group.

T: El texto es sobre Holidays, ya vimos cuales eran las ideas principales y con el vocabulario que les di ya tiene una idea de lo que trata el texto. Miren la pregunta y busquen esa información en el texto.

S: La primera es fácil, ¿qué hay que hacer en la segunda?

T: Qué cosas se celebran en Holiday? En la tercera en qué mes no hay Holidays, luego en cuáles la gente no va a trabajar y la cuarta qué personas deben trabajar en Holidays.

S: Ahh ok, police officers, bus drivers.

T: Ok, así es.

S: En la seis debemos nombrar los días en los que la gente debe ir a trabajar.

T: Good. La 7 es como la gente celebra Holidays y la otra es que es el desfile Macy, por último van a decir cuál es su holiday favorito y porqué. ¿Está claro?

S: Ok, teacher. (TB.L2:55:62)

Sharing the answers with the whole group. Finally, after fifteen minutes, students share the answers with the whole group.

T: Ok, What is a holiday?

S: Holiday is a special day to remember special people or special events in history.

T: Good! La segunda.

S: People celebrated religion, nature and animals

T: Very good! Otro diferente que responda la tercera.

S: In August.

T: Ok, there is no holidays in August. La número 4

S: Christmas and Thanksgiving

T: ¿Qué personas deben trabajar en Holidays?

S: Police officers, bus drivers, fire fighters and hospital workers

T: OK, ¿En qué fechas deben trabajar?

S: Halloween, St Patrick's Day and San Valentine day.

T: Ok, ¿Cómo se celebran las personas Holiday?

S: People celebrate holiday by spending time together

T: What else?

S: People wear special clothes and eat special food.

T: When? Cuando es Macy' parade?

S: On Thanksgiving day.

T: Ok, What is your favorite holiday?

S: My favorite holiday is Christmas, I like spend time with my family

T: Excellent! Quien más quiere compartir?

S: Halloween, I like masks.

T: ¿Quien más?

S: Valentine's Day. I love to give presents. (TB.L2:64:89)

In this reading lesson, traditional reading pedagogy was used, because the main goal of instruction was the understanding of the text through vocabulary acquisition and after that the answering of several questions related to the text. This reading instruction differs from the reading's conception of Britt & Rouet (2012), who claim that during reading instruction the readers generate meaning by the using of skills and strategies, which help them to manage comprehension.

In brief, teaching practices reflect the principle of the TALO approach in several aspects. Firstly, in the criterion for texts' choices. According to John and Davies (1983) "the selection of texts is based on the syntactic structures being taught". It was observed that content is a secondary aspect in the teaching of reading in this context and the most important aspect is the vocabulary to be learnt or the use of a specific tense like in the case of teacher A.

Besides, during the teaching practices, teachers focused the reading lesson on language rather than information, more on grammatical structures and vocabulary than on meaning. These practices reflect the principles of TALO approach, in which the reading instruction starts with working through the text, asking about linguistic points and asking questions. (John and Davies, 1983). Besides, there was not any discussion about the meaning

of the text, teachers just asked for the identification and use of information contained in the text.

Document analysis: Texts used in class

In both reading lessons **teacher A** used narrative texts with the intention that at the end of the lesson students could apply a summary strategy. (See Appendix 7 and 8)

The teacher used photocopies, but he could have used technological sources in order to make the lesson more dynamic and significant for students. The use of technological resources can help teachers to focus students' attention. According to PISA (2015) dynamic texts (which have navigation tools or features that make possible and indeed even require non-sequential reading) are becoming an increasingly important part of students' reading.

In the first lesson **Teacher B** used a written and simplified text (Anecdote). (See appendix 9). The text is about an experience of two men in Africa. It is an anecdote with a moral. In this reading a writer tells the story to a reader who knows little English to entertain and amuse her. The teacher could have explored this text, its stages and linguistic features. Furthermore, in the second reading lesson teacher used a descriptive report (See appendix 10), it is a very simple and repetitive text, with vocabulary related to holidays.

Nowadays, the challenge is that our students become critical readers who can interact with printed and digital texts and also readers that can generate meaning and understanding about their social and cultural aspects and also their purposes. These teachers' practices, however, suggest that they believe that reading is about decoding, recognizing words, understanding their meaning and answering specific questions.

Analysis of teachers' beliefs about reading and the teaching of reading

In this section the information elicited from the semistructured interviews will be presented. These interviews were applied before observing teachers' reading lessons. Also, during interviews several questions were asked to both teachers.

The information presented is about the teacher's beliefs toward reading and the teaching of reading and it was organized in some categories that appeared during the analysis: beliefs related to reading process, beliefs related to text choices, beliefs related to students, beliefs related to how to teach reading and beliefs related to how students comprehend a text.

TEACHER A.

Beliefs related to the reading process.

Some beliefs about the reading process were identified during the pre-observation interview.

Firstly, he considers that reading is the act of decodifying symbols and signs. Besides, he believes that reading is important due to the fact that it enriches vocabulary and grammar. In addition, teacher A understands the reading as a process that allows him to amplify the world around him.

Leer es descifrar códigos, signos, símbolos, imágenes, palabras. Es el acto de comprender un conjunto de palabras o imágenes. (T A Int 1:4)

La lectura es importante porque ayuda al estudiante a adquirir y enriquecer su vocabulario, también de manera implícita está aprendiendo gramática. (T A Int 1:6)

La lectura es un proceso donde el ser humano puede enriquecer sus conocimientos, conocer otros aspectos de la vida que lo rodea, también es entender signos y símbolos. (T A Int 1:2)

Teacher A reduces his reading conception only to the understanding of symbols and signs. He recognizes reading as an important process that contributes to the improvement of vocabulary and grammar acquisition. This reflects a simplified conception about reading, due

to the fact that he ignores the texts' components, the social purpose of the text, the intention of the author, the contextual features and the enrichment provided to the readers.

Besides, his conception about reading process differs from the conception of some authors that have been interested on reading. Grabe (2009) defines reading as the interaction between texts' characteristics and individual cognitive process. The reading process grants the readers the opportunity to combine their previous knowledge and their cognitive skills with input provided by the text.

In fact, these beliefs were reflected during the teaching practices because the teacher was focused on the understanding of vocabulary. It was evidenced that the teacher promoted vocabulary acquisition with the intention to facilitate reading comprehension process. As a consequence, the reading lessons were limited to specific stages, for example: recognition of vocabulary, identification of sentences, reading for specific information and answering questions.

On other hand, this teacher affirmed that reading enriches readers' knowledge. In contrast with this belief teacher A did not focus students' attention to socio – cultural aspects provided by text, in order to foster their knowledge enrichment. Also, he did not contextualize the reading, which made the appropriation and constructions of new meanings difficult.

Beliefs related to text selection.

Related this aspect, Teacher A considers that students' level, students' interest and complexity are essential criteria at the moment to choose the text for reading activities. Also he believes that the best way to teach reading is by the using of images and short texts with a vocabulary according to student's level.

Complejidad, nivel de mis estudiantes y de acuerdo a sus intereses y también uso los que trae el texto guía. (T A Int 1:58)

La mejor estrategia para enseñar a leer en inglés es a través de textos con imágenes, también que sean cortos y con un vocabulario acorde al nivel de los estudiantes. (T A Int 1:12)

According to the teachers' verbalizations related to text choice, it can be said that he takes into consideration their students' assumed interest and their reading comprehension level because this can contribute to foster students' motivation toward the reading. Besides, the teacher said that the level of complexity that students are able to manage is an important factor for the selection of texts. This aspect is very important due to the fact that students' capabilities are not forced during reading lessons. Still, this criterion reflects a mechanical process at the moment to choose the texts given that there are other factors that can be considered and can trigger faster reading abilities.

Instead, during his teaching practices was observed the use of simply text, related to the grammatical and lexical aspects to be taught during the unit. Contrary to the verbalized belief about the importance of images, the use of images in order to facilitate comprehension was not seen.

Beliefs related to students.

Teacher A considers that most of the time his students do not need to be guided during reading activities, because it is important that they can explore the text and find the message of the text.

Ambas son buenas, a mí me gusta guiarlos y también dejarlos que descubran por si solos el mensaje del texto. (T A Int 1:30)

Teacher A considers that students do not need his guidance because they can explore the text and understand the message by themselves. Panel (2003), however, argues that an effective reading instruction can influence the way students learn. The teacher's role is to

prevent difficulties and to promote reading comprehension through the teaching of reading skills.

As a result of this belief, students received little help during the reading process. Most of the time the teacher's role was confined to giving positive or negative feedback. His pre-reading activities gave no information about the text they were about to read. During the identification of known and unknown words students relied on their previous knowledge, and their own ability to look up words in the dictionary. Though, the teacher provided a model of reading aloud, this model disappears with the reading and students are left with their memory to remember it, probably in the future this model will not be useful for them. During the time students read the text, the teacher provided no help or feedback regarding pronunciation. The teacher provided help for students to write the summary by showing what type of information to include. However, he did not explain why that type of information was important.

Beliefs about how to teach reading.

Teacher A believes that in the reading instruction process the knowledge acquired about the teaching of reading theories and reading strategies has to be applied. Besides, he recognizes the importance of theories about reading acquisition due to the fact that the knowledge acquired in previous opportunities enriches teaching practices and also he considers that reading strategies are essential during reading lessons. However, teacher A followed the strategies suggested in the textbook exclusively: basic information, background information and guessing meaning.

Besides, teacher A considers that reading for details is a good strategy for the identification of the topic of the text. Reading for details can help the readers to look for details about a specific aspect but is not necessarily a strategy for the identification of the topic. Besides, readers need to frequently use reading strategies in order to be aware on

strategy use. Moreover, the teacher thinks that the analysis of images and the identification of information can help to comprehend better but he did not use these strategies during his reading lessons.

Me baso en las estrategias de lectura que brinda el texto guía y en los conocimientos que adquiero en capacitaciones. (T A Int 1:26)

Leyendo y buscando detalles, identificando las ideas más importantes del texto. T A Int 1:42)

Observando las imágenes, también apoyándose en información que ellos rápidamente puedan sacar del texto. (T A Int 1:48)

Pardo (2004) considers that good readers use pre and post reading strategies.

According to this researcher, teachers should design and develop reading activities that promote the use of different kinds of reading strategies and also they should explain to the students how to use them in order to foster students' reading comprehension abilities.

According to these verbalizations, teacher A provides training in strategy use. However, it is interesting that he did not name but a few of them and teacher did not teach strategies that could help students to understand the text and strength their reading skills.

On other hand teacher A, thinks that reading, writing and speaking should be integrated in the class and he considers that in eleventh grade, reading has to be associated with models of SABER test questions.

Integro la lectura con la escritura, que mis estudiantes traten de escribir un título o escribir pequeñas oraciones de lo que entendieron. También que hablen en voz alta del mensaje del texto. (T A Int 1:18)

En el primer semestre del año enfoco la lectura a pruebas SABER, diseño preguntas basadas en los modelos del ICFES. (T A Int 1:22)

In the last years a lot of efforts have been made in Colombia in order to improve the SABER test results, especially in English as a Foreign Language. The Ministry of Education has implemented some projects focused on the improvement of communicative competences,

including reading. As a result of the policies implemented by the Ministry of Education, Colombian teachers have designed and implemented a variety of strategies with the intention to reach students' reading comprehension skills and consequently get better results in SABER test. Thus, teacher A seems to realize the importance of SABER test training during reading instruction and to emphasize the reading process as an opportunity to expand the world's view or the knowledge that the reader has. The teacher considers that reading process need to be based on SABER test in order to obtain results in a text.

However, regarding to integration of skills, reading lessons were not integrated with writing activities. The main focus on the activities was to read a text and answer literal questions. This kind of reading instruction does not promote a development of inferential and critical skills due to the fact that most of the questions were literal, which did not contribute to improvement of reading comprehension skills.

Beliefs about how students comprehend a text.

Teacher A believes that comprehension is the understanding of the message and elements of the text.

