UNIVERSIDAD LIBRE

FACULTAD DE CIENCIAS DE LA EDUCACION

INSTITUTO DE POSGRADOS- CENTRO DE INVESTIGACIONES

ÉNFASIS DE LA MAESTRÍA	DIDÁCTICA DE LAS LENGUAS EXTRANJERAS
MAESTRIA PLENA:	SÍ X NO
MAESTRIA CON ESPECIALIZACIÒN NOMBRE DEL ASESOR	DIANA MARCELA POSADA MURILLO
COHORTE	12
LÍNEA DE INVESTIGACIÓN	TEACHER PRACTICE.
TÍTULO:	ANALYZING SECONDARY SCHOOL PERCEPTIONS REGARDING TO THE USE OF READING COMPREHENSION STRATEGIES THROUGH INTERACTIVE MODEL
CIUDAD, LOCALIDAD INSTITUCIÒ0N EDUCATIVA DONDE SE VA A DESARROLL EL PROYECTO	BOGOTÁ SUBA IED SIMÓN BOLÍVAR
NOMBRE DE LO(S) ESTUDIANTE (S) SI ES DOCENTE DECIR EL ÁREA	FREDDY ZABALA ENGLISH TEACHER CYCLE THREE
CÓDIGO- NÚMERO DE CÉDULA DE CIUDADANÍA:	12142006- C.C Nº 80543781
CORREOS Y TELÉFONOS:	freddyo.zabalap@unilibrebog.edu.co - 3203273868
FECHA DE ENTREGA:	6 de Julio de 2016

TABLE OF CONTENTS

SUMMARY

TITTLE: ANALYZING SECONDARY STUDENTS PERCEPTIOSN REGARDING TO THE USE OF READING COMPREHENSION STRATEGIES THROUGH THE INTERACTIVE MODEL

AUTHOR: FREDDY OSWALDO ZABALA PALACIO

KEY WORDS: reading comprehension, reading strategies, interactive model

DESCRIPTION: This research project deals with the reading comprehension issue and how can it be fostered through the Interactive model in a population sample of seventh graders at Simón Bolívar school where it was found through a diagnosis test that the weakest skill these students presented was the reading competence. In order to reach this objective, international, national and local studies on the issue of reading comprehension and the Interactive model were revised. Based on the theories of reading strategies proposed by Tanner & Green (1998) and the Interactive model by Anderson, (2006) a theoretical perspective was constructed.

Afterwards, as a methodological design a qualitative design was taken into account and the case study approach keeping in mind the model proposed by Yin, (2002). After designing and developing six didactic units five categories emerged that can show how the Interactive model can contribute to the reading comprehension field and evidence the research activities proposed in Yin´s model (2002) and the specific objectives set for this study. At the end of the research, it was concluded that the reading comprehension strategies can be fostered through the Interactive model if

some aspects such as cooperative work, learners interaction with the didactic units and the learners perceptions in relation to the reading process in English and the learners self- confidence when doing reading tasks are seen. For pedagogical implications it was discussed the relevance of the reading process in school life, the reading process in the mother tongue and the foreign language and the importance of promoting reading comprehension strategies in a foreign language at school.

REFERENCES

- **Theoretical references:** Bachman, (1990), Anderson, (2006), Tanner & Green, (1998)

- **Methodological references**: Cohen, Manion, & Morrison , (2000), Yin, (2002)

CONTENTS

- **Description** of the research problem: It talks about the context where this research project was carried out and a diagnosis applied to a group of seventh graders in order to establish a research problem.

- **Justification**: It points out the relevance that this research project has in the context where it was carried out.

- **State of the art**: It revises international, national and local studies that have dealt with the reading comprehension and the Interactive model issue.

- **Theoretical framework:** It stands for building up a theoretical perspective around the constructs: reading comprehension strategies and Interactive model.

- **Research design:** It depicts the qualitative research design, the case study approach the data collection techniques and the Yin´s model (2002).

- **Instructional design:** It deals with the design and development of the didactic unit instrument

- **Data analysis:** The emerged categories are presented and their contribution to the reading comprehension field and how they give evidence of the research activities: *plan, design, prepare, collect, analyze* and *share* proposed in the Yin´s model (2002) and to the specific research objectives.

- **Conclusions:** They aim at answering the research question based on the theory of reading comprehension, the Interactive model and the emerged categories.

- **Future pedagogical implications:** They deal the importance of the reading process in the school life and the relevance of supporting the reading processes in the mother tongue as well as the foreign language.

METHODOLOGY:

This research project follows a qualitative design and is based on the case study approach taking into account the Yin´s model (2002).

CONCLUSIONS

The reading comrephension strategies can be fostered through the Interactyive model taking into account aspects like collaborative work, learners perceptions about: the reading comprehension strategies, the didactic units, the relevance the Englsih language has for their future personal lives. Also the interaction between the students and the learners self- confidence towards the use of reading comprehension strategies.

SUMMARY ELABORATION DATE: 12- 08- 16

INTRODUCTION

In the first chapter of this research, I present the description of the research problem, the research question and the objectives. The research question and objectives also make part of this chapter. The second chapter of this study aims to justify what is the relevance of this study in the context where it was developed.

In the third chapter, I present the state of the art. Previous international, national and institutional studies that have dealt with the topic of the English Reading comprehension strategies and the interactive model are studied. The fourth chapter deals with the theoretical framework, in order to build up a theoretical perspective, the reading comprehension strategies stated by Tanner & Green, (1998) and the Interactive reading model are analyzed.

The fifth chapter describes the type of research that is going to be carried out and the kind of approach used. For the first one, it is a qualitative research, taking into account the principles by Johnson & Christenssen (2010). As for the type of method, this research is going to follow the principles of a case study following the Yin, R (1998) model. In the fifth chapter the reader can find the instrument design where I show how I implemented six didactic units to the learners.

The sixth chapter presents categories and subcategories emerged supported by the outcomed found out during the triangulation process. Chapter seventh refers to further pedagogical implications and the last chapeter eighth presents the research conclusions.

1. DESCRIPTION OF THE RESEARCH PROBLEM

Colombian students live in a world that everyday demands them to communicate in English in order to interact with citizens from foreign countries and access to knowledge in this language. An intensification of the learning and teaching of languages is necessary looking for a greater mobility, an international communication more efficient combined with respect for identity and cultural diversity, a better access to information, a further intense personal interaction, an improvement in the job relations and a mutual deeper understanding (Common European Framework for the teaching of Languages, Translated by author). Concerning to the English language, it is undeniable its influence in the global context: "A language achieves a genuinely global status" observes Crystal (1997: 2), "when it develops a special role that is recognized in every country". Clearly English has achieved such a role", Kumaravadivelu, (2003).

In relation to the teaching of English in Colombia, The Ministry of Education has proposed the Colombia Bilingue 2014- 2018 program: "The current Colombia Bilingue 2014-2018 program intends to generate actions, in different fronts, such as teacher training, incentive plans, diagnostic of the language level of teachers, the allotment of didactic material and textbooks, and the establishment of a pedagogical model which includes this curricular proposal. This program is derived from the current Development Plan in which strengthening of the English teaching-learning process plays an important role", Ministerio de Educación Nacional , (2016)

To narrow down the teaching of English to the Simón Bolívar school context. This a public school in Bogotá. Its pedagogical model is the Dialogic Pedagogy. This model is defined as a "process in which teacher and pupils critically interrogate the topic of study, express and listen to multiple voices and points of view"

(Routledge,Taylor &Francis , 2015). The school PEI (2015-2016) also states that the Dialogic Pedagogy focuses more on the student than on the knowledge itself. The school goals for English for sixth and seventh grades are:

- To identify and express sentences with the verb To Be.
- To use concepts studied in class in English.
- To generate suitable environments to different commands and greetings.
- To distinguish between simple and continuous tenses.
- To produce and comprehend dialogues, paragraphs and short biographies in English using the Third Singular Person.
- To apply the norms stated in the cohabitation manual in English
- To ask their classmates about their daily routine, and be able to relate theirs?
- To use the auxiliaries *do, does* and *did* appropriately*.*
- To communicate their experience through gestures, mimics and songs in English.
- To participate in role plays related to their daily life.

Pacto de Convivencia, Simón Bolívar School, 2015. Translated by author.

There are 38 in the seventh grade. They are characterized for being enthusiastic and willing to learn. Their ages range from ten to fourteen years. Most of these students live in neighborhoods of the Suba district such as La Gaitana, Compartir and La Chucua: "Suba is the 11th locality of the Capital District of the Colombian capital city, Bogotá. Suba is located north of the city, limiting to the north with the municipality of Chía in Cundinamarca Department, to the west with the municipality of Cota, to the east with the locality of Usaquén and to the south with the locality of Engativá", Wikipedia, (2015)

Although their English teachers autonomously choose the methodology they use in the teaching process, they agree in following the contents stated in the curriculum. The achievement indicators stated by the Ministerio de Educación Nacional, (2006) that have to be achieved in every communicative skill for sixth and seventh grades are:

Listening skill

- *I comprehend basic information about topics related to my daily activities and my environment.*
- *I comprehend oral questions and expressions referred to me, my family, my friends and my environment.*
- *I comprehend and follow punctual instructions when they are presented in a clear way and with known vocabulary.*
- *I identify the general topic and the relevant details of conversations, information heard on the radio or oral presentations.*

Reading skill

- *I comprehend written instructions to carry out daily, personal and academic activities.*
- *I comprehend academic literary simple texts of general interest, written in.*
- *I can elicit specific and general information from a short simple text.*
- *I apply reading strategies related to its own purpose.*

- *I value reading as an important habit of personal and academic enrichment.*
- *I can identify the suitable meaning of the words in the dictionary according to the context.*
- *I can identify in easy texts, cultural aspects such as customs and celebrations.*
- *I can identify the action, the characters an d the context in narrative texts*

Writing skill

- *I can describe by short sentences people, places, objects or facts related with topics and situations that are familiar*
- *I can complete basic, personal information in forms and simple documents.*
- *I can write a short text related to me, my family, my friends, my environment, or about facts that are familiar to me.*
- *I can write short texts where I express contrast, addition, cause and effect among ideas.*
- *I can use appropriate vocabulary to give coherence to my writings.*

Speaking skill

- *I can answer with short phrases single questions about topics that are familiar to me.*
- *I can ask for explanations about specific situations at my school, my family, and my close context.*

- *I can participate in communicative cotidianic situations like asking for favors, apologizing and thanking.*
- *I can use nonverbal codes such as: gestures and intonation among others.*
- *I can formulate single questions about topics that are familiar supported by gestures and repetition.*
- *I can make proposal to my classmates about what to do, where, when and how.*
- *I can start, keep and close a single conversation around a known topic.*

When the seventh graders started their secondary studies, they had not received appropriate linguistic, sociolinguistic or pragmatic input in English. It was noticed that when they listened to commands like *stand up, sit down* or when they were asked personal questions like *how old are you/ what is your favorite subject at school,* the students did not understand as it was expected according to the topics planned for Cycle Two stated in the curriculum.

Based on that reality, it was decided to give a test (see appendix A) on 13th May, 2015, to know the English knowledge the students had according to the school curriculum. The results found were the following: In Listening, in the context of a song, 71 students (73. 46%) chose the right answers on a picture with twelve body parts, but 28 students (28.57 %) had difficulties evidenced through incomplete answers or choosing body parts that were not mentioned in the song (see appendix A).

In the Reading part, the test consisted of short questions related to a topic they had already worked on. The first question consisted of a reading about Mary´s family. It was seen that 79 students(81. 63%) failed at completing a chart finding out

information in the text (age, number of pets, hair and eyes of members of the family, and 85 students (86. 73%) students failed when they had to fill in the number of friends of two members of the Mary´s family (see Annex A).

Likewise, 80 students (81. 63%) failed at answering the information question "*How many pets does the family have",* 77 failed when asked *how many friends does the family have,* and 75 (76.53%) failed in the first question at identifying the age of the characters (*Nick and Peter*). From these results it can be inferred that 80 sixth grade students (81. 63%) had not learned any appropriate Reading comprehension skills that allow them to understand a text as these topics were supposed to be learned since fourth grade as stated in the curriculum for fourth grade in the second and fourth periods.

In the Speaking part, the question in which most of the students failed was What do you like to do in your free time, followed by the question "*Where are you from",* in which 39 students (39.79%) did not answer. It was identified that when the students did not answer, some looked around thinking out for the answer, others asked for the question to be repeated, or answered it wrong. From these results it can be stated that a high percentage of the assessed students (40.81%) evidenced a low speaking level (see Annex B).

In the written part of the test, it was noticed that although they were asked to follow the example of the reading part, few of them took advantage of it. From the 98 students assessed, 49 students (50%) did not write about themselves in a four line paragraph. 20 of them (20.40%) wrote about their free time, best friends and their likes and 18 (18.36%) of them mentioned only their names.

Through that test, it was validated that seventh graders had a lower level in the Reading 81.63% (79 students) and Writing 61.22% (59 students) skills than in the Speaking 40.81% (39 students) and Listening 28.57% (27 students) ones.

SKILL	PASSED	FAILED
LISTENING	73. 46%	28.57%
READING	18.36%	81.63%
SPEAKING	59.18%	40.81%
WRITING	38.77%	61.22%

Zabala, (2016): Table 1: Results of the Diagnosis applied to the seventh graders in May 13th , 2015.

As a conclusion, it has been said through this description, that at Simón Bolívar School, the seventh graders take three English hours weekly, the English teachers follow the Basic Standards for Foreign Languages and the school curriculum. The learners are characterized by being enthusiastic and willing to learn. From the results of a test applied by the researcher to know the English knowledge the students have, it was found that the students did not choose the right answers in a task while listening to a song, had difficulties in eliciting information from a reading, did not answer to personal information questions, evidenced difficulties when writing about themselves and showed a lower level in the Reading and Writing competences than in the Listening and Speaking competences based on the systematization of the results. Taking this conclusion into consideration, it can be stated as a **research problem that there is a need to foster the Third Cycle students Reading comprehension strategies through the interactive reading model.**

1.1 Research question

Based on the statement of the research problem above, I stand for research question as:

How the Reading comprehension strategies can be fostered through the interactive reading model in secondary students?

1.1.1 Sub Question

Analyze how the interactive reading model can foster the reading comprehension strategies through the implementation of the student´s use of didactics units.

1.2 Object of study

The English Reading comprehension strategies

1.3 Field of study

The interaction between secondary students and the reading comprehension strategies.

1.4 General objective

To foster the reading comprehension strategies through the interactive model in the seventh graders at the Simón Bolívar school.

1.4.1 Specific objectives

1- To build up a theoretical perspective regarding the English Reading comprehension strategies by means of the interactive model.
2- To design and implement didactic units to foster the Reading comprehension strategies through the interactive model.
3- To evaluate the design and implementation of a didactic unit to foster the Reading comprehension strategies through the interactive model.

2. JUSTIFICATION

A study that aims at fostering reading comprehension strategies in English will provide English teachers worldwide to go in depth in this issue.

As it has been mentioned in the previous chapter, the relevance the English language has in society is undeniable. That is why to have a good command in the Reading skill will allow learners to access to a second language and to be able to be in touch with a foreign language.

A research in reading comprehension strategies can provide learners with suitable processes that look for helping learners to understand what a text is about and to facilitate the interaction established between the reader and the English text.

A project of this type represents a challenge of big relevance for the Simón Bolívar school where as it was shown in the diagnosis test (see annex A), secondary learners reading weaknesses in English.

3. STATE OF THE ART

Through the following account of international, national and local studies around the research categories; reading comprehension and the interactive model; there are important aspects from this research to highlight. My first impression is that these studies have made use of different reading models like the bottom up- top down, the explicit- instruction, peer tutoring and reading strategies like: intensive reading, text-coding and double entry organizer, CALL strategy, collaborative reading and reading comprehension strategies. From each of these reading models and strategies important insights have emerged, some of them are: First, students from everywhere still struggle with reading comprehension strategies. A second main outcome to point out was that most of the students from every study improved their reading performance. At last, other important findings that came out were: teachers might know the reading strategy and how to apply it, the relevant role of the first language into the second language reading process and the increase of the learners´ awareness of their own learning process, their self- stem and self-confidence.

3.1 International studies

I am going to give account of five international studies around the reading comprehension and interactive reading model that have taken places in countries like Belgium, United States and Saudi Arabia. The following studies describe their research objective, the data collection techniques and the emerged insights.

The first international investigation that involves this state of the art was carried out   by Škudienė (2002) who conducted a study entitled: "A Comparison of Reading Models, their application to the classroom and their impact on comprehension". The

research objective was to investigate whether a top-down or a bottom-up model of reading is emphasized during pre-, while-, and post- reading activities at the intermediate level of the English language instruction.

The data collection techniques used were questionnaires. As main results, it was found: first: a top-down model is applied more often (f=80) than a bottom-up (f=50) model while reading a text in English classrooms at the intermediate level of language proficiency. Second: In contrast to the situation in pre- and while-reading activities, bottom-up theory (f=86) rather than top-down (f=84) theory is more widely applied after reading a text and third: it may be said that reading instruction after reading is almost interactive, i.e. both bottom-up and top-down models are applied alternatively. In my opinion, this research study is quite relevant because it gives account of an intervention with the bottom up- top down approach that together compose the interactive reading model which makes part of this research. Another important contribution that leaves this research is the support that the bottom up- top down strategy brings to the students´ interaction.

The second international study by Van Keer (2004) inquired about **"Fostering Reading comprehension in Fifth grade by explicit instruction in reading strategies and peer tutoring"**. Her method consisted of a quasi-experimental pretest post-test retention test design was used with three experimental (STRAT, STRAT + SA, AND STRAT + CA) and a matched control group. The insights that came out are described as follows: multilevel analysis revealed that the STRAT and STRAT + CA condition made a significantly larger pretest to retention test progress than the control group. The significant major progress was especially situated from pretest to post-test, during which the intervention took place. Concerning the STRAT + SA condition no significant differences with regard to the control group were detected. Pairwise comparisons of the experimental conditions indicated that the STRAT + CA condition's progress from pretest to retention test also exceeded the STRAT + SA condition's advancement significantly. This study contributes to the present one as it

analyses data by a quantitative design and as it will see in the research design I will follow a mixed approach too.

The third research led by Barr (2006) called "Descriptive study of Reading strategies for secondary education in Minnesota public schools" used as data collection technique a survey to evaluate literacy interventions used in Minnesota public schools. The results found were: 1) The majority of students struggle in the area of reading comprehension, 2) Educators in Minnesota are predominately using -wide district assessments to monitor the student's progress during the intervention process. Tutoring and other interventions are being used by Minnesota educators. Districts appear to support the need for effective reading interventions. I consider that this study shows how students struggle with reading comprehension not only in Colombia but also worldwide, in this way, it suggests that more research must be done on this field.

The fourth investigation by Dorkchandra (2010) looked for "Enhancing English reading comprehension through a text structure reading strategy CALL program. The purposes of the study were to compare reading comprehension test scores of the students who learned with the Text Structure Reading Strategy CALL program (herein called TSRS) and those who did not learn with the TSRS CALL program, but studied texts from the Voice of America (VOA) Special English Program web pages, and (2) to explore the students' opinions towards the TSRS CALL program and its usefulness. The research results were 1). The students with medium English proficiency who learned with TSRS CALL program did not significantly higher post-test scores than the medium proficiency ones who did not learn with the program.

The learners with low English proficiency who learned with the TSRS CALL program had significantly higher post- test scores than the low proficiency students who did not learn with the program. Overall, the students who learned with the

program had significantly higher post- test scores who did not learn with the program. The students who learned with the TSRS program had very positive opinions towards the program and its usefulness. In my opinion, this study describes the impact that a pedagogical proposal (CALL program) could have on the learner´s reading performance.

Finally, as a fifth international study, McRae, (2012) looked for "Utilizing the Interactive Reading Model in a Continuing Education Course". The research objective was to provide an alternative method of reading instruction to female Saudi Arabian university students enrolled in a continuing education class for banking. The use of the interactive reading model, student-generated, and authentic materials is explained followed by sample lesson plans to see how these approaches can be implemented within the classroom. The author will also include her evaluation and experience implementing these lessons.

To end up this account of international studies around the research categories: reading comprehension and the interactive reading model I can say, that during the period from the year 2002 to 2012 important contributions from these studies have been made to the reading comprehension and reading models field.

3.2 National studies

The following national studies range from the period between the 2010 and 2015. The first national research was conducted by Espinoza & Herrera, (2010) called **"**The Instruction of Reading Comprehension Strategies to a group of sixth-grade English-as-a-foreign language learners in a public school context"; In this study they designed and implemented a reading comprehension strategy instruction to 6th - grade students in order to improve their English reading comprehension skills. The

study sought to explore the instructional application of six reading strategies to short stories: skimming text, scanning text, reading titles for predictions, taking notes, underlining unknown words, underlining important information, and using images to comprehend text. The data was collected through questionnaires, interviews, and video recordings of the instruction.

The findings suggest that when English teachers impart reading instruction, they first need to know how to identify and apply the reading strategies well themselves in order to effectively communicate that cognitive knowledge to the students. Another finding suggests that English teachers must not disregard the role of Spanish in reading because the native language can support the students' learning and application of reading strategies. Another suggestion from the findings is that English teachers always need to provide modeling for their students, so that students are able to comprehend and to use the strategy. In my opinion, this study leaves important results as: the importance of the knowledge the teachers must have of the reading strategy to be applied; the role of the mother tongue in order to help the learners to comprehend a L2 text and at last, the importance of the modeling strategy by the teachers.

The second national study by Yaima (2011) entitled "Reading Comprehension Strategies Within an EAP Short-Course" has as research objective to implement reading comprehension strategies instruction within English for Academic Purposes (EAP) short-course, by considering the use of think aloud methods and collaborative learning after previous instruction provided to college students in Pereira, Colombia. The data collection techniques were questionnaires, observed classes' and a semi-structured interview. The findings revealed the participants sense making after being instructed about reading comprehension strategies by illustrating their understanding of the texts proposed.

The third national research described in this study was led by Adarme, (2012) called "Reading strategies used by beginners in L2". The research question was what type of reading comprehension strategies the ninth grade students of Instituto Técnico de Oriente use in the EFL classroom in the comprehension and interpretation of written texts. The main objective stated to analyze what type of reading strategies the ninth grade students use in the EFL classroom in the comprehension and interpretation of written texts. As data collection techniques were used a structured questionnaire. I consider that the importance of this study relies on looking for what strategies students themselves use to comprehend and interpret reading texts in English.

As a fourth national search, in the period between January and April, 2015, Medndieta , y otros, (2012) researched on "Fostering Reading Comprehension and Self-Directed Learning in a Collaborative Strategic Reading (CSR) setting". The data collection techniques used were: pre and post student questionnaire, a pre and a post reading test, teacher journals and student learning logs. The emerged insights are described as follows: a) reading performance can be improved through CSR, b) students show more commitment and interest towards learning when participating in a collaborative classroom, c) problem-solving and teamwork skills can be developed through a CSR classroom, and d) self-direction can be fostered through independent work and the development of self-monitoring tasks. I consider this study shows the advantages that the Collaborative Strategic Reading (CSR) offers as it was mentioned: the enhancement of the reading performance, problem- solving and teamwork skills.

The last national enquiry by Uribe, (2015) looked for: "Improving EFL students' performance in reading comprehension through explicit instruction in strategies". The research objective was to determine the effectiveness of a proposal for teaching reading strategies explicitly to EFL students, in terms of strategy recognition and performance in reading comprehension tasks. The research design follows a mixed-

method approach since both qualitative and quantitative data was collected and analyzed through questionnaires, reading tests and tasks. The research findings were: after the sixteen-week training, the participants reported wider reading strategy repertoires and higher scores in the reading comprehension exit test. I might highlight, from this study how through the teaching of instruction models the learners´ performance is improved.

3.3 Local studies

The following five local studies were all held in the city of Bogotá. The first one by Montes, Botero, & Petchhalt (2009) aims to describe the effects of L1 (Spanish) reading comprehension on L2 (English) reading comprehension in sixth graders students at a female Catholic school in Bogotá, Colombia. As data collection techniques they used records and videos. As results they found that there is a correlation between the first and second grading period Spanish grades and the same grades in English; they also found that each student had exactly the same grade in English as in Spanish. This study shows through the students´ scores how close is the relationship between the learner´s performance in their mother tongue and the foreign language.

In 2010, Quiroga conducted a study at San José de Castellar School in Bogotá. The study was born since the students' needs and the Proyecto Educativo Institucional (PEI) that emphasizes on the requisite of improving reading comprehension. The data collection techniques were observations, journals, interviews and questionnaires. These instruments provided information about the level of improvement in reading comprehension and evidenced advances in the learner´s performance when they read an academic text in English.

The second one by Poole, (2009) researched about the reading strategies used by male and female Colombian university students. The data collection techniques used was the survey of reading comprehension (SRC). The results showed that males' overall strategy use was moderate, as was their use of nearly half of their individual strategies. Females' overall strategy use was high, as was their use of half of their strategies. Females' overall strategy use was significantly higher than males', as was their strategy use on two of the three SORS subscales and on eight strategies. I think that these results are quite useful because they show differences between men and women´ use of reading strategies.

As a third one, Mahecha , Urrego Stella, & Lozano, (2011) concerned about the "Improvement of eleventh graders' reading comprehension through text coding and double entry organizer reading strategies". The objective of the study was to guide 11th grade students at the Policarpa Salavarrieta school, morning shift, to read short passages by means of text coding and double entry organizer reading strategies. The data collection techniques used were class observations and surveys. As insights came out: First: the students understood the purpose of the reading strategies applied, text coding and double entry organizer. Something to highlight from this research was that the application of these reading strategies enhanced students' self- esteem evidenced in becoming more confident readers".

Fourth, Blanco, (2014) carried out a study called "Intensive Reading Based on Cross Curricular Topics: a Strategy to Foster Students' Reading Comprehension" in a public school in Bogotá. Her research objective was to examine the use of intensive reading skills based on cross-curricular topics in order to help students improve their reading comprehension ability. Her data collection techniques were: students' surveys, teacher's journal, and the quantitative analysis through reading tests and students' artifacts. The emerging insights were: students improved their reading comprehension ability especially in the kind of exercises like gap filling, multiple choice and true and false. Conversely, they struggle to find word definitions when

there is not a specific context. Additionally they had difficulties answering open questions. From this local study, I can see that through a systematic methodology the students can improve their reading performance.

As a conclusion of this chapter, all the international, national and local studies revised dealt with reading models and strategies, such as: the bottom- up top, top – down, the explicit instruction, peer tutoring from which important insights emerged, for example: the important role of the first language, teachers knowledge of the reading strategy and its application, an increase in the students ´s awareness of their own learning process and an increase in the students self- esteem and self- confidence. Though most of the studies followed a qualitative approach for data analysis, there was also research that conducted a mix approach.

4. THEORETICAL FRAMEWORK

The main objective of this chapter is the construction of a theoretical perspective of the main topics dealt with in this research. To start with, the reading comprehension strategies construct is presented from the point of view of authors such as Tanner & Green (1998). In order to enrich that concept and for the fulfillment of the research objective of this study, the construct the Interactive Reading Model by Grabe (2002) is going to be described.

To introduce the reading comprehension strategies category, I found relevant to start to talk about the construct "communicative language ability" by Bachman (1990). Inside this category, I look at a definition of the receptive (reading and listening) and productive skills (writing and speaking). At last a set of reading strategies- skimming, scanning, contextual guessing, paraphrasing, outlining and cloze are proposed by Tanner & Green (1998).

