

CLIL AND STRATEGIES FOR READING COMPREHENSION

CLIL and Reading Strategies Worksheets to Foster Reading Comprehension

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Abstract

This action research focuses on the impact of the design and implementation of worksheets based on Content and Language Integrated Learning approach (CLIL) on the reading comprehension process of nursing and physical therapy students at Manuela Beltran university. This study is underlined by three specific constructs: Materials development, CLIL and Reading (reading strategies and reading comprehension). This study was conducted with second semester students from the Physical Therapy and Nursing programs. Six worksheets based on CLIL and five reading strategies (predicting, connecting, making inferences, self-questioning and summarizing) were developed and implemented to foster the students' reading comprehension. The data collection instruments were students' artifacts, field notes and focus group interview. The findings revealed that the use and awareness of reading strategies facilitated the students' reading comprehension process. Besides, it was concluded that designing materials based on topics related to physical therapy and nursing had a positive impact on the students since they not only improved their English level, but also increased their knowledge of their professional field, which is closely related to CLIL.

Keywords: materials development, worksheets, reading strategies, reading comprehension and CLIL

Resumen

Esta investigación acción se centra en el impacto que tuvo el diseño y la implementación de talleres basados en el enfoque de aprendizaje integrado de contenidos en lenguas extranjeras y la instrucción de estrategias de lectura para fomentar la comprensión de lectura en estudiantes principiantes en la universidad Manuela Beltrán. Este estudio está basado en tres constructos: diseño de materiales, enfoque de aprendizaje integrado de contenidos en lenguas extranjeras (CLIL) y lectura (estrategias de lectura y comprensión de lectura). La implementación se llevó a cabo con los estudiantes de segundo semestre de los programas de fisioterapia y enfermería. Se desarrollaron seis talleres con base en el enfoque CLIL y cinco estrategias de lectura predecir, conectar, hacer inferencias, responder preguntas y resumir. La recolección de datos se llevó a cabo por medio de tres instrumentos: artefactos de los estudiantes, diarios de campo y entrevista de los grupos focales. Los hallazgos revelaron que el uso de estrategias de lectura facilitó el proceso de comprensión de lectura de los estudiantes. Además, se concluyó que el diseño de materiales basados en temas relacionados con terapia fisioterapia y enfermería tuvo un impacto positivo en los estudiantes ya que no solo mejoraron su nivel de inglés, sino que también ampliaron su conocimiento sobre su campo profesional, lo cual está directamente relacionado con el enfoque CLIL.

Palabras clave: diseño de materiales, estrategias de lectura, comprensión de lectura y enfoque de aprendizaje integrado de contenidos y lenguas extranjeras.

Resumen Analítico en Educación (RAE)

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Description

This action research study aimed at exploring the impact of six worksheets based on CLIL and reading strategies to foster reading comprehension. The type of study is an action research in which the grounded approach was used to conduct data analysis: the instruments used to collect data were students' artifacts, field notes, focus group interviews. The theoretical constructs underpinning this study were materials development, CLIL and reading (reading strategies and reading comprehension). The most relevant scholars consulted in the field of Materials Development were Núñez and Téllez (2009), Núñez, Téllez and Castellanos (2013), Tomlinson (2012). Regarding CLIL, Marsh, (2000), Cummis (2008), Coyle (2005) y Dobson (2005). Concerning Reading the following authors were consulted Godman (1996), Mikulecky (2005), Eskey (1988) y Smith (2003) It can be concluded that, the design and implementation of materials based on CLIL and reading strategies impacted in a positive way students' reading comprehension.

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Content

This research study comprises five chapters. The first one states the research problem, the statement of the problem, the research question, the general and specific objectives, related studies, setting and rationale. The second chapter contains the literature review, and theoretical constructs. The third chapter addresses the methodological design, research design, methodological approach, type of study, data gathering instruments, instructional design, the pedagogical intervention, the methodological approach, and instructional stages. The fourth chapter focuses on the data analysis procedure, research categories and subcategories. The fifth chapter reveals the conclusions, pedagogical implications, limitations and questions for further research.