Comprender un texto es captar el mensaje que se quiere transmitir, las ideas principales, el tema, en fin todos los aspectos que comprende (T A Int 1:8)

Comprehension is defined by Block and Presley (2002) as the final goal of instruction and it is understood as a meaning construction process. This process involves more than a deconstruction of a message. Comprehension is also related to use of cognitive and metacognitive abilities, knowledge and experiences in the interaction between the text and the reader, who constructs his own meaning. Teacher's conception differs to these researchers because, teacher consider the text as a vehicle to transmit information and that the reader's role

is to get the message. In contrast, Block and Presley (2002) argue that the readers interact with the text with the intention to deconstruct it and construct their own meanings.

This belief was reflected during reading instruction because teacher did not promote the use of cognitive and metacognitive skills for the deconstruction and construction of meanings, the readers just understand the questions and the information related to the answer but they did not understand the process of meaning construction.

TEACHER B

Beliefs related to reading process.

Teacher B considers that reading is related to the decoding of a message and that the text is a container which has a message and that the message is contained in the words.

Lectura es el proceso de decodificar, entender e interpretar un mensaje que ha sido codificado a través de palabras, gestos, sonidos u otras maneras de comunicación. (T B Int 1:2)

Comprender un texto es entender lo que el autor busca transmitir por medio de su texto. (TB Int 1:8)

Comprender un texto no solo entender las palabras sino captar el mensaje esencial que el autor ha tratado de emitir. (TB Int 1:8)

According to these beliefs, teacher B conceives the reader as a receptor of the information that the author wants to transmit through the text, and he assumes that comprehension is the understanding of that message. Besides, he thinks that the reader and the text do not have interaction because communication of the message occurs just from text to reader. This conception differs from Anderson's (1999) who claims that the readers' emotions and brains interact with the text in order to understand it. Each reader can discover the text purpose and interpret its message in different ways because of his/her behaviors and previous social experiences.

According to Britt & Rouet (2012) the understanding of the message is constructed by the readers through the use of skills, strategies and processes. In contrast, this teacher considers that the message is decoded in the words and that the role of the reader is to understand or interpret this message thus conceiving reading as a passive process. Also ignoring the sociocultural aspects behind reading comprehension.

Furthermore, the teacher considers that understanding sentences and word after word is an important part in this reading process. Also, teacher B believes that reading is essential in second Language learning.

Les indico que presten atención a la idea que va desde la primera palabra de esa oración hasta el punto y traten de darle significado a la palabra como ellos lo consideren correcto. (Tb Int 1:40)

La lectura es una habilidad determinante en el aprendizaje de una segunda lengua con fines académicos ya que la mayor parte de fuentes y materiales vienen en esta lengua (TB Int 1:6)

Reading in a foreign language can contribute to the improvement of second language acquisition. Harmer (2006) argues that “Reading texts provide good models for writing and provide opportunities to study language vocabulary, grammar, punctuation and the way sentences, paragraphs and texts are constructed” (p. 68). Teacher B considers that reading plays an important role in second language learning, but he did not enhance his students learning process through integral reading activities. Also, according to Harmer (2006) vocabulary can be acquired through reading instruction. In contrast, during reading instruction the belief that students can understand the text through vocabulary acquisition was observed.

The reinforcement of grammar topics and vocabulary were observed during reading instruction the teacher developed reading activities in order to identify specific information

contained on sentences and words but he did not explain sentence construction. These practices are coherent with teacher's beliefs about the importance of the understanding word after word.

Beliefs related to students.

In general the teacher believes that students have a low level of English and reading competences, so they cannot be given complex texts, tasks or questions. He thinks that students can comprehend literal questions and they do not understand the text because they do not comprehend the questions. He also considers that students are not able to read authentic texts.

Casi siempre literal muy pocas veces inferencial porque mis estudiantes pocas veces comprenden las preguntas. (TB Int 1:36)

Creo que sí, pero siento que mis estudiantes aún no están preparados para otro tipos de textos informales pues tienen muchas falencias. (TB Int 1:62)

During reading instruction, teacher used simplified texts and most of the reading comprehension questions were literal, which did not foster students' understanding. It was evidenced that teacher explain the questions and translated them to Spanish in order to facilitate students' understanding. Furthermore, the fact that teacher considers that his students are not prepared for the understanding of other kind of text, this belief is affecting in a negative way student's learning because, the teacher does not provide opportunities for the improvement of students' weaknesses toward reading comprehension.

Additionally, he does not distinguish any difference among students. He considers that all the students should learn reading in the same way as a consequence of their low reading level. For him, students are not good readers and they do not like to read in English.

Hago lo mismo puesto que trate de hacerlo diferenciado pero todos están en el mismo nivel y actitud. (TB Int 1:66)

No, pienso que son malos lectores incluso en español. (TB Int 1:70)

No, les gusta tratar de hablar y los listening. (TB Int 1:72)

Teachers have an important role in the improvement of reading competences in their students. However during reading lessons, this teacher did not help students to become aware on reading, due to the lack of an effective guidance. Most of the time the teacher gave students a positive feedback of the different activities done in class.

Besides, teacher's beliefs about students were reflected in the implementation of the same kinds of activities for all the students.

Beliefs related to text's choices.

Teacher B considers that reading has to be associated with the grammar and vocabulary topics learnt in the unit; this is the criterion used to choose the texts for reading lessons.

Relacionados con la temática que trabajamos bien sea el vocabulario o las estructuras que este presenta. (TB Int 1:56)

Afinidad con la temática que se está trabajando. . (TB Int 1:58)

Reading is a multidimensional process that allows readers the acquisition of new knowledge and the construction of meaning about the world that is around him/her. However, this teacher conceives reading as a way to build up grammatical and lexical aspects, consequently, the text choices are based on its usefulness at the moment to reinforce topics, grammatical structures or vocabulary. This conception is related to the language based approach, which attaches importance to grammatical and lexical aspects in the development and enhancement of reading abilities. As a consequence of this conception, reading instruction is limited to the understanding of lexical and linguistic aspects and the readers do not discover textual meanings.

During the reading lesson, it was evidenced that the texts were very simple. Teacher did not promote the understanding of cultural and social meaning of the text, because he was focused on the reinforcement of grammar topics and vocabulary acquisition.

Beliefs about how to teach reading.

The teacher has a fixed idea of what reading lessons look like: Preparing to read through questions about vocabulary, understanding the text and then post reading questions. Besides, he considers that asking post-reading questions is an important step to understand the text.

Una actividad de lectura normalmente inicia con preguntas, una imagen, luego se pide encontrar las palabras conocidas y mediante estas se les pide tratar de extraer lo que dice todo el texto. Y se hacen ciertas preguntas. (TB Int 1:16)

Simplemente trato de que asocien las preguntas con las ideas en el texto. . (TB Int 1:38)

These teacher conceives reading as a process composed by three stages: preparation to read, understanding of the text and post reading questions. This belief is related to the traditional reading pedagogy. The reader comprehends the text and then is able to answer questions. Wallace (2001).

According to this teacher's belief, comprehension is understood as a mechanic process in which the reader needs to understand the vocabulary in order to comprehend the text and the main purpose of the reading activity is to answer questions based on the information provided for the text. Besides, the teacher does not think that through reading instruction students can enrich their knowledge and their learning process, the main focus of the reading process is to decode a message and answer post reading questions; in this way students do not interact with the text and they are not guided to discover and make discussions about the social purpose of the text.

During these teaching practices the stages mentioned by the teacher (preparing to read, understanding the text and the then post reading questions) were observed. However, he could enrich each stage through the development of more significant activities for students, in which

they could use their previous knowledge and experiences. These teaching practices reflect a very traditional approach, which is focused on the understanding of a message.

Beliefs about how students comprehend a text.

Teacher B considers Reading as a process that starts at the vocabulary level. Students initially understand lexis, word after word in order to understand sentences. General meaning is somehow constructed by them at a later stage. Also, he considers that it is important to understand sentence by sentence in order to understand the main idea of the text.

Una actividad de lectura normalmente inicia con preguntas una imagen, luego se pide encontrar las palabras conocidas y mediante estas se les pide tratar de extraer lo que dice todo el texto (TB Int 1:16)

Guiándolos un poco cuando me doy cuenta que casi no han entendido puesto que algunas veces el vocabulario o las estructuras en el texto son complejos. (TB Int 1:24)

Es decir trato que entiendan las ideas del texto individualmente para que luego las traten de unir todas. (TB Int 1:34)

The reading comprehension activity has a specific purpose and the reader uses his/her capabilities and abilities in order to deal with the text and achieve the reading purpose successfully. Instead, the teacher is not interested in the teaching of strategies that could help students to understand the purpose of the text.

The teacher's conceptions about how students learn is articulated with his view of how reading should be taught. Since teacher B attaches a lot of importance to grammatical and lexical features, he does not take into consideration that students need to learn reading strategies modelled by teachers in order to understand a text and that teachers have to provide meaningful input before and during the reading instruction.

Examination of teachers' beliefs and practices.

Some beliefs expressed orally during the interviews were not reflected in teachers' practices. These beliefs are related to reading process and the teaching of strategies.

Mismatch between verbalized beliefs related to reading process and teaching practice

According to teacher A, "reading has to be a transversal process"

Deben leer diferentes tipos de textos como cuentos, noticias, fábulas y textos que se relacionen con las otras áreas. (T A Int 1:62)

However, cross-curricular reading was not observed during reading instruction. There was no relation with other matter subjects and the texts chosen. John ad Davies (1983) announce an approach call TALO (text as object of instruction) and which they find opposite to a more meaningful type of practice they name TAVI (text as a vehicle for information), "an approach, which emphasizes the function of the text as a vehicle for information" (p.1). During reading lessons, however, the use of texts as a resource for vocabulary acquisition and enrichment was observed. There was no promotion of learning of new knowledge through the readings. Neither was there any practical exercise that allowed the teacher to check the acquisition and use of vocabulary.

Finally, teacher B considers that giving a context to the reading is a good way to teach reading.

Darle más contexto a las lecturas. (TB Int 1:20)

This aspect was not observed during the reading lesson. Teacher did not give context to the reading. He just focused students' attention on the reading through a few pre – reading questions (prediction – setting context)

Mismatch between stated beliefs related to strategy teaching and actual teaching practice.

Teacher A affirms that most of the time he teaches strategies to his students, because students should understand the reading strategy that will be used so that they can apply it in other reading activities.

La mayoría de las veces les enseño a mis estudiantes cual es la estrategia de lectura que estamos usando para que ellos en un futuro las puedan usar a la hora de leer. (T A Int 1:16)

However, during reading instruction teacher A did not teach and model reading strategies. He only announced a few reading strategies such as: scanning, for the identification of information and a summary strategy SWBST (Somebody –Wanted – But – So – Then), for the elaboration of summaries.

T: Using scanning, en la lectura you will identify the words you know in the text. Vamos a identificar las palabras que conocen en inglés, you have five minutes. (TA. L1: 18)

T: Ok. Let's do a summary. Vamos a hacer un resumen para esto van a utilizar la estrategias de buscar información rápida y este modelo que les voy a enseñar, también les sirve para a hacer resumen en español cuando se trate de historias.

Teacher B attaches importance to the teaching of strategies. He considers that reading for details and highlighting are good strategies for the identification of the topic of a text. For him, scanning is also a basic strategy students have to use to understand a text.

Les pido que se enfoquen en el texto y las palabras más usadas o que estén resaltadas. (Tb Int 1:42)

Yo enseño lectura implementando los diferentes tipos de lectura primordialmente el scanning (TB: Int 1:16)

According to teacher B, teaching strategies is a good way to teach reading because students can understand the text better and identify important aspect of the reading. However, this teacher did not teach reading strategies during reading instruction.