4.1 Reading Comprehension Strategies

The term «communicative language ability» has been suggested as this concept combines in itself the meanings of both language proficiency and communicative competence, Bachman, (1990). This author also argues that many traits of language users such as some general characteristics, their topical knowledge, affective schemata and language ability influence the communicative language ability. The crucial characteristic is their language ability which is comprised of two broad areas – language knowledge and strategic competence that consists of two main components - organizational knowledge and pragmatic learning which complement each other in achieving communicatively effective language use, Bachman & Palmer (1996). For me, these theories offer a wider perspective of what the language ability consists of – language knowledge and strategic knowledge.

The linguistic skills are divided into receptive skills and productive skills: "The four English language skills are grouped in: receptive skills (listening and reading) and productive skills (speaking and writing). These days are also termed as comprehension skills and production skills", Crystal , (2003). Reading, for the sake of this study is defined as interactive in the sense linguistic information from the text interacts with data activated by the reader from long – term memory, as background knowledge according to Grabe & Stoller (2002), and they also consider that these two knowledge sources (linguistic and background) are essential for building the reader´s interpretation of the text. I find that the "innovative" contribution by Grabe & Stoller (2002) is the component of the reader background knowledge as an interactive component with the linguistic information from the text in contrast to the definition given above by Crystal (2003) who referred to reading as a passive skill or in his words a receptive skill.

In relation to what has to do with reading strategies; it is stated that besides decoding the text and interpreting the ideas in the text, the reader establishes other type of relations, that has to do with aspects like: strategies use, make inferences and background knowledge: "Besides word decoding, the reader beyond understanding and interpreting the ideas represented by the text, establishes purposes for reading, combine reading strategies as needed, make inferences of many types, draw extensively on background knowledge, monitor comprehension, form attitudes about the text and author, and critically evaluate the information being read", Grabe & Stoller, (2002). In relation to these "reading relations" established above, I consider that these authors show different reading strategies that are also used by the readers besides word decoding, such as inference and metacognitive strategies. Meanwhile for this research, I am interested in the reading comprehension strategies stated by Tanner & Green (1998), they are: skimming, scanning, contextual guessing, paraphrasing outlining and cloze.

4.1.1 Skimming

It refers to looking *only* for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows to look for details in addition to the main ideas. How to skim? Many people think that skimming is a haphazard process placing the eyes where ever they fall. However, to skim effectively, there has to be a structure but you don't read everything.

In this reading strategy, topic sentences give the main idea of the paragraph "If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, then you may want to skim more"… at the end of each topic sentence, our eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events, Mark (2013). Continue to read only topic sentences, dropping down through the rest of the paragraphs, until you are near the end. Since the last few paragraphs may contain a conclusion or summary, you should stop skimming there and read in detail, complements this author.

It is necessary to remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, then you are skimming correctly because skimming is done at a fast speed with less-than-normal comprehension, you shouldn't skim all the time. There are many times, however, when skimming is very useful, Mark, (2013).

To sum up, I highlight from this strategy that there are certain steps to carry out skimming. According to Mark (2013), the reader should get the general idea from the topic sentence and then at the end of it, search for specific information like names,

facts and dates. Also this reading strategy is very useful for oral reports and when facing large amounts of information.

4.1.2 Scanning

It is another useful tool for speeding up reading. Unlike skimming, when **scanning,** the reader looks *only* for a specific fact or piece of information without reading everything. He/she scan when looking for favorite show listed in the cable guide, for a friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, it is necessary to understand how the material is structured as well as comprehend what is read so he or she can locate the specific information needed. Scanning also allows to find details and other information in a hurry.

Furthermore, to scan many different types of material in daily life and to learn more details about scanning will be easy. Establishing the reader´s purpose, locating the appropriate material, and knowing how the information is structured before he/she starts scanning is essential.

The material to be scanned is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order. Information can be also be arranged in non- alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry.

The following is an example of the scanning reading: "The purpose will determine the key words. Suppose that you are looking for the time a train leaves *from New York City for Washington, D.C. The key words to keep in mind are "from* New York City" and "to Washington, D.C." If you are looking for the cost of a computer printer with the code number PX-710, the key word to locate in a list of many printers is "PX-710", Mark , (2013).

Finally, the most important benefit of scanning is its ability to help you become a more flexible reader. Scanning adds another high gear to your reading. To end up, this definition of the scanning strategy, I state that it is important to take into account the following aspects: First, to know the structure of the scanned material and to understand what you read. Second, Mark (2013) advises that the material we usually scan can be ordered alphabetically, chronologically, non- alphabetically, by category or textual and to keep the concept of key words while scanning.

4.1.3 Contextual Guessing

The technique of finding the meaning of an unknown word through its use in a sentence and then guessing how it is pronounced is known as contextual guessing or context identification, or the use of context clues, Anto (2012). The context in which an unknown word is used limits the number of words that could be correct. The problem then is to select from the possible synonyms the exact word used. When the students know the probable meaning of the word and have two or three synonyms in mind, it is easier for them to use structural and phonics analysis to identify the word. Contextual guessing is the most important skill used by most readers in attacking new words. It is closely related to comprehension and this is one of the most practical skills students learn.

Context clues have several uses in reading. The four uses named below are of special importance to readers of foreign languages: First, context clues help readers to derive the pronunciation and meaning of an unknown word from its uses in a sentence. Second, context clues also help to determine the pronunciation and meaning of an unknown word from its use in a sentence. When context is used for this purpose, a student reads around an unknown word, gets the general meaning of the sentence and then guesses at the pronunciation and meaning of the unfamiliar word from the way it is used. Third, context determines how the accentuation of similar words used in different contexts or with different grammatical usages affects their meanings. Finally, context provides clues to the meanings of words that vary according to the subject area in which they are used. Context clues can function only if the material is suited to the reader in terms of difficulty and familiarity or interest.

If the context is too involved, or if there are too many unknown words, context is of little value. When the material deals with unfamiliar concepts or is dry and dull to the reader, he is not likely to be able to develop a continuous line of thought suitable for anticipating an unknown word. All reading materials, therefore, should be chosen with these criteria in mind:

a. Reading materials should be of interest to the reader
b. Concepts developed in the material should be in line with the reader's experience background
c. There should be no more than one unfamiliar word to among 20 conceptive words in materials used for contextual guessing training
d. Upper-grading reading materials should include pictures, graphs, charts and tables

e. Sentence structure should be appropriate for the achievement level and language maturity of the students.

The procedures for developing abilities in contextual guessing can be incorporated in class reading presentations or special exercises. Before going further analyzing contextual guessing it must be considered a few preliminary questions concerning this skill usefulness and trainability. As to the usefulness, the favorable effect of the guessing skill on reading speed and text comprehension can be well noted. It is self-evident that a reader who is not able to use context adequately will have to refer to the dictionary continually and in many cases will not be able to choose the correct alternative.

With respect to the trainability of the skill we may refer to an investigation to a varied series of experiments carried out in an English reading class in a university. All the experiments require subjects (three different levels) to try to guess the meaning of unknown words (limited in number) or to fill in blanks in their foreign language texts. Then they were asked to verbalize their thought processes. An analysis was made by contrasting successful and unsuccessful actions of different subjects with respect to the same unknown words or blanks.

Likewise, analysis of the experiments indicated that different subjects can act on different linguistic levels. The subjects were found to be acting on a syntactic level when trying to find out the grammatical structure of a sentence. They were acting on a semantic degree when exploring the immediate or wider context of the unknown word or blank in order to find its meaning. Subjects were acting on a lexical level when they inspected the word form in order to derive its meaning. Sometimes, though not always, they were acting on a stylistic level when they tried to appreciate the stylistic usage of a word. These analyses also indicated that guessing skill is trainable.

As a conclusion of this strategy, I can say that the contextual guessing strategy benefit the readers of foreign languages because context clues help readers to derive the pronunciation and meaning of unknown words from its use in a sentence, Anto (2012). Another aspect concerns to the importance of the material used: it should be of interest; concepts related in the material should be closed to the reader´s experience background; upper grading reading material should include graphs, tables and charts and sentence structure should be appropriate for the achievement level and language maturity of the students. At last, the results found in a study show that different subjects can act on different linguistic levels, they are: syntactic level evidenced when the subjects looked for the grammatical structure of a sentence; the semantic level was identified when the subjects explored the immediate or wider context of the unknown word or blank; the lexical level emerged when the subjects inspected the word form to derive its meaning and the stylistic level when they tried to appreciate the stylistic usage of a word. A last result showed that the guessing skill is trainable.

4.1.4 Paraphrasing

A paraphrase is a restatement of an idea into your own words, Harris, (2014): "You turn a sentence you have read or heard into about the same number of your own words. Different words, same meaning. Paraphrasing is a valuable learning strategy for the following reasons: First, active engagement with the material". The act of turning a statement into your own words and writing them down (or typing them up) engages your mind and body with the content. Writing or typing up sentences involves kinesthetic (physical movement) interaction with the material as well as mental. Paraphrasing causes that the reader thinks about the ideas rather than just dumping them into your brain unexamined. Second, Improved memory: active engagement improves your memory of the ideas. Even copying the idea down word for word increases retention, whether or not you ever review your notes. Third,

improved understanding: in order to convert an idea into your own words, you must think about it and understand what the writer or speaker is telling you. You can copy the exact words robotically without even thinking and therefore with less understanding. And without understanding, you are likely to forget the information sooner because your brain didn't connect it to anything else. Fourth, make the idea your own: Using your own writing style, your own vocabulary, and your own thinking adds the idea to your regular mental inventory.

Also Harris, (2014) states a set of purposes for using paraphrasing. In first place, he talks about to put the ideas in a different order. If the writer discusses things in a different order from the one you find most useful for your study, rearrange them in your paraphrase to emphasize what is important. Second, the author states that to simplify the language is perhaps the most useful benefit of paraphrasing. Some writers use overly elaborate sentence structures or too much jargon or unnecessarily abstract vocabulary. At last, to clarify the ideas, as some writing is simply difficult to understand.

Finally, this author advises to read the sentence or passage over and over until you really understand it; write out the meaning, either in outline form or conversational style; locate the main ideas and arrange the order you want to present them; write the paraphrase from your rearranged outline; check to see that you have preserved the meaning and included all the ideas; edit as needed; add a citation to give the source credit. You cannot make an idea your own simply by changing it into your own words. You still need to cite the source of the idea, Harris , (2014).

To summarize the paraphrasing reading strategy, I found out that it offers important contributions to this study: First of all, paraphrasing is a valuable strategy

because it activates engagment with the material, improved memory and improved understanding. A set of purposes for utilizing this strategy was also listed: putting ideas in a different order in order to emphasize what is important, to simplify language and to end up, this same author talks about a formula to paraphrase.

4.1.5 Cloze

Cloze procedure is a reading comprehension activity in which words are the omitted from a passage and students are required to fill in the blanks. This procedure is incredibly useful in reading instruction because it can be easily done by any teacher and provides valuable reading comprehension information.

There are several different methods used to create cloze passages. All of these methods entail finding a passage that is at the target student's reading level and deleting words in a pattern. The range for deleting words depends on reading ability and what kind of skills you wish to assess. You can delete every five words up to every 10-20 words or more. If you wish to assess a more specific skill, such as specific vocabulary words, you can select a passage and delete only those vocabulary words.

In addition the cloze procedure is commonly used in reading assessment because it requires students to use different reading comprehension skills to fill in the blank. For example, if a cloze procedure was used to assess vocabulary, students would need to use their knowledge of the vocabulary words as well as context clues in the passage to determine which word should be used to fill in the blank.

Finally, assessment using the cloze procedure is last concerned with fluent student reading and more with targeting specific reading comprehension skills. Reading a cloze passage requires students to look to either side of a blank to figure out which word needs to be used to fill in the blank. This flexibility means that the cloze procedure can be used to assess a variety of skills, (Derek , s.f.).

4.1.6 Outlining

Outlining strategies in relation with reading comprehension are intended to include a variety of metacognitive strategies for explicitly representing text. Sinatra and Pizzo aptly recognized outlining as a mapping tool. They expressed that it can be an important instrument for reading comprehension. Alvermann argued that there is a strong evidence that using such tool improves reading comprehension. Researches also claim that outlines and graphic organizers are fundamental because they provide information and opportunities for understanding. Furthermore, outlining serves as a visualization of the ideas and information in an orderly manner[J]. On this milieu, Biano and McCormick state five uses of this reading strategy, they are: (a) let the learners focus on important ideas; (b) improves familiarity with the structure of materials; (c) helps retention; (d) produces alternative materials to supplemental material; and (e) encourages learners to participate in learning, G.Tan, (2015) As far as it was said according to these authors, this reading strategy provides learners with advantages such as: opportunities to understand, to familiarize with structure and material and encourage students participation.

On this account several cognitive theories became salient in the use of graphic organizer in helping students process and retain information. These theories include schema, dual coding and cognitive load theories. First, is the schema theory.

Accordingly, concept memory is composed of a network of schemas. A schema as defined by Winn and Snider is a knowledge structure that accompanies or facilitates a mental process. Dye (in G.Tan, 2015) further expressed that the graphic organizer has its roots in schema theory. He said that when students learn something new, they must be able to retain the information for later use. Hence, information that fits into a student's schema is more easily understood, learned and retained that information that does not, in G.Tan , (2015). I can see that the authors above talk about the importance a scheme has as facilitator for students' retention of the information.

Second theory is the dual coding. As Paivio (in G.Tan, 2015) noted, dual coding theory assumes that memory consists of two separate but interrelated systems for processing information. One system is specialized in processing non-verbal imagery and the other is specialized in dealing with language. Accordingly, while each system can be activated independently, there are connections between the systems that allow for the dual coding information. The theoretical foundations of dual coding theory have definite implications on the values and use of graphic organizers with which outlining is one of its types. Marzano, Pickering and Pollock in G.Tan , (2015) state that graphic organizers enhance the development of non-linguistic as well as linguistic representations in students and therefore, enhance the development of content. In my opinion these contributions are quite pertinent as the authors talk about how the outlining strategy permits the interrelation between linguistic and non-linguistic representations and in this way the development of content.

They further argue that graphic organizers as a visual tool help students process and remember content of the given text. The last theory is the cognitive load. The term cognitive load means the amount of mental resources necessary for information processing. As a theory, it maintains that working memory can deal with a limited amount of information. Accordingly, the information is likely to be lost, if its

capacity has exceeded its limits. Cooper also expressed that working memory has a capacity of between four to ten elements depending on the student's existing schemas. On this ground, visual learning tools such as graphic organizers can reduce the cognitive load. This situation allows more of the working memory to be able to attend to learning new materials As a result, content can be addressed at more sophisticated and complex levels through the use of graphic organizers.

   To sum up this revision of this reading strategy, it was seen that outlining is an important instrument for reading comprehension because these schemes provide information and opportunities for understanding and also enhance the development of linguistic and non- linguistic representations.

      As a general conclusion of the reading comprehension strategies construct in this chapter; in relation to the reading strategy skimming, it was seen how it stood for the reader to understand the topic sentence and as a second step for to look for details (names, dates and facts). In what has to do with the scanning strtategy, the material to be scanned is ordered alphabetically, non- alphabetically, by category or textually. In the contextual guessing strategy, the contextual clues has as purposes: to derive the pronunciation and meaning of an unknown word in a sentence. The material used with this strategy has to accomplish some requirements as: being related to the reader interest and for the high level material it should inclide charts, graphs and tables.

      Finally, I consider these reading strategies can be applied to this research as Zabala, (2003) states: "The strategies proposed by Tanner & Green (1998) support the development of reading competences particularly when dealing with the form of the text (aspects of textual cohesion). Students are led "unconsciously" and easily towards prediction than to the performance with strategies whose main objective is

the comprehension of the text structure due to the nature of language itself as Torrado , (2000) states in the author above: "languages besides to be a sign system that allows us to communicate, to analyze sentences and their grammatical elements; also is used to live reality on other ways; since multiple and magical possibilities of approaching, furthering and structuration of the world that language offers.

The second category of this chapter corresponds to the Interactive Reading Model. I find relevant to start to talk about the construct "communicative language ability" by Bachman (1990) and its relationship with the communicative abilities construct as a starting point of the Interactive Reading Model.

4.2 The Interactive Model

Language competences have been divided into organizational competence and pragmatic skill. The former one is divided into grammatical competence on one hand and the textual competence on the other hand, Bachman, (1990). The textual competence stands for the knowledge of conventions for cohesion and coherence and rethorical organization. It also includes conventions for language use in conversations, involving starting, maintaining, and closing conversations, (Guzmán, s.f.). I think the distiction that Bachman, (1990) draws about language competences allows me to understand the different functions of language in context.

4.2.1 Psychological abilities

In relation to this issue, the strategic competence, Bachman & Palmer (1996) operates in the nonnative learner who is aware of his or her learning process of the L2: "It follows from this that strategic competence may operate, depending on the

circumstances, in ways of which the language user is consciously aware, or at a subconscious level. The effort involved in learning a second language, and the learner's inevitable lack of native speaker competence mean that strategic competence is likely to be closer to the area of conscious awareness for the language learner than it is for the native speaker",. I find useful this relationship established by this source between the strategic competence and the learner conscious awareness of the learning process.

On the other hand, the communicative abilities, also provide a wider definition of what language abilities are and how they approach to the construct of the interactive reading models. The communicative abilities are classified into language proficiency and communicative competence, Bachman (1990). Based on the foundations of well- known authors, he suggests that the knowledge or competence and the capacity for appropriate use of knowledge make part of the communicative abilities: "to use language communicative ability», claiming that this term combines in itself the meanings of both language proficiency and communicative competence.

In elaborating on this definition, Bachman, (1990) devoted special attention to the aspect of language use - that is, the way how language is used for the purpose of achieving a particular communicative goal in a specific situational context of communication, Bagarić, (2007). In my view, Bachman (1990) emphasizes on the communicative abilities concept about the importance of the knowledge or the competence of the language and the aspect of the proper use of this knowledge in a specific context.

4.2.2 The reading teaching models

The bottom up- top- down reading strategies are defined as serial models where the reader begins with the printed word, recognizes graphic stimuli, decodes then to sound, recognizes words and decodes meanings, Alderson (2000, 16). Each component involves sub processes which take place independently for each other, and build upon prior sub processes whereas for Grabe & Stoller (2002) bottom- up strategies suggest that all reading follows a mechanical pattern in which the reader creates a piece by piece mental translation of the information of the text with little interference from the reader´s own background knowledge, (p. 32).

In this sense, the bottom up and top down strategies of the Interactive model are going to be taken into account in this research project because through this model I pretend to foster the reading comprehension strategies stated by Tanner & Green, (1998).

4.2.2.1 **The interactive reading models**

I pretend to solve the research problem the population of this study faces at the Simón Bolívar School through the Interactive reading model. For the sake of reading comprehension; it is suggested two models: "Two models are proposed for the reading comprehension process. The first one a model about what the text says (text model comprehension), and a model of what the text is about (situation model interpretation), as Grabe (2002) states: "Reading for general comprehension will use a balanced combination of text model comprehension and situation model interpretation (29)". This contribution by this author allows me to approach to the reading comprehension construct with theoretical tools in order to design a useful

proposal in order to reach the research objective: to build up a theoretical perspective regarding the use of reading comprehension strategies through the Interactive Model.

The Interactive Reading Model, as developed by Rumelhart E. in (1977) describes a model of the reading process and the way linguistic elements are processed and interpreted by the brain, as Anthony (2016) states: The model combines both surface structure systems "the sensory, bottom-up portion of reading" with deep structure systems "the thinking, or top-down, aspects of reading" to build meaning and memory for all learners. Readers use both knowledge of word structure and background knowledge to interpret the texts they go through. For example, a student who encounters an unknown word might use surface structure systems like graph phonic, or letter-sound, knowledge to decode the word.

A different student might find it easier to use deep structure systems like semantic knowledge, such as meaning and vocabulary, to decode the same unknown word. Each student makes connections in different ways. This process validates and supports both methods of understanding, realizing that an individual processes information in very different ways.

On one hand, surface structure processing, also known as bottom-up processing, is the sensory portion of reading. This method of understanding uses knowledge of letter-sound relationships, lexical or word knowledge and syntactic or contextual understanding of the text to make meaning of previously unknown material. This type of processing can be assisted by the teaching of phonemic awareness and sentence structure skills. Students who use only surface structure approaches to understanding often find it difficult to comprehend the text.

On the other hand, deep structure processing, also known as top-down processing, is the thinking aspect of reading. This method employs vocabulary knowledge, background knowledge and social construction to derive meaning from text. This type of processing is often easier for poor readers who might have trouble with word recognition but have knowledge of the text topic. Also, vocabulary instruction is imperative for these learners to build a larger pool of knowledge on which to draw when faced with unknown text.

Furthermore, the most evident benefit of this model is the opportunity for the differentiation that it provides students. Learners are not required to fit into a set mold or have identical skill sets to decode and interpret text. They are encouraged to use their own strengths to gain understanding and new information. When used in the classroom setting, students should be enhanced to share their knowledge with classmates or peers. Moreover, this model allows the reader to bring his /her own background knowledge to reading and to interact with others to build meaning and memory from the text.

To highlight from this approach to the Interactive Reading Model, it calls my attention that Anthony (2006), looks for an essential aspect that can be applied to a research proposal to the seventh graders; the one of sentence structure skills that according to her are a feature of the bottom up strategy that at the same time composes the Interactive Reading Model. A second aspect concerns with the benefits of the Interactive Reading Model where Anthony (2006), points out that through this approach the student is going to have the chance to bring his/ her own background knowledge to reading and interact with others to build meaning and memory from the text.

As a second view on the Interactive Reading Model, Salem (2000) deals with this topic based on the perspectives of well- known authors. To start with, he describes

Rumhalts´s Interactive Reading model into five knowledge sources, in the first one, the author is aware of the importance of an interactive reading model that permits an access to the information contained in a higher stage of processing to influence the analysis that occurs at a lower stage. The second aspects deals with orthographic knowledge that is evidenced through error in word recognition; the third source of knowledge is the influence of semantic knowledge and its influence on word perception; as the fourth (syntactic) and fifth (lexical) knowledge by Rumhalts (in Salem, 2000) corresponds to the interpretation given depending on the context where the word is embedded and the interpretation which a text segment is entrenched respectively.

Another aspect to take into consideration is the reader's internalized reading models where it is distinguished between the sound-word centered reader and the meaning centered reader from Devine (1988). These theoretical approaches must help learners strike a good balance between the bottom up- top down strategies as important in the interpretation of a text, Salem (2000).

In regards to the implications of interactive models for ESL reading five aspects are being considered, they are: First, higher level processing abilities play an important role in the reading process. Second, many lower-level processing skills are basic to good reading as methods of instruction for rapid visual recognition, for extensive vocabulary development, and for syntactic pattern recognition should become major pedagogical concerns. Third, there is a need for a massive receptive vocabulary that is rapidly, accurately, and automatically accessed -- a fact that may be the greatest single impediment to fluent reading by ESL students. Fourth, students may overcompensate (overrely on text or on context) for a lack of relevant schemata and finally the development of reading abilities may be viewed more profitably if seen in terms of stages of skills

development, Grabe & Stoller, (2002). At last Salem (2000) points out the importance of vocabulary knowledge in the Interactive Reading Model.

There are five aspects to take into consideration about the Interactive Reading Model according to Rumelhart's interactive model: "First, linear models which pass information only in one direction and which do not permit the information contained in a higher stage to influence the processing of a lower stage contain a serious deficiency. Hence the need for an interactive model which permits the information contained in a higher stage of processing to influence the analysis that occurs at a lower stage. Second, when an error in word recognition is made, the word substitution will maintain the same part of speech as the word for which it was substituted, which will make it difficult for the reader to understand (orthographic knowledge).

Third, semantic knowledge influences word perception (semantic knowledge). Fourth, perception of syntax for a given word depends upon the context in which the word is embedded (syntactic knowledge). Fifth, our interpretation of what we read depends upon the context in which a text segment is embedded (lexical knowledge). All the aforementioned knowledge sources provide input simultaneously. These sources need to communicate and interact with each other, and the higher-order stages should be able to influence the processing of lower-order stages", Salem (2000).

In relation to the readers' internalized models, that I revise in this chapter, there is convincing evidence that readers do indeed have internalized models of the reading process that they bring to bear when they read. The first sort corresponds to the sound- or word-centered readers, those who equated good reading with

sound identification or good pronunciation focused their attention on the graphic information in the text and failed to understand or recall what they had read. The second sort is the meaning-centered readers that demonstrated good to excellent recall and comprehension of text, Joanne Devine (1988).

At last, ESL researchers should be interested in interactive models for several reasons as: several studies note that linguistic deficiencies are inhibiting factors in reading (Clarke, 1979; Singer, 1981; Carrell, 1988); good readers are not good simply because they are better predictors, or make better use of context, Joanne Devine (1988). Finally, the importance of vocabulary in the light of Eskey & Grabe, (p. 226) is taking into consideration by this author:

"All models of reading recognize the importance of vocabulary, but the interactive model goes further. Not only is a large vocabulary important, it is a prerequisite to fluent reading. Since automatic word recognition is more important to fluent processing of text than context clues as a first strategy, large-scale development of recognition vocabulary is crucial (Perfetti 1985). The importance of vocabulary is not only related to the number of words, but also to the number of times that these words are encountered and retrieved in texts", Salem (2000).

To sum up this chapter, main aspects such as: the use the bottom up strategy and deep structure processing, Salem (2000), vocabulary knowledge and the issues of background knowledge and social construction to derive meaning from the text. A second aspect discussed, had to do with the use of supporting the seventh graders students with the feature of sentence structure skills as a pattern of the bottom up strategy. It is also remarkable to highlight the five aspects proposed in the Rumhalt´s Interactive Reading model specifically in relation to the information contained

between higher and lower processing and as a second aspect the orthographic, syntactic, lexical and semantic knowledge.

Besides, a reader's theoretical orientations toward reading may determine the degree to which low proficiency in the language restricts second language reading ability. The models that readers hold may be of critical importance in allowing them to strike a successful balance between bottom-up and top-down processing necessary for the interpretation of a text.

In what has to do with the reader´s internalized models, it was seen the two types of readers: the sound or word centered readers and the meaning centered readers according to Devine (1998). The implications of Interactive reading Models for ESL reading was also revised and was defined as the important role of higher level processing abilities, the influence of many lower- levels processing skills on aspects such as methods of instruction from rapid visual recognition, extensive vocabulary development and for syntactic pattern.

5. RESEARCH DESIGN

This study follows a qualitative design methodology so that it uses a wide- and deep- angle lens, examining behavior as it occurs naturally in all of its detail. Qualitative researchers do not want to intervene in the natural flow of behavior, Johnson and Christensen, (2010). As a research method, I have been conducting a case study approach, **"**Case Study a detailed analysis of a person or group, especially as a model of medical, psychiatric, psychological, or social phenomena. A case study is one of several ways of doing research whether it is social science related or even socially related. It is an in-depth investigation/study of a single individual, group, incident, or community. Other ways include experiments, surveys, or analysis of archival information", Cohen, Manion, & Morrison , (2000).

5.1 Qualitative Design

For many years, proposal writers had to discuss the characteristics of qualitative research and convince faculty and audiences as to their legitimacy, (Creswell, 2014). Now these discussions are less frequently found in the literature and there is some consensus as to what constitutes qualitative inquiry. Thus, my suggestions about this section of a proposal are as follows:

- Review the needs of potential audiences for the proposal. Decide whether audience members are knowledgeable enough about the characteristics of qualitative research that this section is not necessary.