Methodology

The present study is based on the qualitative research approach because it contributes a better understanding of the world around to identify specific problematic situations and comprehend how these specific groups react in different situations. In this regard scholars such as Ryan and Bernard (2000) explain that qualitative research “is a planned action and the main purpose is to understand and transform a specific environment and human behaviors in small groups in their everyday lives” (p.4). The type of study chosen was action research in which Donato (2003) argued that “action research is conducted by teachers and for teachers. It is small scale, contextualized, localized, and aimed at discovering, developing, or monitoring changes to practice” (p.140). The instructional design included a pedagogical intervention in which contextualized didactic material was designed, developed and implemented.

Data was collected by means of students’ artifacts, field notes, and focus group interview. The goals for the study were to create a material that engages students to improve their reading comprehension skills. Besides, to make students aware of reading strategies cycle that facilitate their comprehension process and helped them learn and use vocabulary related to physical therapy and nursing field.

Conclusions

Concerning the research question, it is possible to conclude that the design and implementation of materials in the shape of six worksheets based on CLIL and reading strategies, impacted in a positive way and improved students’ reading comprehension. As stated by Núñez and Tellez (2015) affirmed that the process of developing materials implies a number of features such as reflection, affection and motivation among others to have impact on students’ learning process. As a result, students became increasingly engaged in reading as the materials proved the reading strategies cycle and developing vocabulary related to their academic program. Students increased their tools (reading strategies) to understand a text so that this intervention had a positive impact on students’ learning process.

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Introduction

The reading skill is paramount for language learners because it aids them to broaden their lexicon, reinforce grammatical structures, and become more critical. However, this skill might be one of the most challenging for students since it requires knowing a wide range of vocabulary, identifying general and specific ideas, inferring implicit messages, establishing relationships, following instructions, among others. In this sense, the present study aims at helping nursing and physical therapy students from Manuela Beltran University improve their reading comprehension through the instruction of reading strategies based on specific content related to health. The implementation was carried out during six sessions in which the students did not have the normal English classes but worked on the CLIL worksheets that I designed.

This research study embraces five chapters: the first one presents the research problem. The second chapter explores literature concerning the constructs of this inquiry: materials development, CLIL, and reading (reading comprehension and reading strategies). The third chapter deals with the methodological design, the research design, the research approach, type of study, data gathering instruments, the instructional design and the methodological approach. The fourth chapter covers the data analysis and the emergent categories and subcategories. Finally, the fifth chapter presents the research findings, the conclusions and the pedagogical implications.

Chapter I

Research Problem

Statement of the Problem

Low reading levels have become one of the most common issues in the English classes since students are not used to practicing this skill. Besides, the learners lack of adequate strategies that allow them to comprehend the texts, which affects their performance even in their mother tongue.

Nowadays, it is mandatory that university students achieve certain levels of English based on international standards so that they can receive their degree. Ministerio de Educación Nacional defines and socializes standards for all education levels. Regarding foreign language learning, there are basic standards and competences that may contribute to Colombian students to be prepared to face our globalized world. The students at Manuela Beltran university must show acquisition of certain competences and standards not only in the English class but in all the subjects they take. Also, they are required to attend English classes and demonstrate a good proficiency by means of an institutional test. The participants of this study have shown difficulties in the reading skill as they do not understand the texts. After observing the learners while answering the exams and administering a needs analysis survey (see appendix A), it was identified that the reading part was the last section that the students answered. This might be so because, for the learners, the reading exam was more difficult than the others, and they did not know enough vocabulary.