T: Now you have to read the text in pairs and answer the questions using the strategy basic information. You have to read the text and highlight the basic information about the story. This can help you to answer the questions. (TB.L1:36)

Also, teacher B has a distorted idea about scanning because during the individual reading of lesson 2, he announced the use of scanning in order to identify the main idea of the paragraphs. Scanning is useful at the moment to identify specific details and it does not help to understand the text by itself.

T: Pueden subrayar las oraciones que tengan la idea principal del párrafo, usen scanning para leer rápido e identificar. (TB.L2:23)

In spite of these verbalizations, during their reading teachers did not teach strategies that could help students to understand the text and strength their reading skills. They only announced the name of the strategies but they did not explain how and when to use them.

According to some researchers can be affirmed that the use of reading strategies increases reading comprehension. Good readers use pre and post reading strategies (Pardo, 2004). According to this conception, teachers should design and develop reading activities that promote the use of different kind of reading strategies and also they should explain to the students how to use them in order to foster students' reading comprehension abilities.

Description of reading levels promoted during reading lessons

The following table summarizes the questions asked by both teachers during the lessons observed.

Table 2. Reading comprehension questions.

Reading comprehension questions.	
Teacher A	Teacher B
Lesson 1	Lesson 1
<p>Pre reading lesson:</p> <ul style="list-style-type: none"> • What do you think we are going to read? • What words do you know? <p>After reading questions</p> <ul style="list-style-type: none"> • WHO is the woman in the story? • WHAT three activities do the dogs love to do? • WHEN does this story take place? • WHERE does this story take place? • WHY is Jody in a panic? 	<p>Pre reading lesson:</p> <ul style="list-style-type: none"> • What animals can you see? • What do these animals have in common? <p>During reading lesson:</p> <ul style="list-style-type: none"> • What's your favorite animal? • Who want to participate? Who is in the story? • Where did you find the information? • What happens next? • What else? <p>After reading questions</p> <ul style="list-style-type: none"> • Who is in the story? • Where are they? • What do they talk about? • Where do they go? • What do they see? • What do they do? • What does the moral of the story mean?
Lesson 2	Lesson 2
<p>Pre reading questions</p> <ul style="list-style-type: none"> • What do you think the text is about? • <p>During reading questions:</p> <ul style="list-style-type: none"> • Qué encontró Christopher? • ¿Cómo se imaginan el bolsillo de Christopher? • What more Christopher find? ¿Qué encontró? • ¿Qué hizo Christopher cuando tuvo las manos llenas? 	<p>Pre reading lesson:</p> <ul style="list-style-type: none"> • ¿Qué otras fechas especiales celebramos aquí en Colombia? • Independence Day. What else? • Ok, guys what the text is about? <p>During reading lesson:</p> <ul style="list-style-type: none"> • In the second paragraph ¿qué ideas encontraron? • Ok. In the third paragraph? • What about the last paragraph? • What is your favorite Holiday? <p>After reading questions</p>

<p>After reading questions:</p> <ul style="list-style-type: none"> • Who is the character? • Wanted? Qué quería hacer? • But? Que pasó? • So? Qué hizo Christopher? • Then? ¿Cómo se solucionó el problema? 	<ul style="list-style-type: none"> • What is a holiday? • What types of things are celebrated on holidays? • In which month are there no major holidays? • Name a holiday when people do not have to go work or school. • Which people still have to work on holidays? • Name a holiday when people go to work or to school. • How do people celebrate holidays? • When is the Macy's Parade? • What is your favorite holiday and why?
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Based on the questions formulated by teacher A, we can affirm that it was a literal reading comprehension exercise. The intention of this reading lesson was for students to look for specific information without inference or connection among ideas. According to Jurado et al (1998) literal level is focused on the semantic aspects.

In addition, teacher A did not design questions that help to develop students' interpreting skills. According to Jurado et al (1998) in the inferential level the readers have to make inferences based on the information presented in the text and to establish relationships between words, sentences or paragraphs. In this reading lesson we did not observe comprehension activities that foster reasoning, inferences or meaning construction.

As can be seen during teacher B reading instruction, the reading questions were addressed at a literal level of understanding and this reading comprehension activity did not promote students' exploration of the reading in order to make inferences or emit critical appreciation about the characters behavior or other issues in the text. Besides, this kind of

comprehension activities do not allow students to understand the purpose of the reading, the stages of the text and the different situations experimented by the characters.

In the second reading lesson, teacher B addressed activities based on decoding and reading aloud. In contrast, recent reading approaches promote the development of cognitive and metacognitive competencies. According to PISA (2015) "Reading literacy includes a wide range of cognitive competencies, from basic decoding, to knowledge of words, grammar and larger linguistic and textual structures and features" (p.9).

Nevertheless, some questions have the potential to address argumentation skills, comparing, contrasting operations, and critical thinking skills, for example: What does the moral of the story mean? What is your favorite holiday and why? What do you think the text is about? And how do you imagine Christopher's Pocket? Through these questions, teacher elicits information from the text. Students need to think about some aspects as: moral of the story, their favorite holiday, pockets' appearance, etc. However, the students' answers were very simple and literal.

Besides, a couple of questions addressed the inferential level because the students were required to understand the text as a whole, not just a detail. For example, Ok, guys what the text is about? But the teacher asked the questions before the students read it and they did not have enough information to answer them.

Critical and intertextual levels was not evidenced during reading instruction. Teachers did not promote critical reading, or the identification of the purpose of the text or the connection between contents of different texts. (Jurado et al, 1998).

Conclusions

In this chapter, the major findings will be presented. The findings will be organized according to the questions of the study. Then, the limitations of the study and some implications will be discussed. Finally, some suggestions for future studies about the relationship between teacher's beliefs about reading and the teaching of reading and their teaching practices will be made.

Research questions conclusions

Question 1: What beliefs do the English teachers of eleventh grade at INEJUNAR hold about reading and the teaching of reading? The main beliefs identified are the following: teachers conceive reading as the act of decodifying symbols and signs and also that the words constitute the message. They also believe that students' level, students' interest, grammar knowledge, vocabulary topics and complexity of the text are essential criteria at the moment to choose the texts for reading activities.

Moreover, they think that most of the time their students do not need to be guided during reading activities. Also, they think that students have a low level of English and reading competences, consequently they cannot be given complex texts, tasks or questions. Besides, teachers conceive that comprehension depends of the understanding of vocabulary and grammatical structures.

Moreover, they consider that reading is important to expand the students' knowledge, and reading strategies should be taught. They argue that reading should be integrated with other skills.

Second question: What are the characteristics of reading instruction in eleventh grade at INEJUNAR School? The following conclusions were drawn: teachers develop their reading

lessons focused on lexical aspects. Besides, a strong heavy use of translations as a vehicle for understanding was observed.

In addition the teaching practices reflect the principles of traditional approaches, such as: language – based approach, TALO approach and comprehension – based approach due to the fact that the main purpose was the understanding the form of the presentation of the text rather than information and most of the reading lesson ends in the stage of answering post-reading questions.

Besides, the teachers did not teach reading strategies which help students to understand the text. The teaching practices never include helping students understand how the text construct its meanings, discussing the genre, the purpose, the different parts, how the parts of the text related with the whole of it, or how the different parts were connected to each other.

In relation to the third question: What reading comprehension levels do teachers promote during reading activities? It can be concluded that most of the question formulated by teachers, promoted literal understanding. Teachers did not promote debates, reasoning, meaning construction and critical thinking. However, a few questions could potentially promote argumentation but teachers did not address this kind of questions in an appropriate way.

Finally, the fourth sub – questions was: How do the teachers' beliefs about reading and teaching of reading influence their teaching practice in eleventh grade at INEJUNAR School? Some conclusions emerged: teachers' beliefs about reading and the teaching of reading have a strong and negative influence in their teaching practices because, most of the beliefs verbalized during the pre – observations interviews that reflected a traditional view of reading were observed during reading instruction. This reflected a traditional reading teaching pedagogy that did not promote understanding from the perspective that readers can provide their previous

experiences and knowledge in the construction of new meanings. They also ignored the information and knowledge that texts can provide to the readers. At the same time, the verbalized beliefs that reflected a more dynamic view of Reading and more effective approaches to the teaching of Reading were not evidenced in their practices.

Pedagogical implications.

The pedagogical implications suggested in this research are based on the beliefs that these two teachers hold about reading and the teaching of reading.

Teachers need to be immersed in teacher qualification programs related to effective reading instruction which would help them to identify their weaknesses toward reading instruction and also to identify the problems faced in their practices as a result of their beliefs. At the same time teacher qualification programs can help teachers to improve their teaching practices and in this way they can foster students' reading skills and consequently to obtain better results in SABER tests.

Besides, teachers need to know different approaches for the teaching of reading and also to know strategies that could help students to be confident and critical readers. Also, teachers need to be exposed to a pedagogical training that help them to explore other criteria for the selection of texts for reading instruction and to know how to organize the curriculum based on genres or text types. Also, teachers need to reflect about the limitations that their teaching reading practices impose on their students' learning and the impact that these limitations have on the students' reading conceptions, for example: that reading is a mechanical process and that translation and answering questions in the best or the only way to understand a text.

Furthermore, probably teaching practices are related to their conceptions about language and learning. Consequently, teachers need to learn the teaching of reading as a social

process and learn how texts can contribute to students' academic performance and to their education and growth as active citizens.

Methodological implications

According to Merriam (2009) qualitative studies facilitate the understanding of meaning and experiences that people constructed. Qualitative research was useful for the identification of teacher's beliefs and the identification of teaching practices characteristics.

Related to educational field, educational programs which promote the accompaniment of English tutors should be implemented. Tutors can help teachers to identify strengths and weaknesses related to their reading instructions through practical trainings so that tutors can help teachers to select better reading teaching approaches. After this training teachers can create a learning community among them and support each other.

Limitations.

The study was limited to two English teachers because they are the only English teachers in this public school. It can be interesting to carry out future studies with a larger group of teachers. In this way we can compare the results and obtain more information about teachers' beliefs and practices related to reading instruction.

A semi – structure interview was applied to both teachers, probably they interpreted these questions in a different way from what was addressed by the researcher. As a consequence of that they provided imprecise responses which made difficult the information analysis.

Further studies

After the identification of major findings, some suggestions and recommendations for future studies will be proposed.

This study was focused on teachers' beliefs and the impact of these beliefs on their teaching practices, but it was not focused on students. Students' conceptions and perceptions about the reading instruction addressed by their teacher' is an interesting topic to address, because it is important to know how students feel during reading lessons, what level of understanding they have developed and how they perceived the reading process.

This study also can be focused on the examination of the impact that reading instruction has on the development of students' reading skills, the improvement of their proficiency level and also their academic performance.

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APPENDICES

APPENDIX N° 1

Teacher A Interview

E	1.	Qué es lectura para usted?	
P2	2.	La lectura es un proceso donde el ser humano puede enriquecer sus conocimientos, conocer otros aspectos de la vida que lo rodea, también es entender signos y símbolos.	Understands the reading as a process that allows him to amplify the world That is around him
E	3.	Qué es leer?	
P2	4.	Leer es descifrar códigos, signos, símbolos, imágenes, palabras. Es el acto de comprender un conjunto de palabras o imágenes.	Reading is conceive as the act of decodificated symbols and signs
E	5.	Qué tan importante es la lectura en el aprendizaje de una segunda lengua?	
P2	6.	La lectura es importante porque ayuda al estudiante a adquirir y enriquecer su vocabulario, también de manera implícita está aprendiendo gramática.	Reading is important because it enriches vocabulary and grammar
E	7.	Qué es para ti comprender un texto? Qué se necesita para comprender un texto?	
P2	8.	Comprender un texto es captar el mensaje que se quiere transmitir, las ideas principales, el tema, en fin todos los aspectos que comprende. Para comprender se necesita ser analítico y practicar las habilidades de lectura a diario.	Comprehension is the understanding of the message of the text and his elements
E	9.	Tú enseñas lectura? Con qué frecuencia? Por qué?	