- If there is some question about their knowledge, present the basic characteristics of qualitative research in the proposal and possibly discuss a recent qualitative research journal article (or study) to use as an example to illustrate the characteristics.

• If you present the basic characteristics, what ones should you mention? Fortunately, there is some common agreement today about the core characteristics that define qualitative research. A number of authors of introductory texts convey these characteristics, such as Creswell (2013), Hatch (2002), and Marshall and Rossman (2011).

In addition I am going to explain below some features of a qualitative design, they are: Natural setting: Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. They do not bring individuals into a lab (a contrived situation), do they typically send out instruments for individuals to complete. This up- close information gathered by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research. In the natural setting, the researchers have face-to-face interaction, often over time, Cohen, Manion, & Morrison , (2000).

Researcher as key instrument: Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They may use a protocol—an instrument for collecting data—but the researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers, Cohen, Manion, & Morrison , (2000).

Multiple sources of data: Qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources.

Inductive and deductive data analysis: Qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information. This inductive process illustrates working back and forth between the themes and the database until the researchers have established a comprehensive set of themes. Then deductively, the researchers look back at their data from the themes to determine if more evidence can support each theme or whether they need to gather additional information, Creswell, (2014). Thus, while the process begins inductively, deductive thinking also plays an important role as the analysis moves forward.

Participants' meanings: In the entire qualitative research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or that writers express in the literature.

Emergent design: The research process for qualitative researchers is emergent. This means that the initial plan for research con not be tightly prescribed, and some or all phases of the process may change or shift after the researcher enters the field and begins to collect data. For example, the questions may change, the forms of data collection may shift, and the individuals studied and the sites visited may be modified. The key idea behind qualitative research is to learn about the problem or issue from participants and to address the research to get that information.

Reflexivity: In qualitative research, the inquirer reflects about how their role in the study and their personal background, culture, and experiences hold potential for shaping their interpretations, such as the themes they advance and the meaning they ascribe to the data. This aspect of the methods is more than merely advancing biases

and values in the study, but how the background of the researchers actually may shape the direction of the study.

Holistic account: Qualitative researchers try to develop a complex picture of the problem or issue under study. This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges. A visual model of many facets of a process or a central phenomenon aids in establishing this holistic picture (see, for example, Creswell & Brown, 1992).

As mentioned in the list of characteristics, qualitative research is interpretative research; the inquirer is typically involved in a sustained and intensive experience with participants. This introduces a range of strategic, ethical, and personal issues into the qualitative research process (Locke, Spirduso, & Silverman, 2013). With these concerns in mind, inquirers explicitly identify reflexively their biases, values, and personal background, such as gender, history, culture, and socioeconomic status (SES) that shape their interpretations formed during a study. In addition, gaining entry to a research site and the ethical issues that might arise are also elements of the researcher's role as stated below:

- Include statements about past practices with the research problem or with the participants or setting that help the reader understand the connection between the researchers and the study. These experiences may involve participation in the setting, past educational or work experiences, or culture, ethnicity, race, SES, or other demographics that tie the researchers directly to the study, (Creswell, (2014).

• Be explicit, then, about how these experiences may potentially shape the interpretations the researchers make during the study. For example, the experiences may cause researchers to lean toward certain themes, to actively look for evidence to support their positions, and to create favorable or unfavorable conclusions about the sites or participants, Creswell, (2014).

• Comment on connections between the researchers and the participants and on the research sites that may unduly influence the researchers' interpretations. "Backyard" research (Glesne & Peshkin, 1992) involves studying researchers own organization, or friends, or immediate work setting. This often leads to compromises in the researchers' ability to disclose information and raises issues of an imbalance of power between the inquirers and the participants. When researchers collect data at their own workplace (or when they are in a superior role to participants), the information may be convenient and easy to collect, but it may not be accurate information and may jeopardize the roles of the researchers and the participants.

If studying the backyard is essential, then researchers hold the responsibility for showing how the data will not be compromised and how such information will not place the participants (or the researchers) at risk. In addition, multiple strategies for validation are necessary to demonstrate the accuracy of the information, Creswell, (2014).

• Indicate steps taken to obtain permission from the institutional review board (IRB) to protect the rights of human participants. Attach, as an appendix, the approval letter from the IRB and discuss the process involved in securing permissions, Creswell, (2014).

5.2. Case Study approach

Rather than using samples and following a rigid protocol to examine limited number of variables, case study (CS) from now on methods involve an in-depth, longitudinal examination of a single instance or event: a case, Cohen, Manion, & Morrison , (2000). It provides a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research.

(CS) lend themselves to both generating and testing hypotheses; another suggestion is that (CS) should be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Likewise, (CS) research means single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions. (CS) should not be confused with qualitative research and they can be based on any mix of quantitative and qualitative evidence. Single-subject research provides the statistical framework for making inferences from quantitative case-study data. This is also supported and well-formulated in "The (CS) is a research approach, situated between concrete data taking techniques and methodological paradigms."

The second approach seeks to understand and interpret the world in terms of its actors and consequently may be described as interpretative and subjective. The paradigm most naturally suited to case study research, the subject of this chapter, is the second one, with its emphasis on the interpretive and subjective dimensions. Indeed a (CS) can enable readers to understand how ideas and abstract principles can fit together, (Cohen, Manion, & Morrison , 2000). Further, contexts are unique and dynamic; hence case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique

instance. The task of the educational investigator is very often to explain the means by which an orderly social world is established and maintained in terms of its shared meanings, Cohen, Manion, & Morrison , (2000). It is concerned with a rich and vivid description of events relevant to the case. To sum up, the following are additional characteristics of a (CS):

- It provides a chronological narrative of events relevant to the case.

- It blends a description of events with the analysis of them.

- It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.

- It highlights specific events that are relevant to the case.

- The researcher is integrally involved in the case.

- An attempt is made to portray the richness of the case in writing up the report, Cohen, Manion, & Morrison , (2000).

Furthermore, there are two principal kinds of observation in (CS) —participant observation and non-participant observation. In the former, observers engage in the very activities they set out to notice. Often, their 'cover' is so complete that as far as the other participants are concerned, they are simply one of the group. Non-participant observers, on the other hand, stand aloof from the group activities they are investigating and eschew group membership, Cohen, Manion, & Morrison, (2000, p. 187).

In addition, the role of the (CS) researcher is often to explain the means by which an orderly social world is established and maintained in terms of its shared meanings. Bailey (1978) identifies some inherent advantages in the participant observation approach:

- Observation studies are superior to experiments and surveys when data are being collected on non-verbal behavior.

- In observation studies, investigators are able to discern ongoing behavior as it occurs and are able to make appropriate notes about its salient features.

- Because case study observations take place over an extended period of time, researchers can develop more intimate and informal relationships with those they are noticing, generally in more natural environments than those in which experiments and surveys are conducted.

- Case study observations are less reactive than other types of data-gathering methods. For example, in laboratory-based experiments and in surveys that depend upon verbal responses to structured questions, bias can be introduced in the very data that researchers are attempting to study.

5.2.1 Descriptive Case Study

This study is based on the descriptive case study design. A descriptive study permits to establish relationships: In human research, a descriptive study can provide information about the naturally occurring health status, behavior, attitudes or other characteristics of a particular group. Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around you. It also involves interactions with groups of people or with a single participant: Descriptive studies can involve a one-time interaction with groups of people (cross sectional_study) or a study might follow individuals over time (longitudinal study). These studies are usually known as the best methods for collecting information that will demonstrate relationships. Descriptive studies are usually the best methods for collecting information that will demonstrate relationships and describe the world as it exists, ORI. The office of research integrity , (2009).

Based on the descriptive case study design and for the sake of this reseach I pretend to take into account the research case study model proposed by Yin, (2002) as it is explain in chapter seventh, where the steps presented in the model are followed in the data analysis.
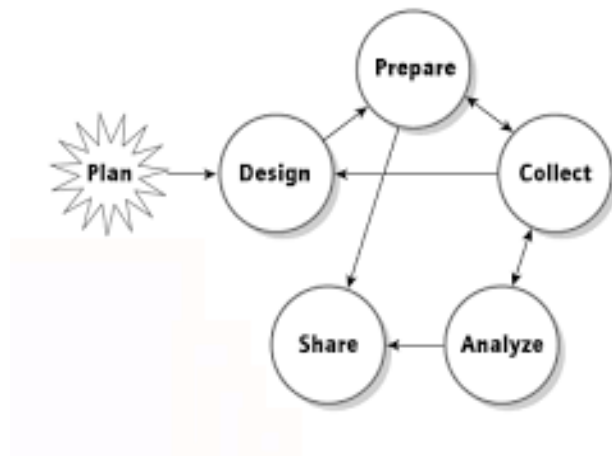
Graph 1: Case study model, Yin, R (2002).

5.3 Data Collection Techniques

The use of multiple database and the fulfillment of the triangulation principle to guarantee the validity of the research will allow to verify if the emerged data through the different information sources keep a relationship each to other (triangulation principle); it means, if from different perspectives converge the explored effects in the object of study phenomenon, Martínez, (2006), translated by reaseracher), In consequence, the researcher can use different information sources database, Internet, interviews to researchers from the field, public or private institutions, documents and statical studies related to the phenomenom approcahed in the research. In the same way, it is required the application of different instruments of

data collection, such as: unestructured personal interviews, structures personal interviews, surveys thorugh questionnaires, structured direct observation, unstructuered direct observation, documents revision of the stadistical data related, with the studied phenomenom, among others, Martínez, (2006).

5.3.1 Video recordings

The video recording data technique was chosen for the reasons given by Smith (1981), namely that 'the use of mechanical recording devices usually provides greater flexibility than observations done by hand'. Capturing much of the data on video tape also allowed what Edwards and Westgate (1987) refer to as 'retrospective analysis' - at leisure, and in much greater depth than would have been possible even using techniques involving live coding. Categorization of the data could similarly be developed more fully after viewing the tapes and adopting an 'open-minded stance', allowing the data itself to influence the design of 'a category system derived from analyzing it rather than being imposed on it' (Again, Edwards and Westgate).

While audio tape might have been used to capture pupils' talk, this, on its own, would not have been enough to answer a research question focused on children' talk, since it is important, again as discussed by Edward and Westgate, to recognize the potential ambiguities introduced by an analysis based upon words alone. The video served to provide context, together with the opportunity to search for meaning in the dialogue and the actions before and after any specific utterance, Bowman (1994). I consider that based on what was stated by the author above, I am going to use this data collection technique as it provides a context of the situation recorded and besides, it gives information about the actions before and after an utterance.

5.3.2 Interviews:

Enable participants—be they interviewers or interviewees— to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses the interview is not simply concerned with collecting data about life: it is part of life itself, its human embedment is inescapable, Cohen, Manion, & Morrison , (2000). I consider that this data collection technique will provide this study with relevent data related to the students own points of view about the Interactive reading model.

5.3.3. Questionnaires:

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze (Wilson and McLean, 1994) in Cohen, Manion, & Morrison , (2000). For the sake of this study, this data collection tecnique will provide it with aspects that have been considered and possibly not considered by the researcher but this time from the students feedback toward teh issue of fostering reading comprehension strategies through the Interactive Reading Model.

5.3.4 Field Notes

There are some useful tips that can be useful for the data collection process of this research, they are:

- Record the notes as quickly as possible after observation, since the quantity of information forgotten is very slight over a short period of time but accelerates quickly as more time passes.

- Discipline yourself to write notes quickly and reconcile yourself to the fact that although it may seem ironic, recording of field notes can be expected to take as long as is spent in actual observation.

- Dictating rather than writing is acceptable if one can afford it, but writing has the advantage of stimulating thought.

- Typing field notes is vastly preferable to handwriting because it is faster and easier to read, especially when making multiple copies.

- It is advisable to make at least two copies of field notes and preferable to type on a master for reproduction. One original copy is retained for reference and other copies can be used as rough draft to be cut up, reorganized and rewritten.

- The notes ought to be full enough adequately to sum up for one again, months later, a reasonably vivid picture of any described event. This probably means that one ought to be writing up, at the very minimum, at least a couple of single space typed pages for every hour of observation, Cohen, Manion, & Morrison , (2000, p. 188). Overall, I am going to apply this technique while the third cycle students are applying a reading strategy mentioned in the theoretical framework chapter.

As a conclusion of this chapter, it deals with two main issues; qualitative design and the case study methodology. One main feature of the qualitative design is that the information is gathered by actually talking directly to people and seeing them behave and act within their context. Another characteristic of the qualitative design is the multiple source of data aspect, it means that the qualitative design typically gather multiple forms of data, such as interviews, observations, documents and audiovisual information. A second important component of the qualitative design is the participants' meaning aspect over the meaning that the researcher bring to the research or that writers express in the literature.

Third, emergent design, it is the characteristic that talks about that in the qualitative design the initial plan for research cannot be tightly presented and some or all phases of the process may change or shift after the researcher enters the field and begins to collect data. Fourth, reflexivity: the inquirer reflects about how their role in the study and their personal background, culture, and experiences hold potential for shaping their interpretations. Fifth, holistic account, this involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges.

In relation to the research methodology, case study. It is considered to provide a systematic way of looking at events, collecting data, analyzing information and reporting the results. In the case studies, contexts are unique and dynamic; hence case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance, Cohen, Manion, & Morrison, (2000). In addition, there are two kinds of observation in case study- Participant observation and non- participant observation. (Fernández)

For the sake of this study, I am going to take into account the principes of a descriptive case study under the model for case analysis by Yin, R (2002). This

model is composed by six stages, they are:plan, design, prepare, collect, analyze and share. The qualitative case study data collection techniques that I am going to carry out are video recordings, interviews, questionnaires, tapescripts and field notes.

6. INSTRUCTIONAL DESIGN

A didactic unit is a teaching program unit with a determined time. This didactic model is found strongly linked to the constructivism theories, Fernández , (s.f.). The didactic unit is generally used in the basic educative levels such as the Kindergarten Education and in the Primary Education as a means of design of the activities that are going to be carried out through a determined time. The final intention is to guarantee a scientific and systematized plan of all what is going to be done in the classroom. We can conceive the Didactic unit as the element that agglutinates a portion of knowledge. Ideally a didactic unit could have the following minimum structure:

- Didactic objectives: They are characterized for being coherent with the general objectives. They are a statement of the planned capacities that the students must reach at the end of the unit.

- Contents: Organized knowledge in a harmonic way and that are as concepts, procedures, and attitudes.

- Activities: Means to reach the planned objectives. It is accustomed to establish different types of activities that embrace the set of previously planned ideas, introductory activities, development activities, synthesis activities and expression activities in different fields.

- Evaluation: Not only of the obtained results but of the unit itself. They use to embrace a fortnightly or adapted of the needs of the group and can be focused around to concepts, topics, interest centers or small projects groups where it have to be added:

- Presentation of the didactic unit

- Methodology and temporization.

The DU answers to all the following curricular issues: what to teach (objectives and contents), when to teach (ordered sequences of activities and contents), how to teach (activities, space and time organization, materials and didactic resources), what, when and how to assess (assessment). In all these elements that constitute the DU have to be taken into account the different levels of the class and to develop, according to them, the pertinent actions of attention to diversity.

6.1 Globalizing approach

This approach can lead to practice: interest centers, the projects, the generating nucleus, the problematic situations and the related areas with the surrounding environment and with the learner`s own learning, in order to integrate into them contents of the other areas that could be worked globally, Fernández , (s.f.)

Two aspects deal with the didactic unit, the first one concerns to the design and the second one to the development and practice of it. The DU design: Expression of the educative intentions and the way to carry them out. The development of the DU, Refers to the practice itself in the classroom and it is composed of the fundamental teaching- learning activities and the evaluation activities. The elements that have to be taken into account for the elaboration of the didactic unit are: justification and identification of the didactic unit; making of final and didactic objectives; contents and transversal topics: structuration in content axes; conceptual, procedural and attitudinal; learning/ teaching activities design and curricular settings; practice and evaluation of the DU the development of the students' skills and the teaching practice, Fernández , (s.f.)

For the justification and identification of the dudactic unit has to be taken into account aspects like the reasons for the tematic choice, the contextualization,the metholodolgical and organizational strategies.

- Reasons of the thematic choice, to point out its importance for its global axe in which capacities are related, procedures, knowledge.

- Contextualization. Center and sociocultural and familiar context: characteristics of the center and its context, of the families, the learners and of those ones that present specific needs.

- Methodological and organizational strategies. The methodological process answers to the contributions of the constructivist model, the meaningful learning and the cooperative learning that are specified in the next principles:

  - To take into account the development level and previous knowledge of the child.

  - To assure the meaningful learning

  - To modify the schemes of previous knowledge

  - Physical and mental activity by the students, to get: motivation, intuition, individualization and socialization

  - To globalize the teaching and learning contents

  - Cooperative work strategies and didactic resources: Usage of varied and attractive resources that catch their interest and look for the meaningfulness of the learning. In relation to the selection of materials and resources will be taken into account the relationship with the established objectives, the relationship with their skills, the polyvalence, the accessibility, the functionality, its ludic character and the stimulation of all senses.

In relation to the identification elements it is necessary to start the elaboration of the didactic programing, it is precise to structure a set of elements such as: title or interest center around the didactic unit is designed, cycle and educative level where it is lead, temporization or duration and areas that compose.

Another, aspect to have in mind is the linking between the selected topic and the official curriculum. The official curriculum establishes the minimum teaching that for each educative stage will guarantee the quality of the teaching learning process and that will contribute to the integral training of the student in every educative moment.

At the same time, the didactic unit conceives the curriculum as counselor, open and flexible therefore it contemplates the possibility that the educative staff adopt the timely measures of pedagogical reinforcement, and in their case, of curricular adaptation for those students that require of. The connection with the curriculum has an object to facilitate the teacher the ordering and planning of their teaching role through the query in the Curriculum.

It aims at selecting and to structure those objectives and contents that are related with the DU that is pretended to develop. It is about: First, name the General objectives of the stage, connected to the Didactic unit. Second, number the general objectives of area and areas that it is intended to cover or to develop with the Didactic unit. Third, point out the transversal topics related to the DU.

Once the general objectives of stage are applied and that each one of the areas it is pretended to adapt these to the students and their context and concrete

and special needs, if there were, for the achievement of the set of learnings that it is wanted to reach in that concrete didactic unit.

The programming includes two types of objectives: the final and the didactic. The former: they precise the type and grade of learning that the student has to perform in relation to the selected contents to achieve, at the end of the cycle, the stipulated capacities for every general objective and area. These objectives point out the contents, strategies, capacities and / or values that the students have to get at the end of the DU. They explicit the educative intentions of the programming and are designed taking into account the linking between the curriculum and the characteristic of the group class. These objectives are composed of a what (content) a how (methods and strategy) and a what for (attitude or value).

Likewise, the didactic objectives are more concrete and allow relating capacities with contents. They can be derived of each one of the components of the final objective of the what, the how, and the what for. They point out the task to perform in short term. Of each final objective are derived three or more didactic objectives. After having pointing out the educative intentions the learning contents are made to determine globally the knowledge that are going to be developed in the programming, having in present the results of the initial assessment, or the knowledge that is gained of the students.

Sequencing of the activities: are ways that lead to the learning, it means, the way to search the objectives since the contents. They state in to work with the capacities of action- reflection of the students through proposals and work projects. These sequencing of activities are planned by the teacher and are performed by the students according to the provided resources. Some characteristics of the sequencing of the activities are: they have to be motivating, rewarding and useful, Close to the reality and characteristic of the student, Large set of proposal, flexible in its

realization, Associated with the contents, Individual and group activities and give place to creativity.

6.2 Classification of the didactic unit activities

The classification of the DU activities are classified into three types, they are: starting and motivating, of development and learning, of synthesis and sel-assessment and of reinforcement and extension.

- Of starting and motivation: They try to carry out the first final objective and the consequent didactic objectives derive of itself. They are destined to discover the previous knowledge of the students, and at the same time are used as motivation toward the proper contents of the programming.

- Of development and learning. They guarantee the functionality of the learning. They are destined to the students to work the different types of contents and learning, according to what is programmed in the final objectives and the corresponding didactic.

- Of synthesis and self- assessment: Their finality is that the student observes. They are linked to the development characteristic. Every activity is susceptible of being assessed and this evaluation offers the required information to the constructed learnings by the students and so is derived from the final objective that has to summarize all what was learnt.

- Of reinforcement and extension: They have as object the individual characteristics. For the development of the activities it has to start by each one of the didactic objectives and, from them, sequence:

  - The more fundamental contents that are going to be worked on

  - The activities or actions that must be undertake or perform

  - The concrete evaluation to check if the didactic objective has been achieved.

For the sake of this study, I designed and applied six didactic units, hence (DU) to thirteen students from the course 701 at Simón Bolívar school. For their design I followed a specific structure created by myself but based on Fernández, (s.f.) principles. The structure present in the (DU) consists of: an objective, a warming up, a before reading, a while reading, an after reading and a final students evalaution. Each (DU) aimed at fostering between two or three of the reading comprehension strategies defined in chapter three. The different readings treated on the (DU) are entitled with familiar topics to the students (see annex C) such as: My school life, Catalina goes to the city, Juan eats healthy food, doing homework, daily life and my free time. After each (DU) was applied, the students assessed them followed by an interview where they were asked about their perceptions in relation to the use of the reading comprehension strategies: skimming, scanning, paraphrasing, cloze and contextual guessing by means of the (DU).

As a conclusion of this chapter it was stated that the DU final intention is to guarantee a scientific and systematized plan. As what concerns to the DU structure, it embraces the didactic objectives, the contents, the activities and the evaluation process. Additionally, the didactic unit is characterized for its global approach, it

means that it comprehends the surrounding environments and the related areas related with.

7. DATA ANALISYS

In this chapter I present the emerged categories after the intervention stage in the analysis at the moment of triangulating the data collection techniques: the DU, the focus group, field notes, interviews, tape scripts and evaluations. In this sense, based on the theory of the reading comprehension strategies and the interactive model came out the following categories: first, Collaborative Work, second, Learners´ interaction towards didactic units (DU) third, encourage learners 'self-confidence through the reading comprehension strategies, fourth, students prior knowledge and fifth Learners´ perceptions regarding to the use of reading comprehension strategies.

The first three emerged categories fit to the design and implementation of (DU) to foster reading comprehension strategies through the interactive model that corresponds to what the second specific objective of this study aims at and the last two emerged categories go in hand with the evaluation stage that is stated at the third specific objective. At the same time, this chapter looks for bearing in mind the principles of the case study method, they are: plan, design, prepare, collect, analyze and share, Yin, R (1998) through the findings discovered.

Taking into account that this study follows a case study research method, six stages that correspond to activities when doing a case study research, according to Yin, R (1998) model were taken into account, they are: plan, design, prepare, collect, analyze and share, are related to the specific objectives of this study. The planning stage stated by the author above is related to the first specific objective of this research that aims at building up a theoretical perspective to foster the use of the reading comprehension strategies through the interactive model. The diagram below explains the different contributions the Interactive model may do to the reading comprehension construct based on the emerged categories described in this chapter.

```
                                    ┌──────────────────────────┐
                                    │ Interaction between the  │
                                    │ learners and the designed│
                                    │        materials         │
                                    └──────────────────────────┘

                                    ┌──────────────────────────┐
                                    │ Preference for known topics│
                                    └──────────────────────────┘

                    ┌──────────────┐ ┌──────────────────────────┐
                    │              │ │ Interaction with teacher and│
                    │ INTERACTIVE  │ │          peers           │
                    │    MODEL     │ └──────────────────────────┘
┌──────────────────┐│              │
│READING COMPREHENSION│            │ ┌──────────────────────────┐
│      FIELD       │└──────────────┘ │ Use of learners´prior    │
└──────────────────┘                 │      knowledge           │
                                    └──────────────────────────┘

                                    ┌──────────────────────────┐
                                    │ Learners proper strategies│
                                    └──────────────────────────┘

                                    ┌──────────────────────────┐
                                    │ Learner awareness about the│
                                    │ importance of the reading │
                                    │ comprehension strategies  │
                                    └──────────────────────────┘
```
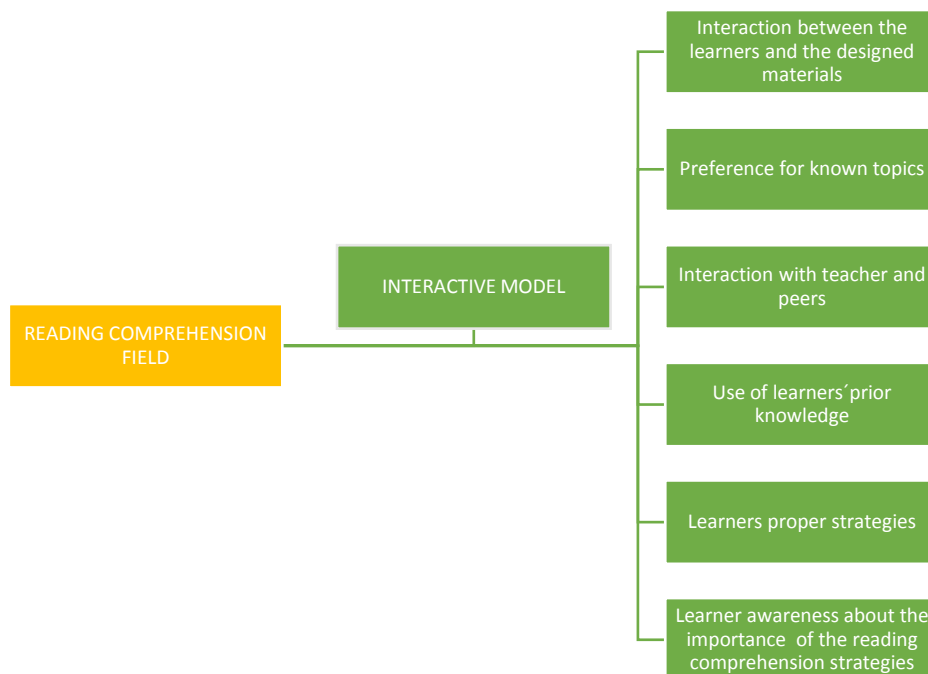
Zabala, (2016). Diagram 1:   Contributions from the Interactive model to the Reading comprehension construct based on the emerged categories.

7.1 Design and application of a didactic unit to foster the reading comprehension strategies through the interactive model:

The second specific objective, to design and implement a didactic unit to foster the Reading comprehension strategies through the interactive model   relates to the design, prepare and collect case study activities proposed by Yin, R. K. (2002). In this stage emerged the categories: collaborative work and interaction between the learners and the (DU).

