

# EXTENSIVE READING AND INTERCULTURAL AWARENESS

Extensive Reading Worksheets for Reading Comprehension and Intercultural Awareness

Derly Meliza Céspedes Roncancio

Thesis Director: María Fernanda Téllez Téllez M.A

Universidad Externado de Colombia

School of Education

Masters' Program in Education with Emphasis on English Didactics

Bogotá D.C., Colombia

2018

# EXTENSIVE READING AND INTERCULTURAL AWARENESS

---

Note of acceptance

María Fernanda Téllez Téllez M.A. Thesis Director

Astrid Núñez Pardo M.A. Juror

**Table of Contents**

<b>Acknowledgments</b> .....	13
<b>Abstract</b> .....	14
<b>Resumen</b> .....	15
<b>Introduction</b> .....	25
<b>Chapter I</b> .....	26
Research Problem .....	26
<i>Statement of the Problem</i> .....	26
<i>Research Question</i> .....	27
<i>Research Objectives</i> .....	27
<i>Related Studies</i> .....	27
<i>Setting</i> .....	30
<i>Rationale</i> .....	31
<b>Chapter II</b> .....	32
Literature Review .....	32
<i>Materials Development (MD henceforth)</i> .....	32
<b>Conceptualizing MD</b> .....	32
<b>Demands for MD</b> .....	33
<b>Defining materials</b> .....	34
<b>Types of materials</b> .....	35

## EXTENSIVE READING AND INTERCULTURAL AWARENESS

<b>Scaffolding materials</b> .....	36
Reading .....	36
<b>Scaffolding reading strategy</b> .....	38
<b>Reading comprehension</b> .....	40
<b>Extensive reading</b> .....	41
Intercultural awareness .....	41
<b>Developing intercultural awareness</b> .....	42
<b>Intercultural communication</b> .....	43
<b>Chapter III</b> .....	45
Methodological Design .....	45
Type of study .....	45
<b>Participants</b> .....	46
<b>Students</b> .....	46
<b>Teacher-researcher-materials developer</b> .....	47
Data Gathering Instruments .....	47
<b>Students' artifacts</b> .....	47
<b>Field notes</b> .....	48
<b>Informal interviews</b> .....	48
Instructional Design .....	49
<b>Pedagogical intervention</b> .....	49

## EXTENSIVE READING AND INTERCULTURAL AWARENESS

Main instructional objective and the specific objectives.....	50
Intervention as an innovation .....	50
<b>The theory of the nature of language and theory of language learning.....</b>	<b>51</b>
Methodological method and approach underlying the pedagogical intervention .....	52
Connection of the pedagogical intervention with the research question. ....	53
Instructional phases .....	53
<i>Proposed materials development framework .....</i>	<i>54</i>
Data Analysis.....	69
<b>Data Analysis Procedure .....</b>	<b>69</b>
Categories and Subcategories for the Research Question .....	72
<b>Flashy and helpful reading materials to understand our context .....</b>	<b>73</b>
<i>Catching students' attention through attractive materials .....</i>	<i>74</i>
<i>Using worksheets to understand readings and relate them to the context .....</i>	<i>77</i>
<b>Feeling good while working on my worksheets.....</b>	<b>81</b>
<b>Reading is a way to connect people .....</b>	<b>84</b>
<b>Students' expressing their feelings through reading experiences .....</b>	<b>86</b>
<b>Read, understand and express .....</b>	<b>88</b>
<i>Making connections through reading strategies .....</i>	<i>90</i>
What makes us equal makes the difference.....	92
<i>Learning and communicating within a community .....</i>	<i>93</i>

## EXTENSIVE READING AND INTERCULTURAL AWARENESS

<i>Triggering motivation and cultural awareness</i> .....	95
<b>Chapter V</b> .....	101
Conclusions and Pedagogical Implications .....	101
<b>Conclusions</b> .....	101
<b>Pedagogical Implications</b> .....	103
<b>Limitations</b> .....	104
Further Research .....	104
<b>References</b> .....	105
<b>Appendixes</b> .....	115
Appendix A: Consent Form .....	115
Appendix B .....	116
Appendix C: .....	117

### **Acknowledgments**

I would like to express my gratitude to UNICA for their acceptance and to its Research's department director Constanza Amezquita as she gave me the opportunity to implement my research study. Besides, my sincere gratitude to Professor Carlo Granados who allowed me to conduct this research study in his classes and guided my academic development during my studies at the Master's program. Likewise, I am thankful to his students for giving me the chance to learn from them. Furthermore, I extend my appreciation to my Master's degree professors who shared their knowledge and provided me guidance during my studies at Universidad Externado de Colombia, especially to professors María Fernanda Téllez Téllez and Astrid Núñez Pardo who with their knowledge, support and patience helped me to conclude this research study. Finally, I would like to thank my mother for her support and understanding while doing my studies and to my friends for their patience and their unconditional company, especially to Marcela Mahecha who helped me with my research study.

# EXTENSIVE READING AND INTERCULTURAL AWARENESS

## **Abstract**

This qualitative action research study is focused on the development and implementation of extensive reading worksheets to improve reading comprehension and enhance intercultural awareness. The research study was conducted at Institución Universitaria Colombo Americana-UNICA in Bogotá, Colombia with a total of 10 student-teachers from first semester. Moreover, it follows the grounded theory approach to analyze the data collected from the following data-collection instruments: students' artifacts, teacher's field notes and interviews. Findings highlighted the importance that contextualized materials have when considering different appealing and challenging activities to a variety of learners. In addition to this, when it comes to reading comprehension, materials need to consider student's English proficiency and learning needs to let them experience reading as a way to express themselves. Finally, guiding students through scaffolding processes, contributes to generate more understanding not only about the reading process itself but also about what cultural differences entail.


**Keywords:** materials development, extensive reading, reading comprehension, scaffolding, intercultural awareness



### **Resumen**

Esta investigación acción cualitativa explora la contribución del desarrollo e implementación de hojas de trabajo de lectura extensa para mejorar la comprensión de lectura y la conciencia intercultural. El estudio se realizó en la Institución Universitaria Colombo Americana en Bogotá, Colombia con un total de 10 maestros en formación de primer semestre. Además, sigue el enfoque de la teoría fundamentada para analizar los datos obtenidos a través de los siguientes instrumentos para la recolección de información: artefactos de los maestros en formación, notas de campo del docente y entrevistas. Los hallazgos resaltan la importancia que los materiales tienen cuando consideran una variedad de actividades de aprendizaje desafiantes y atractivas para una variedad atractiva y de aprendices. Adicionalmente, cuando se trata de comprensión de lectura, los materiales deben considerar el nivel de suficiencia y las necesidades de aprendizaje de la una lengua extranjera para que experimenten la lectura como una manea expresión. Finalmente, orientar a los maestros en formación a través de procesos de andamiaje, contribuye en generar más entendimiento, no solo acerca del proceso de lectura en sí mismo, sino también acerca de lo que las diferencias culturales implican.

***Palabras clave:*** desarrollo de materiales, lectura extensa, comprensión de lectura, andamiaje, consciencia intercultural

	Resumen Analítico en Educación - RAE
	Página 1 de 2
<b>1. Información General</b>	
Tipo de document	Tesis de grado
Acceso al document	Universidad Externado de Colombia. Biblioteca Central
Título del document	Extensive Reading Worksheets for Reading Comprehension and Intercultural Awareness
Autor(es)	Derly Meliza Céspedes Roncancio.
Director	María Fernanda Téllez Téllez M.A.
Publicación	Universidad Externado de Colombia, 2018
Unidad Patrocinante	
Palabras Claves	materials development, extensive reading, reading comprehension, scaffolding, intercultural awareness

<b>2. Descripción</b>
<p>This qualitative action research study is focused on the development and implementation of extensive reading worksheets to improve the students' reading comprehension and enhance their intercultural awareness. The research study was conducted at Institución Universitaria Colombo Americana- UNICA in Bogotá, Colombia with a total of 10 student-teachers from first semester. Moreover, it follows the grounded theory approach to analyze the data from the following data-collection instruments: students' artifacts, teacher's field notes and interviews. Findings highlighted the importance that contextualized materials have when implementing different appealing and challenging activities to a variety of learners. In addition, when it comes to reading comprehension, materials need to consider the student's English proficiency and learning needs to let them experience reading as a way to express themselves. Finally, guiding students through scaffolding processes contributes to generate more understanding not only about</p>

the reading process itself but also about what cultural differences entail.

### 3. Fuentes

- Abraham, P. (2002). *Skilled Reading: Top-down, bottom-up*. Field Notes, 10(2); Retrieved on Nov 1, 2004  
<http://www.sabes.org/sites/sabes.org/files/resources/fn102.pdf>
- Addler, N. (2008). International dimensions of organizational behavior. Eagan, MN: Thomson Higher Education.
- Alber, R. (2015). Strategies for scaffolding. Retrieved from  
<http://www.toolsofthemind.org/philosophy/scaffolding/>
- Allen, R. (2009). The theory & practice of the materials development process for the self-access learning centre: the past, present & future. *Journal of Kanda University of International Studies*, 2.  
 Retrieved from <https://www.kandagaigo.ac.jp/kuis/about/bulletin/en/021/pdf/010.pdf>
- Alvarez, J (2008). Instructional sequences of English language teachers: An attempt to describe them. *HOW journal*, 15 (1). Retrieved from  
<https://www.howjournalcolombia.org/index.php/how/article/view/86/84>
- Babbitt, P. (n.d). Scaffolding: Strategies for Improving Reading Comprehension Skills. Retrieved from  
[http://www.phschool.com/eteach/language\\_arts/2002\\_12/essay.html](http://www.phschool.com/eteach/language_arts/2002_12/essay.html)
- Bedwell, C. (2012). A suggested writing process for in-house materials development. ELTWorldOnline.com. 4, 1-9. Retrieved from <http://blog.nus.edu.sg/eltwo/?p=3407>
- Bergaus, M. (2015). *Design Issues for Service Delivery Platforms Incorporate User Experience: A Grounded Theory Study of Individual User Needs*. Leeds, Leeds Beckett University. U.K. Springer Vieweg.
- Boeije, H. (2010). *Analysis in qualitative research CPI Group*. U.K.: SAGE publications.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Edinburg, England: Cambridge University Press.
- Burns, A. (2010). *Doing action research in language teaching: A guide for practitioners*. New York, NY: Routledge.
- Camargo, J., & Orbegozo, J. (2010). *Exploring EFL Students' Reading Comprehension Process through Their Life Experiences and the Sight Word Strategy*. *HOW journal*, 17(1). Retrieved from  
<http://www.howjournalcolombia.org/index.php/how/article/view/65/64>

- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, 41(5), 545-547.
- Caviedes, L., Meza, A. & Rodríguez, I (2016). Collaborative work and language learners' identities when editing academic texts. *HOW journal*, 23 (2). Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/267/376>
- Center for Teaching, Research & Learning (n.d). *Qualitative research: What is, what isn't, how it's done*. Retrieved from [www.indiana.edu/~educy520/readings/lecompte94.pdf](http://www.indiana.edu/~educy520/readings/lecompte94.pdf)
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London, U.K: England: Sage.
- Corbin, J. & Strauss, A. (2015). *Basic of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Thousand Oaks, CA: Sage
- Day, R., & Bamford, J. (1998). *Extensive reading second language classroom in the second language classroom*. Cambridge: Cambridge Language Education.
- Di Ridolfo, E. & Murillo, H. (2006). *Reading in the foreign Language Classroom: Students' perception of the interrelation among context, reading materials and themselves as readers*. Retrieved from <http://www.howjournalcolombia.org/index.php/how/article/view/109>
- Douglas, B. (2003). *Assessing reading in Language Assessment. Principles and Classroom Practices*. Chapter 8: assessing reading. Pearson Education. Inc. United States of America.
- Dutcher, P. (1990). *Authentic reading assessment. ERIC Digest (ED328607)*. Clearinghouse on Tests, Measurement, and Evaluation. Washington, DC: American Institutes for Research
- Fandiño, Y., Bermúdez, J., & Lugo, V. (2012). Retos del Programa Nacional de Bilingüismo. *Colombia Bilingüe. Educ. Educ.* 15, (3) 363-381.
- Fitzgerald, J., & Graves, M. (2004). Reading support for all. Association for supervision and curriculum development. Educational leadership. December 2004/January 2005. Retrieved from <http://www.lesn.appstate.edu/fryeem/RE5710/ELL/fitzgerald05.pdf>
- Flick, U. (2009). *An introduction to qualitative research fourth edition*. London: SAGE.
- Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory*. Aldine Publishing Company, Hawthorne, NY
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston, MA: Heinle & Heinle Publishers.
- Gray (2013). *Critical Perspectives on Language Teaching Materials*. London, UK. Palgrave Macmillan.
- Harmer, J. (2005). *The Practice of English Language Teaching*. New York, NY: Pearson Longman.
- Hernández, O., & Samacá, Y. (2006). A Study of EFL Students' Interpretations of Cultural Aspects in

- Foreign Language Learning. *Colombian applied linguistics journal*, 8. Retrieved from <http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/171/279>
- Kim, P. (2016). Exploring students' perceptions about English learning in a public university, 25, 1. Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/385/459>
- Khodorkovsky, M. (2003). How is English Used as a Lingua Franca Today? Retrieved from <https://www.altalang.com/beyond-words/2013/08/19/how-is-english-used-as-a-lingua-franca-today/>
- Klein, S. (2012). *Action research methods: plain and simple*. New York, NY: Palgrave Macmillan.
- Larkin, M. (2002). Using scaffolded instruction to optimize learning. Retrieved from <http://www.vtaide.com/png/ERIC/Scaffolding.htm>
- Laforest, J. (2009). Guide to organizing semi-structured interviews with a key informant. *Institut national de santé publique*. Retrieved from [http://www.google.com/co/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&ved=0CF4QFjAIAhUKEwiV3fXtgpNJAhWFSiYKHf36CTU&url=http%3A%2F%2Fwww.crpspc.qc.ca%2FGuide%2Fentretien\\_versionWEB\\_eng.pdf&usg=AFQjCNH1q7hop9HFRsMAL6i1SdHx-dmBAA&sig2=4-ILY5r54dnJ5B3oxh9CAw](http://www.google.com/co/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&ved=0CF4QFjAIAhUKEwiV3fXtgpNJAhWFSiYKHf36CTU&url=http%3A%2F%2Fwww.crpspc.qc.ca%2FGuide%2Fentretien_versionWEB_eng.pdf&usg=AFQjCNH1q7hop9HFRsMAL6i1SdHx-dmBAA&sig2=4-ILY5r54dnJ5B3oxh9CAw)
- Lopera, S. (2015). The design process of a reading comprehension manual. *Colombian applied linguistics journal*, 17(1). Retrieved from <http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/5544/10401>
- López, L. (2016) Just in Time Teaching: A Strategy to Encourage Students' Engagement. 23(2). Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/163/381>
- Markee, N. (2001). The diffusion of innovation in language teaching. In Hall, R, D Hewings (Ed). *Innovations in English language teaching*. London: Routledge.
- McLeod, S. (2010). Zone of proximal development. Retrieved from <http://www.simplypsychology.org/Zone-of-Proximal-Development.html>
- Mills, G. (2003). *Action research. A guide for the teacher researcher*. (2<sup>nd</sup> ed.). Columbus, OH: Merrill Prentice Hall.
- Montijano, M. (n.d). Textbook use training in EFL teacher education. *Utrecht studies in Language & Communication*, 267-266.
- Núñez & Téllez (2008). Meeting students' needs. *Enletawa Journal*, 1, 65-68. Universidad Pedagógica y Tecnológica de Colombia. Boyacá, Colombia
- Núñez, A., & Téllez, M. (2009). ELT Materials: the key to fostering effective teaching and learning settings. *PROFILE Issues in Teachers' Professional Development* 11, (2). Retrieved from [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-07902009000200012](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902009000200012)

- Núñez, A., & Téllez, M. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *HOW, A Colombian Journal for Teachers of English*, 22(2), 57-74.
- Núñez, A., Pineda, C., Téllez, M. (2004). Key aspects for developing your instructional materials. *PROFILE: Issues in Teachers' Professional Development*, 5, 128-139. Retrieved from <https://search.proquest.com/openview/d4d6701f86d79cee1778e0c1fae0aa7f/1?pq-origsite=gscholar&cbl=2035799>
- Núñez, A., Ramos, B., & Téllez, M. (2006). Reflexión en el contexto educativo: hacia la toma de decisiones en el aula. *Revista de Contaduría Pública @puntos Cont@bles*, 11, 111-115.
- Núñez, A., Téllez, M.F., & Castellanos, J. (2013). *Proposal for the Research Line Materials Development and Didactics Ascribed to the Research Group: Critical Pedagogy and Didactics for Social Transformation*. Unpublished manuscript, School of Education, Universidad Externado de Colombia, Bogotá, Colombia.
- Núñez, A., Téllez, M. F., & Castellanos, J. (2017). Materials development for teachers' professional growth. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *Materials for the learning of English and teachers' professional growth* (pp. 19-68). Bogotá: Departamento de Publicaciones Universidad Externado de Colombia.
- Núñez, A., Téllez, M., Castellanos, J., & Ramos, B. (2009). *A practical materials development guide for EFL pre-service, novice, and in-service teachers*. Universidad Externado de Colombia, Bogotá, Colombia.
- Parra, J., & Fonseca, D. (2010). How Public High School Students Assume Cooperative Roles to Develop Their EFL Speaking Skills. 17(1) retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/64/63>
- Perfetti, C., & Adolf, S. (2012). *Reading Comprehension: A Conceptual Framework from Word Meaning to Text Meaning*. Retrieved from [https://www.academia.edu/2689424/Reading\\_comprehension\\_A\\_conceptual\\_framework\\_from\\_word\\_meaning\\_to\\_text\\_meaning](https://www.academia.edu/2689424/Reading_comprehension_A_conceptual_framework_from_word_meaning_to_text_meaning)
- Pineda, C., Núñez, A., & Téllez, M. (2004). Unidades Didácticas Relacionadas con Pensamiento Crítico: Una Alternativa para Fomentar la Competencia Lingüística en Lengua Extranjera. *Revista de Contaduría Pública @puntos Cont@bles* (5) 65-78.
- Primary English Community. (n.d). What is scaffolding. retrieved from <https://sites.google.com/site/englishforclilteachers/learning-strategies/scaffolding>
- Ramos, B., & Aguirre, J. (2014). Materials development in the Colombian context: some considerations about its benefits and challenges. In *HOW*, 21(2), 134-150.

- Ramos, B. (2013). Towards the development of intercultural competence skills: A Pedagogical Experience with Pre-service Teachers. In HOW, 20(1). Retrieved from <http://howjournalcolombia.org/index.php/how/article/view/31/31>
- Richards, J. (2005). Materials development and research- making the connection. *TESOL convention*. Retrieved from <http://www.professorjackrichards.com/wp-content/uploads/materialss-development-making-connection.pdf>
- Richards, K. (2003). *Qualitative inquiry in TESOL*. New York, NY: Palgrave Macmillan.
- Rico, C. (2005). Searching for coherence in language teaching: the issue of teaching competences. *Colombian Applied Linguistics Journal*, 7, 95-107.
- Ruiz de Guerrero, N., & Arias, G. (2009). Reading beyond the Classroom: The Effects of Extensive Reading at USTA, Tunja. *I6(1)* Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/77/76>
- Sarmiento, M. (2010). A guided reading of images: A strategy to develop critical thinking and communicative skill. *Colombian. Applied. Linguistics Journal*, 12, (2). Retrieved from <http://www.scielo.org.co/pdf/calj/v12n2/v12n2a06.pdf>
- Strauss, A. L., & Corbin, J. M. (1990). *Basics of qualitative research. Techniques and procedures for developing grounded theory*. Sage Publications Inc.USA
- Suleiman, H. (2005). Teaching reading comprehension to ESL/EFL learner. *The Reading Matrix*, 5 (2). Retrieved from [https://scholar.google.com.co/scholar?hl=es&as\\_sdt=0%2C5&as\\_vis=1&q=Teaching+Reading+C+omprehension+to+Esl%2FEfl+Learner&btnG=](https://scholar.google.com.co/scholar?hl=es&as_sdt=0%2C5&as_vis=1&q=Teaching+Reading+C+omprehension+to+Esl%2FEfl+Learner&btnG=)
- Tello, L. (2009). *Researching the Development of Pragmatic Competence in English as a Foreign Language*. (Unpublished Master's dissertation). Editorial Universidad Nacional de Colombia, Bogotá.
- Tomlinson, B. (1998). *Materials development in language teaching*. (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
- Tomlinson, B (2003). *Development materials for language teaching*. Retrieved from [https://books.google.com.co/books?hl=es&lr=&id=qNlZFdD380C&oi=fnd&pg=PR8&dq=materialss+development+in+language+teaching&ots=8Lj6qZRZPW&sig=kQa4\\_UgQZeEcr3-KAiSBrJa4vX8#v=onepage&q=materialss%20development%20in%20language%20teaching&f=false](https://books.google.com.co/books?hl=es&lr=&id=qNlZFdD380C&oi=fnd&pg=PR8&dq=materialss+development+in+language+teaching&ots=8Lj6qZRZPW&sig=kQa4_UgQZeEcr3-KAiSBrJa4vX8#v=onepage&q=materialss%20development%20in%20language%20teaching&f=false)
- Tomlinson, B. (2012). State-of-the-art article materials development for language learning and teaching. Cambridge University Press. Retrieved from <http://journals.cambridge.org/> 143-179
- Ur, P. (1996). *A course in language reaching. Practice and theory*. Great Britain: Cambridge University

Press.