P2	10.	Si enseño lectura, en cada una unidad y a principio de año una semanal hasta que lleguen las pruebas saber.	
E	11.	Cuál consideras que es la mejor manera de enseñar a leer en inglés?	
P2	12.	La mejor estrategia para enseñar a leer en inglés es a través de textos con imágenes, también que sean cortos y con un vocabulario acorde al nivel de los estudiantes. También hay que enseñarles a los estudiantes las estrategias para comprender el texto.	We learn how to read with images, short texts, vocabulary according to student's level
E	13.	Tú aplicas esa metodología?	
P2	14.	Yo si la aplico.	
E	15.	Cómo enseñas lectura? (Describe las actividades que haces para enseñar a leer en la clase de inglés)¿Por qué?	
P2	16.	La mayoría de las veces le enseño a mis estudiantes cual es la estrategia de lectura que estamos usando para que ellos en un futuro las puedan usar a la hora de leer.	Student should know the reading strategies in order That They can apply them in the future
E	17.	Qué tan integrada está la lectura con otras habilidades? (Se enseña como una habilidad separada? O no) Por qué	
P2	18.	Integro la lectura con la escritura, que mis estudiantes traten de escribir un título o escribir pequeñas oraciones de lo que entendieron. También que hablen en voz alta del mensaje del texto	The spontaneous reading and speaking aloud are very important in his classes Reading and writing are integrated

E	19.	Qué hacías tú antes que ahora haces diferente con respecto a la lectura?	
P2	20.	Antes no explicaba las estrategias, pero he aprendido en capacitaciones que es bueno hacerlo y trato de integrar las habilidades	
E	21.	Enseñas lectura con miras a la prueba Saber? En qué sentido haces esta alineación?	
P2	22.	En el primer semestre del año enfoco la lectura a pruebas SABER, diseño preguntas basadas en los modelos del ICFES. Después de la pruebas SABER las lecturas son más libres.	Associated reading with models of SABER test questions.
E	23.	Cómo ayudas a los estudiantes a comprender un texto?	
P2	24.	Estoy pendiente del proceso de lectura, aclaro sus dudas y les brindo las estrategias necesarias para comprender cada texto	
E	25.	Para enseñar lectura sigues una teoría, modelo o enfoque en particular?	
P2	26.	Me baso en las estrategias de lectura que brinda el texto guía y en los conocimientos que adquiero en capacitaciones.	To teach reading he uses his knowledge and reading strategies He does not connect his practices to the activities or theories learnt in trainings
E	27.	Si dice que sí, cuál es esa teoría o enfoque o principios?	
P2	28.	No me baso en ninguna en particular	

E	29.	Consideras que los estudiantes deben interactuar con el texto autónomamente y contestar preguntas al final, o consideras que tú debes guiarlos durante la lectura	
P2	30.	Ambas son buenas, a mí me gusta guiarlos y también dejarlos que descubran por si solos el mensaje del texto	He thinks That most of the time his students do not need to be guide during reading activities
E	31.	Cuáles son las estrategias más importantes para desarrollar habilidades de lectura?	
P2	32.	Skimming, scanning, using the tittle, etc Además enseñarles a identificar ideas principales y elementos de la lectura.	
E	33.	Enseñas estrategias de lectura?	
P2	34.	La mayoría de las veces les explico que estrategia estamos usando y para que sirve	Enseña estrategias de lectura
E	35.	Qué nivel de lectura apuntas tu instrucción? Literal? Inferencial? Crítico-intertextual? Por qué?	
P2	36.	Literal e inferencial que son los comunes en pruebas SABER, muy poco trabajo el nivel crítico y si les hago preguntas de este tipo son orales y en español	
E	37.	Qué tipo de estrategia de lectura enseñas con cada uno de estos niveles?	
P2	38.	En nivel literal les enseño a identificar las ideas principales y la inferencial guiándolos con preguntas.	The literal level is related to Main ideas and inferences are related to specific questions.

E	39.	Enseñas a deducir significado de acuerdo al contexto? Cómo?	
P2	40.	De acuerdo al contexto no, muy pocas les explico el contexto de la lectura	
E	41.	A identificar el tema de un texto? Cómo?	
P2	42.	Leyendo y buscando detalles, identificando las ideas más importantes del texto.	Reading for details is a good strategy for the identification of the topic of the text
E	43.	A identificar información específica? Cómo?	
P2	44.	Subrayando ideas y a través de preguntas	
E	45.	A activar los conocimientos previos antes de leer?	
P2	46.	Los conocimientos previos los activo a través de preguntas e indagando sobre las palabras que conocen el texto, si saben qué clase de texto es, etc.	
E	47.	A hacer predicciones acerca del texto? Cómo?	
P2	48.	Observando las imágenes, también apoyándose en información que ellos rápidamente puedan sacar del texto.	Scanning, analysis of images and the identification of vocabulary can help to make predictions
E	49.	A identificar y comprender palabras parecidas al español?	
P2	50.	Si, que las subrayen y traten de descifrar su significado, esta estrategia la llamamos "guessing meaning"	
E	51.	A pedir ayuda cuando la necesitan?	

P2	52.	Mis estudiantes piden ayuda cuando no entienden algo sobre el texto o sobre las preguntas.	
E	53.	A hacer representaciones gráficas de los texto (resúmenes, tablas, diagramas con la información)	
P2	54.	Algunas veces se hacen resúmenes	
E	55.	Cuál debería ser el criterio para escoger los textos que leen los estudiantes?	
P2	56.	El nivel de complejidad, algunas veces de acuerdo al interés de ellos, que sean de diferentes tipos, etc	
E	57.	Cuál criterio utilizas para escoger los textos?	
P2	58.	Complejidad, nivel de mis estudiantes y de acuerdo a sus intereses y también uso los que trae el texto guía.	Tiene un visión restringida de los criterios para escoger texto
E	59.	Qué tipo de textos manejas para enseñar lectura?	
P2	60.	Los que trae el texto guía, además historias, noticias, cuentos, etc	Use different kind of text in his reading lessons.
E	61.	Crees que los estudiantes deberían leer diferentes tipos de texto? Cuáles?	
P2	62.	Deben leer diferentes tipos de textos como cuentos, noticias, fábulas y textos que se relacionen con las otras áreas	Reading has to be a transversal process.
E	63.	Cuáles son los factores que influyen en la elaboración del programa de lectura? Cómo influyen estos factores?	

P2	64.	No se maneja programa de lectura, pero yo particularmente además de los que sugiere el texto guía, trato de llevar lecturas.	
E	65.	Cómo decides qué vas a hacer en la clase de lectura? Qué haces con unos estudiantes o con otros?	
P2	66.	Estudio el nivel y las capacidades de los alumnos, diseño las mismas actividades pero al momento de desarrollar la actividad tengo en cuenta las dificultades que presentan algunos	
E	67.	Tienes en cuenta las necesidades o preferencias de los estudiantes para decidir qué enseñar a leer o cómo enseñar a leer en inglés?	
P2	68.	Algunas veces	
E	69.	Crees que tus estudiantes son buenos lectores en inglés? Cómo los sabes?	
P2	70.	Tienen dificultades, pero responden ante las actividades que se han hecho, algunos más que otros pero se pueden ver buenos resultados	
E	71.	Les gusta leer a tus estudiantes en inglés? Cómo lo sabes?	
P2	72.	Textos cortos generalmente y que tengan imágenes. Pero no les gusta leer en voz alta a la mayoría	
E	73.	Crees que deberían leer más?	
P2	74.	Si deben leer más seguido para poder mejorar	
E	75.	Cómo evalúas la lectura? Por qué?	

P2	76.	La evaluó a través de preguntas orales y escritas que evidencien la comprensión del texto.	
E	77.	Te enseñaron a leer en inglés?	
P2	78.	Si	
E	79.	Cómo te enseñaron a leer /cómo aprendiste a leer en inglés?	
P2	80.	Me enseñaron la lectura como un proceso donde el lector descifra un mensaje, también me enseñaron estrategias de lectura.	
E	81.	Aplicas algunas de esas estrategias de enseñanza de lectura con tus propios estudiantes?	
P2	82.	Si, sobre todo el scanning, skimming y todas las estrategias que le ayuden a los estudiantes a comprender el texto.	Apply the reading strategies which he learnt to read
E	83.	Qué prácticas de enseñanza de lectura definitivamente no aplicas de las que mencionaste? Por qué?	
P2	84.	Trato de aplicarlas todas las que ayuden a mis estudiantes.	
E	85.	Crees que necesitas cursos o capacitación para mejorar la enseñanza de la lectura? En qué sería esa capacitación específicamente?	
P2	86.	Siempre es bueno seguir aprendiendo cosas que nos lleven a mejorar nuestra práctica docente.	He considers That Teacher training is a good tool to improve his Teaching practice.
E	87.	Sigues los estándares? Por qué sí o no? A cuáles estándares le apuntas? Qué has hecho para lograr esos estándares.	

P2	88.	No los sigo al pie de la letra pero las lecturas del texto guía están diseñadas con base a ellos. Además cuando llevo otro tipo de lecturas trato de desarrollar competencias acorde a los estándares.	He considers the importance of reading guidelines
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APPENDIX N° 2

Teacher B interview

E	1.	Qué es lectura para usted?	
P1	2.	Lectura es el proceso de decodificar, entender e interpretar un mensaje que ha sido codificado a través de palabras, gestos, sonidos u otras maneras de comunicación. Dicho mensaje puede ser implícito o explícito.	Reading is related to decodificated a text
E	3.	Qué es leer?	
P1	4.	Leer es lograr decodificar un mensaje que ha sido emitido a través de un sistema de códigos, figuras u otros mecanismos.	
E	5.	Qué tan importante es la lectura en el aprendizaje de una segunda lengua?	
P1	6.	La lectura es una habilidad determinante en el aprendizaje de una segunda lengua con fines académicos ya que la mayor parte de fuentes y materiales vienen en esta lengua. Asimismo se evalúa en gran parte usando dicha habilidad.	Reading is essential in second Language learning
E	7.	Qué es para ti comprender un texto? Qué se necesita para comprender un texto?	
P1	8.	Comprender un texto es entender lo que el autor busca transmitir por medio de su texto. Por lo tanto comprender un texto no solo entender las palabras sino captar el mensaje esencial que el autor ha tratado de emitir.	The text is a container which has a message The message is in the words
E	9.	Tú enseñas lectura? Con qué frecuencia? Por qué?	

P1	10.	Yo trato de enseñar lectura periódicamente por lo general cada 15 días. Generalmente trato de enseñar lectura con poca frecuencia porque mis estudiantes están en adaptación de un nuevo proceso puesto que ellos solo asociaban lectura con traducción.	
E	11.	Cuál consideras que es la mejor manera de enseñar a leer en inglés?	
P1	12.	La mejor estrategia para enseñar lectura es empezar con lecturas cortas y sencillas para luego ir aumentando la dificultad. Antes de cada lectura contextualizar la lectura y proveer estudiantes con estrategias que le ayuden a entender mejor la lectura.	
E	13.	Tú aplicas esa metodología?	
P1	14.	Yo si la aplico para tratar de darles a mis estudiantes mayores herramientas	
E	15.	Cómo enseñas lectura? (Describe las actividades que haces para enseñar a leer en la clase de inglés)¿Por qué?	
P1	16.	Yo enseño lectura implementando los diferentes tipos de lectura primordialmente el scanning. Una actividad de lectura normalmente inicia con preguntas una imagen, luego se pide encontrar las palabras conocidas y mediante estas se les pide tratar de extraer lo que dice todo el texto. Y se hacen ciertas preguntas.	The vocabulary helps to understand the whole text. Teacher has do to questions and focused in the vocabulary in order That students can understand the text.
E	17.	Qué tan integrada está la lectura con otras habilidades? (Se enseña como una habilidad separada? O no) Por qué	

P1	18.	Muy poco casi siempre trato de que los estudiantes se concentren en el texto y algunas preguntas son en ingles pero si no se entienden hago uso del español.	The most important for the Teacher is that students can understand the text through questions
E	19.	Qué hacías tú antes que ahora haces diferente con respecto a la lectura?	
P1	20.	Nada de pronto darle más contexto a las lecturas.	Giving a context to the reading is an innovative aspect for the Teacher
E	21.	Enseñas lectura con miras a la prueba Saber? En qué sentido haces esta alineación?	
P1	22.	Muy poco enseño lectura sin prestarle atención a la prueba saber	The Teacher is focused in the importance of SABER test
E	23.	Cómo ayudas a los estudiantes a comprender un texto?	
P1	24.	Guiándolos un poco cuando me doy cuenta que casi no han entendido puesto que algunas veces el vocabulario o las estructuras en el texto son complejos.	It is important to clarify doubts about vocabulary and grammatical structures in order to understand the text Teacher considers That he has to help students inly when They need it (when students have problems, no before)
E	25.	Para enseñar lectura sigues una teoría, modelo o enfoque en particular?	