In this sense, one of the main objectives of this research is to foster the students' reading comprehension through specific instruction on reading strategies. To do so, it was

necessary to create suitable materials that supported this process because most of the learners consider that the ones they use in class are boring and monotonous. These materials did not include appropriate activities centered on the students' needs due to the lack of time investment, money, and support from the educational authorities. Given that the university does not have any specific textbook to work in class, each teacher had to look for their own materials, which in most of the cases were focused on grammar. Moreover, there was not any precise methodology or parameter to teach the topics; thus, the students did not perceive any continuity in their learning process.

The aspects mentioned above shed light on the importance of implementing teaching resources taking into account the setting and the learners' characteristics. Therefore, this study is focused on the design and adaptation of materials based on specific health content so that students find a close relationship between the foreign language and the career they are studying. It is expected that the materials' design, content, colors, approach, and context call the students' attention and have a positive impact on their learning process.

Due to the fact that this intervention not only focuses on the cognitive and communicative factors, but also on the social one, I took into account the principle of "justice, equity and inclusion" (Núñez, Téllez & Castellanos, 2013, p. 6). These principles were reflected in different ways in this intervention. First, designing materials made me become agent of change because I could fulfill specific students and context 'needs. Besides, the development of materials helped me to reflect and improve my practices in the classroom. Finally, this implementation included students' opinions and its purpose was to encourage them in the process by meeting their interests, needs and expectations as well as the institutional orientation. Considering that the approach implemented by the university is

happy learning approach which is based on learning in a nice, friendly and meaningful environment. According to Kumaravadivelu (2006), these principles focus on evaluating technical classroom procedures to provide a critical assessment of them according to the context. In consequence, the materials implemented respond to some specific particularities of the context and promote social competences such as team work, cultural awareness, cooperative learning, responsibility, among others. By working on these principles, this implementation may promote not only the cognitive and academic development, but also the students' interaction, which involves appreciating the other's perspectives. Moreover, in this study, language is conceived as a way to explore the social construction of knowledge and the ideological processes involved in the reading of texts.

In line with this point of view, Freire (1968), education "seeks to transform the society to rehumanize both the oppressed and their oppressors" (p.178). This evinces the role of the teacher as a public intellectual and historical thinker. Teachers are one of the most important intellectual resources of a nation. They can use their power to foster learning skills, promote historical awareness, and reinforce values and knowledge in students, thereby preparing young people for productive citizenship. To this respect, Byram (2012) mentioned that cultural and language awareness might be conceptualized so that they have an impact on language education (p.3). Thus, learning a language- in this case English- might contribute to transforming the society.

Research Question

How do the design and implementation of worksheets based on CLIL and reading strategies foster the reading comprehension in beginner students at Manuela Beltran University?

Research Objectives

General objective: To analyze the development of reading comprehension through six worksheets based on CLIL and reading strategies in beginner students at Manuela Beltran University.

Specific objectives: (a) To assess the usefulness and suitability of worksheets based on CLIL and reading strategies on students' reading comprehension; (b) To implement reading strategies that contribute to students' reading comprehension; (c) To identify the effectiveness of combining CLIL approach and reading strategies to foster the reading comprehension.

Related Studies

In the following lines, I will describe six studies that are related to my research in terms of materials development, CLIL, and reading strategies. These studies were relevant to me because they provided valuable information concerning the aspects that I need to take into account to conduct this research.

Regarding materials and CLIL, Taghavi (2018) conducted a study to determine whether authentic and non-authentic reading materials could enhance Iranian EFL learners' reading comprehension. To do so, 46 language learners were randomly selected at Shokoh English Language Institute in Rasht, Iran. A quick placement test was applied to homogenize the participants, who were divided into an experimental and a control group. The groups experienced identical conditions during the study except for their exposure to authentic reading materials. After administering the pretest, the participants in the experimental group worked only with authentic resources. Then, after eight sessions, both groups answered a posttest to ascertain the influence of authentic reading materials

(independent variable) on the participants' reading comprehension skill (dependent variable). The results indicate that the reading comprehension improvement was significantly greater in the experimental group than in the control one. This research made me reflect upon the importance of implementing authentic and non-authentic materials based on the students' characteristics to foster the reading comprehension.