Zhang, X. (2011). On Interpreters' Intercultural Awareness. *World Journal of English Language*, 1, (1). Retrieved from

<http://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Fwww.sciedu.ca%2Fjournal%2Findex.php%2Fwjel%2Farticle%2Fdownload%2F201%2F91&ei=kYk9VfqUGPC0sAShzoCwBQ&usg=AFQjCNFfSNzw7ItNHBHkOMBouzCIIlSk1w&bvm=bv.91665533,d.cWc>

Zhu, H. (2011). From Intercultural Awareness to Intercultural Empathy. *English Language Teaching*, 4, (1). Retrieved from

[http://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fwww.ccsenet.org%2Fjournal%2Findex.php%2Felt%2Farticle%2FviewFile%2F9671%2F6919&ei=Kok9VYKGDPSIsQSI5oGwBw&usg=AFQjCNGFddPIEG6-o6SxwqcObucvs8q\\_vw&bvm=bv.91665533,d.cWc](http://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fwww.ccsenet.org%2Fjournal%2Findex.php%2Felt%2Farticle%2FviewFile%2F9671%2F6919&ei=Kok9VYKGDPSIsQSI5oGwBw&usg=AFQjCNGFddPIEG6-o6SxwqcObucvs8q_vw&bvm=bv.91665533,d.cWc)

#### 4. Contenidos

### Chapter I

#### Research Problem

#### Research Problem

This study was conducted with first semester students-teachers at ÚNICA- Institución Universitaria Colombo Americana in Bogotá. Students did not have English level when they started their studies at the university. According to the needs assessment, class observation notes and interviews, students needed to learn reading strategies to comprehend extensive texts while enhancing their intercultural awareness. It was also evident that students needed assistance to understand key cultural terms in class. Therefore, the main purpose of this research study was to inquire how the use of contextualized worksheets help students to improve their reading comprehension and enhance their intercultural awareness.

#### Research Question



How do the development and implementation of worksheets based on extensive reading contribute to first semester student-teachers' reading comprehension and development of intercultural awareness?

### **Research Objectives**

**General objective.** To explore the contribution of developing and implementing worksheets based on extensive reading scaffolding to students' intercultural awareness and reading comprehension.

**Specific objectives.** (a) To assess the development of reading comprehension through the implementation of extensive readings, (b) to promote the use of the scaffolding strategy during extensive reading exercises to reinforce reading comprehension, and (c) to enhance students' intercultural awareness through scaffolding extensive reading.

## **Chapter II**

### **Literature Review**

This chapter explained the three leading constructs for this study: Materials Development (MD), Reading Comprehension, and Virtual Learning Environments (VLEs).

#### **Materials Development (MD)**

One of the main authors that addressed this construct was Tomlinson (2012) who stated that “Materials development refers to all the processes made by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research” (p. 143). Similarly, Núñez et al. (2013) and Núñez, Téllez, Castellanos and Ramos (2009) conceived materials as “teaching resources and strategies used to maximize students' language learning” (p. 172). Finally, Núñez et al. (2013) argued that materials are “socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups” (p. 10).

#### **Reading comprehension**

This theoretical construct has been defined by authors like Dutcher (1990), who claimed that “reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context

interact” (p. 15). Kintsch and Rawson (2005) argued that reading comprehension is when “the reader builds one or more mental representations of a text message” (p. 34). Lastly, according to Harmer (2005), there are two types of reading: extensive and intensive. The first one is longer than a page and requires from teachers to create their own libraries, encourage learners to read and implement extensive reading tasks based on the students’ English level.

### **Intercultural Awareness**

This third construct was defined by authors such as Zhu (2011), who asserted that “intercultural awareness can be regarded as the foundation of communication. It involves two qualities: one is the awareness of one’s own culture; the other is the awareness of another culture” (p. 17). In the same line of thought, Adler (1986) suggested that “intercultural awareness can be considered as a process of attitudinally internalizing insights about those common understandings holding by groups that dictate the predominant values, attitudes, beliefs and outlooks of the individual” (p. 170).

## **Chapter III**

### **Methodological Design**

#### **Research Design**

This section explained the research components of this enquiry. It covered the research approach and type of study, the participants, and the data gathering instruments.

#### **Instructional Design**

This chapter explored the pedagogical intervention considering important foundations on the Theory of Language and Language Learning. It also presented the main and specific instructional objectives, the innovations of this intervention, the features of the methodological approach, the description of its phases and its implementation.

## **Chapter IV**

### **Data Analysis**

This chapter dealt with the process of data analysis and the methodology adopted to explore the

contribution of developing and implementing worksheets based on extensive reading scaffolding to students' intercultural awareness and reading comprehension. This chapter presented the categories and subcategories that emerged from the analysis of data obtained through the instruments proposed in the research design. The following are the categories, subcategories and findings that arose from the analysis:

**Category 1: Flashy and helpful reading materials to understand our context**

*Catching students' attention through attractive materials.* Developing colorful and interesting worksheets caught students' attention easily and motivated them to work. (Ramos & Aguirre, 2014)

*Using worksheets to understand readings and relate them to the context.* Worksheets became instruments that helped students not only to understand the reading but also to make relations with their context (Tomlinson, 2003).

*Feeling good while working on my worksheets.* Students' feelings played a key role to understand the readings and enjoy the activities (Núñez, 2009).

**Category 2: Reading is a way to connect people.**

*Students' expressing their feelings through reading experiences.* Keeping interest and easiness while reading is essential for the students' language understanding (Heinle & Heinle, 2001).

*Read, understand and express.* One of the ways to assess students' reading comprehension is to analyze how they deal with extensive readings (Kulaç & Walters, 2016).

*Making connections through reading strategies.* The relationship among students, their language and their culture affects are relevant because they influence the way students comprehend readings (Camargo & Orbegozo, 2010).

**Category 3: What makes us equal makes the difference.**

*Learning and communicating within a community.* This aspect is essential in classes where a foreign language is taught because language learning implies recognizing that all students come from different places and cultures (Tomlinson, 2003).

*Triggering motivation and cultural awareness.* Students recognized the differences that money brings

and its social implications. The students also reflected upon the way in which they had been influenced by their social class (Gómez, 2011)-

## **Chapter V**

### **Conclusions and Pedagogical Implications**

This chapter explained the most representative findings of this study with regard to the research question. Besides, it presented the pedagogical implications for the English language teaching community, the institution where this study took place, and for me as a teacher-researcher and materials developer. Finally, this chapter mentioned the limitations of the study and some further questions that may yield further research.

## 5. Metodología

### **Research design**

#### **Research approach**

This research study follows the tenets of the qualitative approach. According to Strauss and Corbin (2009), “Qualitative research is any type of research that produces findings not based on statistical procedures or other means of quantification” (p. 11). To this respect, Boeije (2010) argued that the purpose of qualitative research is to describe and analyze a social phenomenon and its influence on people. It uses research questions to be answered by means of different methods that enable the researcher to contact with people. Both aspects were taken into account in my study because the information gathered during the implementation is not statistical. Moreover, the data collected is related to the characteristics of the reading comprehension process and the students’ reactions towards specific intercultural topics that they learnt about through the materials.

#### **Type of Study**

Considering the characteristics of my study, I decided to implement the action research approach, which Mills (2003) defined as any systematic inquiry conducted by a teacher researcher “to gather

information about how their particular schools operate. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes, improve student outcomes and the lives of those involved. (p. 5)

### **Participants**

**Students.** They were ten students from first semester at UNICA. These pre-service students were from 17 to 25 years old and they enrolled in a program for becoming bilingual teachers.

**Teacher as researcher and materials developer.** The role of teacher-researcher entailed being a facilitator in the students' reading comprehension process by providing scaffolding readings and asking specific questions that helped the learners to comprehend the information easily. As a researcher, I observed what happened before, during and after the implementation of the worksheets; besides, I collected and analyzed the descriptive data from the artifacts, observations and interviews to answer my research question. As a materials developer, I designed and implemented contextualized materials based on extensive reading.

### **Data Gathering Instruments:**

***Students' artifacts.*** Researchers use this instrument to obtain physical information of the students' learning process. According to Lankshear and Khobel (2006), artifacts can be purposefully designed and they are concrete evidence that provide additional information. In the case of this research study, I designed virtual reading worksheets as artifacts.

***Field notes.*** The written reports that a participant observer develops are called field notes. According to McMillan, they are like anecdotes that happen during the class time and they are part of an authentic assessment about the class observed (as cited in Mills, 2003).

***Informal interviews.*** According to Pineda (2000), an interview is a set of questions that should be chosen carefully and these should be the same for all the participants to acquire reliable information.

### **Analysis Process**

It is essential to mention that the approach used for the data analysis was grounded approach.

According to Cohen, Manion and Morrison (2007), “Grounded theory starts with data, then analyzed and reviewed to enable the theory to be generated from them [...] Here the theory derives from the data- it is grounded in the data and emerges from it” (p. 492).

### **Triangulation**

According to Freeman (1998), triangulation involves including multiple sources of information or points of view on the phenomenon or question that is being investigated. Likewise, Carter et al. (2014), mentioned that “Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena” (p. 545). Thus, I took information from the three instruments to establish the categories and subcategories of analysis.

### **Instructional design**

#### **Pedagogical intervention**

I implemented extensive reading worksheets based on scaffolding to improve students’ reading comprehension and intercultural awareness.

#### **Instructional objectives**

**Main Objective:** to design and implement extensive reading worksheets based on scaffolding processes to improve students’ reading comprehension and intercultural awareness.

**Specific Objectives:** (a) to implement extensive reading scaffolding for improving students’ reading comprehension; (b) to generate a reflexive classroom environment that fosters students’ intercultural awareness through interesting activities; and (c) to enhance students’ reading comprehension through engaging content-based readings.

#### **Second Language Acquisition Principles**

For my pedagogical intervention, I adopted some of the Tomlinson’s (1988) SLA principles. They refer to the importance of providing students with “new, appealing, different, and contextualized materials”, “relevant content” and “enough time for internalizing the knowledge acquired” (p. 228).

#### **Methodological Approach Underlying Pedagogical Intervention**

The methodological approach used in this study is content based instruction. According to Brinton, Snow and Bingham (1989), “Content based instruction is defined as the integration of a particular content with language-teaching aims” (p. 3).

### **Intervention as innovation**

When students start classes at UNICA, they must handle extensive reading to achieve the established objectives in classes, where English is the vehicle for communication. According to Markee (2001), “innovation will be defined as proposals for qualitative change in pedagogical materials, approaches, and values that are perceived as new by individuals who comprise a formal (language) education system” (p. 34).

**Theory of language and language learning.** The theory of the nature of language selected for the intervention was the cultural ideology perspective (Tudor, 2001). This perspective perceives the language as a source for communication that emerges from a conscious understanding about what language learning entails in relation to culture. In this regard, the vision that underlies the language program at UNICA is the role of affect. Students’ learning activities are shaped by cognitive, psychological and experiential factors that generate affective interaction (Tudor, 2001).

**Connection of the pedagogical intervention with the research question.** This research study was focused on developing extensive reading worksheets to promote reading comprehension and cultural awareness. Richards (2005) argued “the primary relevance of language and language learning research to materials development is through its application to syllabus design issues as a source for instructional principles that can inform the design of instructional materials” (p. 18)

**Instructional stages.** I took into account the MD framework proposed by Núñez, Pineda and Téllez (2004) to design the pedagogical intervention. The authors highlighted the importance of both creating materials based on the needs assessment survey applied before starting the study, and making adjustments.

***Defining students’ profile.*** In this stage, I administered the needs assessment survey to obtain information about the students’ characteristics, learning styles and interests to make the worksheets more

relevant.

***Informed consent.*** In this stage, students signed the informed consent that allowed me to use the information they gave me during the process for research purposes.

***Topic selection.*** UNICA has its own topics in its curriculum. Thus, I selected six of them according to my population and the objectives of the pedagogical intervention. These topics were: nature and language, language as a barrier, social strata, race, gender and subcultures.

***Lesson development.*** Based on the needs assessment survey and the SLA principles addressed on the pedagogical intervention section, I selected the activities that students preferred and included them in the worksheets. In addition, the materials included four stages: pre, while, post reading activities, and self-assessment.

***Sensitizing.*** In this phase, I explained the students all the details regarding the research study and the reason why the activities based on extensive reading were important for their learning process.

***Implementation and adjustment.*** During the implementation process, I explained the students how they should work on the lesson. Once they started, I used my field-notes format to take notes of their reactions toward the activities and their comments or suggestions. I also evaluated their results to ascertain if they understood the topics and activities. Once I did this process, I adjusted the worksheets according to the students' responses and needs.

## 6. Conclusiones

### Conclusions

- Materials development is a significant teacher resource for innovating activities in class. Ramos and Aguirre (2014) stated that “the reasons for teachers to develop their own materials are: the connection between connection and innovation, the possibility to work on an inclusion environment, the opportunity to close the gap between school and home” (p. 137).
- The most significant aspect while designing materials is to consider the SLA principles. These



principles benefit the artifacts because they give more chances to create some innovative activities within the classroom. Alvarez (2008) suggested that “the instructional sequence identified breaks the conventional order of the triple P model: Presentation, Practice and Production” (p .43).

- Motivation towards reading is a key factor when working with extensive readings. Ballesteros and Tutistar (2013) asserted that it is necessary to increase the students’ self-directed learning and make them more responsible and autonomous of their own learning process

### **Pedagogical Implications**

- This research study is a possibility for other teachers to start exploring the implications of reading in developing cultural awareness.
- As a materials developer, I learned the principles that are necessary to design materials and how instructions can affect students’ performance and motivation during the class.
- As a researcher, I learned about materials development as a field of study and reviewed some theories concerning reading skill and interculturality.

### **Limitations of the study**

- Not being the course teacher because I could not be with the students all the time.
- Some extracurricular activities did not allow me to work with the students on the last worksheet. Besides, I could not give them feedback.

### **Further research**

- How do the development and implementation of worksheets based on extensive reading contribute to critical reading in EFL students?
- How do the development and implementation of worksheets enhance intercultural awareness and critical thinking?
- How do the development and implementation of worksheets enhance argumentative speech to demonstrate cultural awareness?

Elaborado por:	Derly Meliza Céspedes Roncancio
Revisado por:	

Fecha de elaboración del Resumen:	27	03	2018
-----------------------------------	----	----	------

## **Introduction**

I developed this research study with the aim of creating a pedagogical tool for teachers and students to promote reading comprehension. In a globalized world, people can learn about other cultures without traveling abroad, but for having this socio-cultural convergence it is important to understand another language. Thus, part of becoming proficient in a foreign language involves developing writing, reading, listening and speaking skills.

In this regard, reading is essential while learning any language because through it students can improve their language skills and their academic background. According to Jiménez “reading is the most significant skill in the academic programs where English is taught, since it helps learners to enlarge the knowledge of the language and of the universe in general” (as cited in Camargo & Orbegozo, 2010, p. 8). Indeed, reading becomes part of the academic development and considering the population I worked with, it was relevant to develop a pedagogical intervention where students were able to understand reading as a way to know more about the world in terms of cultural diversity and cultural development.

This research study includes of five chapters. The first chapter introduces the statement of the problem, the research question and objectives, related studies, the setting and rationale. The second chapter includes the theoretical support for my research study. The third chapter describes the research and instructional designs. The fourth chapter focus on the data analysis and findings and finally, the fifth chapter highlights the conclusions, implications, limitations and proposes elements for further research.

## Chapter I

### Research Problem

#### Statement of the Problem

Nowadays, people in general are aware of importance of foreign language learning. Indeed, by learning a foreign language people are able to access to a whole spectrum of information and knowledge in any field. By doing this, they can bring new ways of communication and help global economy and cultural interchanged (Fandiño, Bermudez & Lugo, 2012). However, and due to the use of media and new technologies, written information is delivered on the daily basis and in that way, there is a need to start exploring the advantages of developing reading comprehension processes in foreign language learners.

Considering this, Institución Universitaria Colombo Americana UNICA, in Bogotá, Colombia offers a program for future bilingual teachers. Nevertheless, first semester students found difficulties in understanding the information provided as it was extensive and included both languages (English-Spanish). Núñez & Téllez (2008) stated that “once needs are identified, they can be used for stating objectives, developing tests, teaching activities and materials, among others” (p. 66). Due to this, I observed my student’s performances during their classes in first semester, took observation notes that I kept in a reflective journal and did three loop witting activities to identify my research concern. Then, I decided to develop and implement extended reading comprehension worksheets as a way to let students approach reading from a different perspective by included scaffolding activities and a cultural-based background.

Indeed, culture is one of the components of UNICA’s curriculum and this is why cultural awareness is another aspect to explore through this research study. Thus, it was relevant to take

advantage of what culture offers in terms of language-learning and scaffolding processes, as both integrate and trigger student's possibilities for comprehending and understanding new meanings.

### **Research Question**

How do the development and implementation of worksheets based on extensive reading contribute to first semester student teachers' reading comprehension and the development of intercultural awareness?

### **Research Objectives**

**General objective.** To explore the contribution of developing and implementing worksheets based on extensive reading scaffolding to students' intercultural awareness and reading comprehension.

**Specific objectives.** (a) to assess the development of reading comprehension through the implementation of extensive reading, (b) to promote the use of the scaffolding strategy during extensive reading exercises to reinforce reading comprehension, and (c) to enhance students' intercultural awareness through scaffolding extensive reading.

### **Related Studies**

The following research studies contribute to give a broader view of what researchers have explored in term of materials development, reading comprehension and intercultural awareness. The information provided, helped me to nurture and focus my research study and represented valuable resources for informing me about my possible outcomes or challenges.

To begin with, is relevant to explore the role of materials development. Núñez (2010) conducted qualitative case study at Uniempresarial in Bogotá, Colombia with a total of 12 undergraduate students, 30 subject-matter teachers, 4 English teachers and a coordinator-researcher of the foreign language center. In addition, the instruments to collect data were: one

focus group interview, surveys, and field notes. Findings drew that awareness of the role of English as the global language fosters academic development, professional performance, and work opportunities. Moreover, blending English for general purposes and for specific purposes is the ideal complement for alternative models' programs and development of in-house materials to help students to learn. This is essential for my research study because it focuses on the importance of using materials to learn English within a specific context and with specific language learning needs.

Additionally, Lopera (2015) conducted a research study about how to design a reading manual for undergraduate students at la Universidad de Antioquia. He used an action research study to guide the process of the manual design and participants were undergraduate students who must show some proficiency in a foreign language to graduate at that university. To collect his data he used: artifacts, teachers' planning and teacher reflections. He implemented reading activities, formative and summative assessment and the manual itself. Findings suggest that it is important to include cultural topics that allow students to use language; reading should have visual aids and activities for pre, while and post reading time and it should have some objectives and methodology for being a useful manual. This research study is relevant as it focuses on the combination of materials development and reading comprehension to improve language learning.

Another element to inquiry about is reading comprehension. Di Rodolfo and Murillo (2006) carried out a qualitative study in a private university in Colombia with a research population of 15 students of an English teaching program. Researchers aimed at meeting students' self-perception towards the relation between academic context, reading materials and themselves as readers. For doing so, they used questionnaires, reflective journals and interviews as instruments for data collection. After their data analysis, they found that even if the students

were highly exposed to reading events with different kinds of texts, students considered themselves as “average readers” due to the few opportunities to choose their readings. This result is important to the present research study because it evidences the importance of considering students’ self-perceptions towards reading materials and how they can work with it.