- **EMERGENT CATEGORIES**

7.1.1 CATEGORY 1 Collaborative work

This category emerged from triangulating a focus group and the main researcher and research assistant´s field notes.
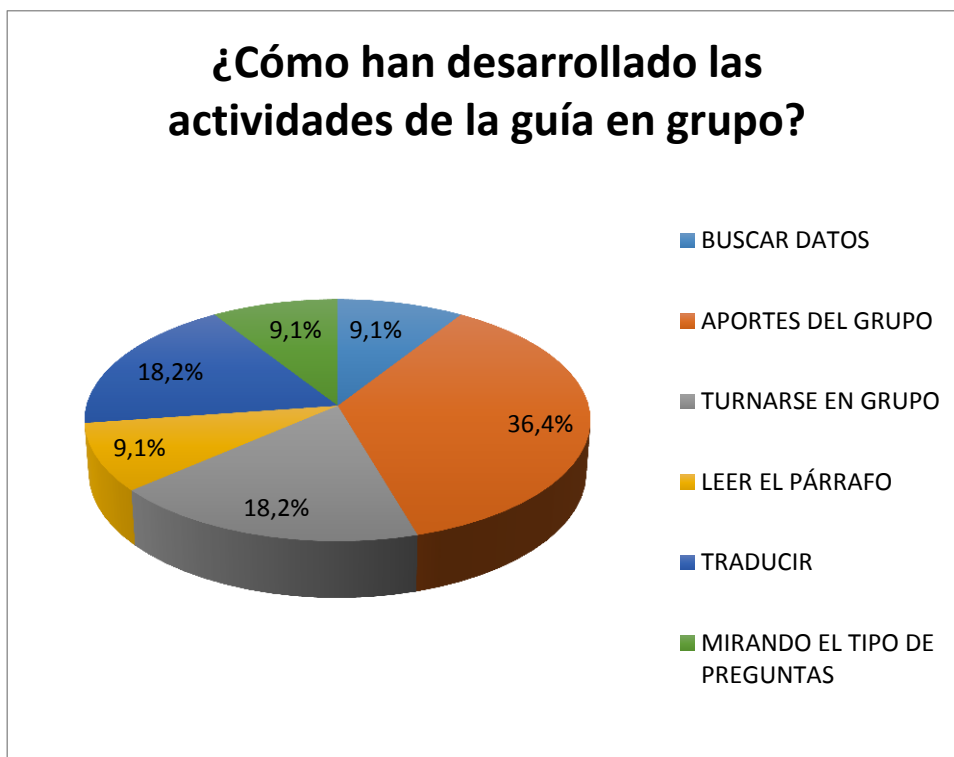
Graph 2: Second focus group, 2nd June, 2016

From graph 1, it can be seen the strategies used by the groups with the higher percentages were: first, the contributions that each participant made to his/ her group. Second, turn – taking and third translation.

The next result is about the perception from the research assistant who was observing the groups. He considers that the boys and girls have a good team work:

"*Los chicos y las chicas tienen un buen trabajo en grupo*" (Research assistant´s field note, May 18th). See picture below:

First session May 18th, 2016

The result above shows another perspective, the one of the research assistant who thinks that the groups work harmonically. The next result below shows how the group interacted to solve the tasks:

S5: Eh, nosotros desarrollamos la guía todos hacen una parte primero. Que todos entendamos y cada uno va aportando algo al texto, digamos alguien no conoce una palabra si el otro cada uno aporta así vamos formando la respuesta a mías.

(Tapescript, Second focus group, see annex M).

The finding above leaves key aspects to take into consideration one of them is the work of the group by turns, the group members' contribution to their peers and how they come to an answer or conclusion. The following finding below describes the cooperative work inside the groups:
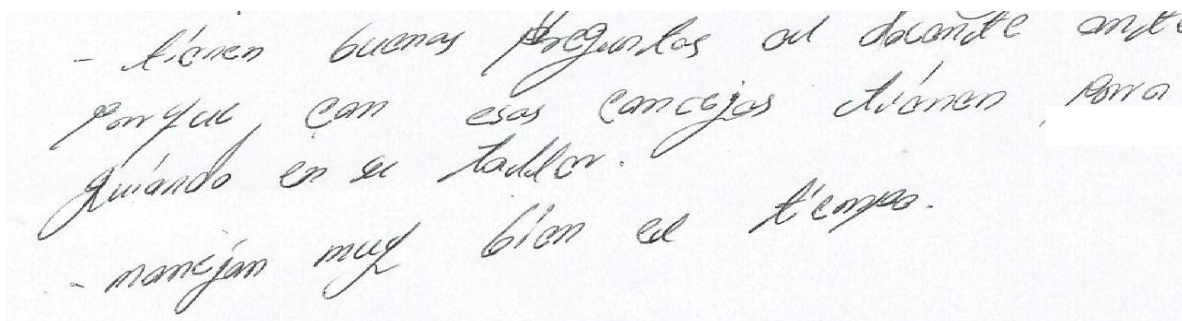
*(*Research assistant´ s field note, 25th May).

The result above shows the commitment inside the group not only towards the reading activity but also towards their peers. The finding below presents how the learners distributed reading tasks among themselves when answering questions at the end of the (DU):

"Cuando se evaluó esta unidad. Los estudiantes 2, 4 y 12 se asignaban turnos para responder las preguntas" (Main researcher´s field note, 3rd June).

The finding above allows seeing many aspects of the collaborative work category. One of them is the commitment when being in charge of an assignment and the trust the group has in their members' opinions. The next findings show the perceptions regarding collaborative work of some learners:

S2: Expresa que en su grupo se colaboran.

S12: Expresa que se ayudan en grupo

S3: Expresa que cada miembro del grupo aportó ideas

S9: Resaltó la amistad que había en el grupo.

S1: Habló del respeto entre el grupo.

S8: Pidió disculpas a un compañero por no prestarle atención.

S5: Habló también de roces entre el grupo.

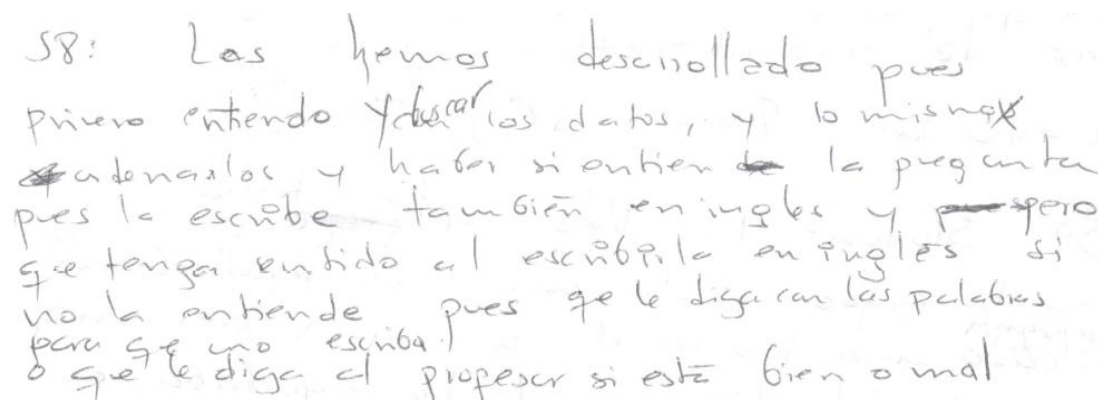(Main researcher´s field note of third focus group).

From these evidences above, I can highlight two main aspects: the first one is: the preferences the learners demonstrate for working in teams and the second one is related to how they carry out values such as: respect, friendship and tolerance.

To sum up, this emerged category, key aspects called my attention, they are; first: the groups take into account the contributions made by their members. Second the groups also use a turn-taking strategy in order to cope with the activities, third, they also comprehend the readings by the use of translation and finally the groups ask for the teachers´ guidance.

At last, I also state that this category is an aspect that evidences the analyze activity carried out in the cases studies proposed in Yin, (2002) model. Regarding to the contributions this category make to the foster of the reading comprehension construct a relationship may be established between the aspect of how the participants organize themselves when facing a reading task and that field.

7.1.2 CATEGORY 2 Interaction between the learners and the didactic units

This emerged from the triangulation technique: tapescripts, field notes, and interviews. To start with the findings, it was found that the participants expressed how they dealt with the didactic units they were involved in:

*(*Tapescript, second focus group.2nd June, 2016. see annex M).

On one hand, this result demonstrates the strategies the learners follow in group in order to perform the task as pointing out below:

"S13: Bueno, pues nosotras pues leyendo los textos y digamos mirando el tipo de preguntas que hay y las dos porque discutimos cual es la mejor que queda mejor si? En el texto así que como nos salteamos pues si ella sabe la palabra y y no pues me dice y así".

(Tapescript, second focus group. See annex M).

Another finding about the learners´ interaction has to do with the strategies used by the students in order to cope with the reading comprehension strategy paraphrasing:

"*El grupo scanning subrayó las idas principales del texto para reescribirlo con sus propias palabras*"

(Main researcher´s field note. 26th May, 2016).

"*El estudiante N° 8 copiaba aparte en un papel la traducción en español para desarrollar una actividad de lectura*"

(Main Researcher´s field note).

The two findings above reveal the strategies used by the learners during the intervention. Some reveal strategies were: note –taking, underlining main sentences and rewriting. The next findings below present how the learners applied the reading comprehension strategies, cloze and scanning:

(Interview N° 2. 19 May, 2016)

The finding above shows how the students interact with a specific Reading comprehension strategy: scanning. The finding below represents how a group interacts in a (DU) through the contextual guessing reading comprehension strategy:

"*El grupo contextual guessing empieza la actividad traduciendo el diálogo al español. El estudiante N°12 mostró progreso desarrollando un outline*" (Main researcher´s field note, 3rd June). See picture down:

Picture, Sixth session: 3rd June, 2016.

The finding below describes the different actions carried out by the groups when reading a fable:

Descripción y Observación participativa:

Yimmy (N°12) del grupo contextual guessing,
El grupo contextual guessing leían la fábula
(THE ANT AND THE GRASSHOPPER) a través de la
traducción y con ayuda del profesor. El grupo

(Main researcher`s field note 2nd June).

From this field note finding, I can notice a variety of strategies used by the learners while developing a reading task, these strategies were: translation, and identifying specific information. The finding below talks about strategies the learners used to clarify any doubt:

"*Consultan el diccionario en la ocasión que lo necesiten…cualquier duda con cualquier palabra o frase prefieren preguntarle al profesor o docente*" (Research assistant´s field note, 2nd June). See picture underneath:

Fifth session: 2nd June, 2016.

The result above is evidence that the groups kept active and tried different ways to overcome the presented difficulties. It is self-evident that a reader who is not able to use context adequately will have to refer to the dictionary continually and in many cases will not be able to choose the correct alternative, (Anto , 2012).

When the students were asked in an interview after the application of the first didactic unit about the interaction between them and the texts of this (DU), they said

that the interaction was appropriate because they help each other in aspects like understanding an unknown word.

3. Describa la interacción entendida como una acción recíproca entre dos o más objetos, sustancias, personas o agentes- entre ustedes y los diferentes textos?

Es buena porque trabajamos juntos y nos ayudamos en palabras escondidas

(1st DU, interview, 18, May, 2016).

To conclude this category I found remarkable that the learners used different strategies: the use of translation and participation in the group. Relating to the reading comprehension issue, this category allows seeing the use of proposed reading comprehension strategies and the employment of their own strategies. To end up, I consider that this category witnesses the analyze and share research activities mentioned in Yin`s model 2002).

To what has to do with the third research objective: Evaluating the design and application of a didactic unit to foster the reading comprehension strategies through the use of the Interactive model, the next categories came out: learners´ prior knowledge and the learner´s perceptions in relation to the use of reading comprehension strategies.

7.1.3 CATEGORY 3: Learners ´s prior knowledge:

This category broke through from triangulating interviews, evaluations, tapescripts and field notes.
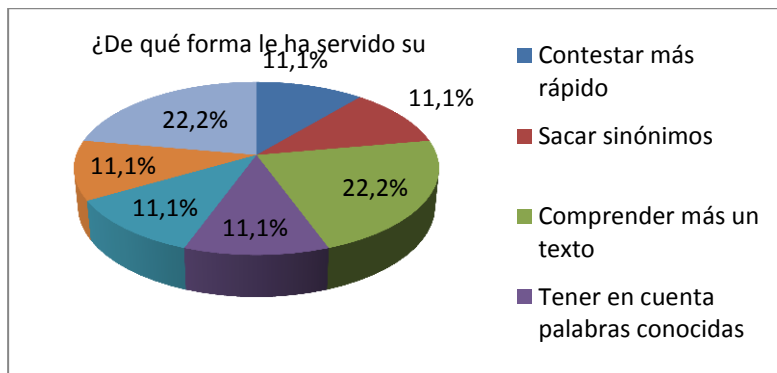
Graph 3: Second focus group, 2nd June,

According to the percentages presented in Graph 2, the learners consider that their prior knowledge helped them mainly to comprehend in a better way the reading of the (DU). As a second result, they consider that it helped them to solve the didactic units and in a similar percentage, they said that their background knowledge was useful for them to answer on time, find out synonyms, to reuse known words and to cooperate in their groups.

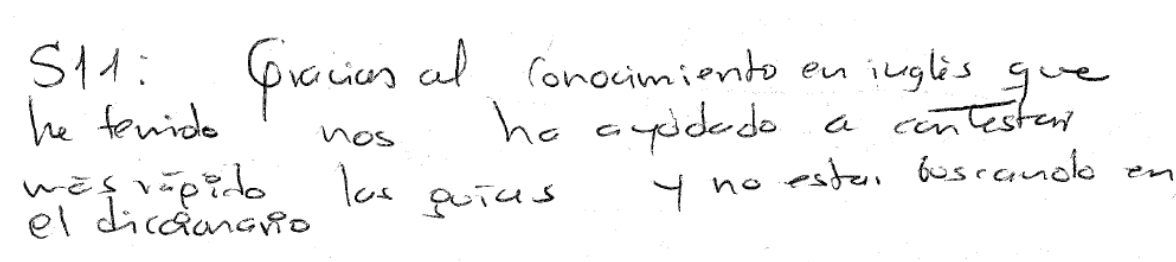1. ¿Fue necesario hacer uso de tus experiencias personales para desarrollar la unidad didáctica?

Si. Porque de hay puedo sacar lo necesario para podeime ayudar con la unidad

(Interview N° 1, 18th May, 2016)

From the finding above, I consider that the students not only interact with the reading through the senses or from a grammatical analysis but also making use of their own background knowledge. Readers use both knowledge of word structure and background knowledge to interpret the texts they read, Anthony, (2016). The next finding evidences the use of known words to understand a portion of information from the text:

"*Porque al leer la frase o parte del texto lo que hacemos es leer las palabras conocidas para entender el resto*" (Evaluation at the end of the fourth Didactic Unit, See Annex F).

The finding above shows that one of the strategies the learners used when dealing with the (DU) was to remember the known words that had already learnt. Moreover, this model allows the reader to bring his or her own background knowledge to reading and to interact with others to build meaning and memory from the text, Anthony, (2016). The next result below also explains about the prior knowledge the learners made use of:

S11: Gracias al conocimiento en inglés que he tenido nos ha ayudado a contestar más rápido las guías y no estar buscando en el diccionario

(Transcription of second focus group, see annex M).

The finding above states that the learners have used their prior knowledge in English. The next finding above is another sample of the usage of the learners´ prior knowledge in order to face a reading activity:
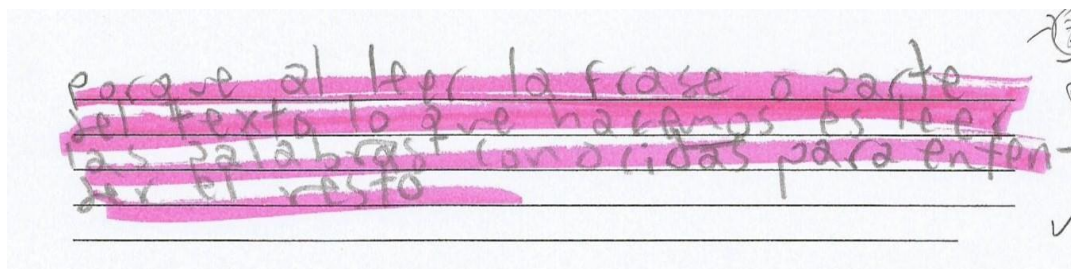
(Evaluation of the fourth didactic unit, 26th May. See annex F).

The finding above gives evidence that if the teachers present their students known topics to the students (like Colombian carnivals) they are going to use this topic as background knowledge in order to develop a reading activity. The following finding below that supports this category describes the knowledge the learners have of words and phrases:

"Tienen mucho conocimiento de las palabras o frases a su manera en la que tienen un buen manejo de conocimiento en palabras y entre frases"
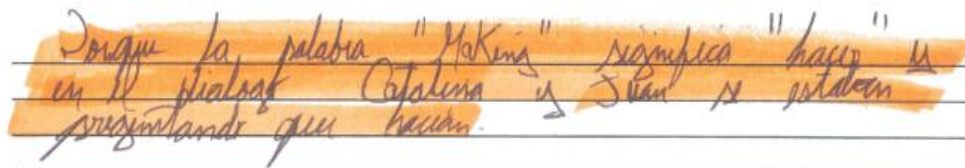
(Research assistant´s field note).

The result above notes the learners´ prior knowledge of words and phrases in a text. The next results realize topics that have already been studied by the learners and have helped them to cope with the (DU).

S9: Considera que adjetivos, sustantivos le han servido para desarrollar esta guía.

S13: Considera que el tema de los números le ha ayudado para ser aplicado en esta guía. (June 3rd, 2016).

The findings above describe that the topics from the subjects such as: mathematics or Spanish have been used by these participants in order to deal with the (DU). The next finding evidences the prior knowledge used by a learner in order to understand a dialogue:

(Evaluation of the fifth DU. See annex G).

That finding shows that the learners activate the vocabulary they have already learnt to know what is being communicated in a dialogue. To sum up this category, relevant aspects came out such as: the preference for familiar topics, the use of prior knowledge represented in topics like vocabulary already studied and topics studied from other disciplines.

At last, on one hand, as contributions to the fostering of reading comprehension field, this category offers relevant aspects as the one of the learners' prior knowledge about topics they have already gone through and the need to enhance these topics in the reading materials. On the other hand, based on the case study model by Yin, (2002), I consider that this category deals with the research activities of the collect stage represented in the finding shown in the statistics (Graph 3), the field notes and the interviews quoted. The analyze stage is discussed after each evidence.

7.1.4 CATEGORY 4: Learners perceptions regarding to the use of reading comprehension strategies

This category has emerged from triangulating the focus groups´ tape scripts, interviews, students´ evaluations and field notes. This category is made of four subcategories, they are:

- Perceptions in relation to the Didactic Units application.

- Perceptions regarding to the use of reading comprehension strategies.

- Perceptions related to the students´ daily life owns topics.

- Perceptions about English language practice on students´ future lives.

    (Anto , 2012)
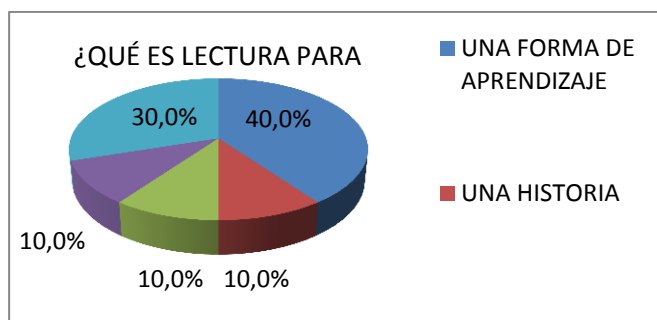
Graph 4: Tapescript, first focus group, 26th May, 2016

From the findings presented in Graph 3, the 40, 0% of the students perceive reading as a way of learning, the 30% of them consider it as a way to communicate and the left 30% is related to reading aspects such as: place, time, characters (10%), main idea´s interpretation (10%) and as a history (10%).

7.1.4.1 SUB –CATEGORY 1: Perceptions regarding to the use of reading comprehension strategies

The next result represents a sample of a student´s perception of what reading is for him:

(Tapescript, first focus group, see annex L).

From this result I highlight the aspect of the purposes the reader has when he or she is approaching to a reading. The following finding is interesting in the sense that corroborates that the learners consider the efficacy of a reading comprehension strategy:

"Researcher: Después de desarrollar el outline del primer diálogo: ¿Comprendieron mejor de qué se trataba?

Students: Si, Catalina y Juan Pablo se estaban preguntando que hicieron en el tiempo libre" (Evaluation of the 6th DU. See annex H).

The finding above corroborates that the learners have noticed the functionality of the outlining reading comprehension strategy**.** The next finding talks about the learners´ perception in relation to the reading comprehension strategy outlining:

"*Es un esquema que nos ayuda a completar o entender el texto*"

(Interview N° 3. See Annex E).

That finding above shows in a clear way that the learners recognize and can define a specific reading comprehension strategy. The next result is related to the former because also shows how the learners perceive the skimming reading comprehension strategy:

"*Skimming, porque nos ayudó a buscar la oración tópica al inicio del párrafo*" (Evaluation of the third DU. See annex E).

These results are a sample of the different perceptions the learners had of the reading comprehension strategies worked on. The next result talks about a learners' preference for dialogues as she considers that they facilitate the reading process:

"*Expresa que los diálogos facilitan el proceso lector*"

(Main researcher´s field note of third focus group, 3rd June, 2016).

The students referred that through the use of the contextual guessing reading strategy discovered an unknown word´s meaning thanks to the surrounding words in the reading.

- Contextual guessing, ¿por qué? M

Si por lo que nos parece mas facil encontrar los sinonimos en un texto

(Interview N° 2, 19th May).

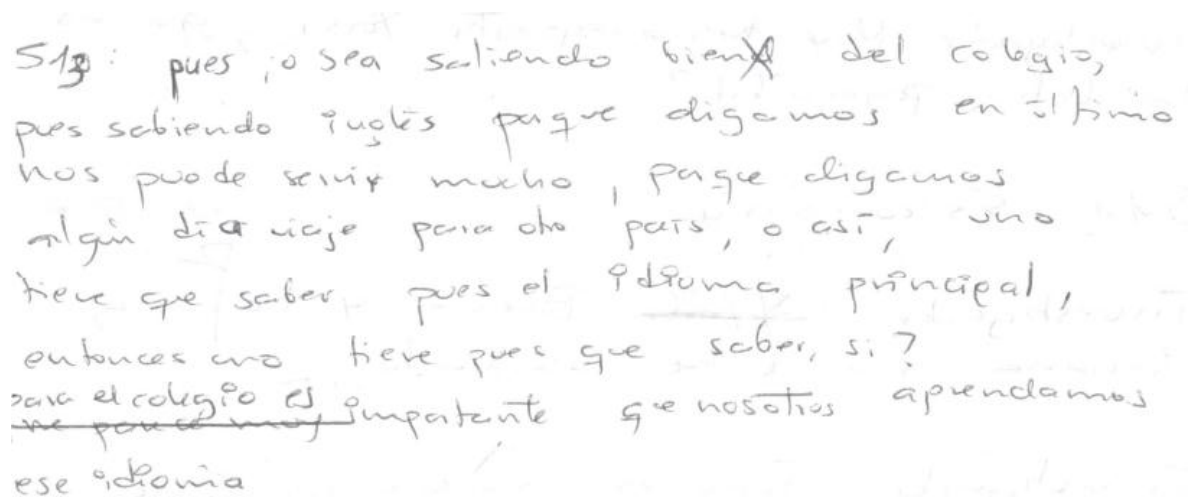Second session: 19th, May, 2016.

This result reflects that the student started to be aware of practicing a specific reading comprehension strategy. In the finding below, the students talk about how they felt when they developed the first didactic unit:

"*Muy interesante, aprendimos varias cosas que nos ayudarán en el futuro*" (Students´ Evaluation of the first DU, 18th May, 2016).

From this finding I notice that the students were aware of the importance of reading in a foreign language for their lives.

7.1.4.2 SUB CATEGORY 2: Perceptions in relation to the importance of the English knowledge for students´ future lives
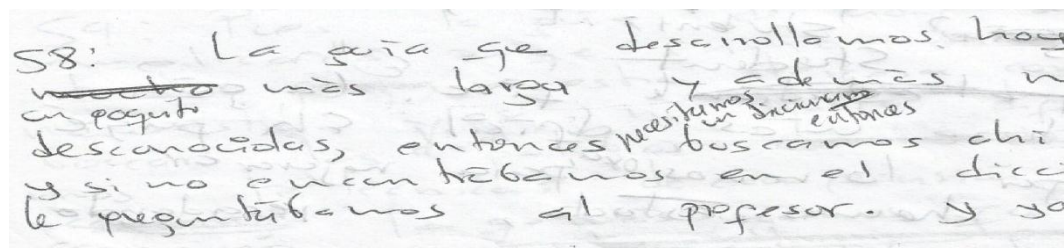
The following finding is about what the participants believe the school expects from them according to the reading in a foreign language issue:

S13: pues, o sea saliendo bien del colegio, pues sabiendo inglés porque digamos en último nos puede servir mucho, porque digamos algún día viaje para otro país, o así, uno tiene que saber, pues el idioma principal, entonces uno tiene pues que saber, si? para el colegio es importante que nosotros aprendamos ese idioma

(Tapescript, first focus group, see annex L).

This finding shows the ideas the learners handle in relation to the advantage that the English language could provide for their personal and professional lives. The students also assessed each didactic unit they were involved in by differentiating them:

S8: La guía que desarrollamos hoy más larga y además un poquito desconocidas, entonces necesitamos buscamos chi y si no encontrabamos en el dicci le preguntábamos al profesor. Y ya

(Tapescript, second focus group, see annex M).

From the quotation above, I consider that the students also judge a text, taking into account both their word knowledge and prior knowledge.

7.1.4.3 SUBCATEGORY 3: Perceptions related to the students´ daily life owns topics

As a next finding, the participants evaluated the reading "Juan interacts with the world" as easier for them because it dealt with familiar topics to them such as: the world cup, Colombian football men and cyclist´s achievements and social issues. All reading materials, therefore, should be chosen with these criteria in mind:

a. Reading materials should be of interest to the readers.
b. Concepts developed in the material should be in line with the
   reader's experience background
c. There should be no more than one unfamiliar word to among conceptive
words in materials used for contextual guessing training

2- ¿Qué ejercicio les pareció más fácil en esta segunda unidad didáctica? , ¿Por qué?

Joan interacts whith the World
parara us eran datos conocidos
de años pasados

(Students Evaluation of the second DU. See annexes D).

From this result, I consider that the student felt more comfortable with readings related to their own context. The next result below also evidences a student´s voice in relation to her opinion to the last (DU) applied:

"S5: La que habla sobre la escuela porque digamos eh, digamos en el texto uno busca las palabras que más fácil sepa del texto entonces digamos como uno las encuentra entonces va formando pero digamos va una por una y pues puede ser una sola que uno sepa uno solo con un todo ya sabe de qué se trata…

S9: "Pues bueno yo también estoy de acuerdo con Sofía, pues a mí también me gustó la primera lectura porque de ahí es lo mismo que dice Sofía, si? Ya con descubrir una palabra ya se sabe de qué está hablando y entonces esa es la técnica de scanning "

(Tapescript third focus group, See annex M).

The findings above lets to see that these students have mentioned relevant aspects of the Reading skill such as: the preference for familiar topics, and the importance of their prior knowledge to understand whole general information. The finding below also shows that the learners perceive that a known topic is preferred when reading as it makes part of their daily lives:

"Me sentí más práctico con el punto de Popular Transport in Colombia por lo que uno podía identificar lo que pasa en la vida diaria"

(Evaluation of the third DU. See annex E).

The finding above allowed seeing that the learners felt empowered when the researcher presented a known topic in the (DU).

7.1.4.4 SUBCATEGORY 4 Perceptions in relation to the Didactic units design

The next result also gives account that the learners believe that apart from the reading comprehension strategies, the images and the type of texts helped them to improve their reading comprehension performance:

Imágenes, ¿Por qué? :

Students: Sí, porque logrando interpretar.