By the same token, Dewi (2017) carried out a quantitative research in which he used a static group comparison design to find out whether there is a statistically significant difference between the contribution of authentic and non-authentic materials to the students' reading comprehension. The participants of this study were first-grade students from SMA Kosgoro, Bandar Sribhawono; and the instruments used for data-gathering were reading tests. The results showed that there was a substantial difference between the two types of materials. The learners who used authentic materials had better reading outcomes than those who only worked with non-authentic ones. The result of the study also showed that the use of authentic and non-authentic materials can improve students' reading achievement in all aspects of reading comprehension. Besides, it was concluded that appealing materials play a vital role in encouraging students to participate in class. Therefore, this study was relevant for my enquiry because it demonstrates that motivating materials are essential to grab the students' attention and build a meaningful knowledge.

With respect to reading strategies and CLIL, Ruiz and Zenotzb (2015) carried out a study to examine how instruction centered on reading strategies benefit elementary students' language learning in CLIL settings at a private school located in the Basque Country. The data-gathering instruments were two pre- and post-tests. The participants involved two homogeneous groups of 25 students each who were in their fifth year of primary education (10-11 years of age). One of the groups functioned as the experimental

group, while the other worked as the control one. It was concluded that CLIL benefits the language learning because it is focused on the topics that students are interested in, which increases motivation. This study was important to my enquiry because it demonstrates the efficacy of explicit instruction on meta cognitive strategies to improve the students' reading comprehension.

In the same line of thought, Eguiluz (2103) conducted an empirical study that compares two forms of language instruction by testing the English reading comprehension of two groups of students in their second year of Compulsory Secondary Education. One group followed a CLIL program (in addition to the EFL lessons), while the other one was the control group and received conventional EFL instruction. This study intends to prove that CLIL programs could make an important contribution to the second language acquisition (SLA) regardless of the content taught. The findings revealed that the learners exposed to the CLIL program had better reading skills and were more motivated towards the target language (English) than the other group of students. This study showed that reading strategies help the learners comprehend reading texts in an easy and meaningful way. It was also concluded that most of the participants of the CLIL group developed their metalinguistic awareness when reflecting on their performance in the reading tests, while only four students from the non-CLIL group showed this skill. This great difference between the groups indicate that CLIL might aid the learners to become more aware of their language knowledge and comprehension performance. This study afforded me with key aspects that I need to take into account for implementing CLIL in the classroom to foster the students' reading comprehension.

In reference to reading strategies and reading comprehension, Pachón (2010) conducted a qualitative case study to explore the contribution of reading strategies

awareness to undergraduate students' reading comprehension at Colegio mayor de Cundinamarca University. The participants were 79 students (64 women and 15 men) belonging to two groups in first semester. These students were selected based on their results in the PET test. The instruments for data collection were questionnaires, field notes and students' artifacts (six workshops). The findings showed that reading strategies such as using the dictionary helped the learners obtain better results in their reading tests, thereby improving their academic performance in English. This research was relevant to my study because it demonstrates that the use of reading strategies has a positive impact on the students' reading comprehension.

Along similar lines, Abdelhalim (2017) carried out a qualitative case study to examine the effectiveness of an instructional strategy based on habits of mind and shared inquiry in developing reading comprehension and reading engagement among EFL learners at a KSA university. This research took place in the College of Language and Translation, Imam University, KS in Egypt. The two main instruments used to collect data were reading comprehension tests and a reading engagement survey. The participants were divided in two groups: the experimental one received reading strategy and reading engagement-training activities, while the control group only focused on developing general reading comprehension skills. It was concluded that group discussion and information sharing facilitate students' reading comprehension and create a supportive learning atmosphere. Besides, by the end of the study and thanks to the teacher's feedback, the participants were able to identify the implicit messages in the texts. This study contributed to my research because it demonstrates that the implementation of reading strategies encourages the learners to make interpretations and logical inferences, as well as it reduces threatening factors such as inhibition and anxiety.