In addition, Sarmiento (2010) conducted a qualitative descriptive research study that described the effects of guided reading images by using questions for developing critical thinking on ELF third grade students in a public school. She used field notes, artifacts, and questionnaires as instruments to collect data. After the implementation, findings showed that students’ mental processes were activated. As a result, they moved from basic to advanced level of critical thinking and they expressed that thinking by using Spanish or English vocabulary. This research study is relevant to the present study because questions are important to scaffold extensive reading comprehension which is one of the goals of my research study.

Finally, is necessary to account for intercultural awareness. Hernández and Samacá (2006) explored the relevance of implementing the cultural aspects of both foreign and own countries as a dominant issue in the teaching of a target language. As research instruments, they used questionnaires and students’ essays about their perceptions and feelings towards culture (foreign and own). After the data analysis, they found that teaching about the culture is a vital part for learning a language. Besides, students recognized culture as a central factor to know about the world and making learning more meaningful. Indeed, it is essential to notice that culture plays a significant role while learning a language as this becomes resourceful topic to teach and look into.

In turn, Ramos (2013) researched how intercultural competence skills emerged in pre-service teachers after the implementation of an intercultural component in a research and pedagogy class at Colombian public University. She used field notes, students' artifacts, and group discussions as data collection instruments. After data analysis, she found that pre-service teachers started to develop intercultural competence by developing skills to interpret and contextualize cultural practices and by raising awareness of contextual complexities. Besides, students started comparing their own culture with a foreign one to recognize cultural factors. They also raised their awareness and talked about cultural differences in an informed way. These findings are relevant to this study because students could also learn about cultural factors through reading since they have to analyze the reading and reflect on their personal experiences.

### **Setting**

This study was implemented at UNICA- Institución Universitaria Colombo Americana. The participants were students from first semester majoring in bilingual education, in a subject called language, culture and identity. Participants were five female students between 17 and 24 years and three male students between 18 and 21 years; they belonged to different socio-economical stratus, they also had different English levels, and they came from different parts of the city as well as from Colombia.

Regarding UNICA, it is an institution that offers a bilingual program for educating future English teachers; its program is founded on liberal arts and critical thinking. For this reason, its curriculum considers mother and second language cultures because training bilingual teachers does not mean that they are only going to teach just English as they also need to be aware of the importance and relevance of our mother tongue.



**Rationale**

To continue with, this research study helped me to improve my teaching strategies and to explore other ways of teaching language including cultural factors. Besides, it allowed me to have a teaching-research experience with a population which was new to me. In addition, it helped UNICA's students to improve their reading comprehension skills in their foreign language and become intercultural aware. Additionally, this study is relevant to the emphasis of the master program at Externado University because it can help future researchers to think about reading comprehension to enhance students' interculturality and its implications in language learning.

Considering what has been said, the present study targeted at developing contextualized materials based on extensive reading scaffolding for improving students reading comprehension and enhancing intercultural awareness. According to Núñez, Tellez and Castellanos (2013), "Materials Development, as a field of study, demands, a scientific methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language" (p. 10). Thus, concerning about extensive reading scaffolding, the main purpose was to develop worksheets that allow students to be guided in the process of understanding the readings proposed in the subject language, culture and identity. Additionally, using worksheets assisted students to develop different reading activities that allowed them to become more proficient readers and more intercultural aware.

## **Chapter II**

### **Literature Review**

As mentioned before, the purpose of this study was to explore the contribution of developing and implementing worksheets based on extensive reading scaffolding in students' intercultural awareness and reading comprehension. For this reason, the constructs that support the literature review include materials development, extensive reading, reading comprehension and intercultural awareness.

#### **Materials Development (MD henceforth)**

Since learning a foreign language has been an important part of educational programs, materials have become a crucial part for learning. One of the aspects that teachers face with materials in our city, it is that most of them are made for other countries context. To this respect, Richards (2005) argued “effective instructional materials in language teaching are shaped by consideration of a number of factors, including teacher, learner, and contextual variables” (p. 1). Therefore, it is important to create contextualized materials that allows students to make meaningful connections with their culture, context and learning language.

**Conceptualizing MD.** MD requires from a conscious process of reflection, organization and action. According to Graves (2000) “materials development is the planning process by which a teacher creates units and lessons within those units to carry out the objectives of the course. In a sense, it is the process of making your syllabus more and more specific” (p. 149). In Tomlinson’s (2012) words, “Materials development’ refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research (pp. 143-144). For Núñez et al. (2013), MD as a field of study, “Demands an informed methodology that allows validating the efficiency,

appropriateness and relevance of materials within the context of learning a language” (p. 10). In the same vein, Núñez and Téllez (2015) ratified that MD “is a field of study focused on the effect of materials on the teaching-learning process of a foreign language” (p. 57). For the purpose of this study, MD is a process that entails organizing contextualized teaching and learning materials that respond to local needs, make student’s learning process more effective and meaningful, and examine their impact on learners’ language reading comprehension and awareness of cultural diversity.

**Demands for MD.** When developing materials for the EFL classroom teachers are in charge of taking fundamental decisions for promoting language learning. In addition, these decisions are influenced by teachers beliefs and interests about teaching and learning a language (Graves, 2000). Thus, it becomes necessary to be aware of what topics and activities are vital for students’ learning process by considering students’ learning styles, learning difficulties and needs. Rico (2005) claimed “all decisions one makes in terms of teaching and learning languages might take as reference the social conditions of the learners is” (p. 28). As a result, materials developments highly depend on the context, the population to work with, the content and the socio-cultural factors that affect teaching and learning.

What is more, to develop materials, students’ needs, prior knowledge, and students’ background are important aspects to consider. Indeed, Núñez, Pineda and Téllez, (2004) sustained that teachers combine “their theoretical background and their teaching experience in the development of materials that they create positive conditions for language learning (p. 131). Likewise, in Núñez and Téllez’s (2009) words, “Developing materials embraces all teacher’s attempts to create or adapt didactic resources to teach and foster students’ language learning

process” (p. 175). At this point, it is essential the teacher’s role to create materials that allow students to associate what they learn to the reality or context they belong to.

Regarding students’ needs, it is worth to recognize that they are related to language learning, emotional and cultural issues. In fact, learners approach learning based on their personal experiences, knowledge and self-perception of their own performances,

Ramos and Aguirre (2014) pointed:

The development of materials allows teachers to focus not only on the students’ language needs, but also on their emotional needs. In terms of language needs, teachers as materials creators know beforehand the students’ language level which helps them to develop materials with realistic language objectives. To consider emotional needs materials developers, use topics that are commonplace for the target population. Furthermore, they acknowledge students’ cultural heritage validating their home culture. (p. 16)

As a consequence, teachers have to be skilled in targeting their population to improve language learning. According to Richards (2005), learner factors include learner’s learning style preferences, their language learning needs, their interests and motivations. Hence, students provide teachers with the information needed to increase opportunities for interaction and exposure to the target language in a meaningful teaching-learning context.

**Defining materials.** English language and teaching materials serve the purpose of defining content, learning strategies, type of activities, learning objectives and communicative functions of the language. On this matter, Tomlinson (2003) defined them as a “resource used by teachers or learners to facilitate the learning of language” (p. 2). Likewise, Núñez, Téllez, Castellanos and Ramos (2009) conceived materials as “teaching resources and strategies used to

maximize students' language learning" (p. 172). In the same line of thought, Núñez et al. (2013) materials as "socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups" (p. 10). Finally, in words of Gray (2013), materials "are cultural artefacts from which meanings emerge about the language being taught, associating it with particular ways of being, particular varieties of language and ways of using language, and particular sets of values" (p. 3). For this study, materials are pedagogical resources that disseminate knowledge and foster social and cultural interactions and the application of learning strategies to capitalize on both, students' language learning and teacher's pedagogical practice.

**Types of materials.** Certainly, it is significant to recognize that there is a variety of materials for English language learning. Tomlinson (2012) mentioned that "Materials can be informative, instructional, experiential, eliciting and exploratory; it allows students to gather information in their foreign language in different ways" (p. 23). This means that, materials have the purpose of providing students with enough opportunities to explore language learning from different sources at their own pace and rhythm. What is more, these language-teaching materials are the result of selecting, organizing and adapting different resources that can be used when teaching. Therefore, what is important for teachers is not the origin of the materials but how that materials is used with a pedagogical purpose.

Similarly, for materials to be effective, student have to perceive them as useful and motivating. Montijano (n.d.) has argued "Supplementary materials, then, play a key role in improving the quality of our lessons by humanizing them as they offer the possibility for teachers to adapt to the students' needs or expectations" (p. 280). In accordance, I designed and implemented extended reading worksheets based on cultural issues as a way to engage students in

the process of language learning, considering their interests and desires, as well as their academic and personal growth.

**Scaffolding materials.** When researching about MD, researchers have created their own proposals to consider in the EFL classroom. To this respect, theorists such as Bedwell (2012), Graves (1996), Jolly and Bolitho (1998), Masuhara (1998), Núñez et al. (2004), Núñez and Téllez (2009), Núñez et al. (2009) and Núñez, Tellez and Castellanos (2012, 2017) have been interested in developing MD frameworks with the purpose of organise and structure MD. In general, their frameworks convey the idea of considering at first the needs from the educative community: teachers, students, administrative staff, then consider specific goals and objectives, after, materials are created as the result of a process of selection, designing, contextualization and organization and finally, those materials are analyzed and assessed based on their results.

To sum up, MD is a process of decision making. Teachers need to act as facilitators and encourage learning by considering who their students are, which are their expectations, their needs and the context they are immersed in. However, it is pertinent to start exploring the relevance of reading as the skill I want to explore in this research study.

## **Reading**

All humans, since they are born, start acquiring the language-code for communicating with others. Through time, this language needs the development of some specific skills that require the use of a more complex vocabulary. One of these skills is reading; this skill needs comprehension of what is written to construct own meanings. Dutcher (1990) stated that “reading is an interactive and complex process. The process through which the dynamic interaction of the reader’s background knowledge, the information inferred by the written language, and the reading situation context” (p. 15). It means that while reading, students are reshaping and

reconstructing meanings as it is a process that involves interactions with what they know, what the written language says and the context of the reading. In relation to this study, those are key factors at the moment of choosing a reading for a class which needs to be related to culture because it implies being aware of students' background, their language knowledge and their topics of interest.

In light of this, reading is an interactive process where the student and the reading connects to each other.

Abraham argued that:

Reading process is when the reader relates actively with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). (as cited in Suleiman, 2005, p. 24)

To this respect, reading is an interactive process which requires from the students being immersed in a linguistic and schematic process. The first one is related to grammar, vocabulary, and knowledge about the language. The second one is about the schema process and the kind of the reading, what type of genre is and that if it is literature, scientific or narrative. Certainly, when reading students require of a certain level of understanding about the linguistic aspect of the reading, its type and purpose and because of this, materials should give the opportunity to learn vocabulary and grammar structures that allow students to deal with long readings.

In this sense, is relevant to know about the type of reading to be selected. According to Douglas (2003) readings can be perceptual, selective, interactive and extensive. The first one is related to the use of terms, punctuation and graphemes; the second one demands the recognition

of grammar, vocabulary and other features from the discourse, the third one focuses on the relation students make towards descriptive or fictional language and the final one is centered in the types of reading that convey academic or cultural knowledge. Regarding this, extensive reading takes part of my pedagogical intervention as it is part of the academic development of the population I work with.

As it was mentioned before, since reading is an interactive process, the type of reading is essential when developing materials for reading comprehension. Moreover, readings handle a specific genre that identifies them from other kind of texts. Among the genres, we can find academic, job-related and personal reading. (Douglas, 2003). This is essential for my research project, as students are immersed in an academic field and as each genre has its own written characteristics; students have the opportunity to construct meaning by means of exploration and understanding.

**Scaffolding reading strategy.** One of the duties in teaching English reading is being sure that students comprehend what they read. This is when scaffolding processes broaden the possibilities for students and teachers to approach reading with a high degree of comprehension. The primary English community (n.d.) defined scaffolding “as the process in which the teacher supports the learners by breaking down a task or activity into a manageable step and by demonstrating skills and strategies how to complete each step successfully” (n.p). Based on this definition, scaffolding is a key concept in this study because through this strategy, extensive reading is broken down in different parts to students construct their own reading meaning.

In the same token, scaffolding considers the zone of proximal development which has been defined by Vygotsky as “the distance between the actual developmental level as determined



by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (as cited in McLeod, 2010, p.85). Based on this statement, students have the possibility to increase their knowledge when being exposed to problematic situation where guidance and feedback take place.

In turn, there are some scaffolding strategies for being included in a lesson. According to Alber (2015), "There are 6 strategies to scaffold students, there are show and tell, tap into prior knowledge, give time to talk, pre-teach vocabulary, use visual aids and pause, ask questions, pause and review" (p. 2). On the other hand, Babbitt (n.d.) proposed other scaffolding activities like comprehension monitoring, cooperative learning, graphic organizers, tory structure, question answering, question generating, summarization and multiple strategy. As noticed, scaffolding processes consider relevant strategies to implement when approaching reading and content which were taken as points of departure to develop the extensive reading worksheets.

Another important factor that scaffolding involves is that students get involved into reading comprehension skills and content. Fitzgerald and Graves (2004) mentioned that "it is a flexible framework for teaching lessons involving texts. It is designed to facilitate English language learners' reading development as well as their learning through reading" (p. 68). It is worth to mention that, this framework can be used in all grades and for teaching reading and content where English is a second or a foreign language, on bilingual and special education classrooms. Additionally, it entails a set of pre- reading, during-reading and post-reading activities where the teacher considers students' needs, reading choice and the purpose of the reading (Fitzgerald & Graves, 2004). Hence, when using scaffolding as a way to promote reading comprehension, students find more possibilities for having positive outcomes after a reading exercise.

**Reading comprehension.** Reading entails representation and knowledge. In this regard, Kintsch and Rawson (2005) argued that “the reader builds one or more mental representations of a text message” (p. 34). As a result, when students construct their own ideas about the reading they share meaning. This means that, students make use of their previous knowledge, compare what they have just read, create and share their new understandings. As claimed by Van Dijk and Kintsch (as cited in Perfetti & Adlof, 2012), “Among these representations an accurate model of the situation described by the text, it is the product of successful deep comprehension” (p. 25). Indeed, as students create different mental representations from what they read, teaching them reading strategies for understanding becomes a key element for language learning as students open their chances to approach reading successfully.

Additionally, is important to guide students in their reading process by means of a constant and sequenced exposure to content. In this regard, Anderson (as cited in Orbegozo, 2010) stated that “comprehension is developed by the learner in three significant moments: before, while and after reading” (p. 15). Hence, pre-reading allows students to hypothesize about the reading or key vocabulary need for understanding, while reading allows students to acquire new information and post-reading takes place when students compare previous and new information to construct meaning. Consequently, reading stages are relevant when developing materials, since they give the opportunity to students to question and reflect during the whole reading process by using activation of previous knowledge, association and language production.

In accordance, teachers are encouraged to guide students in their reading comprehension process by implementing activities that promote language understanding and when concerning to this research study, is important to be aware of the kind of content to be included and the type of reading to be developed which in this case is extensive reading.

**Extensive reading.** Reading in the EFL classroom has to be nurtured to constant exposure to texts or printed materials. According to Harmer (2005) there are two types of reading: extensive and intensive. The first one is longer than a page and requires from teachers to create their own libraries, encourage students to read and implement extensive reading tasks regarding students' English level. The second one takes place when reading is more frequent and enthusiastic, where vocabulary represents a challenge for new readers and where feelings, emotions, and thoughts are central to the reading activity. As a consequence, this study focuses on extensive reading since students have to read academic texts and require of a more conscious and guided process to reach meaning comprehension.

Furthermore, extensive reading focuses on academic purposes. Indeed, extensive reading is developed with the purpose of increasing second language competence as students are exposed to longer silent periods, vocabulary building and structural awareness, developing automaticity, enhancing background knowledge, improving comprehension skills and promoting confidence and motivation (Day & Bamford, 1998). Consequently, the use of extensive reading complements student's language learning through the comprehension and acquisition of new reading abilities.

### ***Intercultural awareness.***

To begin with, it is important to consider that our students are a representation of cultural diversity. That is to say, students come from different backgrounds and contexts, which mean that their perception of their reality differs in several aspects from others. Zhu (2011) stated that "intercultural awareness can be regarded as the foundation of communication. It involves two qualities: one is the awareness of one's own culture; the other is the awareness of another

culture” (p. 17). This means that, when those differences are evident within the teaching context, teachers are able to take advantage of them by creating a path of communication where cultural aspects are analyzed and reflected upon. Hence, intercultural awareness is significant during a foreign language learning process.

Thus, when students are aware of the cultural differences, intercultural awareness appears within the classroom as one group characteristic. Furthermore, intercultural competence model is focused on the ability to interact effectively and appropriately in intercultural situations (Fantini, Lusting & Roester, as cited in Tello, 2009, p. 42). As a result, students start to identify that differences are expressed through language and that by means of this, is important to have a clear view of what those differences entail in terms of human relationships and cultural background.

Besides, teaching intercultural awareness has its roots in the exploration of our own culture. According to Wickline (2012), “Teaching American students today about intercultural competence can mean helping them see and interpret their own ethnic, cultural, and national identities before challenging them to meet and appropriately interact with people from other cultures” (p. 8). In this regard, knowing our culture at first guarantees that students are informed enough to develop a conscious process of identifying cultural issues that are representative to others and to students themselves.

**Developing intercultural awareness.** For being intercultural aware, students need to explore what this process involves. Adler (1986) proposed that “intercultural awareness can be considered as a process of attitudinally internalizing insights about those common understandings holding by groups that dictate the predominant values, attitudes, beliefs and outlooks of the individual” (p. 170). Hence, students are required to understand which are the most representative

factors that culture embraces with the purpose of value them as manifestations of the difference and characterization.

Furthermore, becoming intercultural aware is the result of a process of identification, contrasting and recognition. In this regard, Hanvey (as cited in Zhang, 2011) argued that “this process can be integrated into three levels: (1) awareness of superficial cultural traits, (2) awareness of significant and subtle cultural traits that contrast markedly with ours, and (3) awareness of another perspective” (p. 15). Therefore, for developing intercultural awareness, students need to consider their own cultural perspective towards the reality, views and experiences that others have.

**Intercultural communication.** Learning a language mean learning its culture. Regarding this, Zhu (2011) claimed that “foreign language learning is foreign culture learning and that to cultivate students’ competence for intercultural communication” (p. 15). Essentially, while teaching a foreign language, cultural patterns need to be taught as a way to let students understand other’s views based on their own cultural experience. As a result, students are able to construct cultural meanings and make relations between what their culture represents in relation to others.

As considered above, intercultural communication and interculturality are processes linked to educative contexts. Ramos (2014) argued that:

interculturality is more often associated to the educational world, which is to say that it is the process that allows people of different cultural backgrounds to communicate among themselves (and maintain their culture while valuing others) and it is often presented in the pedagogical programs. (p. 4)

As a result, if students can communicate effectively by knowing the cultural differences, possibilities for interaction and meaning interpretation grow. In other words, learning a foreign language is a tool for communicating with others and those others usually belong to different cultures. According to Tello (2009), “the goal of language teaching is to prepare learners to communicate outside their own cultural boundaries” (p. 43). Thus, English is the vehicle through which students nurture their knowledge of their own culture and the foreign one and considering that the purpose of this research study is to explore the contribution of developing and implementing worksheets based on extensive reading in students’ intercultural awareness and reading comprehension, it is necessary to account for more appropriate and relevant pedagogical practices.

In sum, MD is a process that invites teachers to explore student’s context, needs and interests with the purpose of creating, adapting and implementing teaching resources. Besides, for developing reading comprehension, the type of reading, its content, its genre and reading strategies, are issues to consider as they affect the way students approach academic texts, and finally, intercultural awareness is an important issue to include in teaching and learning as it offers students wider opportunities for interaction and improvement.

## **Chapter III**

### **Methodological Design**

Along this chapter, I present both the research and the instructional designs.

**Research Approach.** This research study follows the tenets of the qualitative approach to research. According to Strauss and Corbin (2009), “Qualitative research is any type of research that produces findings not based on statistical procedures or other means of quantification” (p. 11). In addition, the purpose of qualitative research is to describe and analyze a social phenomenon and its influence on people. It uses research questions to be answered by using different methods that enable to contact with people (Boeije, 2010). Both aspects are reflected on my study because the information gathered during the implementation is not statistical and the data is more related to observing the characteristics of the reading comprehension process and to analyze students’ reactions towards specific intercultural topics that they are learning about through the materials.

Additionally, the qualitative approach uses different strategies to gather data. Creswell argued that “qualitative inquiry employs different philosophical assumptions; strategies of inquiry; and methods of data collection, analysis and interpretation” (as cited in Center for Teaching, Research & Learning, n.d, p.1). Consequently, as a teacher-research I have the possibility to approach my data from different perspectives with the purpose of identifying relevant issues related to my research question.