Estrategias de comprensión de lectura, ¿Por qué?

Students: Sí, se logra deducir lo buscado.

Todas las anteriores, ¿Por qué?

*Students: Sí mucho (*Interview N° 6 of the fifth DU. See annex G).

This finding above evidences the perceptions the learners have of the (DU) design The next results clarify about the perceptions the learners have when they have dealt with the six (DU) that were designed and applied:

"Si porque cada día aprendemos palabras y oraciones para comprender los textos mejor"

"Que fue muy interesante y a veces más complicado"

(Interview Nº 6. 3rd June, 2016. See annex H).

The findings above validate that the student have perceived a progress in their reading process, considering it both interesting and hard working as it I showed in the quotation below:

"Un aspecto fue que aprendimos nuevas palabras y siento que cada día todos mejoramos en la lectura en inglés" (Interview Nº 6. See annex H).

As a conclusion of this category I mention relevant aspects that were touched on in the subcategories, they are: student´s perceptions of reading as a way of learning and as a means to communicate. A second aspect that I want to remark is that the learners expressed their perceptions referred to the didactic units evidenced in their self-awareness as shown in the findings when talked about that the students found out easier to reach for synonyms to develop the DU activities, their self-conscious about the importance the English has for their future lives, their preference for familiar topics and their belief about the school´s expectations to the practice of reading in English by the students.

Also, it is necessary to talk about the relationships established between this category and the reading comprehension field. As a first one, through the systematic practice with reading comprehension strategies, the readers become aware of the importance of fostering reading comprehension strategies in a foreign language. At last, I propose that that this emerged category realizes of the collect, analyze and share research activities proposed in the Yin, (2002) model.

7.1.5 CATEGORY 5: Encourage Students 'self-confidence towards the use of reading comprehension strategies

This category came to light by triangulating main researcher and research assistant ´s field notes and tape scripts. Once I identified the relevant aspects I classified them through the color- coding system. The next result copes with the learners´ attitudes when doing a reading activity:

"Los chicos tienen buena discusión del tema…pero también tiene muchas dudas pero eso no los detiene para continuar el taller. Los compañeros tienen un buen manejo de habla, al tocar el tema, además muy buen manejo del tiempo…" (Research assistant´s field note, 3rd June).

From the finding above, key aspects that depicts this category were mentioned, they are: their hesitations about a reading task, their trust when they talk about familiar issues and their time management.

The finding above also points out that the students use deep structure systems and surface structure systems (see page 37) characteristic of the interactive model. The next finding below allows hearing the students´ voices talking about how the use of the reading comprehension strategies helps them to complete the (DU).

"S9: Eh, pues hemos interactuado en nuestro grupo, eh, utilizando todas las técnicas de comprensión en inglés y de ahí logramos resolver las seis unidades didácticas".

*(*Tapescripts, third focus group. 3rd June, 2016).

From the finding above, as far as I concern, the learners mentioned two key aspects associated to their interaction with the (DU), they are: team work and the use of the reading comprehension strategies. The following result is an evidence of the participants´ doubt, what seen beyond leads them to revise previously what they have chosen:

"*dudan pero es bueno porque rectifican con anterioridad para no dejar errores*" (Research assistant ´s field note, 26th May).

Picture of the fourth session, 26th May, 2016

This finding reveals another aspect that made part of the interaction the participants had with the DU, their insecurity. They are encouraged to use their own strengths to gain understanding and new information. When used in the classroom setting, students should be enhanced to share their knowledge with classmates or peers, (Anthony , 2016).

a. Underline the main ideas of the text above and rewrite it with your own words:

> The numbers we know today are called Hindu European numbers, originated in india but it was in africa transformed in africa that we use today these symbols as the digits 0,1,2,3 4,5,6,7, 8,9 combinations of these symbols.

(Fourth Didactic unit. Doing Homework. 26th May , 2016).

The result above is a sample of how the participants were encouraged to gain self-confidence when approaching to the paraphrasing reading comprehension strategy. It shows traces of their own writing style, vocabulary and thinking. Also this result is an evidence of the learners' engagement with the (DU) and at last as (Harris ,2014) in the theoretical framework design points out paraphrasing improves memory and understanding.

It is also important to keep in mind that this category realizes the analyze stage proposed by Yin, (2002) as these implications acknowledge the attitudes reflected by the learners when working with reading assignments in English, in this way, I refer to their doubts, hesitations, insecurity and self-confidence.

To sum up this chapter, it was seen that after the data analysis key aspects were seen through the emerged categories and subcategories. First, the importance of the individuals´ contributions to the groups, the turn-taking and translations strategies used in the groups to treat with the didactic units. Second aspect to be remarked is the characteristic of students´ awareness of the need of their previous knowledge to comprehend the (DU) readings, to find out synonyms to reuse known

words and to cooperate in the group. Third, the preference for familiar topics related to the students culture and to topics from disciplines like Mathematics and Biology and fourth, the perception the students have of what reading is, considering it as a learning process and a means to communicate. These former aspects relate to the reading comprehension issue in English in the sense that they enrich this construct. In addition as it was mentioned through this chapter each evidence realizes of the research activities that make part in Yin`s model (2002).

8. CONCLUSIONS

In this chapter, I pretend to conclude this study by answering the research question and taking into account the outcomes found out in the data analysis. In order to answer the research question: Analyzing how the interactive reading model can foster the reading comprehension strategies through the implementation of the students´ use of didactic units, it was seen that through the interactive model, the reading comprehension strategies in English can be fostered taking into account the following aspects: the learners perceptions in relation to the use of didactic units, the way they interact with their peers, the relevance for their prior knowledge, the students preference for daily subjects of general interest, the learners self- confidence when dealing with reading strategies and mostly their perceptions about: what they consider reading is, the reading comprehension strategies and the relevance the English has for their own lives.

It was also seen that aiming at fostering reading comprehension strategies with seventh graders the students went through a reading experience that allows them to learn about different topics by reading in English and most of them showed comfortable themselves being immersed in these type of experiences.

9. FUTURE PEDAGOGICAL IMPLICATIONS

This chapter talks about the importance the reading processes have in the school life and in the English learning process. A recommendation for further research on the support that has to be given to the reading processes between the mother tongue and the foreign language. The chapter ends up by considering the key role the reading comprehension strategies have for the learning of a second language.

As it was seen through this study the reading processes are vital in the life school because they foster aspects like: students´ team work, their own prior knowledge, their critical thinking about a reading issue and also challenge them to face reading activities that also can be useful for the learning of a foreign language.

Another key aspect to be considered for further research has to do with the support that has to be given to the reading processes between the mother tongue and the

second language in an international, national and local contexts. I state that one way to achieve this goal can be through the development of skills. At last, I remark the importance of reading comprehension strategies for the learning of English as they are useful ways to become an efficient reader because by means of them the learners have the chance to approach to a reading by processes like understanding a text´s main idea, to attack new words, to use their own words to make an outline and to find out specific information.

I end up this chapter by highlighting, first: the relevant role the reading processes have in the school life and in the learning of a second language. Second, further research must consider how to support the reading processes. Finally, it is necessary, to mention the importance the reading comprehension strategies have in the learning of a second language.

References

Adarme , Y. (09 de 06 de 2012). *Reading strategies used by beginners in l2.* Obtenido de Universidad de Jaén.

Albrecht, K. (18 de 11 de 2011). *Miss Albrecht´s Classroom Webpage*. Obtenido de Recycling unit : https://sites.google.com/site/missalbrechtsclassroomwebpage/showcase/domain2

ALTE . (2005). *Materials for the guidance of test item writers*. Obtenido de http://www.alte.org/attachments/files/item_writer_guidelines.pdf

Anderson, G. (2006). *Be sensitive...to both intensive and extensive resding.* Obtenido de Ingilizcenet.com: http://www.ingilizcenet.com/reading/intensive_reading.html

Anthony , A. (2016). *What is the interactive reading model* . Obtenido de Globalpost: http://everydaylife.globalpost.com/interactive-reading-model-13048.html

Anto , S. (2012). *The Use of Contextual Guessing Technique in Improving of Reading Comprehension.* Obtenido de buttatoa-btg-blogspot.com: http://buttatoa-btg.blogspot.com.co/2012/05/use-of-contextual-guessing-technique-in.html

Bachman, L. (s.f. de s.f. de 1990). *A theorethical framework of communicayive language ability.* Recuperado el 09 de 03 de 2016, de Fundamantal Considerations in language Testing: https://books.google.es/books?id=5_KJCfkWgqcC&pg=PA84&lpg=PA84&dq=BACHMAN+LYLE +LANGUAGE+COMPETENCES&source=bl&ots=WIkJfRNq7_&sig

Bachman, L., Celce- Murcía, Dorney, T., & Brown , D. (s.f.). *THE FIVE LANGUAGE SKILLS IN THE EFL CLASSROOM* . Obtenido de Biblioteca digital uncuyo : http://bdigital.uncu.edu.ar/objetos_digitales/2647/vernieryotrosfivelanguageskills.pdf

Bagarić , V. (2007). *Defining Communicative.* Obtenido de file:///C:/Users/ESTUDIANTE/Downloads/Bagaric_i_Mihaljevic_Djigunovic_ENG.pdf

barr, A. (13 de 04 de 2006). *A DESCRIPTIVE STUDY OF READING STRATEGIES FOR SECONDARY.* Obtenido de University of wisconsin: http://www2.uwstout.edu/content/lib/thesis/2006/c.pdf

Barr, A. (13 de 04 de 2007). *A DESCRIPTIVE STUDY OF READING STRATEGIES FOR SECONDARY.* Obtenido de University of Wisconsin.

Blanco , E. (s.f. de 04 de 2014). *Intensive Reading Based on Cross Curricular Topics: a Strategy to Foster Students' Reading.* Obtenido de Universidad de la sabana: Intensive Reading Based on Cross Curricular Topics: a Strategy to Foster Students' Reading

Bowman , M. (s.f.). *Using video in research .* Obtenido de Spotlight from the Scottish Council for Research in Education 45 : http://www.sfu.ca/media-lab/cmns362/Spotlight45.pdf

Brown, D. (2007). *Principles of language learning and teaching.* Pearson Longman.

Cohen, L., Manion, L., & Morrison , K. (2000). *Research methopds in Education.* London and New York.

Creswell, J. (2014). *Research design .* Univeersity of Nebraska, Lincoln: Sage Publications, Inc.

Crystal , D. (2003). *Teaching Global English- a Shift of Focus on Language Skills*. Obtenido de Jazan University :

http://deanships.jazanu.edu.sa/prep.tear/Documents/English%20Dept/English%20Lessons%20and%20PPTs/15.pdf

Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom.* Cambridge university press.

de Castrillón, P., & Aguillar, V. (2000). *English Student´s book.* Bogotá : Educar editores .

Derek , H. (s.f.). *Study.com Cloze: Procedure, techniques and definition.* Obtenido de http://study.com/academy/lesson/cloze-procedure-technique-and-definition.html

Dorkchandra, D. (26 de 03 de 2010). *fulltext ENHANCING ENGLISH READING COMPREHENSION.* Obtenido de http://sutir.sut.ac.th:8080/sutir/bitstream/123456789/3708/2/fulltext.pdf

Dorkchandra, D. (s.f.). *ENHANCING ENGLISH READING COMPREHENSION.* Obtenido de The apache jakarta project .

Dvořáková , B. (2011). *Communicative Competence in Second Language.* Obtenido de Vysokoškolské kvalifikační práce: https://theses.cz/id/0ptzxx/Communicative_Competence_in_Second_Language_Acquisition.pdf

Espinoza, A., & Herrera, J. (09 de 06 de 2010). *The instruction of reading comprehension strategies to a.*

Fernández , C. (s.f.). *Cómo elaborar unidades didácticas. Definiciòn de una unidad didáctica .*

G.Tan , J. (2015). *Using Outline to Enhance Reading Comprehension in a High School English Language Classroom*. Obtenido de Science and Education Publishing: http://pubs.sciepub.com/education/3/7/13/

Grabe , W., & Stoller, F. (2002). *Teaching and Researching Reading. .* Pearson Education Longman.

Guzmán, M. (s.f.). *Theoris/ models od communicative competence*. Obtenido de In slide share: http://es.slideshare.net/msk1r1ko/esl-hymesbachman

Harris , R. (27 de 02 de 2014). *Virtual Salt Learning Strategy 2: Paraphrasing .* Obtenido de http://www.virtualsalt.com/learn2.html

Jamieson, S. (20 de 10 de 2015). *Excessive social media use harms chilkdren´s menstal health* . Obtenido de The Telegraph: http://www.telegraph.co.uk/news/health/children/11943810/Excessive-social-media-use-harms-childrens-mental-health.html

Johnson, B., & Christensen, L. (2010). *Educational research* . USA: Sage.

Kumaravadivelu, B. (2003). *Forum Critical Langauge Pedagogy. A postmethod perspective on English language* .

Mahecha , R., Urrego Stella, & Lozano , E. (2011). *Improving Eleventh Graders' Reading Comprehension Through.* Obtenido de Bdigital portal de revistas UN: http://www.revistas.unal.edu.co/index.php/profile/article/view/25707/36853

Mark , A. (04 de 02 de 2013). *Skimmkng and scanning: Two important sytrategies for spreading up your reading* . Obtenido de Howtolearn.com: http://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/

Martínez, P. (2006). *El método de estudio de caso. Estrategia metodológica de la investigación científica.* Obtenido de Univesidad del Norte: file:///C:/Users/hp%2014/Pictures/5_El_metodo_de_estudio_de_caso.pdf

Martins, J. (s.f. de s.f. de 1996). *An investigation into university students´ beliefs about reading in English as a Foreign Language.* Recuperado el 10 de 03 de 2016, de D - PUPO, JOANA D'ARC MARTINS.pdf: http://dspace.c3sl.ufpr.br/dspace/bitstream/handle/1884/24426/D%20-%20PUPO,%20JOANA%20D'ARC%20MARTINS.pdf?sequence=1

McRae, S. (10 de 01 de 2012). *Utilizing the Interactive Reading Model in a.* Obtenido de Sit digital collections: http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1541&context=ipp_collection

Medndieta , J., Múnera, L., Olmos , T., Onatra, C., Pérez, P., & Rojas , E. (30 de 10 de 2012). *Fostering Reading Comprehension and Self-Directed Learning in a Collaborative Strategic Reading (CSR) Setting.* Obtenido de Aprende en línea Universidad de Antioquia: https://aprendeenlinea.udea.edu.co/revistas/index.php/ikala/article/viewFile/18328/20191

Ministerio de Educación Nacional . (2016). *Pedagogical Principles and guidelines Suggested English curriculum.*

Ministerio de educación nacional de Colombia . (s.f. de 10 de 2006). *Formar en lenguas extranjeras: el reto, lo que necesitamos saber y saber hacer.* Obtenido de Estándares básicos de competencias en lenguas extranjeras: inglés: http://www.mineducacion.gov.co/cvn/1665/articles-115174_archivo_pdf.pdf

Montes, F., Botero, M., & Petchhalt, T. (29 de 10 de 2). *Reading comprehension from a first to second language .* Obtenido de Eric Institute of Education Sciences: http://files.eric.ed.gov/fulltext/EJ1062540.pdf

NUNAN, D. (07 de 05 de 2012). *Language teaching and research.* Obtenido de University of Hong Kong: http://files.eric.ed.gov/fulltext/ED415692.pdf

ORI. The office of research integrity . (2009). Obtenido de http://ori.hhs.gov/education/products/sdsu/res_des1.htm

Poole, A. (09 de 09 de 2009). *Reading strategies used by male and female Colombian university students.* Obtenido de BDdigital portal de revistas UN: http://www.revistas.unal.edu.co/index.php/profile/article/view/10539/11007

Quiroga , C. (2010). *Promoting tenth grader´s reading comprehension of Academic texts in the English class.* Obtenido de Proquest.

Routledge,Taylor &Francis , G. (s.f. de s.f. de 2015). *what is dialogic pedagogy*. Recuperado el 09 de 03 de 2016, de informa business: http://routledgetextbooks.com/textbooks/_author/lefstein-9780415618441/pedagogy.php

Salem, N. (2000). *Teaching language Reading.* Obtenido de Nada´s ESL Island. Resources for Teachers and students : https://www.google.es/#q=the+interacftive+reading+model%2B+grabe

Savignon, S. (1983). *Communicative Competence: Theory and Classroom.* Masachusstts: Addison-Wesley Publishing Company. .

Shutterstock.Inc. (2016). Obtenido de https://www.shutterstock.com/video/search/grandparents-with-grandchildren

Škudienė, V. (18 de 09 de 2002). *A Comparison of Reading Models, Their Application to the Classroom and Their.* Obtenido de PRADZIA: http://www.kalbos.lt/zurnalai/02_numeris/15.pdf

Tanner, R., & Green, C. (1998). *Tasks for Teacher Education.* Essex Longman.

Torrado , M. (2000). *Educar para el desarrollo de las competencias: una propuesta para reflexionar en en: Competencias y proyecto pedagógico.* .

Uribe, O. (15 de 02 de 2). *Improving EFL students' performance in reading comprehension through explicit instruction in strategies". .* Obtenido de Universidad Cooperativa de Colombia : http://revistas.ucc.edu.co/index.php/ra/article/view/1271

US Department of transportation. (2005). *Context sensitive solutions.org.* Obtenido de http://contextsensitivesolutions.org/content/topics/rural-livability/fostering-downtown-revitalization/

VAN KEER , H. (25 de 03 de 2004). *Reading strategies instruction and peer tutoring in primary schools.* Obtenido de Ghent university: https://biblio.ugent.be/publication/159325/file/1874742.pdf

Van, d. (2007). *A diamond model for case analysis.* Obtenido de Google.com:)&source=lnms&tbm=isch&sa=X&ved=0ahUKEwieha6nz57MAhWHpB4KHf7-BegQ_AUIBygB&biw=1517&bih=714&dpr=0.9#imgrc=EebxIsmM8NvYkM%3A

Yin, R. (2002). *Case study reserach. Design and methods.*

Zabala, F. (2003). *Strategies to Support High School Students' Reading comprehension in the Englsih language* . Obtenido de file:///C:/Users/hp%2014/Downloads/Dialnet-StrategiesToSupportHighSchoolStudentsReadingCompre-4858676.pdf

ANNEX A: DIAGNOSIS TEST TO ESTABLISH SEVENTH GRADERS ENGLSIH LEVEL

IED SIMÓN BOLÍVAR

CYCLE THREE

ENGLISH TEST

STUDENT`S NAME: _____ DATE: MAY 13. 2015

PRE- LISTENING

1) The teacher asks students the parts of the body they know.

LISTENING

1) Listen to the song

EYES, NOSE

Eyes, nose, mouth and ears (2)

Make a happy face

Eyes, nose, mouth and ears (2)

Make an angry face

Eyes, nose, mouth and ears (2)

Make a funny face

(https://www.youtube.com/watch?v=x9gRkNUgChU)
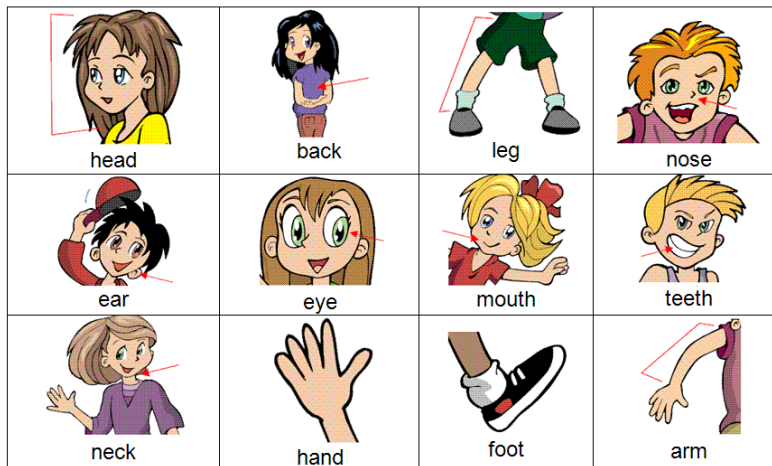
LISTENING

1) Listen to the song and cross out (x) the drawings of the body parts that are mentioned on the song:

Body Parts

head	back	leg	nose
ear	eye	mouth	teeth
neck	hand	foot	arm

©2008 All Rights Reserved Loving2Learn ™

II. READING

Reading comprehension

a) Read the text carefully.

Mary's family

Mary is ten years old. She is from Miami. Her hair is long and brown. She has brown eyes. She has a cat and a dog. Their names are Pat and Fluffy. Pat, the dog, has a small house in the garden. Mary's cat, Fluffy is 3 years old.

Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have three children Mary, Sean and Peter. Sean is six and Peter is twelve years old. The children are students. Sean's hair is blonde, Peter's hair is brown. The boys have blue eyes. Jane does not have a pet. She has a friend. Her name is Laura.

Nick has a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John. Peter's pet is a hamster. Its name is Tiny. It is so small. Sean has a goldfish. Its name's Goldie.

Peter and Sean have four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April.

b) Fill in the chart with suitable information from the text. Write "no" if we have no information. Follow the example about Mary.

name	Mary		
age	36		
hair	Long and brown		
eyes	brown		
Job	student	bus driver	
friend(s)	0		
pet(s)	Cat and a dog		hamster
pet's name	Pat and Fluff		

C) True or false. Put a tick into the correct place.

Sentence	true	False
e 1) Mary has a spider.	☐	☐
2) Mary's mother is 38 years old	☐	☐
3) Nick is Sean's father.	☐	☐
4) Sean has a sister.	☐	☐
5) Mary has two brothers.	☐	☐

Write short answers to the questions.

1)   How many pets does the family have?
2)   Does the family have a garden?
3)   Where is the family from?
4)   Who is the daughter in the family?
5)   How many friends does the family have?

http://www.englishexercises.org/makeagame/viewgame.asp?id=501

SPEAKING:

Answer the following questions to the teacher:

1. What is your name?
2. Where are you from?
3. What do you like to do in your free time?

4. What is your favorite subject at school?

5. Who is your best friend?

WRITING:

Write a short paragraph about you (4 lines). Follow the example in the reading part.

ANNEX B

TEST TO EVALUATE THE KNOWLEDGE STUDENTS HAVE ABOUT TOPICS THEY HAVE ALREADY STUDIED. IT WAS APPLIED TO THE 601, 602, AND 603 COURSES WITH THE FOLLOWING RESULTS

SKILL	PASSED	FAILED
LISTENING	73. 46%	28.57%
READING	18.36%	81.63%
SPEAKING	59.18%	40.81%
WRITTING	38.77%	61.22%

LISTENING:

In the listening part, from 98 students assessed there were choices that were not mentioned in the song like: head, back and leg (2 students), head, neck and teeth (1 student) head, hand (2 students); hand, neck (1 student); head, eye, nose (2 students); head, back and neck (one student); head, eye, foot (3 students); ear, foot (2 students); leg, hand, neck (3 students); leg, nose (1 student); teeth, nose (1 student) ear, eye (1 student); eye, nose (1 student); arm, hand (1 student); head, arm 81 student).

READING:

From 98 students assessed, 19 students had a high performance the reading skill. From the ones who failed in the first reading exercise, 85 had difficulty when asked about the number of friends of two characters of the text. 75 of them had

difficulty identifying the age of the same characters (*Nick and Peter*); 70 failed when asked about their eyes colors according to the text, 69 failed when asked about the characters pets; 68 students failed when asked about the characters pets names; 66 students failed when asked about the characters hair color; 53 failed when asked about identifying the characters names and 40 students failed when asked about the characters jobs.

About the second reading exercise, (true or false); 59 students failed with the fifth statement "*Mary has two brothers*"; 56 students failed with the fourth statement "*Sean has a sister*"; 55 students failed with the third statement "*Nick is Sean´s father*"; 40 students failed with the first statement "*Mary has a spider*" and 35 students failed with the second statement "*Mary´s mother is 30 years old*".

On the third reading exercise, 80 students failed at answering the information question "*How many pets does the family have*; 77 failed at answering the information question "*How many Friends does the family have*, 74 students failed when answering the question "*Who is the daughter in the family*?; 71 students failed when answering the question "*Does the family have a garden*?, and 70 students failed when answering the question "*Where is the family from*?.

SPEAKING:

In the speaking part, 63 students did not answer the question *"What do you like to do in your free time",* 39 of them did not answer when asked "*where are you from*". 39 students did no answer "*What is your favorite subject at school,* 34 students did not answer "*Who is your best friend*? And 15 students did not answer "*What is your name.* 31 of them had a high performance in this skill.

WRITTING:

49 students from 98 did not write a four- line paragraph about themselves. 20 of them wrote about topics like best friend, their free time and their likes. 18 of them just only mentioned their names 16 of them added to their names their ages. 14 students mentioned their physical description; 19 mentioned their families in the paragraph. Seven of them wrote about where they were form and one student wrote his/ her paragraph in Spanish.

ANNEX C: FIRST DIDACTIC UNIT: MY SCHOOL LIFE

TITLE: JUAN PABLO`S SCHOOL LIFE

OBJETIVES:

- To foster the use of the following reading comprehension strategies- scanning, outlining and contextual guessing reading through the interactive model.

- To identify the emerged students perceptions while fostering reading comprehension strategies through the interactive model

Time: 90 min

Warm up activity:

1. I will explain the participants that they didactic unit they are going to develop is composed by three main activities and that in each activity they are going to develop exercises applying the different techniques provided by the reading comprehension strategies *skimming, scanning, contextual guessing, outlining and paraphrasing.*

2. I will write down on the blackboard the words: *far, go back, neighbors, classmates, add, skate, ride, ride, account, send, share, spend* and *summarize*- in order to clarify their meaning to the students.

Application of the didactic unit: Juan Pablo`s school life

The didactic unit Juan Pablo`s school life is going to be applied by three moments, they are: before, during, after and evaluation stage, as it is explained above:

Before Activity (Juan Pablo´s world): In groups of three students will read the text Juan Pablo´s daily routines and will develop three exercises. In the first exercise (What are Juan Pablo´s classmates' names?), they will look for specific information in the text (scanning reading strategy). In the second exercise, the learners will make use of their senses in order to be aware that the verbs of the text end with a final S because the subject of the sentence is the third singular person. In exercise c, they will have to use their previous knowledge and draw in a comic strip form, Juan Pablo´s daily routine. Afterwards, the students will have to read about Juan Pablo and his sister Catalina favorite activities and complete a short outline (outlining reading comprehension strategy).

During activity (Social networking): The learners will have to fill in six gaps by means of the cloze Reading comprehension strategy. Then, they will have to select the correct option that point out what the word "them" is referring to in the text (contextual guessing reading comprehension strategy). At last, they will have to find specific information in the text – percentages- (scanning reading comprehension strategy).

After activity (Juan Pablo and Catalina´s recycling project): This activity is composed   by two exercises. In the first one, the students will have to read a short text and summarize it, as it is one of the characteristics of the paraphrasing reading comprehension strategy. In the second exercise, the learners will have to identify

three synonyms in the given options of the word "can" in order to put in practice the contextual guessing comprehension reading strategy.

SOCIAL NETWORKING

1. Complete the information in the following text:

to Catalina watches   revises   in sister

Catalina is Juan Pablo´_____. She has Facebook account. ___her fre
time, she _____her Facebook page and _____her best friend
photographs. _____also sends funny pictures ___them.