P1	26.	no	Teacher is not based on specific theories or approaches
E	27.	Si dice que sí, cuál es esa teoría o enfoque o principios?	
P1	28.	Ninguno	
E	29.	Consideras que los estudiantes deben interactuar con el texto autónomamente y contestar preguntas al final, o consideras que tú debes guiarlos durante la lectura	
P1	30.	Mis estudiantes tienen muy bajo nivel de inglés por lo que no los puedo dejar solos en ningún momento.	Without teacher's help students could not comprehend the text
E	31.	Cuáles son las estrategias más importantes para desarrollar habilidades de lectura?	
P1	32.	Que ellos conozcan los diferentes tipos de lectura para que tengan alguna herramienta cuando se enfrenten a un texto.	
E	33.	Enseñas estrategias de lectura?	
P1	34.	Trato que mis estudiantes encuentren maneras para entender la lectura de diferentes maneras. Es decir trato que entiendan las ideas del texto individualmente para que luego las traten de unir todas	It is important to understand sentence by sentence in order to understand the main idea of the text La comprensión va de lo particular a lo general
E	35.	Qué nivel de lectura apuntas tu instrucción? Literal? Inferencial? Crítico-intertextual? Por qué?	

P1	36.	Casi siempre literal muy pocas veces inferencial porque mis estudiantes pocas veces comprenden las preguntas.	Students only can comprehend literal questions Understanding of the text depends of questions. Students do not understand the text because They do not comprehend the questions
E	37.	Qué tipo de estrategia de lectura enseñas con cada uno de estos niveles?	
P1	38.	Simplemente trato de que asocien las preguntas con las ideas en el texto.	It is important to associate questions and ideas or Main ideas in the text
E	39.	Enseñas a deducir significado de acuerdo al contexto? Cómo?	
P1	40.	Creo que no, pues les indico que presten atención a la idea que va desde la primera palabra de esa oración hasta el punto y traten de darle significado a la palabra como ellos lo consideren correcto.	Teacher does not teach the inferential level, only he teaches understanding of sentences and Word by Word
E	41.	A identificar el tema de un texto? Cómo?	
P1	42.	Les pido que se enfoquen en el texto y las palabras más usadas o que estén resaltadas.	Highlight is a strategy to identify the topic of the text.

			Comprehension is based on lexical aspects
E	43.	A identificar información específica? Cómo?	
P1	44.	Principalmente que entiendan las preguntas y lo que estás piden.	Understand the questions is important in order to achieve the comprehension of the text
E	45.	A activar los conocimientos previos antes de leer?	
P1	46.	Les expongo situaciones para que ellos tengan en cuenta antes de comenzar a leer.	
E	47.	A hacer predicciones acerca del texto? Cómo?	
P1	48.	Guiándolos con preguntas	Questions are essentials at the moment to make predictions
E	49.	A identificar y comprender palabras parecidas al español?	
P1	50.	Por lo general no lo hago porque ellos tienden a traducir todo literalmente. Mejor les pido que extraigan el significado del contexto en el que está el texto	Teacher is focused in the understanding of text's context
E	51.	A pedir ayuda cuando la necesitan?	
P1	52.	Mis estudiantes necesitan mucha ayuda por lo que generalmente estoy presto a ir puesto por puesto antes que me lo pidan	
E	53.	A hacer representaciones gráficas de los texto (resúmenes, tablas, diagramas con la información)	

P1	54.	No	
E	55.	Cuál debería ser el criterio para escoger los textos que leen los estudiantes?	
P1	56.	Relacionados con la temática que trabajamos bien sea el vocabulario o las estructuras que este presenta.	Reading has to be associate with the grammar and vocabulary learnt
E	57.	Cuál criterio utilizas para escoger los textos?	
P1	58.	Afinidad con la temática que se está trabajando	Reading has to be associate with the topics
E	59.	Qué tipo de textos manejas para enseñar lectura?	
P1	60.	Textos de interés general casi siempre de libros reconocidos.	
E	61.	Crees que los estudiantes deberían leer diferentes tipos de texto? Cuáles?	
P1	62.	Creo que si pero siento que mis estudiantes aún no están preparados para otro tipos de textos informales pues tienen muchas falencias.	Teacher believes That Students are not able to read authentic or informal texts
E	63.	Cuáles son los factores que influyen en la elaboración del programa de lectura? Cómo influyen estos factores?	
P1	64.	No manejo programa de lectura simplemente las incluyo en cada tema buscando prepararlos para un examen.	
E	65.	Cómo decides qué vas a hacer en la clase de lectura? Qué haces con unos estudiantes o con otros?	

P1	66.	Hago lo mismo puesto que trate de hacerlo diferenciado pero todos están en el mismo nivel y actitud.	Teacher considers That all the students should learn reading in the same way as a consequence of their reading level
E	67.	Tienes en cuenta las necesidades o preferencias de los estudiantes para decidir qué enseñar a leer o cómo enseñar a leer en inglés?	
P1	68.	No	
E	69.	Crees que tus estudiantes son buenos lectores en inglés? Cómo los sabes?	
P1	70.	No, pienso que son malos lectores incluso en español.	Teacher thinks That students are not good readers
E	71.	Les gusta leer a tus estudiantes en inglés? Cómo lo sabes?	
P1	72.	No, les gusta tratar de hablar y los listening.	Teacher considers That students do not like to read
E	73.	Crees que deberían leer más?	
P1	74.	Si lo creo pero por fallas que he tenido en la planeación no he diseñado un programa de lectura.	Self – criticism
E	75.	Cómo evalúas la lectura? Por qué?	
P1	76.	Un punto en cada examen porque antes no se les evaluaba. Trato de reforzar otros temas	To reinforce topics is more important than evaluate reading
E	77.	Te enseñaron a leer en inglés?	

P1	78.	Si	
E	79.	Cómo te enseñaron a leer /cómo aprendiste a leer en inglés?	
P1	80.	Mis profesores de la universidad me dieron algunas pautas que he tratado de seguir, he tratado de darle estas mismas a mis estudiantes pero tienen falencias muy grandes.	Reading Teaching methodologies learnt in the University are applicable in high school. Teacher is conscious That these methodologies do not work in high school.
E	81.	Aplicas algunas de esas estrategias de enseñanza de lectura con tus propios estudiantes?	
P1	82.	Si muchas como indicarles lo que el texto pide y que tipo de pregunta hay.	Students have to understand the questions in order to understand the text
E	83.	Qué prácticas de enseñanza de lectura definitivamente no aplicas de las que mencionaste? Por qué?	
P1	84.	No mencione casi pero no aplico la lectura extensiva ni intensiva porque trate de enfocar más mis clases en la oralidad.	communication is more important than reading
E	85.	Creas que necesitas cursos o capacitación para mejorar la enseñanza de la lectura? En qué sería esa capacitación específicamente?	
P1	86.	Pienso que sería de mucha ayuda cualquier capacitación. En todo lo concerniente a lectura e integrar más habilidades a la lectura.	Teacher considers That he needs qualification about reading

E	87.	Sigues los estándares? Por qué sí o no? A cuáles estándares le apuntas? Qué has hecho para lograr esos estándares.	
P1	88.	los estándares no los estoy siguiendo en estos momentos puesto que mis estudiantes de 11 grado aun no alcanzan los estándares que se piden en 6° así que pienso llevarlos poco a poco.	

APPENDIX N° 3

Lesson 1. Teacher A

CLASS OBSERVATION 1

Date: September 11 de 2015

Time: 60 MINUTES

Grade: Eleventh

PURPOSE: Analyze teacher's practices when teaching Reading.

Teacher: A

GRADE: 11 TH CLASS N° 1				
1.	T	Good afternoon class	Introduction	
2.	S	Good afternoon teacher		
3.	T	How are you today?		
4.	S	Very well thank you!		
5.	T	Sit down please!		
6.	S	Thank you!		
7.		(El profesor llama a lista y hace una reflexión con un video en español)		
8.	T	Ok boy and girls today we will have a reading class		
9.	S	What do you think we are going to read? Qué vamos a leer?	Prediction	Teacher believes that with a single question students can predict.
10.	S	Un cuento		
11.	S	Una noticia		
12.	T	We are going to read a story, story means cuento.		
13.	S	Excellent teacher!		
14.	S	Ojalá no sea muy largo		
15.	S	Hay que traducir?		
16.	T	El trabajo lo vamos a hacer entre todos		
17.		El docente le da una copia a cada estudiante		
18.	T	Using scanning, lectura you will identify the words you know in the text. Vamos a identificar las Palabras que conocen en Inglés, you have five minutes	Instruction (explain the scanning strategy)	Teacher believes that explaining the strategy students will do the activity successfully
19.	S	10 Teacher		
20.	T	Five minutes		
21.		After five minutes		
22.	T	Ok. What words do you know?	Checking about known words	Teacher believes that if students know the vocabulary they can understand the text better
23.	S	DOG, perro		
24.	S	Store, tienda		
25.	S	Park, parque		
26.	S	Weekend, fin de semana		
27.	T	Ok, good. Cuales otras?		
28.	S	Saturday, sábado		

29.	S	Play, jugar	Instruction	
30.	S	Minutes, minutos		
31.	S	Help, ayudar		
32.	S	She, ellag		
33.	S	Favorite, favorito		
34.	S	Small, pequeño		
35.	S	Near, cerca		
36.	T	Ok, Now new word that are similar in Spanish, busquen Palabras parecidas en español		
37.	S	Absolutely, es absoluto		
38.	T	Absolutamente. Cual otra?		
39.	S	Finally, finalmente		
40.	T	Good!		
41.	S	Favorite, favorito		
42.	S	Park, parque		
43.	S	Minutes, minutos	Instruction	
44.	T	Ok, you have 10 minutes to look at the dictionary the word that you do not know and read the text.		
45.	T	<p>Ok I will read the text:</p> <p>Jody is a young woman who absolutely adores dogs.</p> <p>She owns a Papillion named Louie, a Chihuahua named Isabella, and a Siberian husky named Koda.</p> <p>Every weekend she takes her dogs to the dog park</p> <p>where they love to run, play catch, and meet other dogs.</p> <p>When Jody took her pets to the park last Saturday,</p> <p>She almost lost poor little Louie.</p> <p>She was playing catch with Koda when she lost sight of Louie.</p> <p>In a panic, she started shouting his name and asked other dog owners if they saw her little Papillion.</p> <p>After 30 minutes of searching and with the help of one dog owner,</p> <p>She finally found him at the entrance of the dog park near a small store that sells Louie's favorite treats.</p>	Reading aloud	

		Jody was delighted when she found Louie and bought all three of her dogs their favorite treats.		
46.	T	Who wants to read the first sentence, la primer oración	Reading aloud by students	
47.	S	Yo teacher	Students reading aloud and checking	Reading and aloud and translation sentence by sentence help to understand the text
48.	T	Ok		
49.	S	Jody is a young woman who absolutely adores dogs.		
50.	T	What means? Qué significa?		
51.	S	Que Jody es una mujer quien absolutamente adora a los perros		
52.	T	Ok, next sentence		
53.	S	She owns a Papillion named Louie, a Chihuahua named Isabella, and a Siberian husky named Koda. Ella tiene un papillion llamado louie, teacher papillion se dice igual en español?		
54.	T	Si, es ese perro que tiene las orejas largas y nosotros llamamos chapolo		
55.	S	Thanks, un chihuahua llamado Isabela y un siberiano llamado Koda		
56.	S	Teacher que significa HUSKY		
57.	T	Todo eso traduce perro siberiano		
58.	S	Every weekend she takes her dogs to the dog park where they love to run, play catch, and meet other dogs. Todos los fines de semana ella toma a sus perros al parque de los perros donde ellos aman correr, jugar a atrapar y conocer otros perros		
59.	T	Take no solo es tomar, también es llevar, ella lleva sus perros		
60.	T	Next sentence		
61.	S	When Jody took her pets to the park last Saturday, she almost lost poor little Louie. Cuando Jody llevó a sus mascotas al parque el sábado pasado, ella casi pierde a su `pobre pequeño Louie		
62.	S	She was playing catch with Koda when she lost sight of Louie.		
63.	T	OK, next sentence		
64.	S	In a panic, she started shouting his name and asked other dog owners if they saw her little Papillion. En pánico ella empezó a gritar su nombre y a preguntar a otros dueños de perros si habían visto a su pequeño Papilion		
65.	S	Teacher yo leo ahora		
66.	T	Ok.		