**Type of study.** Considering my research study, I decided to implement the action research approach. As Mills (2003) defined:

Action research is any systematic inquiry conducted by a teacher researcher, principals in the teaching/learning environment to gather information about how their particular schools operate. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes, improve student outcomes and the lives of those involved. (p. 5)

Indeed, when implementing the action-research approach, teachers are encouraged to explore their teaching context in terms of how language learning is affected and which type of strategies or resources can be implemented and develop. In this case, a particular issue to explore was reading comprehension and as a consequence, it was necessary to implement the use of contextualized worksheets.

In the same line of thought, action research has two essential purposes. Besides, action research involves a spiral planning that consists on acting and observing, reflecting and planning (Richards, 2003). Action research helps to improve teaching practices by planning and observing, taking decisions and implementing alternatives to overcome any difficult situation that affects learning and teaching. According to these characteristics, this research study intended to improve students' reading comprehension by implementing extensive readings. For doing that, it was important to plan worksheets that helped them to practice and to improve their reading comprehension skills.

**Participants.** To develop my research study, I selected a total of 10 first semester students at UNICA. My criteria to select them was their lack of reading comprehension skills and their will to participate in my research study.

**Students.** They were ten students from first semester at UNICA. They were pre-service students from 17 to 25 years old, enrolled in a program for being bilingual teachers. As they were



preparing to be proficient bilingual teachers (Spanish-English), they must take content courses that are in English which include one subject titled: Language, Culture and Identity. In this course, there are students with different levels of English. I decided to work with this class because as I mentioned students do not have the reading strategies to comprehend long texts proposed for this class.

**Teacher-researcher-materials developer.** The role of being a teacher-researcher is to be a facilitator in students' reading comprehension process by scaffolding readings for students and asking specific questions that help them to comprehend easily. As researcher, I observed what happens before, during and after the implementation of the worksheets, I collected descriptive data from the artifacts, observations and interviews, and I analyzed data to answer my research question. As a materials developer. One important issue of this study is to develop and implement contextualized materials to achieve the main objective, which is to develop contextualized materials for extensive reading. Tomlinson (1998) defined materials as "anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake" ( p. 2). Consequently, the role of being a materials developer involves being conscious about the reading process and activities that consider students' needs to develop the worksheets that fulfill them and contribute to their reading comprehension and intercultural awareness process.

**Data Gathering Instruments.** For this research study, I selected three data collection instruments: Field-notes, informal interviews, students' artifacts.

**Students' artifacts.** Student's interaction with the materials provided me with valuable information about the way they approached reading and intercultural content. The artifact is a

physical ‘prop’ that people use for getting some information about their daily lives; these artifacts can be purposefully designed, they are concrete evidence and can give additional information (Lankshear & Khobel, 2006). In addition to, Burns (2010) said “classrooms are full of all kinds of written documents ... any of these can become a means for collecting data and identifying key issues” (p. 91). In this sense, the worksheets I designed and implemented were sources of information regarding the way students were using this materials for learning purposes. It is worth to mention that before implementing the worksheets with the chosen group, I implemented them with a group from the same class in a semester before, to analyze what things should be changed and adjusted them for the final group.

**Field notes.** Participant observation occurs when the researcher is part of the setting where the study takes place. The written reports that a participant observer develop are called field notes; they are like anecdotes that happen during the class time; and they are also part of an authentic assessment about the class observed (McMillan in Mills, 2003). This instrument is useful for this research study because through it I was able to record behaviors and relevant aspects regarding my main research question that happen during the class time. Same as students’ artifacts this instrument was also piloted and adjust before implementing with the final group.

**Informal interviews.** Moreover, it was relevant to get information about student’s perceptions of the materials, their learning and their personal opinions regarding reading comprehension. According to Pineda (2000) “an interview is a set of questions that should be chosen carefully and these should be the same for all the participants to acquire reliable information” (n.p). In this regard, the questions I made were designed with the purpose of let student externalize what they considered was relevant towards the implementation and

development of this research study. After this process, I piloted them with another group and adjust before implementing with the chosen group.

### **Instructional Design**

My intention when developing this research project relied on the lack of students' reading comprehension and cultural awareness. In this respect, I ratify the importance of extensive reading worksheets. Then, I socialize my pedagogical intervention and its main and specific instructional objectives with the supporting theory in terms of the nature of the language and language learning. After, I present the methodological approach underlying this intervention, the connection between the research inquiry and the pedagogical intervention, and finally, I present my instructional phases.

**Pedagogical intervention.** When students get enrolled at UNICA's program, they need to take a semester where they learn the basic language skills for them to be able to deal with subjects in English. Hence, readings assigned are long and hard to understand because they are focused on academic knowledge which in turn, lead students diminish their progress and commitment towards their subjects as they are challenging in most cases.

Due to this, I considered important to develop and implement reading worksheets that were able to help students in developing a more appropriate and effective reading process. For doing so I considered three SLA principles stated by Tomlinson (1988) which refer to the importance of providing students with new, appealing, different, and contextualized materials, using relevant content and give students enough time for internalizing the knowledge acquired.

According to what has been said, my extensive reading worksheets follow a formal structure. First, language, cultural and intercultural objectives are introduced to students. Second,

pre-reading, while reading and post-reading strategies are highlighted. Third, learning and reading strategies are presented on an overt level according to the reading and finally students develop a self-assessment checklist to reflect upon cultural differences. The previous structure was designed with the purpose of giving students more opportunities to explore reading comprehension with guidance and awareness.

**Main instructional objective and the specific objectives.** The main instructional objective is to design and implement extensive reading worksheets based on scaffolding processes to improve students' reading comprehension and intercultural awareness. The specific objectives are (a) to implement extensive reading scaffolding for improving students' reading comprehension; (b) to generate a reflexive classroom environment that fosters students' intercultural awareness through interesting activities; and (c) to enhance students' reading comprehension through engaging content-based readings.

**Intervention as an innovation.** When students start classes at UNICA, they must handle extensive reading to achieve the established objectives in classes where English is the vehicle for communication. According to Markee (2001), "innovation will be defined as proposals for qualitative change in pedagogical materials, approaches, and values that are perceived as new by individuals who comprise a formal (language) education system" (p. 34). Since developing reading worksheets was the main innovation of this study, it is necessary to consider innovation through materials. On this matter, Nuñez et al. (2012) stated that MD constitutes a true resource for teachers to respond to students' needs and foster institutional innovation in language teaching" (p. 25). The authors further contended that "innovation has a major role in MD and that teacher-developed materials can be seen as an innovative practice in the EFL classroom" (p. 24) and identified:

Three key reasons that justify why developing materials fosters innovation. One reason is that it entails a sequence of opportunities for decision. Another reason is that by doing so they become active agents of change in language teaching. The last reason is that in designing them they were able to address their students' needs and expectations. (p. 27).

Moreover, Núñez et al. (2017) expressed:

They [the teachers] acknowledge the fact that it is possible to innovate in their EFL contexts through teacher-developed materials. Finally, they understand that reflection, affection, motivation and teachers' beliefs play an essential role in MD and that MD fosters teacher professional development. (p.24)

Therefore, this study constitutes an innovation because I developed a contextualized pedagogical intervention for contributing to students' reading comprehension and intercultural awareness development, using a scaffolding strategy.

**The theory of the nature of language and theory of language learning.** It is important to include some perspectives about the theory of language that informs the language learning. In this sense, the theory of the nature of the language I selected was the cultural ideology perspective (Tudor, 2001). In concordance, this perspective take language as a source for communication that emerges from a conscious understanding about what language learning entails in relation to culture. According to Tudor (2001) "language is conceived as a linguistic system, a functional tool for specific transactional purpose, a means that expresses aspects of the culture and the view of the world that those speakers hold" (n.p). As I mentioned before this

perspective goes along with UNICA's program because there, English language is used for learning teaching, language and culture.

After defining the nature of the language regarding this research study, it is also important to define the theory of language learning. To this respect, the vision that underlies the language program at UNICA is the role of affect. Students' learning activities are shape by cognitive, psychological and experiential factors that generate affective interaction (Tudor, 2001). This vision is reflective on the teaching and learning experiences that students have during the whole process of being bilingual teachers.

**Methodological method and approach underlying the pedagogical intervention.** The methodological approach used in this study is content based instruction. According to Brinton, Snow and Bingham (1989), "Content based instruction is defined as the integration of a particular content with language-teaching aims" (p. 3). Besides, it occurs when language is used to learn something (Reilly, 1988). The reason to use content-based instruction is because this approach is not only for teaching content subject area, but also for teaching the language. This approach has two characteristics: one is that students learn content and the other one is that they learn language in each subject.

Curtain stated the following principles:

- (a) meaning rather than form, (b) Simplified speech for comprehensible input, (c) instructional language has contextual clues to convey meaning, (d) conversational interaction is real and interesting for the students, and (e) students can have a silent period no less that they are ready to use the language. (as cited in Rilley, 1986)

Accordingly, it is relevant to highlight that my extensive reading worksheets reflected those principles during the pedagogical implementation. Likewise, content teachers adapt the delivery of the instruction to the second language learners' level of proficiency. Based on Riley (1986) words, some strategies for content-based instruction are *modifying input, using contextual cues, checking for understanding and designing appropriate lessons*. Essentially, teachers adapt their input according to students' English level, provide students with multiple possibilities to understand meaning, verify that students understand concepts and language and design lessons according to students' language needs.

**Connection of the pedagogical intervention with the research question.** This research study was focused on developing extensive reading worksheets to promote reading comprehension and cultural awareness. Richards (2005) argued “the primary relevance of language and language learning research to materials development is through its application to syllabus design issues as a source for instructional principles that can inform the design of instructional materials” (p. 18). In this regard, I decided to design and implement a series of extensive reading worksheets where content-based teaching is developed as a way to let students become aware of the elements that affect reading and comprehension. In addition to, learning was considered as the result of interaction, understanding and communication.

**Instructional phases.** For this research study, the following stages were implemented: Proposed materials development framework, defining students' profile, informed consent, topic selection, lesson development, sensitizing, implementation and adjustment.

*Proposed materials development framework.* During this staged I was able to search which frameworks had been proposed with the aim of realizing what was relevant in each one of them to finally account for my own proposal.

Table 1

*Frameworks and contributions*

<i>Autor(s)</i>	<i>Title</i>	<i>Stages</i>	<i>Contributions</i>
Graves (1996)	Framework of component for course development processes	<ul style="list-style-type: none"> <li>-Needs assessment</li> <li>- Setting goals and objectives.</li> <li>-Ideate content</li> <li>-Select and develop materials and activities.</li> <li>-Organize content and activities.</li> <li>-Evaluate.</li> <li>-Resources and constraints.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying population, resources and classroom dynamics.</li> </ul>
Jolly & Bolitho (1998)	Framework for materials writing	<ul style="list-style-type: none"> <li>-Identify a need.</li> <li>-Explore.</li> <li>-Contextualize materials</li> <li>-Materials and pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>-Design and implement teaching-learning materials with the purpose of solving a problematic issue</li> </ul>



		<ul style="list-style-type: none"> <li>-Production</li> <li>-Students interacting with the materials</li> <li>-Evaluation</li> </ul>	<p>regarding language learning.</p>
Masuhara (1998)	Materials adaptation	<ul style="list-style-type: none"> <li>-Needs analysis process</li> <li>-Establishing goals and objectives.</li> <li>-Design the syllabus</li> <li>-Materials and methodology</li> <li>-Test and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>-Reflecting upon, plan and evaluate context and materials with the purpose of adapting them to classroom needs.</li> </ul>
Núñez, Pineda, and Tellez, (2004)	The process of course and materials design	<ul style="list-style-type: none"> <li>-Need analysis.</li> <li>-Objectives.</li> <li>-Selection and sequence.</li> <li>-Learning and teaching activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Questioning about the relevance of each one of the MD stages.</li> </ul>

		-Assess and evaluate	
Núñez and Téllez, (2009)	Essential components in the process of creating and adapting Materials	<ul style="list-style-type: none"> <li>-Needs assessment</li> <li>-Setting goals and objectives.</li> <li>-Conceptualizing content</li> <li>-Selecting and developing materials and activities.</li> <li>-Organization of content and activities.</li> <li>-Evaluation.</li> <li>-Consideration of resources and constraints.</li> </ul>	-Recognizing the context and create suitable language learning materials that address learning needs.
Núñez, Téllez, Castellanos, and Ramos (2009)	The Materials Development Scaffolding	<ul style="list-style-type: none"> <li>-Needs assessment</li> <li>-Identifying the approach or method.</li> <li>-Deciding general goals and objectives.</li> <li>-Design the syllabus</li> <li>-Developing materials.</li> </ul>	-Objective vs subjective needs as well as learning vs target needs, are considered as points of departure for MD.

		-Assessing your materials.	
MD proposal	A framework for creating extensive reading materials	<ul style="list-style-type: none"> <li>-Proposed materials development framework,</li> <li>-Defining students' profile</li> <li>-Topic selection</li> <li>-Lesson development</li> <li>-Sensitizing</li> <li>-Implementation and adjustment.</li> </ul>	Designing a MD framework that provided me with a coherent and well-informed perspective to develop reading comprehension.

*Note.* Comparative Table of Frameworks for Materials Development (Munévar, 2017)

After contrasting and comparing Materials development frameworks. The MD proposal for the present study starts with the proposal of materials development when I asked for the permission at the place where the research took place. Then, through the needs' assessment survey, I defined students' profile and I also talked to the students about the process they were going to be through, and how important was the process for them. After that, the students that agreed to be participants signed the consent form to be part of the research. Once, I defined the profile and know which student were going to be part of this study, I adopted the class program to select the topics for designing students' artifacts and started designing the lessons considering SLA and MD principals. Anytime I implemented a lesson, I talked to them and remember how important the lesson development was in their learning process. Meanwhile, students developed

their lessons I evaluated and analyzed all the instruments, this way I could adjust the following lessons.

***Defining students' profile.*** In here, I implemented needs assessment survey that was focused on getting information about students' characteristics, learning styles and activities they like, to inform my worksheets for making them more relevant.

***Informed consent.*** In this stage, students signed the informed consent that allowed me to use the information they gave me during the process (See Appendix A).

***Topic selection.*** UNICA has its own topics in its curriculum so that, I selected six topics to work on the worksheets according to my population and my implementation. These topics were, nature and language, language as a barrier, social strata, race, gender and subcultures.

***Lesson development.*** By considering the needs assessment survey and the SLA principles addressed on the pedagogical intervention section, I chose the activities that students preferred and I included them within the worksheets. In addition, I followed the structure to improve reading comprehension mentioned before on the literature review section. As a result, the lessons had four stages, pre, while, post reading activities and self-assessment.

***Sensitizing.*** In this phase, I explained the students the process of implementation in their class and the reason why activities are important for their learning process.

***Implementation and adjustment.*** During the implementation process, I started explaining the students how they should work on the lesson. Once they started, I used my field notes format (See appendix B) to observe their reactions toward the activities, to take notes about their comments or suggestions and when they finished, I evaluated their results to see if they

understood the topics' activity. Once I did this process, I adjusted the worksheets according to the students' responses and needs with the purpose of improve them regarding my pedagogical intervention.

## Sample of worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_



**WARNING!** This is a scaffolding reading exercise. Please! Take into account that the reading is broken into sections, then the following worksheet is divided in the same sections for you to understand better.

## Race and Ethnicity

### **Intercultural objective:**

Students will be aware of the relation between race and ethnicity.



### **Content objective:**

Students will be able to identify the characteristics of race and ethnicity.

### **Language objective:**

Students will be able to write a reflection in present perfect about race and ethnicity.

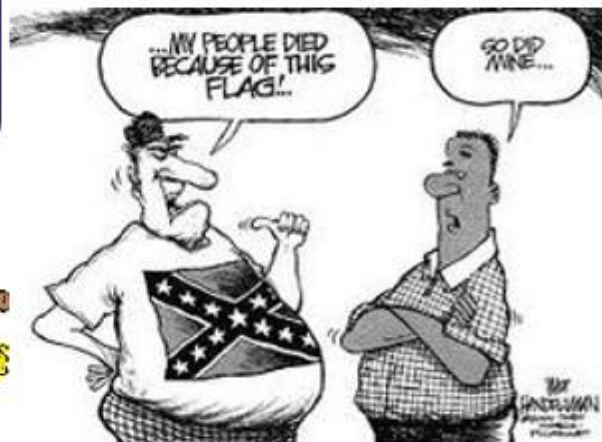
### **THINK ABOUT IT!**

Look at the picture. Do you know where the flag comes from? What is the funny fact about the cartoon?

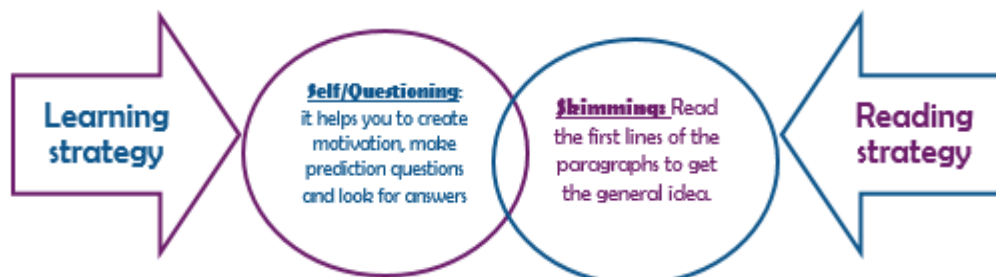


Taken from

<https://www.google.com.co/url?ai&rc=ij&q=&source=images&cd=&ved=0CAcQ2RxaFOoTQITroek5azcgCFVRbHgodaCwEyw&u ri=https%3A%2F%2Fwww.pinterest.com%2Fpaulineblewis%2Fsonkofo%2F&pxig=AFOJONEckvz52FKLp4aw-lnVVuj8ePajO&ut=1445300033769894>



## Pre-reading



- 1. The following song is about Apartheid. It is performed by a reggae artist called Alpha Blondy. Listen the song Apartheid is Nazism at <https://www.youtube.com/watch?v=LbwI7hZlxX4>**

**Alpha Blondy** (born **Serdou Koné**; 1 January 1953 in Dimbokro, Ivory Coast) is a reggae singer and international recording artist. Many of his songs are politically motivated, and are mainly sung in his native language of Dioula, French and in English, though he occasionally uses other languages, for example, Arabic or Hebrew.

Taken from [https://es.wikipedia.org/wiki/Alpha\\_Blondy](https://es.wikipedia.org/wiki/Alpha_Blondy)



Image taken from <http://www.coveralia.com/fotos/alpha-blondy4392.php>

**While listening the song, write down key vocabulary or ideas you understood.**

---



---



---



---

- 2. Circle the words for describing the content of the following video.**

**Me gritaron negra de Victoria Eugenia Santa Cruz. Look at the video at <https://www.youtube.com/watch?v=F5vPoqDkMFO>**



### Victoria Santa Cruz

She was born on 27 October 1922; she died August 30, 2014. She was an Afro-Peruvian folklorist, activist and music person. She received a scholarship by the French government and traveled to Paris to study choreography. Here, she succeeded as the creator and designer of the wardrobe for the play *El Retablo de Don Cristóbal* by Federico García Lorca. Victoria Santa Cruz would go on to be called "the mother of Afro Peruvian dance and theatre."

Taken from  
[https://en.wikipedia.org/wiki/Victoria\\_Santa\\_Cruz](https://en.wikipedia.org/wiki/Victoria_Santa_Cruz)

Image taken from <http://elcomercio.pe/blog/huellasdigitales/2012/10/victoria-santa-cruz-la-cultura>

a. how was she called in the street?

- Negra.
- India.
- Hey. You!

b. what did she do with her hair?

- Make it curly.
- Make it straight.
- Doesn't do anything.

c. At the end, what did she do?

- She regretted for being "negra".
- She hated all negros.
- She accepted being "negra".

d. the video was

- Boring.
- Interesting.
- Long.

e. how did people called the afro?

- Negros.
- Afros.
- Color. people.