Written by author Zabala (2016).

a. The word "them" refers to:

o   Juan Pablo

o   the funny pictures

o   her best friends

o   a Facebook account

2. Catalina shares videos with her friends…

Girls are far more likely than boys to spend excessiv[e] quantities of time on social sites. One in ten girls (11 percent) were found to be in th[e] top category for time used on the websites, compared to only one in twenty ([5] percent) of boys.

(Adapted from: Jamieson, 2015).

A. Is the percentage of girl that spend time on social sites?
B. What is the percentage of boys that spend time on social sites?

JUAN PABLO AND CATALINA'S RECYCLING PROJECT

1. Read the text above and summarize it in the space:

Juan Pablo and Catalina recycle every Friday in their school. They put glass in gray can, plastic in a blue can and cans in a red can. There are three cans in eve classroom. In other places of the city there are recycling projects. Every six month they go to a recycling class with students from other schools.

(*Written by author Zabala F (2016).*

a. Summarize the text above:

_____

_____

_____

2. Read the text above again and develop the exercises:

a. Identify three synonyms for:

 "can"

-   basket   - chair   - container   - tin

STUDENTS EVALUATION OF THE DIDACTIC UNIT 1

1. ¿Cómo imaginaron la rutina diaria de Juan Pablo?

_____

_____

_____

_____

2. Qué opina de la técnica de comprensión de lectura "outline" utilizada en el segundo texto de la primera actividad como una estrategia para organizar la información dada en un texto?

Juan Pablo and his friends like football. His sister Catalina skates. His fath... Andrés rides a bike on Saturdays and his little brother plays video games.

Written by author Zabala F (2016)

OUTLINE:

I. Juan Pablo

-like football

II. Catalina

-

_____
_____
_____
_____

3. ¿Qué análisis hicieron al observar los espacios del primer ejercicio en la primera actividad con las opciones dadas?

to   Catalina   watches   revises   in   sister

Catalina is Juan Pablo´_____. She has Facebook account. ___her free time, she _____her Facebook page and _____her best friends´ photographs. _____also sends funny pictures ___them.

_____

_____

_____

_____

4. ¿Qué observaron o pensaron en el texto cuando se les preguntaba por el porcentaje de tiempo que usaban los niños/as en las redes sociales?

Girls are far more likely than boys to spend excessive quantities of time on social sites. One in ten girls (11 percent) were found to be in the top category for time used on the websites, compared to only one in twenty (5 percent) of boys.

(Adapted from: Jamieson, 2015).

A. What is the percentage of girl that spend time on social sites?
B. What is the percentage of boys that spend time on social sites?

_____

_____

_____

_____

5. ¿Cuál sería su autoevaluación con respecto a su desempeño en esta unidad didáctica?

- o **0.0-2.0**
- o **2.0-3.5**
- o **3.5-4.5**
- o **4.5-5.0**

6. ¿Cómo les pareció la unidad didáctica?

_____
_____
_____
_____

INTERVIEW No 1 TO THE RESEARCH PARTICIPANTS AT HE END OF THE FIRST DIDACTIC UNIT

1. ¿Fue necesario hacer uso de tus experiencias personales para desarrollar la unidad didáctica?

_____
_____

_____

_____

2. ¿Cómo consideran que técnicas de lectura tales como identificar sinónimos, completar espacios con opciones dadas y/o resumir les puede ayudar a comprender un texto?

_____

_____

_____

_____

3. Describa la interacción entendida como una acción recíproca entre dos o más objetos, sustancias, personas o agentes- entre ustedes y los diferentes textos?

_____

_____

_____

_____

4. De las estrategias de comprensión de lectura aplicadas con cuál se sintieron más a gusto?

Skimming _____ ¿Por qué?

_____

_____

_____

_____

Scanning ___ ¿Por qué?

_____

_____

_____

_____

Cloze ____ ¿Por qué?

_____

_____

_____

_____

Contextual guessing ___ ¿Por qué?

_____

_____

_____

_____

Paraphrasing ____ ¿Por qué?

_____

_____

_____

_____

ANNEX D: SECOND DIDACTIC UNIT: CATALINA GOES TO THE CITY

TITLE: CATALINA GOES TO THE CITY

OBJETIVOS:

- To foster the use of the following reading comprehension strategies- scanning, outlining and contextual guessing reading through the interactive model.

- To identify the emerged students perceptions while fostering reading comprehension strategies through the interactive model.

Time: 90 min

Warm up activity:

1- I will explain the participants that they didactic unit they are going to develop is composed by three main activities and that in each activity they are going to develop exercises applying the different techniques provided by the reading comprehension strategies *skimming, scanning, contextual guessing, outlining and paraphrasing.*

2. I will write down in the blackboard the words: enjoy, downtown, amusement park, cousins, networks, Major, team, defeat, won, in order to clarify their meaning to the students.

Application of the didactic unit: Catalina goes to the city

The didactic unit Catalina goes to the city is going to be applied by three moments a before, during, after and evaluation stage, as it is explained above:

Before Activity: (Catalina goes to the city) the learners will have to use two different reading comprehension strategies (skimming and cloze). Skimming because in the text the topic sentence have been deleted and the second reading comprehension technique because they have to fill in the gaps of the text with the right option. In the second exercise of this activity through the scanning reading comprehension strategy the learners will have to look for pieces of information (sports scores and sports teams).

During activity: (Juan visits his grandparents). In the first exercise, the participants, through the contextual reading comprehension technique will have to identify three suitable synonyms of the word "outline". The second exercise consists of filling the gaps in a dialogue between Juan Pablo and Catalina through the cloze reading comprehension strategy.

After activity: (Juan interacts with the world). In this activity, through the scanning reading comprehension strategy (searching only pieces of information- dates), the learners will have to match four events with their corresponding dates.

BEFORE

CATALINA GOES TO THE CITY

(Taken from: US department of transportation, 2005)

- What I most enjoyed,

- Last weekend, I went to Bogotá´s downtown.

1. Read the main ideas above and fill the gaps with the right one

_____ . I visited the Museum of the Gold and the Casa de Nariño. I also had fun with my brother

Juan and my friend Sandra at Salitre Mágico amusement park.

_____, was Monserrate where one can have a wonderful view of the city. From it, we watched

 the Campín Stadium and the downtown of the city.

_____, we returned to Suba by Transmilenio and each one of us went home. It was a fantastic trip.

(Written by author Zabala, (2016)
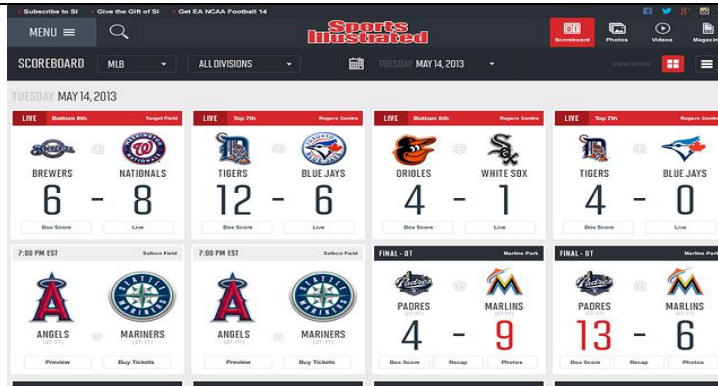
2. Look at the sports scores and complete the sentences:

a. What was the score between Padres and Marlins? _____

b. What teams got 4-0 as final score? _____

DURING

Juan visits his grandparents

(**Taken from: Shutterstock.Inc, 2016**)

1.

Every weekend, I visit my grandparents´house. It is big and old. I love the colorf
garden outside. I like playing with my cousins. My grandparents love walking in th
hills and remember old times.

(**Written by author Zabala (2016)**

a. Circle three synonyms for the word "outside" in the text above:

- **Outdoor   - indoor   - open air   - exterior**

2. Complete the following dialogue with the suitable word

Recycling   networks   sites   spend   account

Juan: Do you have a Facebook _____?

Catalina: Yes, I do. I _____ two hours every day. How much time do you spen on the social _____?

Juan: I don´t spend much time on the social _____. I prefer to dedicate m time to our _____ project.

AFTER

Juan interacts with the world

1. Read the texts and match the events with their dates

    a) 2013   b) 2015   c) 2014   d) 2016

1. Enrique Peñalosa was elected ⸋
second time as Major of Bogotá

2. The Real Madrid won the Champion⸋
League in Europe.

3. The German National football tea⸋
defeated Brazil and won the World Cup

4. Nairo Quintana, the Colombian cycli⸋
won the Tour de France

STUDENTS EVALUATION OF THE SECOND DIDACTIC UNIT

1- ¿Considera que a través de las unidades didácticas su desempeño lector en inglés podría mejorar?, ¿Por qué?

_____
_____
_____
_____

2- ¿Qué ejercicio les pareció más fácil en esta segunda unidad didáctica? , ¿Por qué?

_____
_____
_____
_____

3- ¿Qué ejercicio les pareció más difícil de realizar?, ¿Por qué?

_____
_____
_____
_____

4- ¿Cómo les pareció esta segunda unidad didáctica?

Interesante, ¿por qué?

_____
_____
_____
_____

Divertida, ¿por qué?

_____
_____
_____
_____

Diferente, ¿Por qué?

_____
_____
_____
_____

INTERVIEW N° 2 TO THE RESEARCH PARTICIPANTS AT THE END OF THE SECOND DIDACTIC UNIT

1. ¿Cuál estrategia de comprensión de lectura practicada en esta segunda unidad didáctica se ajusta mejor a su estilo de aprendizaje?

- Skimming, ¿por qué?

  _____
  _____
  _____
  _____

- Scanning, ¿por qué?

  _____
  _____
  _____
  _____

- Cloze, ¿por qué?

  _____
  _____

_____

_____

- Contextual guessing, ¿por qué?

_____

_____

_____

_____

- Paraphrasing, ¿por qué?

_____

_____

_____

_____

2. ¿Qué aspectos del proceso lector ha aprendido con la práctica de las estrategias de comprensión de lectura mencionadas en el punto anterior?

_____

_____

_____

_____

3. ¿Qué aportes ha hecho usted a su grupo para desarrollar esta segunda unidad didáctica?

_____
_____
_____
_____

4. ¿Conoce otras técnicas de lectura que no se han trabajado en estas unidades didácticas? Explíquela.

_____
_____
_____
_____

5. A nivel personal, ¿Qué ha aprendido de los compañeros de su grupo que le haya permitido desarrollar este instrumento de investigación?

_____
_____
_____

INTERVIEW TO THE RESEARCH ASISTANT AT THE END OF THE SECOND DIDACTIC UNIT

1. ¿Cómo considera usted que el trabajo en grupo permite a los participantes de esta investigación desarrollar esta segunda unidad didáctica?

   _____

   _____

   _____

   _____

2. ¿Considera que el conocimiento que cada estudiante posee le permite al grupo comprender las diferentes lecturas de esta unidad didáctica?

   _____

   _____

   _____

   _____

3. ¿Cuáles han sido las mayores fortalezas que usted considera los participantes presentan para participar en esta intervención?

   _____

   _____

_____

_____

4. ¿Cuáles considera usted han sido las mayores dificultades que los estudiantes han presentado durante esta segunda intervención?

_____

_____

_____

_____

ANNEX E: THIRD DIDACTIC UNIT

TITLE: JUAN EATS HEALTHY FOOD

OBJETIVOS:

- To foster the use of the following reading comprehension strategies- scanning, outlining and contextual guessing reading through the interactive model.

- To identify the emerged students perceptions while fostering reading comprehension strategies through the interactive model

Time: 90 min

Warm up activity:

1- I will explain the participants that they didactic unit they are going to develop is composed by three main activities and that in each activity they are going to develop exercises applying the different techniques provided by the reading

comprehension strategies *skimming, scanning, contextual guessing, outlining and paraphrasing.*

3. I will write down in the blackboard the words: healthy, soup, places, travel, fast and think in order to clarify their meaning to the students.

Application of the didactic unit: Juan eats healthy food

The didactic unit Juan eats healthy food is going to be applied by three moments a before, during, after and evaluation stage, as it is explained below:

Before Activity: (Juan eats healthy food) the learners will have to complete the outline about the text. In this way the learners are going to be practicing the outlining reading comprehension technique.

During activity: (Catalina visits exotic places). The participants are going to be using three reading comprehension strategies (cloze and skimming and contextual guessing. In first place, they are going to fill in the gaps with the suitable option (cloze), then they are going to reread the topic sentence- every vacations Catalina goes touring in Colombia (skimming) and at last, they will have to find a synonym for that topic sentence (contextual guessing)

After activity: (Public transport in Bogotá). In this activity, the participants are going to use the top down reading strategy that makes part of the interactive model in which they are going to make use of their background knowledge to determine if the statement below the dialogue are true or false.

BEFORE

JUAN EATS

HEALTHY FOOD

BEFORE: 1. Read the following text and complete the outline:

Juan eats fruit such as: mandarins, bananas, oranges and apples.

His father Manuel eats vegetables such as: spinach and carrots.

His mother eats chicken and fish. His sister Catalina eats soup and salad fruit.

They are a healthy family.

a. Complete the outline above:

OUTLINE

1- Juan

_____

_____

2. Manuel

_____

_____

3. Juan´s mother

_____

DURING:

CATALINA GOES TO FAMOUS PLACES

1-

She goes in places

Every vacations, Catalina _____touring in Colombia. _____ likes visiting historical _____ like La Calendaria ____ Bogotá but also the exotic beaches in the coast.

a. Fill in the gaps with the right option

b. What is the most suitable synonym for the sentence: *Every vacations, Catalina goes touring in Colombia.*

- o *Every vacations, Catalina takes pictures*

- o *Every vacations, Catalina goes sightseeing in Colombia*

- o *Every vacations, Catalina skates*

- o *Every vacations, Catalina rides a bike in Colombia*

AFTER:

Popular transport in bogota

DIALOGUE:

1.Read the dialogue and write true (T) or false (F) in the sentences above:

Juan Pablo: Do you like to travel by Transmilenio?

Catalina: Yeah. That is good, and you?

Juan Pablo: No, I do not like it. For me it stressful.

Catalina: I do not think so. For me it is a fast and modern transpo
system.

a. Catalina does not like Transmilenio. (T/F)

b.Juan Pablo does not like Transmilenio (T/F)

c. Catalina thinks that Transmilenio is fast and modern (T/F).

d.Juan Pablo thinks that Transmilenio is fast and modern (T/F).

EVALUATION AT THE END OF THE THIRD DIDACTIC UNIT

1- ¿Considera que después de completar el outline comprendieron mejor el texto, ¿Por qué?

Juan eats fruit such as: mandarins, bananas, oranges and apples. His father Manuel eats vegetables such as: spinach and carrots. His mother eats chicken and fish. His sister Catalina eats soup and salad fruit. They are a healthy family.

b. Complete the outline above:

OUTLINE

    2-   Juan

_____

_____

_____

    5.   Manuel

_____

_____

_____

_____

_____

_____

2. ¿Qué aspectos tuvieron en cuenta para escoger la opción correcta que debe ir en los espacios?

<div align="center">She   goes   in   places</div>

Every vacations Catalina _____touring in Colombia. _____ likes visiting historical _____ like La Calendaria ____ Bogotá but also the exotic beaches in the coast.

_____

_____

_____

_____

_____

3. ¿Cuál de las siguientes estrategias utilizaron para decidir si los enunciados después del diálogo eran verdaderos o falsos?

Juan Pablo: Do you like to travel by Transmilenio?

Catalina: Yeah. That is good, and you?

Juan Pablo: No, I do not like it. For me it stressful.

Catalina: I do not think so. For me it is a fast and modern transport system.

a. Catalina does not like Transmilenio. (T/F)

b. Juan Pablo does not like Transmilenio (T/F)

c. Catalina thinks that Transmilenio is fast and modern (T/F).

d. Juan Pablo thinks that Transmilenio is fast and modern (T/F).

_____

_____

_____

_____

4. ¿Con qué ejercicio de esta tercera unidad se sintieron más atraídos, por qué?

INTERVIEW N° 3 TO THE RESEARCH PARTICIPANTS AT THE END OF THE THIRD DIDACTIC UNIT

1- A partir de las unidades didácticas desarrolladas en grupo hasta ahora, que opinión tienen de lo que es un "outline"?

_____

_____

_____

_____

_____

2- ¿Consideran que su conocimiento previo les ayuda a comprender un texto en inglés?

_____

_____

_____

_____

3-¿Cuál de las estrategias de comprensión de lectura fomentadas en esta unidades didácticas les ha parecido la(s) más efectivas?

_____

_____

_____

_____

ANNEX F: FOURTH DIDACTIC UNIT

TITLE: DOING HOMEWORK

OBJETIVOS:

- To foster the use of the following reading comprehension strategies- scanning, outlining and contextual guessing reading through the interactive model.

- To identify the emerged students perceptions while fostering reading comprehension strategies through the interactive model

Time: 90 min

Warm up activity:

1- I will explain the participants that they didactic unit they are going to develop is composed by three main activities and that in each activity they are going to develop exercises applying the different techniques provided by the reading comprehension strategies *skimming, scanning, contextual guessing, outlining and paraphrasing.*

2- I will write down in the blackboard the words: lyrics, get out, gatekeeper, boss, dot, shell and rewrite in order to clarify their meaning to the students.

Application of the fourth didactic unit: Doing homework

The didactic unit Doing homework is going to be applied by three moments a before, during, after and evaluation stage, as it is explained below:

Before Activity: (Doing homework). The learners will have to complete the information that is presented in the lyrics of the cell song-they can use their own words but keeping the same meaning (paraphrasing reading comprehension technique).

During activity: (The Mayan numerical system). Again, the participants will have to rewrite the text above (paraphrasing reading comprehension technique).

After activity: (Carnivals from Colombia). The learners will have to read a short and easy text about Barranquilla´s carnival and in their group will have to make use of their background knowledge (top down strategy) to answer the questions below the text.

BEFORE

DOING HOMEWORKS

1-Read the lyrics of a cell song and complete the information:

The cell song

(By Glenn Wolkenfeld)

I went into a cell

To get out of the rain

There was the gatekeeper

The cell membrane.

I went into a cell

And what did I see?

The mitochondria

It´s the energy factory

I went into a cell

And said who drives the bus?

a. Complete the information:

The gatekeeper is the: _____ _____

The mitocondria is _____ _____

The cell boss is the: _____ _____

I found myself

Talking to boss the nucleus.

(Taken from: https://www.youtube.com/watch?v=rABKB5aS2Zg)
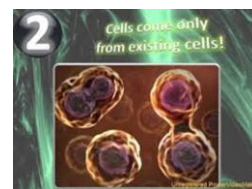
DURING

THE MAYAN NUMERICAL SYSTEM

DURING:

   2.THE MAYAN NUMERICAL SYSTEM

The numbers we know today are called Hindu-European numbers. These numbe
originated in India but it was in Africa that they were transformed into the symbols th
we use today. We recognize these symbols as the digits: 0, 1,2,3,4,5,6,7,8 and 9. A
numbers can be written by using a combinations of these symbols.

The Mayas only needed three symbols to represent any quantity. The symbols are
dot which represents one; a bar which represents five and a shell which represen
zero.

(Taken from: https://www.youtube.com/watch?v=Ybvb7oy_WV0)

   a. Underline the main ideas of the text above and rewrite it with your own words:

_____
_____
_____
_____
_____

AFTER

FAMOUS CARNIVALS FROM COLOMBIA

1-

BARRANQUILLA´S CARNIVAL:

In the Barranquilla´s carnival each day has a special parade that maintains the same name and importance every year, but always offers a new surprise. The parades really are a true demonstration of many historical, cultural, and musical, and traditions of Colombia.

a. Based on the Barranquilla´s carnival:

What is your idea about a carnival?

_____
_____
_____
_____

If you participated in a carnival how would your group prepare?

_____
_____
_____

_____

EVALUATION AT THE END OF THE FOURTH DIDACTIC UNIT

1 - ¿Cómo la estrategia "scanning" (encontrar información específica en un texto) les permite completar la información presentada en una canción?

I went into a cell

To get out of the rain

There was the gatekeeper

The cell membrane.

I went into a cell

And what did I see?

The mitochondria

It´s the energy factory

b.   Complete the information:
The gatekeeper is the:
_____
_____
The mitocondria
is: _____
_____
The cell boss is the:
_____
_____

I went into a cell

And said who drives the bus?

I found myself
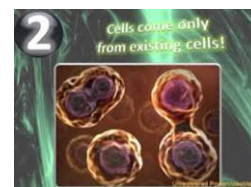
Talking to boss the nucleus.

_____

_____

_____

_____

_____

2 - ¿Qué perciben como grupo al reescribir con sus propias palabras un texto que han leído con anterioridad?

The numbers we know today are called Hindu-European numbers. These numbers originated in India but it was in Africa that they were transformed into the symbols that we use today. We recognize these symbols as the digits: 0, 1,2,3,4,5,6,7,8 and 9. All numbers can be written by using a combinations of these symbols.

The Mayas only needed three symbols to represent any quantity. The symbols are a dot which represents one; a bar which represents five and a shell which represents zero.

(Taken from: https://www.youtube.com/watch?v=Ybvb7oy_WV0)

    a. Underline the main ideas of the text above and rewrite it with your own words:

_____

_____

_____

_____

2 - ¿De qué forma el conocimiento personal les puede ayudar a interpretar un texto?

In the Barranquilla´s carnival each day has a special parade that maintains the same name and importance every year, but always offers a new surprise. The parades really are a true demonstration of many historical, cultural, and musical, and traditions of Colombia.

_____

_____

_____

_____

3-¿Qué ejercicio de esta cuarta unidad didáctica les gusto más y por qué?

_____

_____

_____

_____

INTERVIEW N° 4 TO THE RESEARCH PARTICIPANTS AT THE END OF THE FOURTH DIDACTIC UNIT

1. ¿Qué perciben como grupo acerca de las estrategias de comprensión de lectura (skimming, scanning, contextual guessing, outlining) que se fomentan a través de estas unidades didácticas?

_____
_____
_____
_____

2. ¿Consideran que los temas presentados en estas unidades les permite mejorar su comprensión de lectura en inglés?, ¿Por qué?

_____
_____
_____
_____

3. ¿Cuándo no comprenden un texto en inglés que acciones toman?

- o   Preguntarle al professor

- o   Preguntarle a otro grupo

- o Aplicar una estrategia de comprensión de lectura

- o Otra,

  _____

  _____

  ____

ANNEX G: FIFTH DIDACTIC UNIT

TITLE: DAILY LIFE

OBJETIVES:

- To foster the use of the following reading comprehension strategies- scanning, outlining and contextual guessing reading through the interactive model.

- To identify the emerged students perceptions while fostering reading comprehension strategies through the interactive model.

- To carry out a second focus group in order to perceive at the participants´ voices about this research experience.

Time: 90 min

Warm up activity:

- I will explain the participants that they didactic unit they are going to develop is composed by three main activities and that in each activity they are going to develop exercises applying the different techniques provided by the reading

comprehension strategies *skimming, scanning, contextual guessing, outlining and paraphrasing.*

- I will write down in the blackboard the words and expressions: draw, make, there are, believe, signs, lives, depend, be born, carefully, know, suggest, enjoy, grasshopper, field, lay-up, bother, plenty of, found, dying, knew, gonna, here you are, choose, dare   in order to clarify their meaning to the students.

Application of the fifth didactic unit: Daily life

The didactic unit Doing daily life going is to be applied by three moments a before, during, after evaluation stage and ending up with a second focus group.

Before Activity: (Daily life). The learners will have to complete the information that is presented in a dialogue and through the reading comprehension strategy contextual guessing, they will select from the options the one that have the same meaning to the questions "what are you doing?.

During activity: (Enjoy literature). The participants will have to complete an outline after reading the fable THE ANT AND THE GRASSHOPPER.

After activity: (ASTROLOGY?, No thanks, Rockoly). As a third activity of this fifth didactic unit, the participants will have to read a short an easy text related to Rocky signs; through the scanning reading technique they will have to find out the name of the last Rocky sign mentioned and through the contextual guessing reading technique they will have to choose two possible synonyms for the word <u>*those.*</u>

DAILY LIFE

Read the next dialogue and answer the questions:

Catalina: What are you doing, Juan?

Juan: I am drawing pictures, and you?

Catalina: I am reading a book

Juan: What book?

Catalina: La Hojarasca

Juan: Who wrote it?

Catalina: Gabriel García Márquez. It is very interesting

(Zabala, F, 2016)

draw: dibujar

who: quién

a. In the dialogue, the question: _What are you doing Juan?,_

refers to:

- o **What is your name?**
- o **How old are you?**
- o **What are you making?**

- Where do you live?

BEFORE

DURING

ENJOY LITERATURE

DURING: 1 Read the fable and answer the activities:

The   Ant   and   the   Grasshoppe

Illustrated by Scott Roberto

In a field one summer's day a Grasshopper was hopping about, chirping and singing

to its heart's content. An Ant passed by, bearing along with great toil an ear of corn
was taking to the nest.
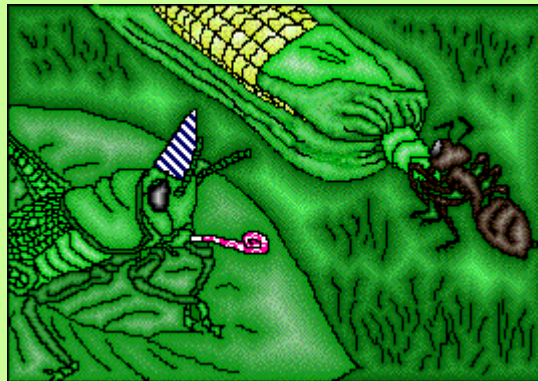
"Why not come and chat with me," said the Grasshopper, "instead of toiling

and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you

to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present
But the Ant went on its way and continued its toil.

When the winter came the Grasshopper found itself dying of hunger, while it saw

the ants distributing, every day, corn and grain from the stores they had collected in

the summer.

Then the Grasshopper knew...

It is best to prepare for the days of necessity.

(Taken from agendaweb.com)

A – According to the fable, complete the following outline:

OUTLINE

- **GRASSHOPPER**

  - Hopping about _____
  - Chirping and singing _____
  - _____
  - _____

- **ANT**

- Passed by
- An ear of corn he was taking to nest
- _____

AFTER

ASTROLOGY? NO, THANKS. ROCKOLOY

1

Read the text: ASTROLOGY? NO, THANKS. ROCKOLOY

There are twelve sign of the Zodiac: Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Aquarius, and Pisces. Many people believe that these signs have a great influence on our lives. However, Wizard Rocky suggests that Rockology is much better to predict the future.

There are eleven Rocky signs: Azurite, Dolomite, Fluorite, Granite, Magnetite, Malachite, Mica, Obsidian, Pyrite, Quartz and Tourmaline. In Rockology your sign depends on the day when you were born. The month is not important. Would you like to know your Rocky sign? Read this carefully; Azurute is the sign for those born on the first three days of the month; Dolomite is the sign for <u>those</u> born during the next three days (4, 5, 6) Flouite for the next three (7, 8 ,9,) and so on. Tourmaline is the sign for those born on the 31st.

(Taken from: de Catrillón & Aguilar, 1998)

    a.   According to the first paragraph, what does Wizzard Rocky suggest?

_____

_____

_____

2- According to the second paragraph, what is the LAST Rocky sign mentioned?

- o   Obsidian

- o   Pyrite

- o   Quartz

- o   Tourmaline

3. In the third paragraph, two possible synonyms for the underline word "those" are:

The people   the Rocky signs   the Zodiac signs

EVALUATION OF THE FIFTH DIDACTIC UNIT

1 ¿Qué criterios tuvieron en cuenta para encontrar la mejor opción que se refiere a la pregunta "What are you doing Juan en el diálogo?