67.	S	After 30 minutes of searching and with the help of one dog owner, después de 30 minutos buscandolo y con la ayuda de un dueño de perro		
68.	T	Quien lee el resto de la oración		
69.	S	Yo teacher		
70.	T	Ok		
71.	S	she finally found him at the entrance of the dog park near a small store that sells Louie's favorite treats, ella finalmente lo encontró a la entrada del parque de perros cerca una pequeña tienda que vende las medicinas favoritas de Louie		
72.	T	En este caso treat significa golosina.		
73.	S	Jody was delighted when she found Louie and bought all three of her dogs their favorite treats.		
74.	S	Teacher yo la traduzco		
75.	T	Ok		
76.	S	Jody estaba contenta cuando encontró a Louie y le compró sus golosinas favoritas a sus tres perros		
77.	T	Ok, good Job. Ahora responda las preguntas. Tienen 10 minutos		
78.		La profesora monitorea el trabajo de los estudiantes y les aclara las dudas respecto a las preguntas		
79.	T	Recuerden que las preguntas se responden con un encabezado de acuerdo a la pregunta	Instruction	Answering questions can evidenced That students comprehend the text
80.		Después de 10 minutos la docente le enseña a los estudiantes como hacer un resumen utilizando una estrategia llamada SWBST	Teaching of a reading strategy for summaries	
81.	T	Ok. Let's do a summary, vamos a hacer un resumen para esto van a utilizar la estrategias de buscar información rápida y este modelo que les voy a enseñar, también les sirve para a hacer resumen en español cuando se trate de historias. El profesor escribe en el tablero: Somebody (the Main character) Wanted (what did?) But (the problem) So (How the character solve the problem) Then (How was the problem solve?) Chicos, lo primero es buscar quien es el personaje principal, luego que hizo o que hacía, después cual fue el problema que se le presentó, que hizo para resolverlo y como lo solucionó.	Instruction and explanation of SWBST strategy	Teacher believes that explaining the strategy the students have the enough information to do summaries by themselves
82.	S	Teacher el personaje era Jody	Application of SWBST strategy and checking	Teachers believes that if students find information
83.	T	Ok, that's good. Hagan y luego miramos si está bien		

		Students work on the summary activity during some minutes, then Teacher monitors students work and provides help only if they needed. Then, after 10 minutes teacher begins to elicit the answers.		in the text and write on the board they are doing summaries
84.	T	Wanted, que hacía? Quien pasa al tablero y lo escribe?		
85.	S	Paseando los perros		
86.	T	In english		
87.	S	She takes her dogs to the dog park		
88.	T	Ok, but. Que le pasó?		
89.	S	She lost sight of Louie		
90.	T	So, que hizo ella?		
91.	S	She started shouting and asked other dog owners		
92.	T	Then, como se solucionó el problema?		
93.	S	She finally found him at the entrance to the dog park		
94.	T	Ok, terminen de escribir el resumen del tablero y me entregan las hojas.		
95.	T	Bye, see you next class		
96.	S	Bye teacher		

APPENDIX N° 4

Lesson 2. Teacher A

CLASS OBSERVATION 2

Date: October 8 de 2015

Time: 60 MINUTES

Grade: Eleventh

PURPOSE: Analyze teacher's practices when teaching Reading.

Teacher: A

GRADE: 11TH				
CLASS N° 2				
1.	T	Good afternoon class	Introduction	
2.	S	Good afternoon teacher		
3.	T	How are you today?		
4.	S	Very well thank you!		
5.	T	Sit down please!		
6.	S	Thank you!		
7.	T	Recuerdan la lectura de la clase anterior?		
8.	Ss	Claro teacher, era sobre Jody y sus mascotas		
9.	T	Ok, hoy vamos a leer una historia muy divertida y similar.		
10.	Ss	Que chévere Teacher.		
11.	T	What do you think the text is about?		
12.	Ss	About pets.		
13.	Ss	No, es sobre algún viaje o aventura.		
14.	T	La historia que vamos a leer es sobre Christopher, un chico muy interesante. Recuerdan la estrategia que les enseñé la vez pasada para hacer resúmenes.	Teacher announces the topic of the reading.	
15.	Ss	Claro, un poco.	Teacher remembers the use of the SWBST strategy for this reading class.	
16.	T	La voy a volver a recordar antes de iniciar a leer para que la tengan en cuenta al final para el trabajo que vamos a hacer.		
		Teacher writes on the board: Somebody Wanted But So Then After that, he explains to the students each word.	Teacher assumes that all the students are able to use the SWBST strategy.	
17.	T	Recuerden que somebody se refiere al personaje principal, wanted era lo que el personaje quería hacer, but el problema que se le presentó, so como hizo para solucionarlo y then como se soluciona el problema.		
			Teacher explains the use of SWBST strategy.	Teacher considers that explaining the strategy, students can apply it during reading lesson.

18.	S	Teacher cada vez que leemos un texto podemos hacer un resumen utilizando esas mismas Palabras?	Teacher clarifies about the use of SWBST strategy for narrative text.	
19.	T	No siempre, esta estrategia funciona para textos narrativos y son los más usuales.		
20.		Teacher gives to the students a copy. Each part of the story is identified with numbers.		
21.	T	Ok, aquí esta la historia. Está enumerada por momentos para que puedan observar con más claridad lo que sucede. Van a realizar primero una lectura individual, identifican palabras conocidas y las desconocidas las buscan en el diccionario. Tienen 10 minutos para hacerlo, luego cada uno de ustedes va a leer un turno de la lectura y entre todos identificamos de qué se trata el texto.	Teacher gives students the story and explain how the reading is organized. Teacher gives the instruction about the individual reading and look for known and unknown words.	Teacher beliefs that students can understand the reading through the identification of vocabulary meaning.
22.	Ss	Ok Teacher.		
		Teacher gives students a copy and they read the text during ten minutes. Also, they highlight the words and sentences that they do not know and look the meanings on the dictionary.	Students identify known and unknown words and look the meaning in the dictionary.	
23.	Ss	Teacher podría darnos 5 minutos más porque el texto es muy largo.		
24.	T	No problem.		
		After fifteen minutes, teacher ask students to read the text aloud.		
25.	T	Well guys, vamos hacer la lectura por turnos. Cada uno en el orden que está sentado va a pasar al frente a leer. Andrés you are the first.	Students read the text aloud, turn by turn as the reading is organized.	Teacher assumes that reading aloud is an evidence that students understand the reading.
26.	S	Christopher looked under table .He looked in the cupboard among the pots and pans.		
27.	S	“What are do you going?” mother asked		
28.	S	I am looking for monk, Christopher said.		
29.	S	Your toy monkey in the cupboard? Christopher, how silly .but keep looking. He has to be around somewhere.		
30.	S	Christopher looked in the hall closet. He did not find monk. But he did find a piece of perfectly good string. He rolled it into a ball and put into his pocket.		
31.	S	He looking behind the cushions on the sofa. He did not find monk. But he found a bright new penny. He put it into his pocket with the string.		
32.	S	Then he dumped everything out of toy box. Monk was not there .But Christopher did find the red crayon he had thought was lost. He put it into his pocket.		
33.	S	Maybe monk is outside, Christopher said. He looked behind the big oak tree. Monk was not		

		there. But Christopher found an acorn. He put in into his pocket.		
34.	T	Very good. Stop. Vamos a analizar que ha sucedido en la historia hasta aquí. Christopher está buscando a su mono por todas partes y la madre lo envía a seguir buscando en otras partes, el busca en el patio, en el closet y todo lo que va encontrando a su paso lo guarda en el bolsillo. Qué encontró Christopher?	Then teacher makes a brief conclusion of the parts read by students.	Teacher considers necessary to explain the reading is Spanish, maybe because he thinks that understanding the content of the reading students can comprehend better.
35.	Ss	A bright new penny, an acorn, string, a ball.	Teacher explores about what things the character found and about the pocket's appearance.	
36.	T	¿Cómo se imaginan el bolsillo de Christopher?		
37.	Ss	Enormous, big.		
38.	T	Yes, it is a very big pocket. Sigamos leyendo, Maria your turn.		
39.	S	Christopher looked in the yard. He found a yellow mitten in the bushes. He did not find monk. He stuffed the mitten into his pocket.	Students read the text aloud (turn by turn)	Teacher assumes that reading aloud is an evidence that students understand the reading.
		Students continue reading the text.		
40.	S	At the bird feeder Christopher found a soft, gray feather. He put it into his pocket		
41.	S	Mr. Smith, next door, got a load of pebbles for his garden path. Christopher saw one that was purple and blue and brown. "That is pretty," he said. "Do you need if for your path?"		
42.	S	Mr. Smith laughed. He picked up a thin, flat pebble. "This is good skipping stone. You may have them both."		
43.	S	"Thank you," said Christopher. He dropped both stones into his pocket.		
44.	S	Christopher found a big black button under the steps. It was just what he needed to make a spinner. And he already had the string. He put the button in to his pocket.		
45.	S	He raced black across the yard. He almost stepped on a fallen bird's nest. He picked it up carefully.		
46.	S	A tiny speckled eggshell lay in the grass. Gently, Christopher laid it in the bird's nest.		
47.	T	What more Christopher find? Qué encontró?		
48.	Ss	A yellow mitten, a gray father, pebbles, a black bottom.		
49.	T	Perfect! Hasta aquí sigue encontrando objetos pero aún no encuentra a su mono. Vamos a seguir leyendo.		
50.	S	The grass was rich with golden dandelions. Christopher put the nest and the eggshell on the	Students read the text aloud.	Teacher assumes that reading aloud

		porch step. The he picked a big handful of dandelions.		is an evidence that students understand the reading.
51.	S	His hands were too full to open the door. So he pushed the bell with his nose.		
52.	S	These are for you," Christopher said when mother opened the door.		
53.	S	Mother put the dandelions into a brown bottle.		
54.	S	Christopher took the tiny speckled eggshell out of the nest. He put it on the table. He put the bird's nest beside it. The he emptied his pockets and put all of treasures in a row. "Look at all the good stuff monk helped me find, he said.		
55.	T	Ok, stop! Qué hizo Christopher cuando tuvo las manos llenas?	Teacher asks about the things that Christopher did in this part of the story.	
56.	Ss	Pushed the bell with his nose		
57.	T	Christopher sabía que no encontraría al mono en esos lugares, solo estaba jugando a encontrar objetos. Sigamos leyendo.	Then teacher makes a brief conclusion of the parts read by students.	Teacher considers necessary to explain the reading is Spanish, maybe because he thinks that understanding the content of the reading students can comprehend better.
58.	S	You found your toy monkey? mother asked	Students read the text aloud.	Teacher assumes that reading aloud is an evidence that students understand the reading.
59.	S	Oh, I knew where he was all the time." Christopher ran to his room and pulled monk out from under the bed		
60.	S	Mother laughed. "If you knew where he was, why were you looking?"		
61.	S	We were playing hide –and–seek," Christopher explained. "When you are playing hide-and–seek, somebody has to look		
62.	S	But how cloud monk helps you find all that stuff? He was under the bed		
63.	S	Christopher gave his monkey a hug. If he had not hid, I would not have looked. And you cannot find stuff if you do not look, can you?		
64.	T	Christopher estuvo jugando todo el tiempo a las escondidas, le doy un abrazo a su mono. Chicos ahora vamos a hacer el respectivo resumen, se pueden hacer en parejas para hacerlo. Tienen 10 minutos.		