3. Make a comparison chart and write the things that the song and the poem have in common or they differ in.

<p style="text-align: center;"><b>Apartheid is Nazism</b> <b>(Alpha Blondu)</b></p>	<p style="text-align: center;"><b>Me gritaron negra</b> <b>(Victoria Eugenia Santa Cruz)</b></p>
<ul style="list-style-type: none"> <li>It compares the apartheid with Nazism.</li> </ul>	<ul style="list-style-type: none"> <li>How people treated to afro people.</li> </ul>

4. Look at the cartoon and talk about it with a partner.



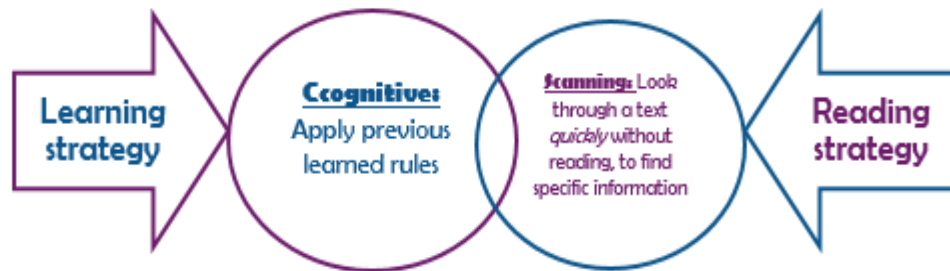
**THINK ABOUT IT!**

Look at the picture. Write down new vocabulary. What is she criticizing?

Taken from <http://blackintrospection.blogspot.com/2004/10/01/archive.html>

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## While-reading



### 4. Circle the correct answer.

- Why is 'race' often placed in inverted commas?
  - a. Because it is a noun
  - b. Because it is an analytic concept.
  - c. Because it is related to a competition.
- What does 'race' carry when it is practiced by an individual towards another one?
  - a. Racism.
  - b. Racial prejudice.
  - c. Homophobia.
- Institutional racism appears when
  - a. Immigration is taken as a problem.
  - b. An institution rejects a race.
  - c. An institution adopts an ideology.
- The language of black school children
  - a. Is not near standard middle-class.
  - b. Is pretty similar to high-class.
  - c. Is too bad for being understood.
- The policy of multicultural education is
  - a. Education for all races.
  - b. Education that promotes the recognition of cultural differences.
  - c. Education that promotes the differences among races.
- According to the reading, what is the meaning of mugging?
  - a. Robbery.
  - b. Intelligence.
  - c. Danger.
- In which period of human history are race and racism located?
  - a. Baroque.
  - b. Postmodernism.
  - c. Colonialism.

**5. Write your own definition of ethnicity and race.**

Ethnicity is...

For example: ethnicity is a way to place the ethnic groups historically.

---



---

Race is...

For example: race is a group of people that share their color of skin and customs.

---



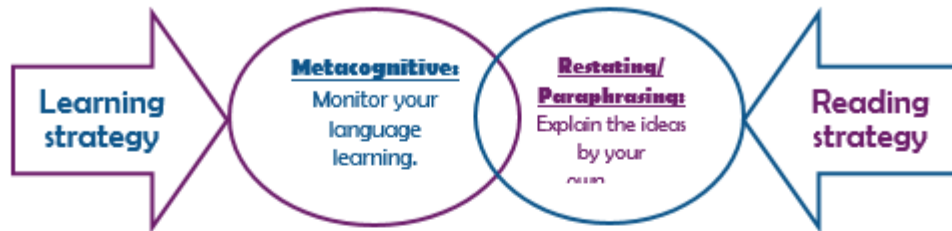
---

**6. Check (✓) the information you read on the text.**

- a. In the 19<sup>th</sup> century European investigators classify people according to their racial groups. ( )
- b. People may be ignorant of a language and still participate in the culture that language belongs to (✓)
- c. Race is a concept that people used to categorize themselves with respect to others = ( )
- d. Race differences always carry expressions of racism (✓)
- e. The terms 'ethnicity' and 'ethnic groups' are used to put some distance between historically racism implications (✓)
- f. Black language is essentially different from standard English (✓)
- g. Language is a function of power in order to establish the distributions of power (✓)
- h. People who learn another language and issues of identity are intertwined with motivations to learn the language (✓)
- i. The myth of the black mugger condensed many exaggerated fears about youth, crime and personal safety, race and immigration (✓)
- j. Racism cannot be understood as a simple ideology (✓)
- k. Within the history we can locate racism after the colonialism (✓)



## Post-reading



### 7. Underline the answer that for you is the correct one.

- Set a stable racial differences helps to
  - Differentiate people.
  - Discriminate people.
  - Classify according their characteristics.
- Institutional racism may
  - Disappear.
  - Increase prejudice.
  - Take for granted differences.
- According to the reading, language establishes a relations of
  - Power.
  - Love.
  - Politics.
- Racism came from this time of the history
  - Modernism.
  - Baroque.
  - Colonialism.
- Where is more common to see racism?
  - Parties.
  - Restaurants.
  - Parks.
- Have ever you suffered racism? If yes, when? and where?
  - No.
  - Yes.
 When? Where? \_\_\_\_\_  
 \_\_\_\_\_
- If you are facing a racism situation, how would you face it?
  - You fight with them.
  - You don't pay attention.
  - You call the authorities.
- Would you have a romactic relationship with a person who has different race than yours?
  - Yes.
  - No.
 Why? \_\_\_\_\_  
 \_\_\_\_\_

## Self-assessment



**8. Read and make a check in the answer that describes you the best.**

Component		Characteristic	Yes	No
Literacy	Reading	• Did you like the reading?		
		• Did you feel comfortable while reading?		
		• Did you find useful the reading?		
	Reading comprehension	• Was the text easy to follow?		
		• Was the pre-reading, the while reading and the post-reading activities helpful?		
		• Was the vocabulary easy to understand?		
Extensive reading	• Was the text longer than a page?			
	• Did you enjoy long readings?			
	• Did you feel you learn something new through this reading?			
Scaffolding	• Did you feel supported during this activity?			
	• Was it helpful to divide the reading into parts for understanding it?			
	• Did the activities help you to understand the reading easier?			
		• Can you relate your learning experience to the reading?		

<b>Intercultural awareness</b>		• Can you think in a situation that could be an example for the reading?		
		• Did you feel identify with some processes that were mentioned in the reading?		
		• Can you think about the difference between your <b>color</b> of skin and others?		
		• Did the reading help you to be more conscious about yourself and your race?		
		• Do you think that the reading helps you to prevent cultural problems in the future?		
<b>Material development</b>	<b>Principles</b>	• Did you find attractive this worksheet?		
		• Was the worksheet relevant and useful to understand the reading?		
		• Did the worksheet allow you to reflect on the reading concepts?		

**Count your answers:**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

**Read the ones in which you answer NO and write a possible solution**

---



---



---



---



---



Image taken from

[https://www.google.com.co/url?sa=i&rc=1&gq=&eirc=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKewiPq7z6tPLAHUEIR4K1K101PC7sQjBoIBa&url=http%3A%2F%2Fwww.imajon.com%2Fimg%2Fthank-you%2Fpage%2F6%2F&piq=AFOJCNFOW4n3lnsvBychlb2wkuNfX\\_j-PA&ut=1458695416316040](https://www.google.com.co/url?sa=i&rc=1&gq=&eirc=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKewiPq7z6tPLAHUEIR4K1K101PC7sQjBoIBa&url=http%3A%2F%2Fwww.imajon.com%2Fimg%2Fthank-you%2Fpage%2F6%2F&piq=AFOJCNFOW4n3lnsvBychlb2wkuNfX_j-PA&ut=1458695416316040)

## **Chapter IV**

### **Data Analysis**

This research study is focused on exploring the contribution that extensive reading worksheet have in developing reading comprehension and cultural awareness. For doing so, I implemented students' artifacts, teacher's field notes and informal interviews as instruments to collect data which in turn provided with relevant information that helped me to answer my research question.

#### **Data Analysis Procedure**

It is essential to mention that the approach used for the data analysis was grounded approach. According to Cohen, Manion and Morrison (2007), "Grounded theory starts with data, then analyzed and reviewed to enable the theory to be generated from them...Here the theory derives from the data – it is grounded in the data and emerges from it" (p. 492). In the same line of thought, Charmaz (2006) contended that the "grounded theory methods consist of systematic, yet flexible guidelines for collecting and analysing qualitative data to construct theories 'grounded' in the data themselves" (p. 2). Additionally, Corbin and Strauss (2015) suggested that to construct theory grounded in data "allows for identification of general concepts, the development of theoretical explanations that reach beyond the known, and offers new insights into a variety of experiences and phenomena" (p. 6). In other words, the grounded theory "provides us with relevant predictions, explanations, interpretations and applications" (Glaser and Strauss (1967, p. 1). In view of that, the data derived from the pedagogical intervention of this study allowed me to interpret, explain and offer new understandings of the implications of

developing and implementing extensive reading worksheets in students' reading comprehension and cultural awareness.

As in the grounded approach analysis, data is organized, coded and named based on the information that arises from the researcher's systematization, analysis and interpretation, I resorted to the color coding technique. The color coding is a "helpful strategy for quickly identifying different types/ sections of information" (Gray & Malins, 2004, p. 86), or "a way of moving quickly from open coding to the next step of focused coding" (Bergaus, 2015, p. 119). Which "allows for the visual organization of data and for seeing categories and subcategories very clearly" (Klein, 2012, p. 62), constituting "the pivotal link between collecting data and developing an emergent theory to explain this data" (Charmaz, 2006, p. 46). Due to this, I assigned to each construct a color as follows: materials development was red, literacy was blue and interculturality was green.

Thus, after doing my color coding process, I realized there were several pieces of information. To this respect, Freeman (1998) stated that "it can thus be helpful to have an overview of the basic process. Four elemental activities make up data analysis: these are naming, grouping, finding relationships and displaying" (p. 99). As a result, patterns, sub-categories and categories are displayed in a chart to see the relation with the context (Creswell, 2007) which was necessary to get an overall view of what my data provided. Thus, data is fragmented into pieces of information, and then this data is re-organized to check how valuable it is towards the research itself and finally, researchers start making connections.

By the same token, according to Miles and Huberman (1994) "we define analysis as consistent of three current flows of activity: data reduction, data display and conclusion



drawing/verification” (p. 10). Indeed, when I started analyzing my data, I labeled the information based on my research constructs, then, I started to give possible names to patterns and group them accordingly, next I develop a process of data reduction and finally I named those groups with the purpose of finding my research sub-categories and categories. Borg (2003) suggested that:

A category is a construct that refers to a certain type of phenomenon mentioned in database. Researchers need to develop categories and definitions for each type of phenomenon in the database to be analyzed. Also, they need to consider whether a category can be analyzed into subtypes. Subcategories also can represent different degrees or levels of a construct. (p. 454)

Correspondingly, after data reduction, I looked for similar patterns per construct to create categories and I divided them into subcategories. Once I finished it, I defined the categories and subcategories.

After doing the previous process, I started triangulating the data. According to Freeman (1998), “triangulation means including multiple sources of information or point of view on the phenomenon or question that are investigating” (p. 96). As claimed by Carter, Bryant-Lukosius, DiCenso, Blythe & Neville (2014), “Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena” (p. 545). The sources of information for this study were my data collection instruments; it means that data gathered from each one, had to be contrasted and compared according to my research question. In this sense, first I had to look for a triangulation flow that allows me to use the instruments implemented in this study; then, I designed a chart where I placed all the instruments

vertically and the constructs horizontally, finally I classified the information per color and per instrument to find similar information in each construct.

There are several types of triangulation. In words of Flick (2009), triangulation “is used to name the combination of different methods, study groups, local and temporal settings, and different theoretical perspectives in dealing with a phenomenon” (p. 444). In other words, the process of triangulation, implies taking “different perspectives on an issue under study” (Flick, 2009, p. 445). The author identifies four perspectives: investigator triangulation, which includes having different observers for the same phenomenon; theory triangulation, which comprises several theoretical foundations to address the issue; methodological triangulation, which involves mixing methods in the data gathering instruments to guarantee the validity; and data triangulation, which entails using several data sources. In the present study I used theoretical and data triangulations.

After gathering, classifying and analyzing the data, the categories emerged from the process mentioned before and are organized in the following table.

Table 2

*Categories and Subcategories for the Research Question*

<b><i>Research question</i></b>	<b><i>Categories</i></b>	<b><i>Subcategories</i></b>
How do the development and implementation of worksheets based on extensive reading	Flashy and helpful reading materials to understand our context	Catching students' attention through attractive materials

contribute to first semester student teachers' reading comprehension and the development of intercultural awareness?	Reading is a way to connect people	Students' expressing their feelings through reading experiences
	What makes us equal makes us different	Learning and communicating within a community  Triggering motivation and cultural awareness.

*Note.* Research categories

To continue with I present an analysis of my research categories and sub-categories considering their relation to my research question and the pedagogical intervention I developed.

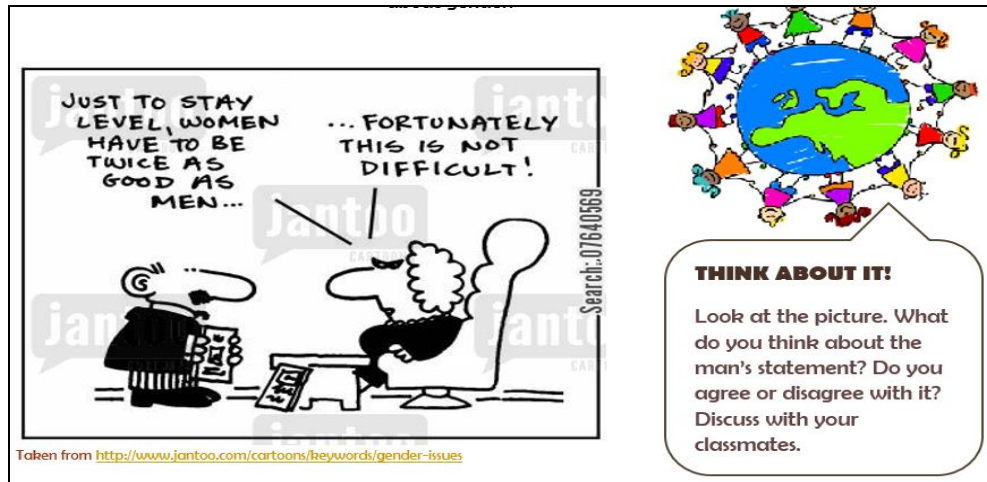
**Flashy and helpful reading materials to understand our context.** This is the first category that emerged from students' materials evaluation, field-notes and the interviews. This category is related to materials development bearing in mind that making colorful and interesting worksheets catch students' attention easily and make them want to work. Additionally, the worksheets' presentation helps and motivates students to understand and read the complete long readings. Núñez, Pineda y Téllez (2004) stated, "a crucial aspect in the design of materials concerns the visual layout" (p. 133). The visual layout (graphics, images, colors) used on the worksheets is a relevant factor for catching students' attention; it also has a motivational factor; if the worksheet has nice colors and graphics, students will be curious about it.

Thus, according to Tomlinson (as cited in Nuñez et al. 2009), one of the principles of materials development used for this study is “to achieve impact through novelty, variety, attractive presentation, and appealing content” (p. 43). This concern implies that materials development should follow those aspects to gain students’ attention and motivation.

This category is supported by three sub-categories: *Catching students’ attention through attractive materials, using worksheets to understand readings and relate them to the context then, Feeling good while working on my worksheets*

***Catching students’ attention through attractive materials.*** During the implementation, I developed colorful and interesting worksheets which caught students’ attention easily and motivate them to work. In addition, as students are preparing to be teachers, including the worksheets was an innovational idea to them to not only reflect on their learning but also to give them ideas on how to develop their own materials. Ramos and Aguirre (2014) summarized that “materials devised by English teachers tend to stimulate students’ learning process because they introduce changes and new ideas, they invite students to take part in demanding learning activities and they attract students’ attention” (p. 136). In this regard, MD benefits learning processes and makes students to be an active part on it by capturing their attention.

Besides, during the implementation, students were an active part on the materials development since they evaluate them at the end of the activities. Hence, colors and images caught their attention before starting working as seen in the following excerpt.



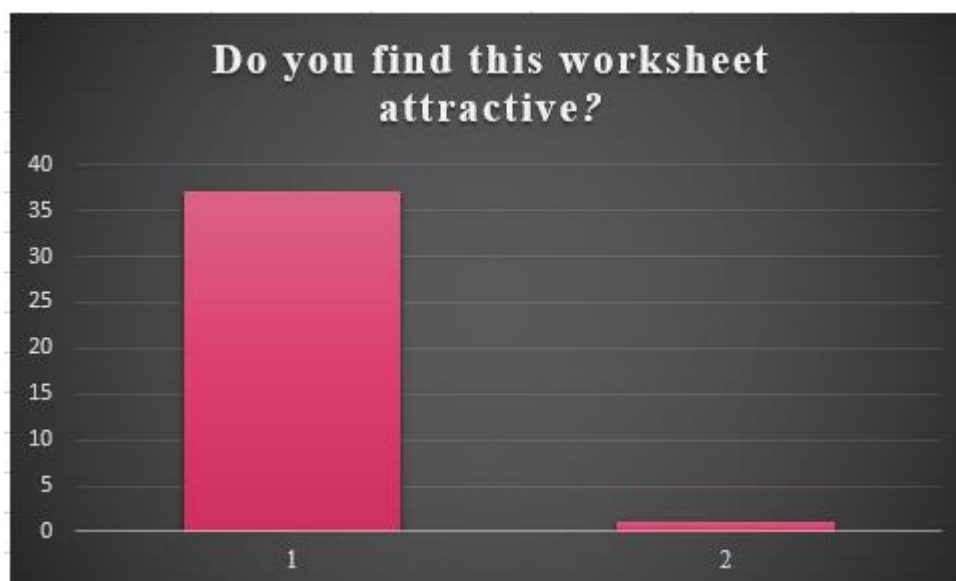
**Figure 1. (Students' artifact Worksheet 5- Gender)**

The picture above is an introductory activity on gender worksheet. Students should read the cartoon and related to their personal experiences. Then, they had to talk about it with their classmates. The purpose of this activity was to introduce the topic, in this case gender, and to activate students' prior knowledge and affective filter to make meaningful the topic.

After developing the artifacts and including colors and images, it was worth to know students' perceptions towards that aspect on the worksheet. For doing so, at the end of each worksheet, there is a self-assessment that allowed students to reflect not only upon their process but also upon the materials. It was divided on the different constructs that were proposed for the present study. The following questions were related to materials development as seen below in the figure of the self –assessment:

<b>Material development</b>	<b>Principles</b>	• Did you find attractive this worksheet?		
		• Was the worksheet relevant and useful to understand the reading?		
		• Did the worksheet allow you to reflect on the reading concepts?		
<b>Count your answers:</b>				
<b>Yes</b> _____ <b>No</b> _____				

*Figure 2. (Students' artifacts, self-assessment format)*



*Figure 3. (Bar Chart 1, materials development self- assessment analysis)*

As the students completed five self-assessment forms, they had to evaluate the materials and give their opinions about them. Bar chart N°1, where 1 is yes and 2 is no, shows one specific aspect that is related to this subcategory; colors and images on the worksheet. According to the table, most of the students found attractive all the color and images used on the artifacts.

The sample above shows the impact that the colors and images had on the students. In addition, it shows that this is an important aspect to get students' attention and focus them on specific activities. Similarly, field-notes about one class showed this perception.

Jk: Maybe if worksheets have colour, they can be more motivated. [sic]

*(Field notes, worksheet 1)*

Ag: They looked more motivated to develop the worksheet. [sic]

**(Field notes, worksheet 2)**

Besides, students had the opportunity to express their opinion during the interview as can be seen on the following example:

**Teacher:**[ Now we are going to talk about materials development. So, do you think that the worksheets were helpful to understand the readings? Did you like them] [sic]

**Student:** [ok, they were a bit long but they were nice, because of the colors, the pictures and somehow, they make us to be more engaged on them. If they were just in black and white, they were not motivated. But they have questions that that help me to focus on the topic. Besides, in some of them, they were about the topics that we were working on class, so it helps us to understand better the topic][sic]

**Teacher:**[ what did you like the most?] [sic]

**Student:**[ well, as I just told you, the pictures and the colors that make them not being boring] [sic]

**(Informal Interview, Student Ag)**

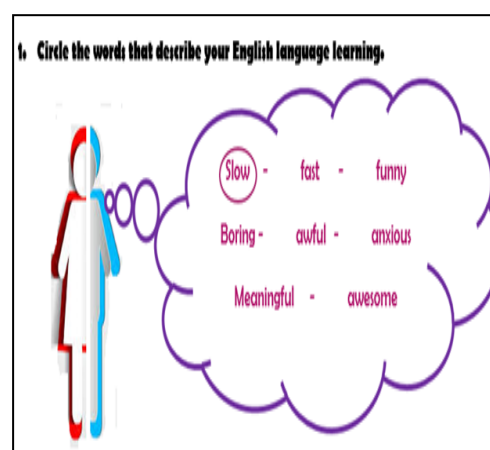
From the last two excerpts, I noticed the importance of using colors in the artifacts. It is also showed the students felt more motivated when they have the opportunity to work on an attractive worksheet. It is worth to mention that the first artefact did not have color; they were copies and the images were not so clear. After the second worksheet, all of them had colors and the images could be seen clearer. To conclude, color and images are a key factor for motivation and for focusing students' attention.