2. In the dialogue, the question: _What are you doing Juan?,_ refers to:

- o   What is your name?

- o   How old are you?

- o   What are you making?

- o   Where do you live?

_____

_____

_____

_____

3. Con respecto al texto Rocky signs como respondieron a la pregunta: What does Wizard Rocky suggest?

There are twelve sign of the Zodiac: Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Aquarius, and Pisces. Many people believe that these signs have a great influence on our lives. However, Wizard Rocky suggests that Rockology is much better to predict the future.

According to the first paragraph, what does Wizzard Rocky suggest?

_____

_____

_____

_____

4. ¿De qué forma les ayudó el encontrar los sinónimos de le palabra THOSE en ese texto?

In the third paragraph, two possible synonyms for the underline word "those" are:

The people   the Rocky signs   the Zodiac signs

_____

_____

_____

_____

INTERVIEW N° 5 TO THE RESEARCH PARTICIPANTS AT THE END OF THE FIFTH DIDACTIC UNIT

1- Considera que las estrategias de comprensión de lectura (outlining, background knowledge, contextual guessing) les permite comprender diferentes tipos de textos tales como fábulas y diálogos, ¿por qué?

_____
_____
_____
_____
_____

2 ¿Cuál de las estrategias de lectura aplicadas en esta quinta unidad didáctica facilitó a su grupo un mejor desarrollo de las actividades?

_____
_____
_____
_____

3 ¿Cuál de los siguientes aspectos que hace parte de esta quinta unidad didáctica creen ustedes apoyan mejor su desempeño lector en inglés?

Imágenes, ¿por qué?

_____

_____

_____

 Estrategias de comprensión de lectura, ¿por qué?

_____

_____

_____

Textos, ¿por qué?

_____

_____

_____

Todas las anteriores. Por qué?

_____

_____

_____

SECOND FOCUS GROUP

1

Matriz grupo focal 2

1.   **Tema General : DIDACTIC UNIT 5**

2.   **Problema: To foster the reading comprehension strategies through the interactive model**

3.   **Título: DAILY LIFE**

   Objetivos:

- To design and apply a didactic unit in order to foster the reading comprehension strategies through the interactive model

- To evaluate the design and application of a didactic unit to foster the students reading comprehension strategies through the interactive model

ETAPAS	ESCENARIOS DE INTERVENCIÓN		
	SUJETO		**ESCENARIO**
	701 course students		Simón Bolívar school
DIAGNOSTICO	**ENCUENTRO** Conocimiento de los participantes y definición del problema	**Sesión 1** **Quién soy?**	**Sesión 5** **Definición del problema**

Prácticas de Literacidad Académica Multimodal del profesor Universitario **Guía 1**
ESCENARIO:
ETAPA METODOLOGICA: Encuentro
FACILITADOR: Freddy Zabala
PROFESIONAL DE APOYO: Student Eduardo Bayona as research assistant
FECHA: 2nd June, 2016
TEMA: DAILY LIFE
PERSONAS CONVOCADAS: 701 COURSE STUDENTS
OBJETIVO DE LA SESIÓN: To know their perceptions about aspects such as: the reading skill in English, the development of the fifth didactic unit, the experience of team work, their backgroun knowledge and the autonomous learning aspect.
DESARROLLO DE LA SESIÓN
• Bienvenida, recepción de los participantes inscritos, entrega de escarapelas y firmas. minutos • Presentación del Facilitador y los profesionales de apoyo. 5 minutos • Mención de Reglas de Juego, ética de la información, confidencialidad. • Dinámica de Integración: Los Docentes harán una actividad de relación (match) sobre s prácticas de Literacidad y luego lo socializaran con el grupo. 10. Minutos

• Actividad de Inicio:
   1.   Se inicia la sesión con el desarrollo de la Ficha de identificación.
   2. Luego se da inicio a la conversación con las siguientes preguntas centrales?
 	
     QUESTIONS:
     • ¿Cómo les pareció la unidad didáctica que desarrollaron hoy?
     • ¿Cómo han desarrollado las actividades de la unidad didáctica en grupo?
     • ¿De qué forma les ha servido su conocimiento previo para esta intervención?
     • ¿Cómo han puesto en práctica las observaciones hechas por el profesor duran el desarrollo de esta unidad?

OBSERVACIONEs
MATERIAL POR UTILIZAR: lápiz, bolígrafos, unidades didácticas, Video Cámara, , escarapelas

ANNEX H: SIXTH DIDACTIC UNIT

TITLE: MY FREE TIME

OBJECTIVES:

- To foster the use of the following reading comprehension strategies- scanning, outlining and contextual guessing reading through the interactive model.

- To identify the emerged students perceptions while fostering reading comprehension strategies through the interactive model.

- To carry out a third focus group in order to perceive at the participants´ voices about this research experience.

Time: 90 min

Warm up activity:

- I will explain the participants that they didactic unit they are going to develop is composed by three main activities and that in each activity they are going to develop exercises applying the different techniques provided by the reading comprehension strategies *skimming, scanning, contextual guessing, outlining and paraphrasing.*

- I will write down in the blackboard the words and expressions: free time, riding, traveling, also, kind, wonderful, main, come from, countryside, there is, hi-fi, cupboard in order to clarify their meaning to the students.

Application of the sixth didactic unit: My free time

The didactic unit **My free time** is going to be applied by three moments a before, during, after evaluation stage and ending up with a third focus group.

Before Activity: (My free time). The learners will have to read the dialogue between Juan Pablo and Catalina and then will have to complete an outline.

During activity: (My school). The participants will read the description about the school Simón Bolívar and will choose the option that means the same as the topic sentence: I study at Simón Bolívar School".

After activity: (Catalina´s house). The learners will have to read the text about Catalina´s house and then will summarize it (paraphrasing reading comprehension strategy). At last, they will circle three possible synonyms for the words STAY in the text.

BEFORE:

My free time

1.

Read the next dialogue and do the exercises:

Juan Pablo: What do you like to do in you free time?

Catalina: In my free time, I like riding in my bike and playing with

my friends, and you?

Juan Pablo: In my free time I like to play football and traveling.

Catalina: That`s great. I also like traveling.

a. Complete the next outline:

OUTLINE

Juan Pablo`s free time activities

- _____

- _____

- _____

- _____

Catalina`s free time activities

- _____

- _____

- _____

DURING

MY SCHOOL

I study at Simón Bolívar school. It is small and modern. It has a music

room, an English room and a Technology room. My teachers are all kind.

My favorite subject is English and sports. I have great moments with

my friends at school.

1.

According to the topic sentence: "I study at Simón Bolívar school", the text about:

- o A music room

- o The teachers

o Simón Bolívar school

o My friends

AFTER

CATALINA`S HOUSE

1.

My house is big and wonderful. It has four rooms. The main room is my parents'

room. Then my brother Juan Pablo`s room, my grandparents' room where they

<u>stay</u> when they come from the countryside and my room.

There is a living room, a kitchen, a garden and a garage. In the living room,

there is a fire, a sofa and a hi-fi. In the kitchen there is a cupboard and a small table.

a.

Summarize the text above with your own words

_____

_____

_____

_____

2.In the third line, three possible synonyms for the word STAY are:

Remain   go   live   linger

EVALUATION OF THE SIXTH DIDACTIC UNIT

1- Después de desarrollar el outline del primer diálogo**,** ¿Comprendieron mejor de qué se trataba?

Juan Pablo: What do you like to do in you free time?

Catalina: In my free time, I like riding in my bike and playing with my friends, and you?

Juan Pablo: In my free time I like to play football and traveling.

Catalina: That`s great. I also like traveling.

b.Complete the next outline:

OUTLINE
Juan Pablo`s free time activities
• _____

- _____

- _____

- _____

Catalina`s free time activities

- _____

- _____

- _____

_____

_____

_____

_____

2.

De acuerdo con la segunda actividad, consideran que la función de una oración tópica (la que está al inicio de un párrafo) es importante para comprender el texto, ¿Por qué?

According to the topic sentence: "I study at Simón Bolívar school", the text is about:

o A music room

o The teachers

o Simón Bolívar school

o My friends

3 ¿Qué decisiones han tomado en grupo para resumir el texto: Catalina´s house?

My house is big and wonderful. It has four rooms. The main room is my parents' room. Then my brother Juan Pablo`s room, my grandparents' room where they <u>stay</u> when they come from the countryside and my room.

There is a living room, a kitchen, a garden and a garage. In the living room, there is a fire, a sofa and a hi-fi. In the kitchen there is a cupboard and a small table.

a.

Summarize the text above with your own words

_____

_____

_____

INTERVIEW N° 6 TO THE RESEARCH PARTICIPANTS AT THE END OF THE SIXTH DIDACTIC UNIT

1 - ¿Por medio de esta sexta unidad didáctica creen que su desempeño lector está mejorando?

Si, ¿Por qué?

_____

_____

_____

_____

No, ¿Por qué?

_____

_____

_____

_____

2. Al finalizar esta intervención de seis sesiones que opiniones tienen al respecto?

_____

_____

_____

_____

3. ¿Qué aspectos nuevos aprendieron al desarrollar estas unidades didácticas con respecto a la lectura en inglés?

_____

_____

_____

_____

THIRD FOCUS GROUP

1

Matriz grupo focal 3

4. **Tema General : DIDACTIC UNIT 6**

5. **Problema:** To foster the reading comprehension strategies through the interactive model

6. **Título: MY FREE TIME**

   Objetivos:

   - o To design and apply a didactic unit in order to foster the reading comprehension strategies through the interactive model

   - o To evaluate the design and application of a didactic unit to foster the students reading comprehension strategies through the interactive model

ETAPAS	ESCENARIOS DE INTERVENCIÓN	
	SUJETO	**ESCENARIO**
		Simón Bolívar school

	701 course students		
DIAGNOSTICO	**ENCUENTRO** Conocimiento de los participantes y definición del problema	**Sesión 6** MY FREE TIME	**Sesión 5** **Definición del problema**

NUCLEOS DE EDUCACIÓN SOCIAL – NES **Prácticas de Literacidad Académica Multimodal del profesor Universitario** **Guía 1**
ESCENARIO:
ETAPA METODOLOGICA: Encuentro
FACILITADOR: Freddy Zabala
PROFESIONAL DE APOYO: Student Eduardo Bayona as research assistant
FECHA: 3nd June, 2016
TEMA: MY FREE TIME
PERSONAS CONVOCADAS: 701 COURSE STUDENTS
OBJETIVO DE LA SESIÓN: To know their perceptions about aspects such as: the reading skill in English, th develop of the sixth didactic unit, the experience of team work, their background knowledge and th autonomous learning aspect.
DESARROLLO DE LA SESIÓN
- Bienvenida, recepción de los participantes inscritos, entrega de escarapelas y firmas. 5 minutos   - Presentación del Facilitador y los profesionales de apoyo. 5 minutos   - Mención de Reglas de Juego, ética de la información, confidencialidad.   - Dinámica de Integración: Los Docentes harán una actividad de relación (match) sobre sus prácticas Literacidad y luego lo socializaran con el grupo. 10. Minutos   - Actividad de Inicio:

3. Se inicia la sesión con el desarrollo de la Ficha de identificación.
4. Luego se da inicio a la conversación con las siguientes preguntas centrales?

   QUESTIONS:

   - ¿Cómo han interactuado con los diferentes textos?
   - ¿Qué lectura de esta sexta unidad comprendieron más fácilmente?
   - ¿Se han sentido a gusto en su grupo?
     Si, ¿por qué?
     No, ¿por qué?
   - ¿Qué temas que han estudiado en años anteriores les ha ayudado a desarrollar esta unida didáctica?
   - ¿Cómo se han organizado en su grupo para realizar los diferentes ejercicios de es instrumento?

OBSERVACIONES

MATERIAL POR UTILIZAR: lápiz, bolígrafos, unidades didácticas, Video Cámara, , escarapelas

ANNEX I: TEST 1: DIAGNÓSTICO DE CARACTERIZACIÓN DE LA POBLACIÓN

1. Nombres:

   _____

   _

2. Edad: _____

3. Barrio:

   _____

   _

4. ¿Con quién vive?

   _____

   _____

5. ¿Quiénes componen su núcleo familiar?:

   _____

   _____

_____

___

6. ¿Tiene hermanos?

Sí _____ No ____

¿Cuántos?: _____

7. Es hijo único?: si____   no __

8. ¿Tiene libros de consulta en su casa?

   Sí __ No__

   ¿Cuáles?

   _____Enciclopedias:

____Libros

____Diccionarios:

____Otros:

- En voz alta, ¿por qué?

_____

_____

9. ¿Tiene libros de consulta en inglés?

Sí ___   No___

¿Cuáles?, Menciónelos:

_____

_____

_____

10. ¿Sus padres tienen hábitos de lectura?

Sí ___ No___

11. ¿Qué leen en su casa?

_____

_____

_____

_____

12. ¿Cómo leen en su casa?

- En grupos, ¿por qué?_____

_____

- Individualmente, ¿por qué?

13. ¿En su casa hay computador?

Sí___ No___

14. ¿En su casa tienen conexión a Internet?

Sí__   No___

15. ¿En su familia acostumbran a leer en el computador?

No__

Si____

¿Qué lecturas? _____

_____

____

ANNEX J: AGREEMENT AND INVITATATION LETTERS TO THE SEVENTH GRADERS TO PARTICIPATE IN THE RESEARCH

Bogotá 16 de mayo de 2016

Por medio de la presente solicito su autorización para que el/ la estudiante _____ participe en la investigación: "Análisis de las percepciones de los estudiantes de secundaria en relación con el uso de estrategias de comprensión de lectura en inglés a través del modelo interactivo", como parte de la maestría en inglés de la Universidad Libre.

Esta investigación es llevada a cabo por el docente Freddy Zabala Palacio, director del curso 701. Este estudio toma ligar en las instalaciones del colegio Simón Bolívar. El objetivo de investigación busca fomentar las estrategias de comprensión de lectura en inglés a través del modelo interactivo. Como técnicas de recolección de datos se utilizarán videograbaciones, notas de campo, encuestas y artefactos de los estudiantes.

Agradeciendo la atención prestada,

Cordialmente, _____

Freddy Zabala Palacio

Docente Colegio Simón Bolívar

Firma del padre o acudiente: _____

Bogotá 16 de mayo de 2016

CARTA DE INVITACIÓN

Apreciado/ a estudiante:

Por su sobresaliente desempeño en el área de inglés es un gusto invitarlo/a a hacer parte de la investigación: "Análisis de las percepciones de los estudiantes de secundaria en relación al uso de estrategias de comprensión de lectura en inglés a través del modelo interactivo.

Cordialmente, _____

Docente Freddy Zabala

Colegio Simón Bolívar

Autorizo a mi hijo/a: _____

Firma del padre: _____

ANNEX K: FOCUS GROUP DIAGNOSIS TO KNOW THE PARTICIPANTS PERCEPTIONS OF THE READIGN PROCESS IN ENGLISH

1. ¿Para usted qué es leer?

   a. Una actividad

   b. Un proceso de aprendizaje

   c. Un ejercicio de la clase

2. ¿ Con qué frecuencia lee?

   a. Una vez a la semana

   b. Una vez al mes

   c. Dos veces al mes

   d. Ninguna de las anteriores

3. ¿Qué tipos de lecturas lee?

a. Cuentos

b. Historietas

c. Fábulas

4. ¿Qué estrategias usa para entender una oración en inglés?

a. Recuerdo las palabras que conozco

b. Continuo leyendo

c. Observo las palabras que hay alrededor de la oración

d. Pregunto a un compañero

5. ¿Qué información busco cuando leo un texto?

a. Hechos históricos

b. Fechas

c. Nombres de personajes

d. Números telefónicos

6. Se le facilita hacer un esquema de un texto que ha leído con anterioridad.

o Si   no

7. Cuando lee:

a. Analiza sílabas palabras, oraciones

b. Usa el conocimiento que ha adquirido durante su vida

c. Las dos anteriores

d. Ninguna de las anteriores

RESULTS:

In what has to do to with the first question, three students that make part of the focal group of fifteen students, of the 701 course answered that for them reading was a learning process and only one student answered that it was an activity.

To what concerns to the second question above, ¿Con qué frecuencia lee? seven students answered that they read once a week. At the same time, it emerged another options such as: todos los días (chosen by four students); algunos días (one student) and several times per week (chosen by one student).

In the third question, ¿What kind of readings do you read? most of the surveyed participants chose the option tales followed by short stories (three students). One student chose tales, short stories and fables, one student again, chose tale and fable a new option proposed by one student- novel-.

In the fourth question, ten students answered that the strategy the used to understand a sentence in English was to remember the words they already knew. It was found

that two students answered that their strategy was to continue reading. Also two students said that their strategy was to look at the surrounding words around the sentence and a student said that he/she preferred to ask a classmate.

In relation to the fifth question, ten students answered that where they read a text they looked for historical facts; three students said that they looked for characters 'names and a student chose both options historical and dates.

To the sixth question, ¿Se le facilita hacer un esquema de un texto que ha leído con anterioridad? Nine students answered affirmatively and four negatively. In the last question, six students answered that when they read, they analyzed syllables, words and sentences together with the option: use the knowledge that have acquired during his/her life; four learners chose the only to use the previous knowledge and three only chose to analyze syllables, words and sentences.

ANNEX L: TAPESCRIPT FIRST FOCUS GROUP

DATE: 26TH MAY

Investigador principal: Buenas tardes estudiantes a nuestro primer grupo focal de esta investigación. Eh, antes que primero se hace grupo focal para conocernos más entre nosotros, para saber cuál es el problema de investigación que es sobre la lectura en inglés y para saber también sus opiniones de cómo se han sentido participando en estas cuatro sesiones query a llevamos, eh, entonces la idea es que nos presentemos en inglés, ejemplo, My name is Freddy, I am 36 years old. I live in Suba, ¿Quién quiere seguir todos tienen que presentarse?

S4: hello, Samuel Cárdenas. I live in Suba Campiña. My years…

Investigador principal: Bueno siga otro…Bueno niño/ niña

S13: Hello. My name is Mariana Rodríguez Ávila. I live in Suba-La Fontana, I years 32.

Investigador: Thank you, Mariana, thank you, next student.

S10: Hello, My name is Sara Ordóñez. I am years

Investigador: Thank you, Sara, next student

S9: My name is Juan. I twenty two years old. I don´t live in Titán Plaza

Investigador: Thank you, Juan, next student

S8: Hello. My name is Santiago. Mm, years, twenty. You live Suba

Investigador: Very good Santiago, ¿Quién sigue?. Aceleremos porque hay que hacer varias actividades (estudiantes sonríen)

S6: Hello. I am María Alejandra Delgado Hernández. I am years twenty-two y vivo

Investigador: Bueno, eh, ¿Quién continua?

S2: Hello. My name is Jimi Steven Rincón. My years twenty – two. I live in Tibabuyes Universal Sector, sector.

Investigador: Thank you. Bueno entonces como no tenemos mucho tiempo vamos…esto que yo escribí ahí en el tablero, dice calentamiento, warming up. Entonces, eh, el chico que responde las preguntas se va ganando un premio, yo voy a escribir, el chico que va respondiendo, el ganador, pues, supongamos Juan dijo una respuesta bien. El que tenga más puntos se va a ganar un premio. Eh, entonces, primera pregunta, miremos el texto, ¿Quién quiere leer desde el puesto. Bueno, Juan: "Stacy rides a bike every day. She loves her bike. It is old but it is fast. She does not want to lose it. She really loves it. Bueno, entonces, primera pregunta, quien crea saber la respuesta, simplemente levanta la mano y yo le doy la palabra. Eh, notemos que, ¿Cuántos renglones tiene este texto?

Estudiantes: cuatro

Investigador: Entonces, primera pregunta, en el renglón tres, la palabra "IT", a qué se refiere?, A Stacy, primera opción, the bike? A Stacy, primera opción, the bike, segunda opción. Bueno esas dos opciones no más. Bueno, María, María cree saber.

María: A Stacy?

Investigador: verifica, no

S9: A Bikes

Investigador: ¿Por qué, se gana el primer punto pero si dice por qué?

S9: porque digamos se podría decir como en un verbo y la palabra it sería lo que lo completara.

Investigador: ¿Todos De acuerdo con él?, o alguien tiene otra explicación. Samuel, este it se refiere a Stacy opción uno u opción 2 a bike?

S4: a bike?

Investigador: ¿por qué?

S4: porque tiene la palabra lose, entonces lose no se puede utilizar como un nombre porque es de perder.

Investigador: Muy bien, Ella no quiere perderla. Samuel, muy bien (escribo en el tablero un punto para Samuel). Samuel un punto. Bueno, eh. Well, segunda pregunta: en esta lectura, ¿Cuál es la oración tópica?

S9: No

Investigador: No? ... María

S6: Stacy rides a bike everyday

Investigador: Muy bien, María, ¿por qué?, Stacy rides a bike everyday.

S6: Porque esa es la oración tópica porque ahí es como lo que se trata de todo. Pues ahí, al leer eso uno ya puede saber de que se trata.

Investigador: Ah, que van a hablar de Stacy y la bicicleta entonces María excelente repuesta, ya se están viendo frutos de esta investigación. Bueno entonces es un calentamiento, para que ya empecemos a desarrollar el grupo focal, veo que hay dos ganadores entonces, acá tengo el premio, ya te doy, acá tengo en la maleta más, si? Un aplauso para ellos.

(Los estudiantes aplauden)

Investigador: Vamos a continuar, eh, Bueno, entonces, Mm, entonces, Bueno ahora si vamos a desarrollar este grupo focal. Bueno una investigación, se hace , ¿ por qué se hace una investigación?. Porque hay un problema, entonces queremos investigar. Hace un año, yo hice un diagnóstico, entonces participaron, ustedes se acuerdan que yo les di, los que estaban al comienzo del año pasado, yo les di una prueba para saber que tanto sabían de Inglés, se acuerdan?. Traten de recordar que les puse una canción de las partes del cuerpo, ya? después yo, yo saqué los resultados, cierto?, los analicé y descubrí que se pudo establecer que la competencia más bajita estaba en lectura en inglés, si? Y por eso nace esta investigación, entonces yo les voy a hacer unas preguntas centrales, la idea es que cada uno pueda dar su respuesta. Entonces la primera pregunta es, aquí está, ¿qué es lectura para usted? ¿quién quiere comenzar? Todos tiene que, así como se presentaron, todos tiene que dar su respuesta, ¿Qué es lectura para usted?

S10: Es una forma de aprendizaje…para prender

Investigador: Bueno, ¿quién sigue?, Nos están grabando, tiene que ser más dinámicos, eh, Diego?

S7: una forma de … una historia

Investigador: Bueno, hablen … hablen

S9: Es interpretar para saber la idea principal de un texto, y poder sacar lo que más para lo que más se necesita.

Investigador. Muy bien ¿Quién sigue, Santiago?

S8: Es una forma de leer y tener en cuenta de que sentido tiene el lugar, el espacio de cada personaje que tiene una acción, una acción que lo influye

(se queda pensando)

Investigador: Bueno, gracias Santiago, ¿qué es la lectura para usted?,

Esa pregunta es fácil viene otras más, aprovechen que es la más fácil.

S6: Es como una manera como de comunicarnos y para saber…

Investigador: Gracias María

S3: Es una forma de saber que lo ayuda a uno …

S4: Es una manera de expresar nuestros sentimientos. Gracias Samuel, ¿Quién?

S2: Es un método que nos ayuda en la vida…

Investigador: Bien, bien Jimmy. ¿Quién más?

Investigador: Bueno, ¿Alguien más quiere expresar su aporte?, Luisa, ¿Para usted qué es la lectura?

S15: Es como una forma de aprender más.

Investigador: Muy buena respuesta, Yorsy, ¿Qué es la lectura para usted?

S11: Es como una

Investigador: Bueno, y Mariana, Mariana, no te he escuchado.

S13: Pues es como una forma de expresar un mensaje, cualquier tipo de mensaje , pues si, que uno piense o si, porque muchas veces , no, por ejemplo, las canciones …un mensaje , pero entonces la literatura es como otra forma de aprender

Investigador: Muy bien Mariana, bueno. Nuestra segunda pregunta es ¿Cuáles creen ustedes que son las expectativas que tiene el colegio Simón Bolívar o qué es lo que ustedes creen que el colegio espera que ustedes aprendan de la lectura en inglés? (pausa) usted completa

S13: Pues, o sea saliendo del colegio, pues sabiendo inglés porque digamos en último nos puede servir mucho, porque algún día viaje para otro país, o así, uno tiene que saber pues el idioma principal, entonces tiene pues que saber, si? Para el colegio es importante que nosotros aprendamos ese idioma.

Investigador: Gracias, muy buena respuesta.

S8: Cuando uno salga al exterior que ya sabe más o menos uno ya sabe el inglés que pueda salir del país o que pueda aprender otras cosas nuevas.

S10: para el colegio es importante

Investigador: Gracias Sara

S9: Pues para el colegio es algo importante pero entre eso no porque los estudiantes de hoy en día no tienen en cuenta, si? No es que les guste estudiar sino es mucho el aburrimiento que ello tienen y no lo toman en cuenta, si porque dependiendo de es

digamos lo que acaban de decir mis compañeros, si? uno puede salir del país y digamos sale del país por eso es importante saber el tema del inglés. SI uno no lo sabe ese tema, no lo sabe comprender bien uno no va a poder entender a la demás gente que no es de nuestra misma lengua.

Investigador: Bueno, recordemos que el problema de investigación. Estamos acá para resolver uh problema y es la lectura en inglés…Samuel

S4: Eh, pues, eh le ayudaría mucho al colegio como a las personas porque digamos si nosotros podemos aprender inglés y tienen un curso intensivo de inglés podrían prepararse a las demás personas y a todo el colegio, después las siguientes generaciones y y eso se repercutiría con sus familias y en sí, eso daría varias más.

Investigador: Muy bien Samuel. Todos hacen importantes aportes. Diego no lo hemos escuchado

.

S7: …una forma de ayudar

Investigador: Gracias Diego, siguiente pregunta: ¿Qué creen que el colegio espera que ustedes aprendan de la lectura en inglés?

S11: Yo creo que   porque al colegio le iría bien por lo que uno vaya   a universidades, por lo que un o ya sepa algo.

Investigador: Diego. ¿Qué cree que el colegio espera que aprenda de la lectura en inglés?

S2: Pues, primero que todo, eso sería bueno si en el futuro tenga algún viaje.

Investigador: Sebastián ?

S3: Pues, diría que haría quedar bien al colegio, la lectura en inglés ayuda a darle trabajo en otro país.

Investigador: Muchas gracias, Sebastián. Vamos a pasar a la siguiente pregunta. La idea es que todos hablen si, así sea respondiendo una sola pregunta. La pregunta es. ¿Qué tipo de material han leído en inglés?, Juan?

S9: Eh, libros, enciclopedias, diccionarios, cartillas, si pues lo que el profesor nos enseña acá, cartillas y verbos.

Investigador: Muy bien. Luisa, ¿Qué materiales ha leído en inglés?

S15: cuentos, fábulas. Muy buen aporte. Sara?

S10. Las canciones, películas, enciclopedias, diccionarios

Investigador: Bueno, gracias Sara. Leonel?

S1: Para mi la lectura inglesa, la fábula y también las películas en español y traducir al inglés.