				can comprehend better.
		Students work in pairs during ten minutes. Teacher monitors the summary strategy. After ten minutes students socialize the answers with the whole class.	Pair work. Summary strategy.	Teacher assumes that students can do a summary work by themselves.
65.	T	Ok students. Vamos a socializar las respuestas del resumen. Somebody, who is the character?		
66.	S	Christopher was the character.	Students socialize the workshop with the whole class	Teacher does not check all the workshops and does not clarify if the answers are good or not. He does not provide feedback.
67.	T	Wanted? Qué quería hacer?		
68.	S	He looked for his monk.		
69.	T	But? Que pasó?		
70.	S	He did not fink Monk. He found a good string, a new penny, a yellow mitten, and pebbles.		
71.	T	So? Qué hizo Christopher?		
72.	S	Looked in the sofa, behind a big oak tree, across the yard.		
73.	T	Then? ¿Cómo se solucionó el problema?		
74.	S	Christopher ran to his room and pulled monk out from under the bed		
		Students finish the workshops and teacher collects them.		
75.	T	Ok, students. Socializamos en la próxima clase, vamos a hacer la revisión de todos los trabajos. See you next class.		
76.	S	Good bye Teacher!		

APPENDIX N° 5

Lesson 1. Teacher B

CLASS OBSERVATION 1

Date: September 9 de 2015

Time: 50 MINUTES

Grade: Eleventh

PURPOSE: Analyze teacher's practices when teaching Reading.

Teacher: B

GRADE: 11TH				
CLASS N° 1				
1.	T	HELLO STUDENTS		
2.	S	HELLO TEACHER		
3.	T	T: hoy vamos a leer un texto acerca de animales, today we will read a text about animals. The teacher gives a copy for each students and that they have to read the text individually.)	introduction	
4.	T	T: Ok boy and girls, here we have the reading "BOB, JIM AND THE LION". Look the pictures and think what the text is about. (After five minutes teacher ask three questions before the text)	Pre reading questions (predicting the content of text based on pictures)	(Teacher believes that students can predict the content of text based on pictures)
5.	T	What animals can you see?		
6.	S	I can see Lions, elephants, hippopotamuses.		
7.	S	I can see African animals		
8.	S	I can see wild animals		
9.	S	I can crocodiles, giraffes		
10.	T	What do these animals have in common?		
11.	S	They live in Africa		
12.	S	They are wild animals		
13.	T	What's your favorite animal?		
14.	S	rabbits		
15.	S	Teacher como se dice Caballo?		
16.	T	T: Horse.		
17.	S	Ok. I love horse		
18.	T	Ok students. Les voy a leer el texto, pay attention please: Bob, Jim and the Lion. Jim and Bob were in Africa. Jim wanted /wantid/ to learn about the animals of Africa, Bob was an expert.	Read aloud (modelling the text - pronunciation) Leer el texto en voz alta	(Teacher thinks that when students read the text and he gives them a feedback about pronunciation, they are practicing speaking)

		<p>I am an expert on Africa, he told Jim/ You need years of experience to understand the animals of Africa.</p> <p>First bob explained /expleind/ about insects and mosquitoes. Then he explained /espleind/ about crocodiles /cocodrails/ and hippopotamuses. Next he explained about elephants and jiraffes. Finally he explained about lions /laions/ Lions /laions/ are very fast, he told Jim. They are very fast runners. You can never escape /eskeip/ from a lion /laion/ by running</p> <p>Bob and Jim went to the jungle for a practical lesson. Suddenly an enormous lion appeared /apird/. Jim started /estartid/ to run. He ran and ran.</p> <p>Stop! Shouted /shoutId/ Bob. STOP lions are very fast runners. You can never escape from a lion by run. Aaaaaaaagggggggggghhhhhh /laughed/</p> <p>I am very fast runner, said the lion, eating the expert, but I only run when it's absolutely /absoluly/ necessary.</p> <p>Moral: In some respects, lions are very human /jiuman/</p>		
19.	T	ok. Highlight the words and sentences about animals in the text. (The teacher walks around the classroom and monitors students 'work)	Scanning (looking for specific information)	Teacher believes that highlighting sentences and words about animals students can comprehend the text
20.	S	Teacher, puedo subrayar esta oración: Lions are very fast?	Students highlight the sentences	
21.	T	Of course, you can.		
22.		(After ten minutes students share the sentences that they found about in the text)	Sharing sentences found in the text.	
23.	T	Ok. Que encontraron en el texto? What did you find in the text? David		
24.	S	Jim wanted /wanted/ to learn about animals of Africa		
25.	T	Ok. Good! Wanted /wantid/	Modelling pronunciation of verbs ending in past tense	

26.	S	Bob explained /explained/ about insects and mosquitoes /mosquitos/		
27.	T	Is Bob explained /explaind/ and mosquitoes /mosquiros/		
28.	S	Explained about elephants and giraffes		
29.	T	Remember /explaind/		
30.	S	suddenly /Sudendly/ an enormous lion /laion/ appeared		
31.	T	Suddently /sadendly/ an enormous /enormus/ appeared /apird/	Focused on pronunciation	
32.		(The teachers reinforces the student's pronunciation and he helps students to translate the sentences)		
33.	S	lions are very fast runners		
34.	S	lions are very human		
35.	T	Ok good! Excellent		
36.	T	The text is about wild animals that live in Africa. Now you have to read the text in pairs and answer the questions using the strategy basic information You have to read the text and highlight the basic information about the story, this can help you to answer the questions.	Teacher Announces the topic of the text Teacher give to the students the instruction about using basic information strategy with the intention to find useful information	(teacher thinks that using basic information strategy students can understand the text)
37.		The students read the text in pairs and the teacher monitored the reading for the whole classroom, in order to facilitate the work the teacher draw a hand in the board with key questions: who, what, where, why, how)	Reading in pairs and illustration of Wh questions. (Ten mintues)	
38.	S	Teacher donde están las preguntas que vamos a responder.		
39.	T	The questions are at the end of the copy: who is in the story? ¿Quienes participan en la lectura? Where are they? ¿Dónde están? What do they talk about? ¿De qué hablan? Where do they go? ¿A dónde van? What do they see? ¿Qué ven ellos? What do they do? ¿Qué hacen ellos? What happens? ¿Qué sucede?	Teacher explain the questions	Teacher thinks that translating the Question students will understand.
40.		Students copy the translation to the questions		
41.	S	Podemos usar el diccionario?		
42.	T	Of course you can! You have to highlight the part of the text which you find the information. You have 15 minutes.	Students highlight the part of the text	

			which they find the information	
43.		(after 15 minutes)	Reading literal level	
44.	T	Did you finish?		
45.	S	Yes!		
46.	S	No yet! 5 minutos más teacher.		
47.	T	Ok. Only 5 minutes.		
48.		(After 5 Minutes)		
49.	T	Ok. We will share the answers. Who want to participate? Who is in the story?	Sharing answers of literal questions	
50.	S	Jim and Bom		
51.	T	Good. Where did you find the information?		
52.	S	En el primer párrafo teacher.		
53.	T	Ok. First paragraph. where are they?		
54.	S	they were in Africa.		
55.	T	Ok. Good! What do they talk about?		
56.	S	they talk about animals of Africa.		
57.	S	they talk about mosquitoes and insects		
58.	S	they talked about crocodiles and hippopotamuses.		
59.	T	Excellent! Where do they go?		
60.	S	They were into the jungle for a practical lesson.		
61.	T	In which paragraph did you find the information?		
62.	S	en el párrafo five		
63.	T	ok. In the paragraph fifth. What do they see?		
64.	S	they see an enormous lion		
65.	T	Ok. What do they do?		
66.	S	Jim started to run.		
67.	T	good! What happens next?		
68.	S	Bob shouted "Stop" Lions are very fast runners		
69.	T	Good! What else?		
70.	S	The lion said "I am a fast runner" y se comió al expert		
71.	T	Ok. The lion ate the expert. Good job! What does the moral of the story mean?		
72.	S	El león se comió fue a Bob por burlarse de Jim.		
73.	T	In some respects, lions are very human. Ok We finished for today. See you next class		

APPENDIX N° 6

Lesson 2. Teacher B

CLASS OBSERVATION 2

Date: October 6 de 2015

Time: 60 MINUTES

Grade: Eleventh

PURPOSE: Analyze teacher's practices when teaching Reading.

Teacher: B

GRADE: 11TH				
CLASS N° 2				
74.	T	Good morning students!		
75.	S	Good morning teacher!		
76.	T	How are you today?		
77.	Ss	Fine, thank you teacher		
78.	T	Today we will do a reading about a interesting topic. Un tema que les va a gustar mucho	Preparation to read (Setting the scene)	
79.	S	Teacher football!		
80.	S	Comidas!		
81.	S	Viajes teacher!		
82.	T	No, este mes celebramos una fecha especial. Cual será??		
83.	S	Mi cumpleaños teacher		
84.	S	El cumpleaños del colegio		
85.	S	Halloween Teacher.		
86.	T	That's ok. Halloween, qué otras fechas especiales celebramos aquí en Colombia?		
87.	S	Día de la independencia		
88.	T	Independence Day. What else?		
89.	S	Christmas.		
90.	S	Batalla de Boyacá		
91.	T	Ok, The battle of Boyaca.		
92.	T	Ok, Aquí tienen esta lectura de manera individual quiero que cada uno lea el texto y el primer párrafo para que identifiquen de que se trata el texto. Tienen 5 minutos	Teacher gives the students the copy and monitors students reading	
93.	S	Teacher pero si no entendemos todas las palabras como vamos a saber de qué trata?		
94.	T	Hay mucho vocabulario conocido, les voy a escribir en el tablero algunas palabras de las que no conocen y les ayudará a entender mejor el primer párrafo. Remember, take care of, earth, at one time, even, some, think about.	Teacher writes on the board the vocabulary related to the first paragraph.	Teacher believes that understanding the words, students can understand the text

95.	S	Ok, teacher.		
96.	T	Pueden subrayar las oraciones que tengan la idea principal del párrafo, usen scanning para leer rápido e identificar.	Teacher announces the use of scanning in order to identify the Main idea of the first paragraph	Assumes they can identify main idea and do not need help with this. And changes the instruction a bit Now it's about doing the same job with all the paragraphs.
97.	Ss	OK Teacher	Students read and Teacher monitors reading. 10 minutes	
98.	T	Ok, guys what the text is about? Que oraciones encontraron referentes al tema.		
99.	S	Holiday is a special day to remember special people or events in History.		
100.	S	Holidays celebrate more than religion		Teacher thinks that if students read the sentences, they can understand them automatically.
101.	S	The word holiday is a combination of two words: holy and day.		
102.	T	Very good! Ok Ahora les daré el vocabulario para que puedan leer y comprender el resto del texto. Luego leeremos el texto entre todos, solo las ideas más importantes.	Teacher writes the vocabulary on the board, students take notes and read the text individually.	Teacher considers that vocabulary is the basis for understanding a text
103.	T	Highlight the most important ideas in each paragraph.	Students read the text and highlight the sentences.	
		After ten minutes ...		
104.	T	In the second paragraph que ideas encontraron?		
105.	S	On some holidays children do not have to go school	Sharing the answer by reading sentences of each paragraph	
106.	S	Christmas and Thanksgiving are same of holidays		
107.	S	Teacher que se hace en Thanksgiving en Estados Unidos		
108.	T	Las personas comen pavo y comparten en sus casas.		