***Using worksheets to understand readings and relate them to the context.*** During the implementation of this study, worksheets became instruments that help students not only to understand the reading but also to make relations with their context. Tomlinson (2003) explained that “the most important thing that learning materials have to do is to help the learner to connect the learning experience in the classroom to their own life outside the course” (p. 18). One of the most important aspects of materials development is to create opportunities where the students can

relate their classes to their contexts. I designed the worksheets to help students to understand better the extensive readings they had to deal with. At the same time, I designed questions and activities to make students to reflect on their learning process. First, students had to think about their previous experiences and relate them to the topic, the reading, and their contexts altogether. Finally, they needed to reflect upon those experiences and to make relations with their academic context. In the figures and excerpts below, one type of activities is displayed.

**13. Highlight the answer that describe you the best**

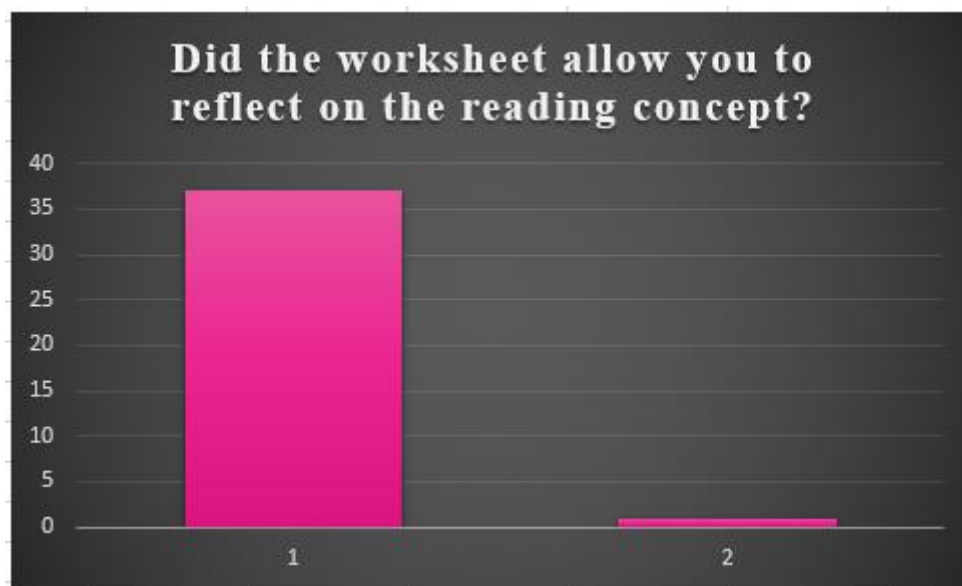
- a. You suffer a language barrier when...
  - You share information and make conclusions about it
  - You talk to other and they don't get your idea
  - You try to understand an idea but you can't do it
  - Other don't listen to you
- b. You can experience a language barrier with a person who speaks the same language when...
  - You don't agree on something
  - You share ideas to make one conclusion
  - You have different social strata
  - You have different ideas about certain topic
- c. You can solve a problem caused by language by
  - Getting a mediator
  - Ignoring the situation
  - Calming down and dialoguing
  - Accepting what the other says
- d. You have suffered a language barrier problem
  - At the school
  - At the university
  - In pubs
  - In your house



**Figure 4. (Students artifacts, worksheet 2, language as a barrier)**

As noticed, this kind of activities helped students to understand the readings and to make relations with their contexts. For example, in picture from the right, students must circle the words that describe their language learning process, while in the left one they have to highlight what describe better their process gain, but this time they have to relate to the reading. Based on the data gathered, those activities helped students to understand better their long readings and reflect upon their experiences relating them to academic contexts.





*Figure 5. (Bar chart 2, reading comprehension, self-assessment analysis)*

This table, shows students' answers on self-assessment; through artifacts, students can be aware of their language learning by doing funny and meaningful activities. In addition, they expressed that the worksheets were useful and relevant to understand their readings. Besides, they also explained that working on their artifacts allowed them to reflect upon reading concepts and connected those concepts to their personal experiences.

To continue with, these perceptions exhibited that when students find interesting topics and activities on their classes, they can share their opinions to help them to analyze themselves how they can act in different problematic situations. This means that the artifacts helped students to relate the concepts on the readings to their contexts and understand others' points of view as displayed bellow:

They were talking about their experience in a graffiti tour with foreigners and G said that sometimes he understood better a foreigner than the tourist guy. It is important to relate real context to teach culture. This experience allowed them to interact with English native speakers, that way they could evaluate themselves while comparing with people from other cultures [sic]

*(Field notes, worksheet 2)*

Jk. She enjoyed talking about race and family, she shared some personal aspect and experiences.  
[sic]

*(Field notes, worksheet 4)*

The highlights above evidenced that students can make relations between their previous knowledge, the new concepts of the reading and their context while making scaffolding work and making them the right questions. They can also learn when they can share their meaningful experiences.

This information can be recalled during the interviews with the students when they give their opinions towards the reading process, its sequence and its connection to personal knowledge and experiences.

**Teacher:** [did you enjoy the worksheets?] [sic]

**Student:** [mmm, yes. I enjoyed because the topics were interesting, we can talk about the them and listen to my partners' opinions] [sic]

*(Informal interview, Student And)*

**Teacher:** [ok, let's talk about the worksheets? Did you like them? Were they helpful?] [sic]

**Student:** [I like the relation between worksheets because it helped us how to identify our thoughts and our opinions about the worksheet and the topic. That helps me to understand how to react in front of a circumstance of discrimination]. [sic]

*(Interview, Student Ag)*

Based on the interviews, students revealed that the artifacts they worked on were interesting because they could know their partners' opinion about certain topics. Parra and Fonseca (2010) stated that:

Cooperative learning demands certain abilities, characters and values that students need to cooperate inside a group. In that sense, students could explore not only their abilities and

preferences but also learn about each other's attitudes and aptitudes in order to negotiate what to do in a specific task and how to effectively complete it. (p. 48)

In this sense, giving students the opportunity to share their opinions helps them to be more cooperative with their classmates. Since, they also helped them to figure out their ways of thinking and how they can apply that knowledge in different situations.

**Feeling good while working on my worksheets.** Meanwhile, I was conducting this research study, I realized that students' feelings are key to understand the readings and enjoy the activities. In this aspect, materials development is noteworthy to involve students' feelings and motivation while reading long readings. Núñez (2009) established that "learning materials should keep a balance among students' language learning and affective needs, interests, expectations and the institutional policies. They must also foster pair and group work to enhance motivation and self-esteem in students, and reduce anxiety and prejudice" (178). It implies that materials are sources for integrating students' language comprehension, classroom needs and interaction.

Nevertheless, students found that dealing with long readings sometimes represented a challenging issue. As a result, they felt unmotivated at the beginning as it is shown in the following example of the self-assessment analysis.

**8. Highlight the best option for you.**

a. How do you react when a beggar (person who lives in the street) get closer to you?

You get apart

You give him/her money

You run as fast as possible

b. Do you agree with the following statement? "If parents are poor, their children will be poor"

Yes

No

Why?

\_\_\_\_\_

\_\_\_\_\_

c. Have you ever been discriminate for your social strata?

Yes

No

If yes, when? And where?

\_\_\_\_\_

\_\_\_\_\_

d. Do you think that social strata have the same characteristics around the world?

Why?

\_\_\_\_\_

\_\_\_\_\_

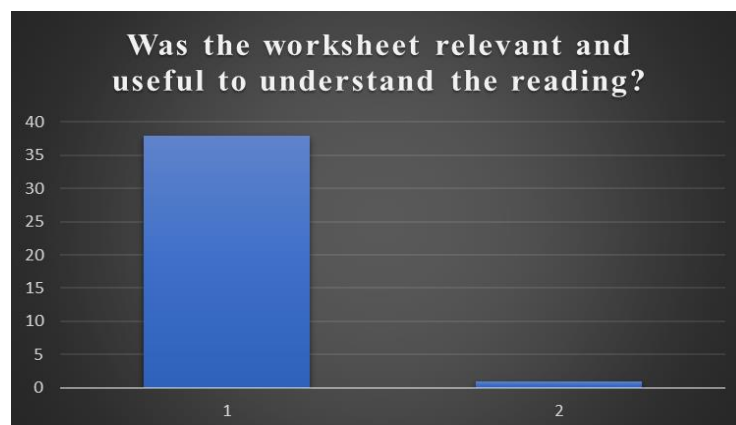
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Figure 6. (worksheet 4, social class)*

In the previous activity, students must place themselves in situations that are present in their context. Then, choose a reaction they would have basing it on the knowledge they acquire in the reading. This kind of activities are useful to make them conscious about their thoughts and reactions toward daily situations. To be sure about students' comprehension, on the self-assessment they answered if the worksheets were useful to understand the reading. Their answers were the following, being 1 as yes and 2 as no:



***Figure 7. (Bar chart 3, worksheet relevance, self-assessment analysis)***

Giving problematic situations to students helps them to place in hypothetical situations that allow them to make decisions from things they have learned through the reading. [sic]

***(Field notes, worksheet 2)***

they are doing bad faces maybe because they have lack of knowledge; Gy looks comfortable with the topic; Ag is trying to understand, but it seems that she didn't so she made a bad face, although it could be that she is not understanding or she is not interested on the topic; J. is enjoying the song, he is reading and trying to understand the question. He made a relation with something that he knew previously. [sic]

***(Field notes, worksheet 4)***

During class observations, it was noticeable that when students were challenged, they were able to make decisions towards language use and interaction with the materials. According to Ryan (as cited in Arizmendi, Scholes & López):

teachers go through four emotional stages: fantasy, survival, mastery, and impact. The first two stages concern novice teachers... In the “survival” stage, novice teachers fight for their professional concept of self when discipline and management problems are present. Novice teachers look for a sense of worth. (p.36)

Based on this, pre-service student-teachers must seek for different emotional stages. After developing the activities, they feel part, not only of the class, but also of their real context while they create relations with their academic lives.

As noticed on field notes instrument, when a student is not interested or motivated to read long readings, it is more difficult to encourage him/her to work on the artifacts. According to Ruiz de Guerrero and Arias (2009) “Reading materials selected for extensive reading programs

should address students' needs, tastes and interests to energize and motivate them to read the books" (p. 83) When students were engaged in class work, they showed more interest on the topics and discussions made in class.

*Student:* [reading in class in nicer and easier to make the worksheet. Done! ]

*Teacher:* [while you were doing the worksheets, was there a moment where you said, no! this is so boring? Or were there more boring activities than the others? ]

*Student:* [well, yes. There were activities that were more.. I don't know... they were more engaging than the others.] [*sic*]

*(Interview, Student Ag)*

*Teacher:*[ what did you enjoy the most?]

*Student:* [mmm, for example, when we had to write the end of the story, like making up or changing, I really like that activity:] [*sic*]

*(Informal Interview, Student An)*

As the quotes from the interview show, students recognized that their engagement towards the activities was affected depending on the kind of activities that they liked. Lopez (2016) explained that "engagement has been a topic of interest for many academic experts and for the educational field. Educators know that engagement plays an important role in the learning process" (p.97). Indeed, engagement is important to deal with any activity, this means, to giving students the opportunity to create, improves language learning and communication.

Bearing this in mind, once students feel comfortable with their readings and their learning process, it helps them to understand better the readings affecting motivation in a positive way. This relation brings the second category how reading helps to connect to a new world.

**Reading is a way to connect people.** As one of the concerns of this research study is reading comprehension on extensive readings, the second category is related to read extensive readings and its relevance in students' feelings and contexts.

According to González, Aponte and Cuervo (2010)

The linking of predicting with imagery, transfer, inference and problem solving did enhance students' reading comprehension and their motivation toward applying such strategies. Further, such strategies encourage students to remain interested and engaged in the reading process. (p. 102)

Accordingly, placing students on situations where they have to solve problems encouraged them to read more about the topic. Regarding this process, I designed the worksheets based on four main aspects: pre, while, post reading and self-assessment. In his regard, "Good teacher-made materials are... relevant and personalized, answering the needs of the learners in a way no other materials can" (Ur, 1996, p. 191); contextualized materials demand "appropriateness and relevance of materials within the context of learning a language" (p. 10).

Hence, while student approached reading comprehension through the worksheets, they were able to notice the significance that activities, content and interaction had when reaching

Literacy	Reading	• Did you like the reading?		
		• Did you feel comfortable while reading?		
		• Did you find useful the reading?		
	Reading comprehension	• Was the text easy to follow?		
		• Was the pre-reading, the while reading and the post-reading activities helpful?		
		• Was the vocabulary easy to understand?		
	Extensive reading	• Was the text longer than a page?		
		• Did you enjoy long readings?		
		• Do you feel you learn something new through this reading?		

**Figure 8. Analysis**

understanding. Furthermore, I observed that students perceived the worksheets as useful and relevant, since they took them as an instrument to understand long readings. Moreover, through the artifacts students made relations between their contexts and the extensive reading's content. This category is shaped by three sub-categories like *A way to express students' feelings toward*

*reading experiences, my connection with the reading and how I show it and the relationship between before, while and after reading stages in my reading comprehension*

**Students' expressing their feelings through reading experiences.** Hence, keeping interest and easiness while reading is essential to students' language understanding. In words of Heinle and Heinle (2001) "motivation is another key to successful reading, one that is typically ignored in discussions of reading instruction" (p. 199). Considering these words, for successful reading experiences, it is important students' motivation during the whole reading process.

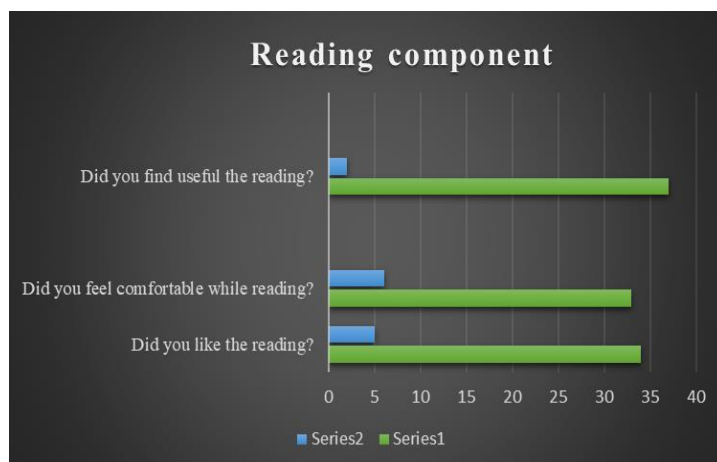
On the following activity, in one worksheet, students must underline the best answer for them. As a result, they have to take into account the reading and then think about their feelings while doing the reading.

**7. Underline the answer that for you is the correct one.**

- a. Set a stable racial differences helps to
  - Differeantiate people.
  - Discriminate people.
  - Classify according their characteristics.
- b. Institutional racism may
  - Dissappear.
  - Increase prejudice.
  - Take for granted differences.
- c. According to the reading, language establishes a relations of
  - Power.
  - Love.
  - Politics.
- d. Racism came from this time of the history
  - Modernism.
  - Baroque.
  - Colonialism.
- e. Where is more common to see racism?
  - Parties.
  - Restaurants.
  - Parks.
- f. Have ever you suffered racism? If yes, when? and where?
  - No.
  - Yes.
  - When? Where?
- g. If you are facing a racism situation, how would you face it?
  - You fight with them.
  - You don't pay attention.
  - You call the authorities.
- h. Would you have a romactic relationship with a person who has different race than yours?
  - Yes.
  - No.
  - Why?

After finishing the activity, they should answer the self-assessment. The results from that assessment was the following:





**Figure 9. (Bar chart 4, reading component, self-assessment analysis)**

As seen above, most of the students like and feel comfortable with the readings because they thought they were useful and easy to follow when they were divided in pre, while and post reading activities as this helped them to understand the readings and to learn cultural concepts.

In general, students liked the readings and the topics because they were nice and interesting.

However, it is important to consider how students' reading habits affect reading understanding.

Economic factors, time schedules and others, influence the way students face tasks related to academic readings.

They feel nervous about reading out loud; Some students didn't read the whole text; Jk, An and A looked to the reading before class, one student doesn't even have the copies. [sic]

**(Field notes, worksheet 1)**

A and Jg said that they didn't have time for doing the reading while the rest of the class said that they did it incomplete; I realized that most of them just read the first parts of the reading (2-6 pages) [sic]

**(Field notes, worksheet 2)**

Jk is confused by the story. The way the text is written confused them. [sic]

**(Field notes, worksheet 5)**

Afterward, on the interviews, they also expressed their opinion about the readings, as it is seen on the following examples:

*Teacher:* [ok, did you like the readings used in class] [sic]

*Student:* [yes, I like it a lot, the one that was about a couple story, about that crazy girl, but it left me ... I don't know, I wanted a different ending but in general the readings were nice, interesting and I learn a lot from the readings] [sic]

*(Informal Interview, Student Ag)*

*Teacher:* [tell me about your reading strategies, how do you read? How do you deal with reading at home? How is your place to do homework] [sic]

*Student:* [it depends on the time, I read in the bus or in the house, now that is a custome while listening to music. I mean, I read while listening to music, but if I am reading and there is another noise, I cannot concentrate] [sic]

*(Informal Interview, Student Jc)*

Respectively, we can see that reading generates feelings on students. Kim (2016)

explained that” the factors that participants mentioned as affecting a good performance in English included a lack of motivation, interest, effort, and commitment; plus, not having enough time to study and absenteeism” (p. 83). It is worth to mention that despite difficulties, students were highly committed with their tasks, and this can be reflected on the results. Thus, motivation and awareness are affected by the perceptions students have of their own reading performance influencing their reading comprehension process.

**Read, understand and express.** One of the ways to assess students’ reading comprehension is how they deal with extensive readings. Kulaç and Walters (2016) stated that “the students’ perceptions of reading in their native language have an impact on their emotional responses to reading in a second or foreign language” (p. 492). Before talking about how students showed that they were understanding the readings, it is important to mention that students’ reading experiences in their first language influences how they perceive readings on their foreign

language. Yukselir (2014) suggested that “teachers should be aware of the reading strategies that their students use. Using some well-established inventories of reading strategies, they should introduce their students to useful reading strategies which could increase their comprehension when reading English academic materials” (p. 72). This suggestion implies teachers’ observation to realize what the strategies students are using while reading.

This is also observed during the classes, when the reading was an academic text; students handled it with more confidence which contrast when students faced a text based on literature. As it is seen on the field notes:

she just focused on answering questions, she started looks towards and fixed her answers [*sic*]

*(Fieldnotes, worksheet 4)*

Jk is confused by the story. The way the text is written confused them. She also said that as she didn’t underline the important things, she couldn’t find the info within the text. [*sic*]

*(Fieldnotes, worksheet 5)*

This is an aspect to consider while teaching reading strategies, since for students is more complicated reading literature than academic texts.

**Teacher:** [what else did you highlight? Did you take notes?]

**Student:** [ I always highlight, maybe what I did was like marking the keywords that I don’t understand, then I look for them, then write in the back, that way I have the meaning of many words.]

**Teacher:** during the whole process, did you acquire new reading strategies? Now do you read easier, take less time? Or you just continue with the same reading process?

**Student:** well, after that we haven’t had readings, but when we have some texts from the English book, maybe yes... it is easier to find the main idea in a paragraph and then I relate to the next paragraph. [*sic*]

*(Interview – student Jc)*

Based on the excerpts shown before, reading influences students' feelings and perceptions in relation to the way they approached reading. Furthermore, when developing reading activities students face with challenging situations that affect the way they develop the activities and the strategies they need to use for reading comprehension. At this point, it is necessary to account for the role pre-reading, while reading and post-reading activities have in improving students' understanding.