Investigador: Bueno, muchas gracias, ¿Quién más?

S3: fábulas, cuentos, lecturas, historietas y diccionarios

Investigador; Bueno, muchas gracias

S8: cartillas, películas, diccionarios pero pero yo creo que es más o menos cuando como una palabra pero en inglés. Ya ya se que esa palabra, ya se que esa palabra significa algo como una acción, un verbo , o un lugar como afuera, es como una oración.   Y es como   eso le queda es en la mente y ya sepa , casi más o menos así.

Investigador: Muy bien, muchas gracias Santiago, ¿Quién falta Diego?

S7: películas, fábulas, películas ya

Investigador: ¿Ya todos respondieron?, María?

S16: Pues yo leo también cartillas, también he visto películas y pues enciclopedias casi no. Lo bonito es digamos en las enciclopedias hay cartillas o sea ahí dice muchas cosas como los verbos, que significa una palabra por ahí. Ahí también trae como un diccionario con las palabras y pues nada historias e historietas.

Investigador: Muchas gracias María. Nuestra última pregunta de este primer grupo focal es ¿Cuáles son las dificultades que tienen los estudiantes del colegio al leer un texto? Bueno. Mariana.

ANNEX M: TAPESCRIPT SECOND FOCUS GROUP

Investigador: Buenas tardes estudiantes. Bienvenidos a nuestro segundo grupo focal bueno antes de iniciar hay unas reglas para que las tengamos claras. Vamos a primero vamos a hacer como un calentamiento puede ser un ejercicio sobre la lectura en inglés. Pues, ¿para qué se hace este grupo focal?, la idea es discutir alrededor del problema de la lectura en inglés que se identificó desde que ustedes estaban en sexto, cierto?. Bueno entonces, eh. Entonces vamos a presentarnos otra vez como lo hicimos la vez primera: My name is Freddy, I am thirty –six years old, live in Suba. Si pero como ya tenemos experiencia entonces pero como más rapidito porque como tenemos que hacer otras actividades. Empecemos por este lado.

S8: My name is Santiago

Investigador: How old are you?, I am one years old, I am two years old.

Bueno, mientras Santiago se relaja, sigamos con Samuel.

S4: Hello. My name is Samuel Cárdenas. I am twenty years. I live in Suba La Campiña.

Investigador: OK, thank you Samuel, next?

S5: My name is Sofia?, Eh.

Investigador: I am

S5: I am

Investigador: ten years old, eleven years old, twelve years old.

S5: Twenty one years

Investigador: Thank you Sofía, next?

S11: Yorsy, my years

Investigador: Tratemos de hablar duro porque la última vez, como yo estoy transcribiendo hay chicos que hablan pasito.

S11: My years thirty –two.

Investigador: Bueno Juan

S9: My name is Juan. How are twelve years old. I don` t live in Plaza

Investigador: Thank you.

S1: My name is Leonel.

Investigador: Bueno

S6: Hello. My name is María Alejandra, eh twenty two years

Investigador: OK

S3: My name is Juan Sebastián. I am twenty.

Investigador: Antes de seguir tenemos que decir también en esta investigación soy el estudiante número uno, dos, el tres, listo. Cada uno tiene que decir. Entonces sigamos con, fuerte ¡ Diego

S7: My name is Diego.

Investigador: ¿Qué número de estudiante es en esta investigación?

S7: Siete

Investigador: Soy el estudiante siete.

S12: My name is. All years twenty two. I am student 2

Investigador: Student 2. Bello student 2

S12: I am Jimmy, Stiven, I am years thirty – two. I am student doce.

S10: I am Sara. I am years thirty- two. I am student 10

Investigador: Student ten

S13: Hello. My name is Mariana. I Suba La Fontana. I am student twenty- three.

Investigador: Trece, thirteen. Bueno como dicen vamos a entrar en materia, vamos a hacer un warming up, un calentamiento. Entonces yo les preparé este ejercicio. Miremos al tablero y

(*el investigador se acerca al tablero*)

Investigador: Se trata en la columna A, hay qué?, estrategias de qué?

Estudiantes: de lectura

Investigador: de comprensión de lectura, y en la columna B, estas son las?, Juan, por favor compórtese bien. Son las definiciones. Quien sepa la respuesta voy a hacer un concurso. (*estudiantes miran al tablero y levantan la mano*) Voy a escoger los de mejor actitud. Los de mejor actitud es estar sentados y en silencio. Entonces haber María, comencemos con skimming, skimming comencemos con skimming. Lee la definición que usted considera es la definición de skimming.

S6: Buscar la oración tópica

Investigador: Identificar la oración tópica?. Muy bien María, vamos a numerarlas para que no haya dudas. Scanning, ¿Quién cree saber la respuesta?. Bueno Diego, díganos, definición. Bueno entonces Sebastián Cano.

S3: Buscar datos e información específica

Investigador: Muy bien Sebastián Cano. Primero fue María Delgado. Sebastián Cano también tiene un punto. Definición de contextual guessing?

S8: Profe, profe

Investigador: Santiago, ¿Cuál cree que es la definición?

S8 : Buscar palabras si relacionadas a una palabra desconocida

Investigador: muy bien. Santiago también tiene un punto. La definición de paraphrasing Sofia Daleman?

S13: Expresar con mis propias palabras lo que he leído.

Investigador: Expresar con mis propias palabras lo que he leído y sigamos con Leonel

S1: Llenar los espacios con la opción correcta

Investigador: Muy bien. Bueno entonces. Bueno le voy a dar un premio a los que María, Sebastián Cano, Santiago y Leonel y Sofía. Vamos a pasar al desarrollo del grupo focal. La primera pregunta. Ya saben que una de las reglas de este grupo focal es que cada uno de su opinión. Entonces yo hago la pregunta y comenzamos a responder por este lado. Primera pregunta, ¿Cómo le pareció la guía que desarrollaron hoy?, Santiago tiene la palabra.

S8: La guía que desarrollamos hoy estuvo un poquito más larga, y además más palabras desconocidas, entonces necesitamos diccionario, entonces buscamos ahí más o menos y si no encontrábamos en el diccionario entonces le preguntábamos al profesor y ya.

Investigador: Díganos también el número de estudiante que es para que el (asistente de investigación) también escriba allá. ¿Es el estudiante?

S8: Ocho

Investigador: Ocho, Bueno Samuel ¿cómo le pareció la guía que hicieron hoy?

S4: Un poco complicada pues palabras palabras desconocidas

Investigador: ¿Qué número de estudiante?

S4: Four

Investigador: Four, four. Sofia, student?

S5: Student five. Eh, la guía de hoy estuvo más difícil. Eh porque nos hace por lo menos o sea, para mejorar palabras que hemos estado, recordando. Al usar el diccionario miramos otras palabras.

Investigador: Gracias, Yorsy, ¿es el estudiante?

S11: Once

Investigador: Once, eleven ¿Cómo le pareció la guía que hicieron hoy?

S11: Me pareció un poco difícil y para completar, algunas palabras desconocidas. Usamos la técnica de lectura scanning.

Investigador: Bueno, Juan Melo, es el estudiante número?

S9: I am student nine

Investigador: Estudiante nine, nueve

S9: Pues la guía de hoy se nos hizo complicada porque primero éramos un grupo de dos, nuestra tercera compañera no asistió y se nos había dificultado buscar las demás palabras y utilizaron más las técnicas de comprensión de lectura, la que más usamos fue la de scanning y por eso de ahí fue que pudimos desarrollar nuestra penúltima guía.

Investigador: Gracias Juan Melo. Leonel, es el estudiante número, One, es el estudiante one.

S1: palabra

Investigador: Más fuerte porque como yo estoy transcribiendo en la casa casi no le escucho la voz.

S1: Me pareció interesante y difícil al mismo tiempo porque aprendimos cosas diferentes , palabras nuevas y nuevas, nuevas comprensión.

Investigador: Bueno, maría.

S6: Me pareció interesante la guía de hoy pero más complicada que la anterior pero entre más complicada más interesante también y pues nada hay los compañeros.

Investigador: María, es la estudiante número?

S6: Six

Investigador: Six, para que lo tengamos en cuenta, Juan?

S3: A mi me pareció más difícil porque habían unas palabras que más difícil para buscar pues lo que hicimos fue tratar de traducir la frase

Investigador: Sebastián Cano el estudiante tres, ¿Diego qué estudiante es?

S7: Seven

Investigador: Seven? Seven ok , Diego

S7: Pues, a mi me pareció interesante porque aprendimos poco más a traducir las frases y texto también.

Investigador: Muchas gracias Diego, student two.

S2: Pues el trabajo de hoy me hizo un poco más complicado eh, fue divertido y encontramos palabras que no conocíamos del texto ya sea colocamos, aprendimos otra palabra, otra palabra para el vocabulario.

Investigador: Bueno, muchas gracias. Yimi estudiante doce twelve.

S12 : Pues a mi me pareció una guía un poco más difícil que las anteriores porque la mayoría de las palabras no las conocíamos pero o que tu nos enseñaste preguntábamos

Investigador: Gracias, Yimmy. Sara ¿Qué estudiante es?. Estudiante ten, diez, ¿Qué dice Sara?

S10: Eh, la técnica de lectura que más usábamos fue scanning y fue más difícil.

Investigador: Bueno, Mariana?

S13: Soy la estudiante número trece. Me pareció más difícil en las guías pero pues la idea es como cada día asumir más el reto a conocer nuevas palabras y nuevas cosas que no entendamos si?, porque ver lo mismo y lo mismo no es aprender completamente pues todo si? Pero pues la idea es seguir aprendiendo pero todo si?, la idea es así, así entre más difícil y así más concentración y así se vuelve uno mejor.

Investigador: Muchas gracias Mariana, la siguiente pregunta es: ¿cómo han desarrollado las actividades de la guía en grupo?, Estudiante número?

S8: Eight

Investigador: El ocho, ¿Cómo ha desarrollado las actividades de la guía en grupo?

S8: Las hemos desarrollado pues primero entiendo y buscar los datos y lo mismo ordenándolos y haber si entienden la pregunta pues la escribe también en inglés y que tenga sentido al escribirla en inglés. Si no la entiende pues que le diga con las palabras para que uno escriba o que le diga al profesor si está bien o mal.

Investigador: Bueno, gracias Santiago. Samuel, estudiante?

S4: Cuatro

Investigador: Four. ¿Cómo ha desarrollado las actividades de la guía en grupo?

S4: Pues nosotros la respondimos

Investigador: Sofía, eres la estudiante? Five

S5: Eh, nosotros desarrollamos la guía. Todos hacen una parte primero que todo entendemos y que cada uno va aportando algo al texto, digamos alguien no conoce una palabra si el otro aporta así vamos formando la respuesta.

Investigador: Gracias Sofia. Yorsy, student eleven

S11: Eh, la técnica para completar la guía fue que nos turnáramos en cada pregunta y así la respondíamos.

Investigador: Gracias Yorsy, Juan

S9: Student 9, Pues entre todos, nuestro grupo cada uno nos separábamos una pregunta y cada uno hacía de a una y pues uno ayudaba al otro, o el otro ayudaba a buscar en el diccionario y así nos podíamos.

Investigador: Gracias. Leonel, estudiante número ¿

S1: One

Investigador: One

S1: Nosotros aportábamos al grupo cada uno una parte. Un compañero no entendía un párrafo

Investigador: Bueno María, Student número?

María: six. Pues nos ayúdabamos bueno los tres a desarrollar la guía. Eh, pues cada uno dando ideas como y pues también respetando las diferentes ideas porque

Investigador: Gracias María. Sebastián. Estudiante número tres. Three

S3: a desarrollar la guía. Leíamos el párrafo y digamos   como de que se trataba

Investigador: Bueno. Diego, estudiante número 7. Seven

S7: Pues va tratando de traducir las palabras o buscando datos y así completando las preguntas.

Investigador: Bueno, gracias, Juan?. David, David el estudiante número two. Bueno Jimmy, estudiante número doce, twelve?

S12: haciendo aportes entre todos y también que nos turnábamos. Que cada uno respondiera una pregunta.

Investigador: Gracias Sara, estudiante número ten

S10: En el grupo buscábamos las palabras que casi no conocíamos se las preguntábamos al profesor

Investigador: Bueno, Mariana, estudiante número?. Trece, thirteen

S13: Trece, thirteen? Bueno, pues nosotras

S13: Trece, thirteen? Bueno, pues nosotras pues leyendo los texto s y digamos mirando el tipo de preguntas que hay y las dos porque discutimos cual es la mejor que queda mejor si? En el texto así que como nos salteamos pues si ella sabe la palabra y y no pues me dice y así.

Investigador: Bueno, siguiente pregunta: ¿De qué forma, le ha servido su conocimiento previo para esta experiencia?. Santiago estudiante ocho.

S8: Pues nosotros averiguando, y la resolvimos éntrelos tres y así resolvimos casi las palabras desconocidas

Investigador: Gracias, Samuel. El estudiante cuatro. ¿De qué forma le ha servido su conocimiento previo para desarrollar estas guías?

S4:   respondiendo con mis compañeros

Investigador: Gracias Samuel. Sofia eres la estudiante?

S5: Eh pues   y las clases y eso. Hay palabras que necesita verificar y buscar en el diccionario y hacer ejercicio

Investigador: Gracias Sofia . Yorsy? Eleven

S11: Gracias al conocimiento en inglés que he tenido nos ha ayudado a contestar más rápido las guías y no estar buscando en el diccionario.

Investigador: Gracias. Juan Melo, nueve

S9: Pues, de acuerdo a los conocimientos que yo he adquirido , eh pues dependiendo adverbios, verbos, eh, sustantivos, pues de ahí podemos sacar sinónimos y lograr más sacar las conclusiones para lograr de una forma más rápida lograr nuestra unidad didáctica de pronto puede ser más segura.

Investigador: Gracias. Leonel, estudiante? One?

S1: La experiencia que he tenido de pronto en mi estudio eh, que nos ayuda a comprender más un texto.

Investigador: Gracias María. La siguiente six

S6: Pues los conocimientos que yo he llevado han sido digamos leer,

fábula también buscar entender algunas páginas, también para leer algunas

palabras que están en inglés y pues también con mis compañeros ayudarlos. Ellos también tiene conocimiento algunos que yo no entonces ahí nos ayudamos.

Investigador: Sebastián Cano Es el estudiante three.

S3: Como que en las anteriores guías que nos puso una palabra con el texto y ya, la de hoy que como sabía se relacionaba más con la guía.

Investigador: Gracias Sebastián. Diego?. Es el estudiante seven?

S7: Pues el conocimiento que tengo nos ha ayudado a resolver algunas preguntas y también nos ha ayudado a comprender algunos párrafos.

Investigador: Bueno, David?

S2: Pues tuvimos en cuenta palabras que ya nos sabíamos, entonces todo lo pusimos en contexto, pronunciar en inglés.

Investigador: Yimi, el estudiante?

S12: Doce

Investigador: Doce

S12: Pues a mi me parece que lo que he aprendido desde el colegio ha servido pues para resolver la guía pero aunque algunas palabras no las entiendo los compañeros si las sabían

Investigador: Gracias Jimmy. Sara? Estudiante diez, ten: ¿De qué forma le ha servido su conocimiento previo para desarrollar estas guías?

ANNEX N: TAPESCRIPT THIRD FOCUS GROUP

Investigador: Buenas tardes estudiantes. Hoy es nuestro tercer grupo focal después de haber desarrollado la sexta unidad didáctica. I am teacher Freddy.

S3: I am Santiago

S6: I am María Alejandra

Investigador: María Alejandra y recuerden decir el número del estudiante. En esta investigación, soy el estudiante one, two, student three, student four, student five, student six.

S11: I am Yorsy, student 11

S9: In this investigation, student nine. I am Juan

Investigador: Juan Andrés Melo very good your presentation

S15: My name is Luisa

Investigador: En tu escarapela dice quince. Muy bien Luisa el siguiente.

S5: My name is Sofia. Student five

Investigador: Thank you Sofia

S10: My name is Sara. Student ten

Investigador: Ten, thank you.

S11: My name is Jimmy. Student doce.

Investigador: Twelve

S7: My name is Diego. Student seven.

S4: My name is Samuel Cárdenas, Student four

S13: Mariana. Student trece

Investigador: Thirteen. Bueno antes de empezar nuestras rondas de preguntas, vamos a hacer un calentamiento. Es un ejercicio, se llama la palabra extraña. Tenemos cuatro conjuntos de palabras en inglés pero en cada conjunto hay una palabra rara que no va con las otras. Miremos el primer conjunto: house, school, hospital, car. ¿Cuál es la palabra extraña ?. Bueno Sofía.

S5: Car

Investigador: Car ? ¿Por qué?

S5: porque las tres anteriores digamos es casa, escuela, hospital y

Investigador: Carro ya es un medio de transporte. Esta es la palabra extraña (escribiendo en el tablero) Leonel?, en el segundo conjunto: boy, girl, dog, mother

S1: dog

Investigador: ¿Por qué?

S1: porque la primera es niño

Investigador: Como que no encaja, es la palabra extraña. Voy a escribir las iniciales. Es la palabra rara en inglés. En nuestro tercer conjunto: play, run, school, go, Sara?

S10: Porque están hablando de jugar y school no va.

Investigador: Es una casa, un lugar. Escriba las iniciales y finalmente Juan Melo. Bueno: in, chair, by, on

S9: Chair porque viendo las demás son dos letras eh, son palabras que completan las demás frases y esa no creo que vaya a completar una frase.

Investigador: Y estas in, by y on son preposiciones mientras que chair es un sustantivo. Muy bien, entonces al final hacemos los reconocimientos, los premios. Bueno, entonces, pero entonces, ahora, ahora les voy a hablar de las reglas de juego, las reglas ¿cómo vamos a hacer este grupo focal y se trata ya le voy a preguntar al estudiante y los demás opinan: no me parece, si me parece, estoy en desacuerdo porque. Hoy lo vamos a hacer de esa manera. Entonces primera pregunta: ¿Cómo han interactuado? Recordemos que hoy es nuestra última sesión, entonces: ¿Cómo han interactuado con los diferentes textos?, Me refiero al de las seis unidades didácticas que hicimos, ¿Quién quiere responder, Juan Melo?

S9: Eh, pues hemos interactuado en nuestro grupo, eh, utilizando todas las técnicas de comprensión en inglés y de ahí logramos resolver las seis unidades didácticas.

Investigador: Bueno, ¿Quién quiere opinar de lo que dijo Juan?. Bueno es basado en lo que él dijo.

S1: Estoy de acuerdo porque

Investigador: Todos tiene que opinar

S4: Bueno, yo estoy de acuerdo con Juan y a cada término uno puede comparar a sus objetivos.

Investigador: Bueno, Santiago adelante

S8: Interactuar con los diferentes textos es buscar el lugar, la acción y que le gusta y el personaje como Juan Pablo y Catalina.

Investigador: Bueno, pasemos a la siguiente pregunta o van a opinar?. No han terminado, listo. Escuchemos para que puedan opinar.

S8: Para saber el texto tiene que buscar el lugar, el personaje y la acción o sea como cantar en inglés, listo? Y también de lo que habla pero que tenga sentido de que compara, que vive, qué está hablando Catalina, que vive en una casa grande, con su familia y que tiene un jardín grande y que tiene una cocina y una mesa o sea la alacena, entonces eso lo que yo estoy diciendo eso es lo que yo entendí, entonces no tengo más palabras que decir, ¿Quién sigue?

Investigador: Bueno, gracias Santiago, ¿Alguien tiene que decir acerca de lo que está diciendo Santiago?, Mariana?

S13: Pues, que o sea, no es solo eso, más o menos porque digamos en todo este recorrido que hemos hecho de la lectura en inglés pues los talleres hablan de distintos tipos de temas, pues si diferentes y pues dice saber de una sola cosa, pues así temas diferentes, ya?

Investigador: Bueno, de verdad que opiniones muy importantes. Bueno nuestra siguiente pregunta es: ¿Qué lectura de esta sexta unidad comprendieron más fácilmente?, Sofia? Number five verdad?

S5: La que habla sobre la escuela porque digamos eh, digamos en el texto uno busca las palabras que más fácil sepa del texto entonces digamos como uno las encuentra entonces va formando pero digamos va una por una y pues puede ser una sola que uno sepa uno solo con un todo ya sabe de que se trata.

Investigador: Si, parece que Juan iba a complementar

S9: Pues bueno yo también estoy de acuerdo con Sofia, pues a mi también me gustó la primera lectura porque de ahí es lo mismo que dice Sofia, si? Ya con descubrir una palabra ya se sabe de que está hablando y entonces esa es la técnica de scanning que se pueden

Investigador: Bueno, con respecto a lo que ellos dos han dicho, quien quiere hablar?. Hay chicos que hoy no los he escuchado, Sara?

S10: No voy a hablar sobre lo que ellos dijeron, si?

Investigador: Sara es la estudiante 10, si?

S10: A mi me gustó la del tiempo libre porque algunas palabras ya las conocía en ver una u otra lectura de comprensión uno ya más fácil

Investigador: Muchas gracias, ¿Quién quiere? De lo que ha dicho Sara, quien dice sí, me acuerdo de algo, yo quiero adicionar…

S8: Estoy de acuerdo con Sara porque ahí está diciendo mucho más fácil las palabras pero está diciendo de las acciones que hizo en el tiempo libre y lo que le gusta hacer en el tiempo libre entonces uno es como entender más concepto de lo que entendió está bien. Entonces estamos en el mismo.

Investigador: Muy bien Santiago, Sofía?

S5: Es como más fácil pero no solo porque es más fácil entender sobre un diálogo que es sobre dos personas que en un texto normal, con palabras complejas. Ahí sabe uno digamos que está hablando.

Investigador: Bueno, con respecto a lo que está diciendo Sofía, ¿Quién quiere complementar, adicionar? Bueno, entonces, nuestra siguiente pregunta es, ¿Se han

sentido a gusto en su grupo? o sea skimming, scanning, si, por qué, no, por qué?. David Bello, es el estudiante dos.

S2: A mi no me incomoda para nada estar con mis compañeros porque trabajamos mucho o sea, trabajamos en grupo, nos ayudamos y…

Investigador: Bueno, ahora sigue Yimmy. Estudiante Yimmy, es el estudiante twelve

S12: A mi si me gusta estar en mi grupo pues puede ser que cada uno responda una pregunta le ayudamos o me ayudó y así resolvimos todos.

S3: A mi me gusta porque o sea en vea decir yo digo esto como cada uno, una idea del texto para poder resolver.

Investigador: (toma notas de campo) María estudiante 6

S6: Porque cada uno nos ayudamos en responder las preguntas y pues responder las ideas porque lo más importante es estar en grupo.

Investigador: Juan Melo

S9: A mi me gusta estar en el grupo pues que a veces una compañera de nuestro grupo era muy inquieta y bueno si, y pues en nuestro grupo nos conocemos y cada uno se ayuda entre todos y eso es lo interesante el respeto.

Investigador: Leonel

S1: porque cada uno aporta su idea y cada uno de nosotros respeta la idea del otro compañero.

Investigador: Eh, Sara, tu eres la estudiante 10, ten

S10: Eh. A mi me gusta estar en el grupo porque algunas veces nos ayudamos mutuamente cuando no sabemos una palabra y

Investigador: Santiago, estudiante ocho

S8: A mi me gusta mucho este grupo que Sofia aporta muchas ideas y también Diego que está tratando de ayudar y preguntarle al profesor que es sino que tenemos una cosa, una comunicación que casi no nos entendemos y no le ponemos tanto cuidado a Diego. Ese es nuestro error , que tanto Diego quiere participar entonces, Diego me disculpa?

Investigador: Sofia

S5. Pues, a mi me parece mi grupo muy bueno o sea que tenemos buen grupo porque digamos uno dice que una palabra es algo y otro dice que otro algo pero uno tiene la razón pero es otra idea. Después todos terminaron como diciendo si es esa palabra pero yo digo esa palabra y luego no que es esa palabra pero bueno, terminaron haciéndolo bien pues a veces que un momento en

Investigador: Samuel. Es el estudiante cuatro

S4: A mí me gustó participar en mi grupo porque pues nos reíamos, molestábamos intelectuales y saber todo nos ayudábamos

Investigador: Muy bien Samuel. ¿Qué temas que ha estudiado en años anteriores les ha ayudado a desarrollar esta guía? Eh, ejemplo: los números, o la gramática del español, o temas de ciencias, o las operaciones matemáticas o los países. Bueno Juan Melo, estudiante nueve.

S9: Pues, basándose en eso, pues cuando uno va a argumentar, eh, los adjetivos, sustantivos, el verbo to be, que es digamos es muy esencial y más digamos la parte complementaria de una oración que es lo que le funciona a uno en una oración y de ahí es donde se empieza a realizar el inglés.

Investigador: Si el que quiere seguir puede comenzar a hablar. Nadie más quiere hablar?. ¿Qué temas que han estudiado en años anteriores les ha ayudado a desarrollar esta guía?, los países, los números, las operaciones matemáticas, temas de ciencias y gramática española, Mariana?

S13: Eh, digamos loso números pues que son que los he visto desde muchos años pues más atrás porque es como lo esencial en inglés entonces pues eso es lo que recuerdo entonces uno lo aplica a la actividad o a cualquier tipo de taller.

Investigador: ¿Quién sigue?

S8: También en la gramática española porque nosotros solo conocemos lo básico de los animales, familia, padre, madre, chico, chica en inglés y animales en inglés y todo eso y las oraciones en inglés. Todo es lo básico que nosotros entendimos de nuestro inglés que eso lo complementamos en el texto entonces creo más o menos lo aplicamos lo que vamos entendiendo.

Investigador: ¿Quién sigue?, ¿Quiere decir algo Diego?, paso, bueno, quien más. Bueno entonces la siguiente pregunta es ¿Cómo se han organizado en su grupo para realizar los diferentes ejercicios? Yimi?

S12: Pues nos hemos organizado pues diciendo que cada uno responda una pregunta con su respectiva respuesta y si no sabe del tema que nos pida ayuda.

Investigador: El que sigue

S9: Bueno nosotros nos organizamos cada uno respondía una pregunta y cada uno nos organizábamos, sacábamos el diccionario, buscábamos el significado que se necesitaba y así pues nosotros nos organizábamos en nuestro grupo.

Investigador: Muy bien Juan

S5: Eh, pues bueno en nuestro grupo las primeras clases que tuvimos, eh pues Las respondíamos más o menos por turnos. Si digamos, a veces, ya después de las primeras dos, que sabíamos que era, pues decíamos o no sabíamos de verdad verdad, preguntábamos al profesor. También en estas últimas dábamos ideas y en la mayoría las respondía. Diego, digamos, el escribía, Diego daba ideas, yo daba ideas, buscábamos en el diccionario y así íbamos

Investigador: Muy bien Leonel, estudiante uno. Muestra la escarapela

S1: Cano aportaba ideas. Escribe y aporta ideas y ya

Investigador: ¿Quién sigue?

S3: cada uno aportó una idea y o sea como relacionábamos un texto cada uno daba la idea de un texto para poder entender de que se trataba, si?

Investigador: Muy bien. Yorsy, ¿Cómo se organizaron en grupo para desarrollar este ejercicio?

S11: Nos organizamos cunado uno hacia una pregunta y otro otra.

Investigador: Bueno, muchas gracias por participar en esta investigación cuando pues ya este publicada yo les muestro los resultados. De pronto algunas fotos de las que tomó él. Un aplauso para nosotros mismos¡.