109.	S	There are people who have to work even on holiday		
110.	T	Ok. In the third paragraph?		
111.	S	On other holidays go to work and school		
112.	S	People may still celebrate at work or school		
113.	T	Excellent! In the next one		
114.	S	People celebrate holidays by spending time together	Sharing the answer by reading sentences of each paragraph	
115.	T	People wear special clothes and eat special food		
116.	S	On St Patrick Day green is the color of choice to celebrate		
117.	S	Teacher que se hace en el día de San Patricio?		
118.	S	Se conmemora el fallecimiento de San Patricio, el santo patrono de Irlanda		
119.	T	What about the last paragraph?		
120.	S	People also celebrate holidays with some parades	Sharing the answer by reading sentences of each paragraph	
121.	S	A holiday is a special time		
122.	T	Ok, good. What is your favorite Holiday?		
123.	Ss	Christmas		
124.	T	What other?		
125.	Ss	Independence Day		
126.	T	Ok. That's good. Ahora ustedes deben responder las preguntas que están en la segunda página. Pueden hacerlo en parejas.		
127.	S	Teacher pero si no sabemos que dice en la preguntas como vamos a responder.		
128.	T	El texto es sobre Holidays, ya vimos cuales eran las ideas principales y con el vocabulario que les di ya tiene una idea de lo que trata el texto. Miren la pregunta y busquen esa información en el texto.		
129.	S	La primera es fácil, que hay que hacer en la segunda?		
130.	T	Qué cosas se celebran en Holiday? En la tercera en que mes no hay Holidays, luego en cuales la gente no va a trabajar y la cuarta que personas deben trabajar en Holidays.	Translation of questions	
131.	S	Ahh ok, police officers, bus drivers.		
132.	T	Ok , así es.		
133.	S	En la seis debemos nombrar los días en los que la gente debe ir a trabajar.		
134.	T	Good. La 7 es como la gente celebra Holidays y la otra es que es el desfile Macy,		

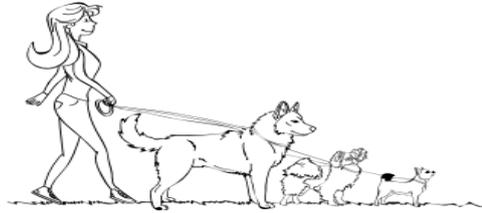
		por último van a decir cual es su holiday favorito y porqué. Está claro?		
135.	S	Ok, teacher.		
136.	T	Tiene 15 minutos para responder las preguntas.		
		Students read the main ideas and look information in order to answer the questions. Teacher walks around the classroom and provides help group by group. After 15 minutes students share their answers.	Help provided group by group	
137.	T	Ok students, quien quiere responder la primera preguntas?		
138.	S	Yo teacher.		
139.	T	Ok, What is a holiday?		
140.	S	Holiday is a special day to remember special people or special events in history.		
141.	T	Good! La segunda.		
142.	S	People celebrated religion, nature and animals		
143.	T	Very good! Otro diferente que responda la tercera.	Answering questions	
144.	S	In august.		
145.	T	Ok, there is no holidays in August. La número 4		
146.	S	Christmas and thanksgiving		
147.	T	Qué personas deben trabajar en Holidays?		
148.	S	Police officers, bus drivers, fire fighters and hospital workers		
149.	T	OK, en qué fechas deben trabajar?		
150.	S	Halloween, St Patrick's Day and San Valentine day.		
151.	T	Ok, cómo se celebran las personas Holiday?		
152.	S	People celebrate holiday by spending time together		
153.	T	What else?		
154.	S	People wear special clothes and eat special food.		
155.	T	When? Cuando es Macy'parade?		
156.	S	On Thanksgiving day.		
157.	T	Ok, What is your favorite holiday?		
158.	S	My favorite holiday is Christmas, I like spend time with my family		
159.	T	Excellent! Quien más quiere Compartir?		
160.	S	Halloween, I like masks.		
161.	T	Quien más?		
162.	S	Valentine's Day. I love to give presents		
163.	T	Ok chicos, me entregan las hojas y nos vemos la próxima clase.		

APPENDIX N° 7

Text used by Teacher A. Lesson A

The Five "W's"

Read the following paragraph to answer the questions below.



Field: a story about a young woman and her pets

Tenor: a text created by Leslie Coneo for High school students

Audience: High school students

Genre: Stories (narrative)

Mode: written.

Social purpose: According to Rose and Martin (2008) is to resolve a complication in the protagonist's lives, once they have evaluated the complicating action with some type of attitude.

Stages:

- Orientation
- Complication
- Evaluation
- Resolution

Jody is a young woman who absolutely adores dogs. She owns a Papillion named Louie, a Chihuahua named Isabella, and a Siberian husky named Koda. Every weekend she takes her dogs to the dog park where they love to run, play catch, and meet other dogs.

When Jody took her pets to the park last Saturday, she almost lost poor little Louie. She was playing catch with Koda when she lost sight of Louie. In a panic, she started shouting his name and asked other dog owners if they saw her little Papillion. After 30 minutes of searching and with the help of one dog owner, she finally found him at the entrance of the dog park near a small store that sells Louie's favorite treats. Jody was delighted when she found Louie and bought all three of her dogs their favorite treats.

1. WHO is the woman in the story?
2. WHAT three activities do the dogs love to do?
3. WHEN does this story take place?
4. WHERE does this story take place?
5. WHY is Jody in a panic?

Appendix N° 8

Text used by Teacher A. Lesson B

Christopher and the toy monkey

Field: a story about Christopher and his toy's searching.

Tenor: it is a written text for second language learners.

Audience: High school students

Genre: Stories (narrative)

Mode: written.

Social purpose: According to Rose and Martin (2008) is to resolve a complication in the protagonist's lives, once they have evaluated the complicating action with some type of attitude.

Stages:

- Orientation
- Complication
- Resolution

1. Christopher looked under table .He looked in the cupboard among the pots and pans.

2. "What are do you going?" mother asked

3."I am looking for monk," Christopher said.

4."Your toy monkey in the cupboard? Christopher, how silly .but keep looking. He has to be around somewhere".

5. Christopher looked in the hall closet. He did not find monk. But he did find a piece of perfectly good string. He rolled it into a ball and put into his pocket.

6. He looking behind the cushions on the sofa. He did not find monk. But he found a bright new penny. He put it into his pocket with the string.

7. Then he dumped everything out of toy box. Monk was not there .But Christopher did find the red crayon he had thought was lost. He put it into his pocket.

8. Maybe monk is outside, "Christopher said. He looked behind the big oak tree. Monk was not there. But Christopher found an acorn. He put in into his pocket.

9. Christopher looked in the yard. He found a yellow mitten in the bushes. He did not find monk. He stuffed the mitten into his pocket.

10. A t the bird feeder Christopher found a soft, gray feather. He put it into his pocket.

11. Mr. Smith, next door, got a load of pebbles for his garden path. Christopher saw one that was purple and blue and brown. "That is pretty," he said. "Do you need if for your path?"

12. Mr. Smith laughed. He picked up a thin, flat pebble. "This is good skipping stone. You may have them both."

13. "thank you," said Christopher. He dropped both stones into his pocket.

14. Christopher found a big black button under the steps. It was just what he needed to make a spinner. And he already had the string. He put the button in to his pocket.

15. He raced black across the yard. He almost stepped on a fallen bird's nest. He picked it up carefully.

16. A tiny speckled eggshell lay in the grass. Gently, Christopher laid it in the bird's nest.

17 the grass was rich with golden dandelions. Christopher put the nest and the eggshell on the porch step. The he picked a big handful of dandelions.

18. His hands were too full to open the door. So he pushed the bell with his nose.

19." these are for you," Christopher said when mother opened the door.

20. Mother put the dandelions into a brown bottle.

21. Christopher took the tiny speckled eggshell out of the nest. He put it on the table. He put the bird's nest beside it. The he emptied his pockets and put all of treasures in a row. "Look at all the good stuff monk helped me find, " he said.

22. "You found your toy monkey?" mother asked.

23. "Oh, I knew where he was all the time." Christopher ran to his room and pulled monk out from under the bed.

24. Mother laughed. "If you knew where he was, why were you looking?"

25. "We were playing hide -and-seeK," Christopher explained. "When you are playing hide-and-seeK, somebody has to look."

26."but how cloud monk helps you find all that stuff? He was under the bed."

27. Christopher gave his monkey a hug. If he had not hid, I would not have looked. And you cannot find stuff if you do not look, can you?"

Appendix N° 9

Text used by Teacher B. Lesson A

Bob, Jim and the Lion.

Genre: Stories (anecdote)

- Orientation
- Complication
- Evaluation

Jim and Bob were in Africa. Jim wanted to learn about the animals of Africa, Bob was an expert.

“I am an expert on Africa”, he told Jim.

You need years of experience to understand the animals of Africa.

First Bob explained about insects and mosquitoes. Then he explained about crocodiles and hippopotamuses. Next he explained about elephants and giraffes. Finally he explained about lions. Lions are very fast, he told Jim. They are very fast runners. You can never escape from a lion by running

Bob and Jim went to the jungle for a practical lesson. Suddenly an enormous lion appeared Jim started to run. He ran and ran.

“Stop! Shouted Bob. “STOP! Lions are very fast runners. You can never escape from a lion by running. AAAaaa – aaagh!

“I am very fast runner”, said the lion, eating the expert, but I only run when it's absolutely necessary.

Moral: In some respects, lions are very human.

1. Who is in the story?
2. Where are they?
3. What do they talk about?
4. Where do they go?
5. What do they see?
6. What do they do?
7. What does the moral of the story mean?

Appendix N° 10

Text used by Teacher B. Lesson B

Holiday.

Genre: Descriptive report.

Stages: Classification and description.

Field: Holidays. Vocabulary related to holidays.

Tenor: It is a text written for second language learners. It is a very simple and repetitive text.

Mode: Written text.

A holiday is a special day to remember special people or special events in history. The word holiday is the combination of two words: holy and day. At one time, most holidays celebrated religion. Today, holidays celebrate more than religion. Some holidays are even for nature or animals! Earth Day for example, is a holiday when we think about how to take care of our planet, Earth.

Every month, with exception of August has a major holiday. On some holidays children do not have to go to school and adults do not have to go to work. Christmas and Thanksgiving are examples of holidays when most people do not have to go to work or school. Of course, there are people who have to work, even on holiday. Police officers, bus drivers, fire fighters, and hospitals workers are always needed, even on important holidays. These people are hard at work while everyone else gets to stay at home and celebrate.

On other holidays, people do go to work and school. There is no day off on holidays like Halloween, St Patrick's Day, and Valentine's Day. People may still celebrate at work or school, or when they get home.

People celebrate holidays by spending time together. Sometimes people wear special clothes and eat special food. For instance, on St Patrick's Day, green is the color of choice used to celebrate. People may eat green food or treats shaped like a shamrock, a clover plant that is a symbol of Ireland.

People also celebrate some holidays with parades. There are large parades in many cities and towns. One of the largest parades in America is the Macy's Parade in New York City. It is held every year on Thanksgiving Day, to celebrate both Thanksgiving and Christmas. A holiday is a special time.

QUESTIONS:

1. What is a holiday?
2. What types of things are celebrated on holidays?
3. In which month are there no major holidays?
4. Name a holiday when people do not have to go work or school.
5. Which people still have to work on holidays?
6. Name a holiday when people go to work or to school.
7. How do people celebrate holidays?
8. When is the Macy's Parade?
9. What is your favorite holiday and why?