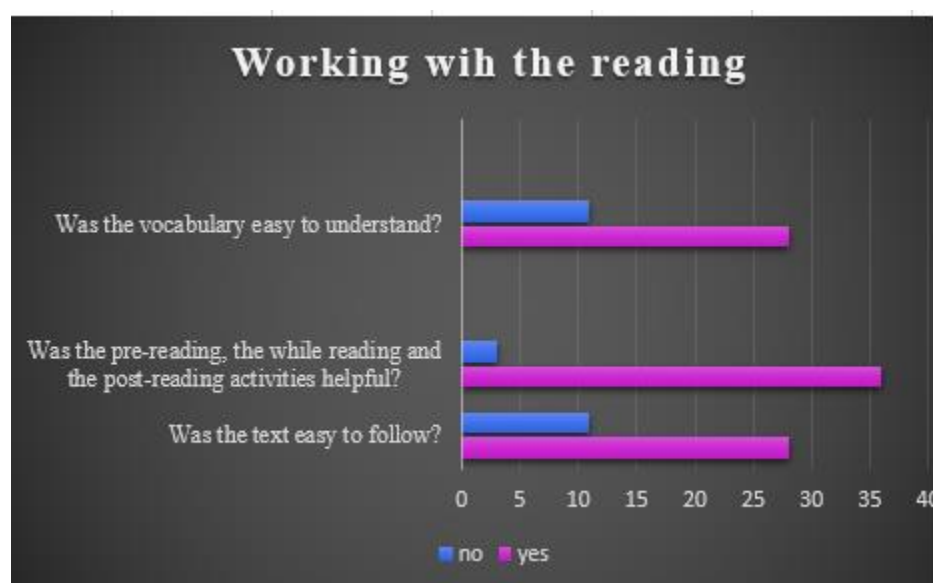
*Making connections through reading strategies.* This study considered the whole reading process (pre, while and post reading) to lead students to a logic process of comprehension. For this reason, it is relevant the relation between students, their language and their culture affects because they influenced the way they comprehend readings.

Camargo and Orbezo (2010) found that

EFL students get engaged in foreign language readings as long as the texts presented to them manage to bring to their minds past experiences filled with emotional aspects and prior knowledge since readers act upon readings on the basis of the meanings that the words have for them. (p. 68)

Consequently, when students develop reading activities they use their personal experiences as a way to construct meaning. Likewise, comprehending involves processes of interaction and discovering within a community. Regarding this, teachers have to develop and model reading strategies that involve, questioning, socializing, conceptualizing, inferring, grouping, connecting, evaluating and connecting (Ronková and Wildová, 2016). By the same line of thought, reading strategies need to be fostered and developed on different stages in well-planned classes to have a

variety of activities in a logic reading comprehension process. Indeed, the extensive reading worksheets of this study included three different stages pre, while and post reading. On these stages, students had to use different reading strategies that helped them to comprehend the text.



**Figure 10. (Bar chart 5. Pre-reading, while reading, post reading, self-assessment analysis)**

Similarly, I observed that when reading was not easy for them, they tended to look for a partner or a group to talk about the points and activities. It means that including the pre, while and post reading activities not only promote more reading comprehension but also increased peer and group work:

Maybe reading comprehension is easier when you are sharing and comparing answers; even if a reading process is a personal issue, comprehension could have two types individual and group comprehension. [sic]

**(Field notes, worksheet 3)**

Thus, I found that students' felt that pre, while and post reading activities were helpful for them to understand the context for the reading and allowing them to get a more accurate reading comprehension.

**Teacher:** do you think that pre- while and post reading activities help you to understand the reading more?

**Student:** yes, because many questions were about the topic and they also required that we go beyond the text. For example, in the last reading, we had to describe the main character, it was difficult because in the reading did not say anything about his physical appearance. [sic]

*(Informal Interview, Student La)*

Bearing in mind the results from the previous two instruments, I found similar information on the field notes, but they showed me another important factor: the relevance of students' interaction. Caviedes, Meza and Rodriguez (2016) identified "four different language learner identities that emerged in EFL pre-service teachers when working collaboratively: the overconfident learners, the empowered learners, the mediators, and the outsiders" (p. 72). This implies that students have different roles in class, and those roles are evident when reading activities are difficult for some of them.

Considering the samples shown above, including pre, while and post reading activities give students the opportunity to learn new reading strategies and to understand extensive readings. Besides, it increases peer and group work, as it is a way to find support and feedback from partners. This process helped to increase intercultural awareness, as it is seen on the next category.

**What makes us equal makes the difference.** One of the concerns in this research study was to enhance intercultural awareness through reading. Accordingly, students' attitudes and experiences towards cultural aspects influence their judgment. According to European Centre of Modern Languages (2007), "The attitudes include curiosity and openness as well as readiness to see other cultures and the speaker's own without being judgmental" (p. 9). As it was mentioned before, attitude is concerned about perceiving and thinking about the own culture and others.

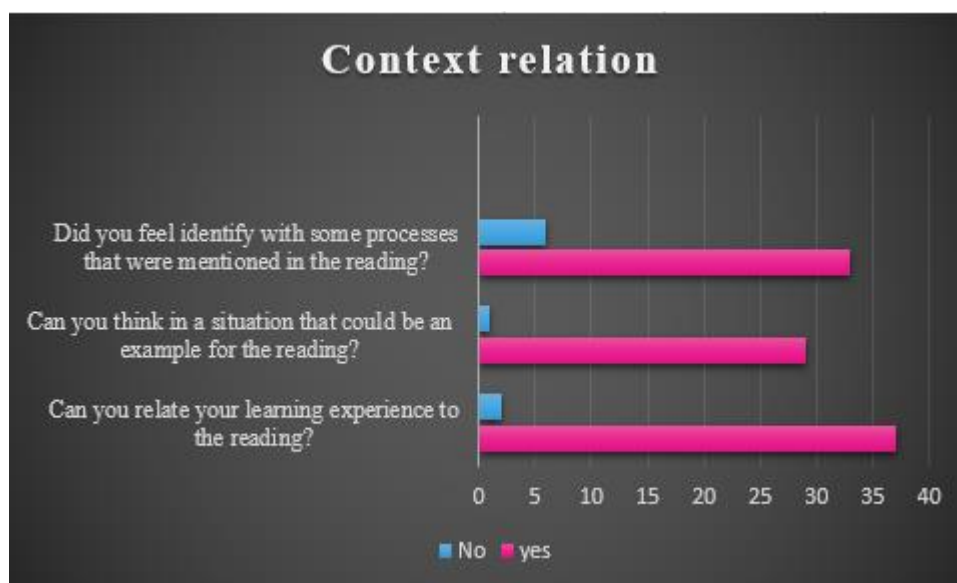
During the extensive reading worksheets, students had to answer questions about their own culture and face situational cases to propose solutions to cultural problems. As a result, they started to be curious about how those cultural concepts have been evolved and affected world history and try to change their negative attitudes whenever was the case. To induce this process, the artefacts should allow students to be in a silent period (Tomlinson,1988) where students are able to understand, inquire and answer, assume a position towards culture and set personal conclusions

Regarding this, two sub-categories are included *a Learning and communicating within a community and, (b Triggering motivation and cultural awareness*

***Learning and communicating within a community.*** Interculturality is one of the aspects that teachers are asked to consider within their classes. This aspect is relevant in classes where a foreign language is taught because language learning implies knowing that all students come from different places and cultures. Tomlinson (2003) argued that “there are superficial cultural differences between learners from different countries (and these differences need to be respected and catered for) but there are also strong universal determinants of successful language teaching and learning” (p.18). As a result, teachers need to be aware about the cultural differences among their students and understand that those differences may influence the way students learn. This study focused on cultural topics which helped students to be more aware about themselves to start thinking about others. The following illustration shows the self-assessment part where the students could evaluate their intercultural awareness process.

<b>Intercultural awareness</b>	• Can you think in a situation that could be an example for the reading?		
	• Did you feel identify with some processes that were mentioned in the reading?		
	• Can you think about the difference between your <u>color</u> of skin and others?		
	• Did the reading help you to be more conscious about yourself and your race?		
	• Do you think that the reading helps you to prevent cultural problems in the future?		

*Figure 11. (Self-assessment, reading component)*



*Figure 12. (Bar chart 6, context relation, self-assessment analysis)*

Based on the previous excerpt, it is important to say that through questioning, students had the opportunity to reflect upon cultural topics based on their personal experiences and their way of living, their context and their role as future teachers.

Hence, it is worth to mention that students answered those questions after developing all the extensive reading worksheets. This means that, students were exposed to different cultural topics where scaffolding activities helped them to improve their cultural awareness. Samples show that even when they do not have to face discrimination situation, they can reflect upon it and make decisions based on academic and personal knowledge. Besides, it also increases self-knowledge since they are more aware about where they come from, family story and the



differences with their peers. Therefore, they can express or talk about cultural topics with more confidence:

G says that is part of communication to learn about many different things; Jk says that children have long learning process as natural process; A says that there are different ways of learning and to communicate with other people; J says that heritage process and information can change thought time; L says that different kind of education carries different ways of communication. [sic]

**(Field notes, worksheet 1)**

They said that in their second language process has been funny, difficult to understand some grammar rules, interesting because they are learning different things; They also talked about things that are difficult for a foreigner to learn in Spanish like pronunciation, idiomatic expressions, grammar and phrasal verbs [sic]

**(Field notes, worksheet 2)**

Jk didn't speak until she finished her work. She enjoyed talking about race and family, she shared some personal aspect and experiences. [sic]

**(Field notes, worksheet 4)**

This factor is also important on their foreign language learning because this learning is affected by cultural perceptions and the way people interact with others:

**Teacher:** Now that we had finished the course, can you relate or are you more aware about daily lives topics? Can you realize where is a problem about racism on the street? Are you conscious observers about all the topics we worked in class? [sic]

**Student:** well, yes. Although, I do not have to face those kind of problems, I can say that now I know what is behind those problems, because I can relate it with the readings. [sic]

**Teacher:** do you think that those topics worked in class help us to be a better people?

**Student:** well, towards all the topics, I think that ok, those help me to have a strong base to deal with discrimination problems and help me to create my own argument toward those situations.

**Teacher:** if you were discriminated for being Colombians, when you leave the country would you react as if nothing happens?

**Student:** I do not know, I don't think so. As I said before, I can create my own vision about discrimination. [sic]

**(Informal interview – Student La)**

Similarly, context influences directly on students' language learning and their personal development. Thus, allowing them to develop cultural awareness triggers their will to explore more about what culture involves.

**Triggering motivation and cultural awareness.** I defined this subcategory as social classes influence on students' lives and ways of thinking. Students recognized the differences

that money brings within and its social implications. It also reflected how students had been influenced by social class. Gómez (2011) found that “There was a kind of social barrier which did not allow any process of negotiation or understanding” (p. 199). Context influence students in many aspects, one of them is socio-economical class, classroom is not the exception to deal with those differences. Most of the times, students come to class with prejudices and previous experiences; in this case, is about socio-economical differences. This creates a social barrier that need to be broken inside the classroom as a way to allow meaning negotiation and create a nice and respectful class environment.

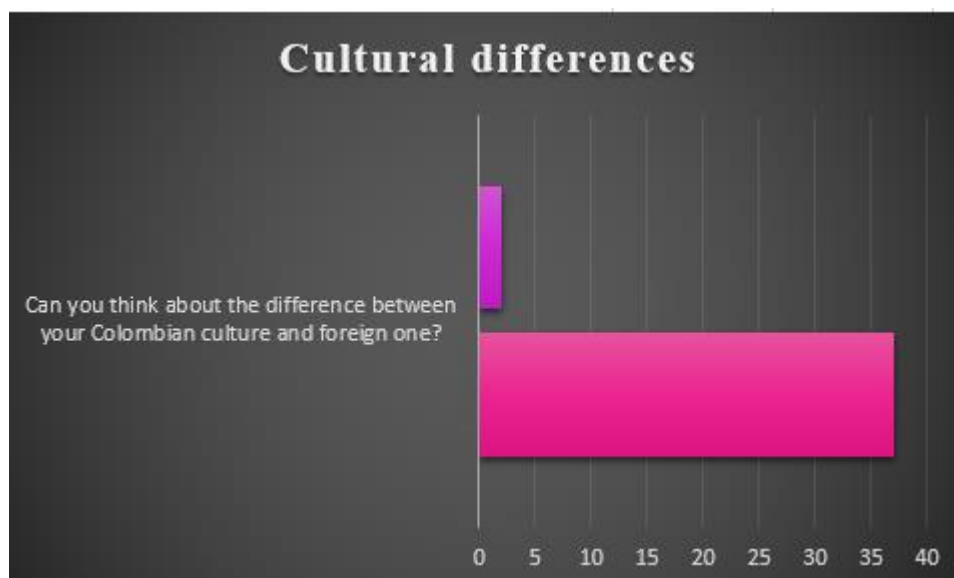
**13. Highlight the answer that describe you the best**

- a. You suffer a language barrier when...
  - You share information and make conclusions about it
  - You talk to other and they don't get your idea
  - You try to understand an idea but you can't do it
  - Other don't listen to you
- b. You can experience a language barrier with a person who speaks the same language when...
  - You don't agree on something
  - You share ideas to make one conclusion
  - You have different social strata
  - You have different ideas about certain topic
- c. You can solve a problem caused by language by
  - Getting a mediator
  - Ignoring the situation
  - Calming down and dialoguing
  - Accepting what the other says
- d. You have suffered a language barrier problem
  - At the school
  - At the university
  - In pubs
  - In your house

*Figure 13. (Worksheet N°2, Language as a barrier)*

The activity shown before helps students to think about their own cultural perceptions basing on their knowledge acquired in the readings. As a result, they start being motivated to read more about cultural concepts and think about differences among cultures. For that reason, in the

self-assessment. Students showed that there were more aware of the differences between Colombian culture and other cultures. As it is shown in the following bar chart.



*Figure 13. (Table 6, recognizing cultural differences, self-assessment analysis)*

Indeed, social factors are important in students' lives. Bearing in mind students' answers, social class represents one of the biggest differences that Colombia has according to students' perceptions. Moreover, students realized that those socio-economical differences are reflected on health and educational system.

Start talking about these topics which sometimes is controversial, it was a good way to enhance intercultural awareness. By doing this kind of discussions, students questioned themselves about the relevance of cultural differences and how those differences affected them, which in turn, let them reflect upon and propose alternatives for action. I also observed this while they were working on their artifacts.

Pre-reading: Education is also an important difference among social strata, high class tend to be more well educated than the low class. High class also are better for educated to business and languages because they really need languages to work; Perspectives and plans for the future are

different from high and middle class than with high class. [sic]

Postreading: They say that “poor” people are more thankful than the ones from high class; They were talking about the importance of being conscious of the differences among social classes because those are going to be part of their future job ow class; They criticized social strata from their experiences. [sic]

**(Field notes, worksheet 3)**

After this reflection, they started thinking about how to change our countries situation and it is reflected on the interviews as is followed shown.

**Teacher:** do you think that talking about these topics, we can change the society and being less violent? [sic]

**Student:** yes, like in little things, not like standing up and say, “you cannot do this” in front of many people, but at least, with my family, it is there where change starts. [sic]

**(Informal Interview, Student Ag)**

**Teacher:** could you relate those topics with your daily life? [sic]

**Student:** of course, because i already know more about the topics and knowing how to deal with it according to the place. [sic]

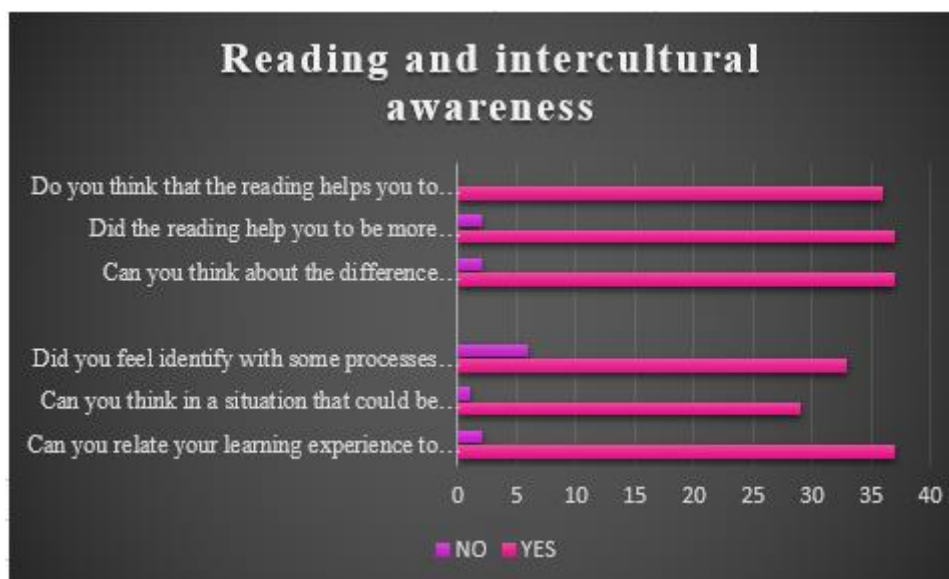
**(Informal Interview, Student Jk)**

As mentioned before, class environment is influenced by many factors; some of them are race, gender and sexual orientation.

Ter Avest (2014) suggested that:

the teacher as a host has to create a hospitable, welcoming and safe environment in classes - literally a safe space. Teachers should avoid creating a kind of sameness, an arbitrary solidarity, but instead should open to diversity. The contrasting 'colours' of all unique pupils will result in the deepening of each individual colour. (p. 203)

This statement recommends that teachers create a safe environment where diversity can be explored and assumed. This action brings respect for the difference while learning together. On the following bar chart, we can see how reading help to develop cultural issues, taken from the self-assessment.



**Figure 14.** (Bar chart, reading and intercultural awareness, self-assessment analysis)

It was also observed this kind of reflections during class. The extensive reading worksheets encouraged students to discuss about worldwide cultural-related topics that are related to their personal experiences and previous knowledge. This is shown in the following example:

Jk enjoyed talking about race and family, she shared some personal aspect and experiences; JI explained the relationship between apartheid and Nazism. [sic]

*(Fieldnotes, worksheet 3)*

Based on the worksheets' analysis and self-assessment results, students showed that through reading, they are more aware of the reasons of racism and how race and ethnicity are key concepts to understand it. In addition, they expressed that knowing these facts helps them to know how to react in front of a race discrimination problem.

**Teacher:** do you think you change your way of thinking? Why?

**Student:** yes, for example I did not know the story about racism, how, why? Where from ? and it helped to understand why some people behave wrong .[sic]

**Teacher:** the idea is to see things from other side.

**Student:** yes, it helps to see things from other perspective, it is like I already know about the topic why I should think the same before. [sic]

**(Informal interview, Student La)**

To conclude, students' reading comprehension was nurtured and promoted by considering a proper sequence to approach the activities, with meaningful and relevant content that allowed students to share their thoughts and opinions regarding cultural topics. Thus, students were able to approach reading with an appropriate sense of understanding which led to motivation and participation in the class.

## Chapter V

### Conclusions and Pedagogical Implications

This chapter presents the conclusions of the study to enhance intercultural awareness through extensive reading comprehension using own developed materials. In addition, it shows the pedagogical implication for the EFL community, for the institution where I conducted the research and for me as EFL teacher, researcher and materials developer. Finally, it presents the limitations of the study and the further research questions for possible research studies.

#### Conclusions

Considering the research question for this study: How do the development and implementation of worksheets based on extensive reading contribute to first semester student teachers' reading comprehension and the development of intercultural awareness? I present the following conclusions:

First, materials development is a significant teacher resource for innovating activities in class. Ramos and Aguirre (2014) stated that “the reasons for teachers to develop their own materials are: the connection between connection and innovation, the possibility to work on an inclusion environment, the opportunity to close the gap between school and home” (p. 137). There are several factors that imply materials development, they are relevant since they are closing many gaps between home and school, teacher and students, and it is giving the opportunity to the teacher to research. In addition, while developing materials for the EFL classroom, students are an active part of the class which help them to be aware of their learning process by considering their context, feelings, cultural aspects and learning styles.

By the same token, it is worth to say that the most significant aspect while designing materials is to consider the SLA principles. These principles benefit the artifacts because they give more chances to create some innovative activities within the classroom. Alvarez (2008) suggested “the instructional sequence identified breaks the conventional order of the triple P model: Presentation, Practice and Production” (p .43). This process is related to reading because pre-reading activities is where I presented the topic and activated students’ prior knowledge; while-reading activities were to make students practice their reading strategies; and post reading activities were to produce connections between what they read and experience. Those are processes that include exposure to language input, language practice and language use. Besides, there are another important factors like capturing students’ attention through colors, images and clear instruction to scaffold extensive readings by breaking the class in different stages that allowed them to not only to understand what they were reading but also to make connections with their contexts.

Second, when considering extensive reading comprehension, it is value to mention that students’ language level development is important. Due to this, teachers need to guide students’ reading process with the purpose of avoiding failure and promoting understanding. For this reason, it is advisable to break the reading activity into three stages pre, while and post reading, these phases allow teachers to guide their students.

Additionally, motivation to read is a key factor to work with extensive readings. Ballesteraos and Tutistar (2013) asserted that “increasing in self-directed learning, making students more responsible and autonomous of their own learning process. Besides, learners gained knowledge about how to learn, plan, and achieve outcomes (p. 49). Indeed, motivation to learn implies that teachers need to work on extrinsic motivation to influence students’ intrinsic



one. This fact means that if teacher motivates and helps students to find reasons to read, they probably read the entire texts. As well, giving a purpose to the reading and make it useful, it will motivate students to read.

Another important aspect is reading comprehension strategies. Students come to the classroom with their first language reading experiences which they usually apply in their second language. Consequently, teachers are encouraged to recognize students' reading strategies to support give support and to teach new ones.

Third, regarding intercultural awareness through reading, it is worth to mention that including own materials in the class facilitates students to reflect upon social concepts that are evident and relevant. Besides, intercultural awareness is a topic that teachers should consider while planning their classes, since students come from different places and sometimes belong to different subcultures. Accordingly, it is recommended to include activities on the worksheets that make students think about their personal experiences towards cultural concepts to foster cultural awareness as once students are conscious about their own culture, they are able to compare and understand what being part of a society means.

### **Pedagogical Implications**

This research study is a possibility for other teachers to start exploring the implications of reading in developing cultural awareness. In this sense, reading has to be taken as an essential skill to practice in the EFL classroom as through it, students activate language learning by means of comprehension and interaction. Furthermore, extensive reading worksheets can be designed to expand students' possibilities to approach content and meaning by following a conscious and sequenced process of understanding.

Regarding my teacher-researcher experience, this research study gave me the opportunity to learn different cultural aspects while designing, implementing and evaluating my own materials. As a materials developer, I learned the principles that are necessary to design materials and how instructions can affect students' performance and motivation during the class. Finally, as a researcher I learned about materials development as a field of study and reviewed some theories about reading skill and interculturality. Finally, it is important to be a researcher in the classroom because that way I can find solutions to some difficult situations I can face within the classroom.

### **Limitations**

It is worth to mention that external factors sometimes affected my research process. One factor was that I was not the course teacher and could not be with the students all the time. The second factor was the time and some extracurricular activities which did not allow me to work with them the last worksheet and I could not talk or give feedback to the students.

### **Further Research**

Based on the findings of the present study and pedagogical intervention, future studies can be addressed on the following questions: How do the development and implementation of worksheets based on extensive reading contribute to critical reading in EFL students? How do the development and implementation of worksheets enhance intercultural awareness and critical thinking; and how do the development and implementation of worksheets enhance argumentative speech to demonstrate cultural awareness?

## References

- Abraham, P. (2002). *Skilled Reading: Top-down, bottom-up*. Field Notes, 10(2); Retrieved on Nov 1, 2004 <http://www.sabes.org/sites/sabes.org/files/resources/fn102.pdf>
- Addler, N. (2008). International dimensions of organizational behavior. Eagan, MN: Thomson Higher Education.
- Alber, R. (2015) strategies for scaffolding. Retrieved from <http://www.toolsofthemind.org/philosophy/scaffolding/>
- Allen, R. (2009). The theory & practice of the materials development process for the self-access learning centre: the past, present & future. *Journal of Kanda University of International Studies*, 2. Retrieved from <https://www.kandagaigo.ac.jp/kuis/about/bulletin/en/021/pdf/010.pdf>
- Alvarez, J (2008) Instructional sequences of English language teachers: An attempt to describe them. *HOW journal*, 15 (1). Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/86/84>
- Babbitt, P. (n.d) Scaffolding: Strategies for Improving Reading Comprehension Skills. Retrieved from [http://www.phschool.com/eteach/language\\_arts/2002\\_12/essay.html](http://www.phschool.com/eteach/language_arts/2002_12/essay.html)
- Bedwell, C. (2012). A suggested writing process for in-house materials development. ELTWorldOnline.com. 4, 1-9. Retrieved from <http://blog.nus.edu.sg/eltwo/?p=3407>
- Bergaus, M. (2015). Design issues for service delivery platforms: Incorporate user experience: A grounded theory study of individual user needs. Springer.

- Boeije, H. (2010). *Analysis in qualitative research CPI Group*. U.K.: SAGE publications.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Edinburg, England: Cambridge University Press.
- Burns, A. (2010). *Doing action research in language teaching: A guide for practitioners*. New York, NY: Routledge.
- Camargo, J., & Orbegozo, J. (2010). *Exploring EFL Students' Reading Comprehension Process through Their Life Experiences and the Sight Word Strategy*. *HOW journal*, 17(1). Retrieved from <http://www.howjournalcolombia.org/index.php/how/article/view/65/64>
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, 41(5), 545-547.
- Caviedes, L., Meza, A. & Rodríguez, I (2016) Collaborative work and language learners' identities when editing academic texts. *HOW journal*, 23 (2). Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/267/376>
- Center for Teaching, Research & Learning (n.d). *Qualitative research: What is, what isn't, how it's done*. Retrieved from [www.indiana.edu/~educy520/readings/lecompte94.pdf](http://www.indiana.edu/~educy520/readings/lecompte94.pdf)
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London, U.K: England: Sage.
- Corbin, J. & Strauss, A. (2015). *Basic of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Thousand Oaks, CA: Sage

- Day, R., & Bamford, J. (1998) *Extensive reading second language classroom in the second language classroom*. Cambridge: Cambridge Language Education.
- Di Ridolfo, E. & Murillo, H. (2006). *Reading in the foreign Language Classroom: Students' perception of the interrelation among context, reading materials and themselves as readers*. Retrieved from <http://www.howjournalcolombia.org/index.php/how/article/view/109>
- Douglas, B. (2003). Assessing reading. In *Language Assessment. Principles and Classroom Practices*. Chapter 8: assessing reading. 225-245. United States of America: Pearson Education. Inc.
- Dutcher, P. (1990). *Authentic reading assessment. ERIC Digest (ED328607)*. Clearinghouse on Tests, Measurement, and Evaluation. Washington, DC: American Institutes for Research
- Fandiño, Y., Bermúdez, J., & Lugo, V. (2012). Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. *Educ. Educ.* 15, (3) 363-381.
- Fitzgerald, J., & Graves, M. (2004). Reading support for all. Association for supervision and curriculum development. Educational leadership. December 2004/January 2005. Retrieved from <http://www.lesn.appstate.edu/fryeem/RE5710/ELL/fitzgerald05.pdf>
- Flick, U. (2009). *An introduction to qualitative research fourth edition*. London: SAGE.
- Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory*. Hawthorne, NY: Aldine Publishing Company.
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston, MA: Heinle & Heinli Publishers.

- Gray (2013), *Critical Perspectives on Language Teaching Materials*. London, UK. Palgrave Macmillan.
- Harmer, J. (2005). *The Practice of English Language Teaching*. New York, MY: Pearson Longman.
- Hernández, O. & Samacá, Y. (2006). A Study of EFL Students' Interpretations of Cultural Aspects in Foreign Language Learning. *Colombian applied linguistics journal*, 8. Retrieved from <http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/171/279>
- Kim, P. (2016) Exploring students' perceptions about English learning in a public university, 25, 1. Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/385/459>
- Khodorkovsky, M. (2003) How is English Used as a Lingua Franca Today? <https://www.altalang.com/beyond-words/2013/08/19/how-is-english-used-as-a-lingua-franca-today/>
- Klein, S. (2012) Action research methods: plain and simple. New York: Palgrave Macmillan.
- Larkin, M. (2002). Using scaffolded instruction to optimize learning. Retrieved from <http://www.vtaide.com/png/ERIC/Scaffolding.htm>
- Laforest, J. (2009). Guide to organizing semi-structured interviews with a key informant. *Institut national de santé publique*. Retrieved from <http://www.google.com.co/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&ved=0CF4QFjAIahUKEwiV3fXtgpnJAhWFSiYKHf36CTU&url=http%3A%2F%2Fwww.crpspc.q>

[c.ca%2FGuide\\_entretien\\_versionWEB\\_eng.pdf&usg=AFQjCNH1q7hop9HFRsMAL6i1SdHx-dmBAA&sig2=4-ILY5r54dnJ5B3oxh9CAw](http://c.ca%2FGuide_entretien_versionWEB_eng.pdf&usg=AFQjCNH1q7hop9HFRsMAL6i1SdHx-dmBAA&sig2=4-ILY5r54dnJ5B3oxh9CAw)

Lopera, S. (2015). The design process of a reading comprehension manual. *Colombian applied linguistics journal*, 17(1). Retrieved from

<http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/5544/10401>

López, L. (2016) Just in Time Teaching: A Strategy to Encourage Students' Engagement. Vol 23

N° 2 Retrieved from

<https://www.howjournalcolombia.org/index.php/how/article/view/163/381>

Markee, N. (2001). The diffusion of innovation in language teaching. In Hall, R, D Hewings (Ed). *Innovations in English language teaching*. London: Routledge.

McLeod, S. (2010). Zone of proximal development. Retrieved

from <http://www.simplypsychology.org/Zone-of-Proximal-Development.html>

Mills, G. (2003). *Action research. A guide for the teacher researcher*. (2<sup>nd</sup> ed.). Columbus, OH:

Merril Prentice Hall.

Montijano, M. (n.d). Textbook use training in EFL teacher education. Utrecht studies in

Language & Communication, 267-266.

Núñez & Téllez (2008). Meeting students' needs. *Enletawa Journal*, 1, 65-68.

Núñez, A., & Téllez, M. (2009). ELT Materialss: the key to fostering effective teaching and learning settings. *PROFILE Issues in Teachers' Professional Development* 11, (2).

Retrieved from [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902009000200012)

[07902009000200012](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902009000200012)

Núñez, A., & Téllez, M. F. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *HOW, A Colombian Journal for Teachers of English*, 22(2), 57-74.

Núñez, A., Pineda, C., Téllez, M. (2004). Key aspects for developing your instructional materials. *PROFILE: Issues in Teachers' Professional Development*, 5. Retrieved from <https://search.proquest.com/openview/d4d6701f86d79cee1778e0c1fae0aa7f/1?pq-origsite=gscholar&cbl=2035799>

Núñez, A., Ramos, B., & Téllez, M. (2006). Reflexión en el contexto educativo: hacia la toma de decisiones en el aula. *Revista de Contaduría Pública @puntos Cont@bles*, 11, 111-115.

Núñez, A., Téllez, M., & Castellanos, J. (2013). *Proposal for the Research Line Materials Development and Didactics Ascribed to the Research Group: Critical Pedagogy and Didactics for Social Transformation* (unpublished manuscript). School of Education, Universidad Exterando de Colombia, Bogotá, Colombia.

Núñez, A., Téllez, M., & Castellanos, J. (2017). Materials development for teachers' professional growth. In A. Núñez, M. Téllez, & J. Castellanos (Eds.), *Materials for the learning of English and teachers' professional growth* (pp. 19-68). Bogotá: Departamento de Publicaciones Universidad Externado de Colombia.

Núñez, A., Téllez, M., Castellanos, J., & Ramos, B. (2009). *A practical materials development guide for EFL pre-service, novice, and in-service teachers*. Bogotá, Colombia: Universidad Externado de Colombia.



Parra, J., & Fonseca, D. (2010) How Public High School Students Assume Cooperative Roles to Develop Their EFL Speaking Skills. Vol 17 N°1 retrieved from

<https://www.howjournalcolombia.org/index.php/how/article/view/64/63>

Perfetti, C., & Adolf, S. (2012). *Reading Comprehension: A Conceptual Framework from Word Meaning to Text Meaning*. Retrieved from

[https://www.academia.edu/2689424/Reading\\_comprehension\\_A\\_conceptual\\_framework\\_from\\_word\\_meaning\\_to\\_text\\_meaning](https://www.academia.edu/2689424/Reading_comprehension_A_conceptual_framework_from_word_meaning_to_text_meaning)

Pineda, C., Núñez, A., & Téllez, M. (2004). Unidades Didácticas Relacionadas con Pensamiento Crítico: Una Alternativa para Fomentar la Competencia Lingüística en Lengua Extranjera. *Revista de Contaduría Pública @puntas Cont@bles* (5) 65-78.

Primary English Community. (n.d). What is scaffolding. retrieved from

<https://sites.google.com/site/englishforclilteachers/learning-strategies/scaffolding>

Ramos, B., & Aguirre, J. (2014). Materials development in the Colombian context: some considerations about its benefits and challenges. In *HOW*, 21(2), 134-150.

Ramos, B. (2013). Towards the development of intercultural competence skills: A Pedagogical Experience with Pre-service Teachers. In *HOW*, 20(1). Retrieved from

<http://howjournalcolombia.org/index.php/how/article/view/31/31>

Richards, J. (2005). Materials development and research- making the connection. *TESOL convention*. Retrieved from <http://www.professorjackrichards.com/wp-content/uploads/materials-development-making-connection.pdf>

Richards, K. (2003). *Qualitative inquiry in TESOL*. New York, NY: Palgrave Macmilliam.

Rico, C (2005). Searching for coherence in language teaching: the issue of teaching competences. *Colombian Applied Linguistics Journal*, 7, 95-107.

Ruiz de Guerrero, N. & Arias, G. (2009). Reading beyond the Classroom: The Effects of Extensive Reading. USTA, Tunja. 16(1) Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/77/76>

Sarmiento, M. (2010). A guided reading of images: A strategy to develop critical thinking and communicative skill. *Colombian. Applied. Linguistics Journal*, 12, (2). Retrieved from <http://www.scielo.org.co/pdf/calj/v12n2/v12n2a06.pdf>

Strauss, A. L., & Corbin, J. M. (1990). *Basics of qualitative research*. Retrieved from <http://www.li.suu.edu/library/circulation/Stein/Comm%206020ksStraussCorbinBasicsQualitativeFall07.pdf>

Suleiman, H. (2005). Teaching reading comprehension to ESL/EFL learner. *The Reading Matrix*, 5 (2). Available at [https://scholar.google.com.co/scholar?hl=es&as\\_sdt=0%2C5&as\\_vis=1&q=Teaching+Reading+Comprehension+to+Esl%2FEfl+Learner&btnG=](https://scholar.google.com.co/scholar?hl=es&as_sdt=0%2C5&as_vis=1&q=Teaching+Reading+Comprehension+to+Esl%2FEfl+Learner&btnG=)

Tello, L. (2009). *Researching the Development of Pragmatic Competence in English as a Foreign Language*. (Unpublished Master's dissertation). Editorial Universidad Nacional de Colombia, Bogotá.

Tomlinson, B. (1998). *Materials development in language teaching* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.

Tomlinson, B (2003). *Development materials for language teaching*. Retrieved from

[https://books.google.com.co/books?hl=es&lr=&id=qNlzFdoD380C&oi=fnd&pg=PR8&dq=materialss+development+in+language+teaching&ots=8Lj6qZRZPW&sig=kQa4\\_UgQZeEcr3-KAiSBrJa4vX8#v=onepage&q=materialss%20development%20in%20language%20teaching&f=false](https://books.google.com.co/books?hl=es&lr=&id=qNlzFdoD380C&oi=fnd&pg=PR8&dq=materialss+development+in+language+teaching&ots=8Lj6qZRZPW&sig=kQa4_UgQZeEcr3-KAiSBrJa4vX8#v=onepage&q=materialss%20development%20in%20language%20teaching&f=false)

Tomlinson, B. (2012). State-of-the-art article materials development for language learning and teaching. Cambridge University Press. Retrieved from <http://journals.cambridge.org/> 143-179

Ur, P. (1996). *A course in language reaching. Practice and theory*. Great Britain: Cambridge University Press.

Zhang, X. (2011). On Interpreters' Intercultural Awareness. *World Journal of English Language*, 1, (1). Retrieved from <http://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Fwww.sciedu.ca%2Fjournal%2Findex.php%2Fwjel%2Farticle%2Fdownload%2F201%2F91&ei=kYk9VfqUGPC0sAShzoCwBQ&usg=AFQjCNffSNzw7ItN NHBHkOMBouZCIISk1w&bvm=bv.91665533,d.cWc>

Zhu, H. (2011). From Intercultural Awareness to Intercultural Empathy. *English Language Teaching*, 4, (1). Retrieved from <http://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fwww.ccsenet.org%2Fjournal%2Findex.php%2Felt%2Farticle%2F>

[viewFile%2F9671%2F6919&ei=Kok9VYKGDPSIsQSI5oGwBw&usg=AFQjCNGFddPIE  
G6-o6SxwqcObucvs8q\\_vw&bvm=bv.91665533,d.cWc](#)

## Appendixes

### *Appendix A: Consent Form*

UNICA-Institución Universitaria Colombo Americana

#### CONSENT FORM

Dear Student,

I would like to ask you to participate in an action research called "*extensive content reading to scaffold reading comprehension and intercultural awareness*". The objective of this study to observe and analyse the scaffolding process in extensive reading to improve reading comprehension and enhance intercultural awareness. The data gather in this study will be used for academic purposes. It is worth to mention that your participation will be anonymous and confidential.

Your participation will not affect your grades and it will not interfere in your classes.

Thanks for your attention

**Teacher Researcher**  
**Derly Meliza Céspedes R**

#### AUTHORIZATION

By using an X, I authorize that the information collected in

Class work \_\_\_ recordings \_\_\_ pictures \_\_\_ worksheets \_\_\_ assessments \_\_\_ surveys \_\_\_  
interviews \_\_\_

I am conscious that I know and understand the use of the information given by me, based on social studies issues.

Manifiesto que conozco y comprendo el uso que se dará a la información por mí suministrada, con base en los principios éticos propios de las Ciencias Sociales.

I know that if I do not want to continue in the process, I am free to leave. In addition, I have had the opportunity to ask about the purposes of the information given during the research process. Therefore, I know that I have the support of the researcher, if I have questions about my participation.

I have perfectly read and understand all aspects mentioned before. Besides, I fill the blanks before I signed and I am able to express my consent

**FULL NAME:** \_\_\_\_\_

**I.D NUMBER:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**Appendix B****Field Notes Form**

**Field-Notes**

This matrix is designed to collect data about the effectiveness of scaffolding extensive reading to improve reading comprehension and enhance intercultural awareness. The degree of participation is participant observer which is the one who engages in the activities, observes students' activities and physical aspects that can affect the process of the research

Date:                      Worksheet N                      Topic:

Time	Activities
<u>Pre reading</u>	
During-reading	
Post -reading	

***Appendix C:***  
**Informal interview**

The following interview is for gathering data in an action research about how to enhance reading comprehension and intercultural awareness through scaffolding extensive reading.

Good Morning!

My name is Derly Meliza Cespedes R, I am a student of a master degree on education at Universidad Externado de Colombia. For my research, interview is one of the instruments to gather data. For this reason, during the interview I would like to discuss about some topics that we were working through the semester in the subject language culture and Identity, regarding the worksheets and the extensive reading you had to face during this time.

Personal information.

What is your name?

How old are you?

Where do you live?

Where is your family come from?

Why did you choose this career?

What do you think is the reason to take language, culture and identity class?

Materials development.

Did you like the worksheets worked during this class? Why?

Were the worksheets useful for you to understand the readings? Why?

Did you enjoy working in the worksheets during the class? Why?

What did you like the most about the worksheets? Why?

What did you enjoy the less about the worksheets? Why?

What would you add to the worksheets? Why?

Do you think that these kind of activities help you to have better learning experiences?

Do the worksheets help you to improve your English?

Literacy

Did you like the readings for this class? Why?

What strategies did you start to apply while reading?

What did you do the first time you face a long reading for this class?

Have you changed the way you read or you prepare a reading for any class?

Did you read all the texts for this class? Why?

How many pages did you read before class?

Is It easier now to read those long readings and why?

What reading strategies did you learn in this class? Are they similar to the ones you have in Spanish?



Do you feel that your reading comprehension is better now? Why?

What do you think about the readings?

Tell me about the process you do while reading in English?

Scaffolding

Did you feel supported during the reading activities? Why?

Did you feel supported by your peers while doing the readings and their activities? Why?

Do you think that breaking into parts the reading as it was done in the worksheet help you to understand better? Why?

Intercultural awareness

Why is it important to take this class?

Can you relate the topics we worked in class with your real life? How?

Do you think that knowledge you acquire in this class help you to be a better person? How?

Would you react in the same way as before, if you have to face any kind of discrimination?

Have you ever been discriminated for the way you are? When and how?

Do you feel that the topics work on this class change your thought about certain things?

Why is important to know about those topics?

Do you think that being aware about the differences help us to be better persons? Why?

Other questions

Do you think that the worksheets help you to understand the long readings and at the same time learn cultural things?

Do you feel that you are more aware of cultural differences thanks to the readings and the worksheets?