Setting

This research study was carried out at Manuela Beltran University, a private institution located in Bogotá. The university's mission is to be a seedbed of good, innovative, and productive citizens; leaders in both their community and professional field. This mission emerged from the need of instructing professional and competitive people with social responsibility and values. Manuela Beltran has different programs including engineering, health and social studies. It also has a language department that is focused on teaching English to all the students (Universidad Manuela Beltran, 2013). Accordingly, the English course provided by the university is divided in seven levels and the students receive two 120-minutes sessions a week. The syllabus of the English program is based on general English; thus, teachers do not use any specific textbook as a guide.

Rationale

This research study arose from the observation of the English classes at Manuela Beltran university. It was identified that some students had difficulties when working on reading tasks. Hence, this study aims at helping the students improve their reading comprehension so that they acquire more vocabulary and expand their knowledge of the foreign language, which ultimately will benefit both their receptive and productive skills.

This research might also enriched my pedagogical practice because it encouraged me to find better ways and strategies to guide my students' learning process, and to bear in mind the learners' context and features. Moreover, this study can contribute not only to the local, regional and national academic community of EFL, but also to the Research Line on Materials Development and Didactics for Social Transformation (Núñez, Téllez & Castellanos, 2013) because not many teachers have developed materials related to health

academic field. These materials fulfill a specific context and cover health students' needs. These worksheets may be adapted to any academic field relating specific content and topics according to the needs. Also, this implementation provides essential information regarding the way in which the reading comprehension can be enhanced by means of suitable materials based on reading strategies.

It is worth mentioning that the contextualized MD framework and the methodological design are underlined by some principles of the research line on Materials Development and Didactics ascribed to the group Critical Pedagogy and Didactics for Social Transformation. Such principles are related to the importance of "justice, equity and inclusion," "empowerment and autonomy," and "quality assurance and professional development" (Núñez, Téllez & Castellanos, 2013, p. 6), which respond to our society's needs and requirements. To begin with, Nuñez et al. (2013) stated that "the essential role of education in the development of skills and abilities and the comprehension and execution of the principles allow us to live in society" (p. 7). Thus, justice should be one of the priorities in class so that students learn to be tolerant, accept the difference and interact with others.

In regards to the second principle, Rico (2011) pointed out that "materials might contribute to broaden students' perceptions about cultures and empower them to develop social behaviors such as tolerance and respect towards diversity" (p. 91). Accordingly, I created innovative materials that allowed the learners to establish a relationship with other subjects or topics, thereby extending their vision of the world. Besides, the worksheets that I designed included reading strategies that the students can use not only in the English class, but also in other contexts. Lastly, in addition to improving the cognitive competence, the materials aimed at fostering the social and communicative skills.

Concerning the third principle, Tedesco (2010) affirmed that after a successful learning, the students are able to learn in a more autonomous and continuous way. In other words, once the learners are conscious about their process, their skills, and the strategies they can use to fulfill the tasks proposed, they can be encouraged to work autonomously and monitor their own progress.

All in all, this research study may not only aid the students at Manuela Beltran University to enhance their reading comprehension, but also encourage EFL teachers to create their own materials based on both reading strategies and the students' necessities. In fact, this study might inspire teachers to conduct their own research and improve their teaching practices.

Chapter II

Literature Review

This chapter presents the theory that supports the three constructs of my research study: materials development, CLIL approach, reading strategies and reading comprehension

Materials development.

If properly designed and implemented, materials can offer meaningful learning experiences and become one of the most important tools in the classroom. Tomlinson (1998) asserted that “materials development refers to 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). In this sense, materials development entails coming up with new ideas to improve the teaching practices by taking into account the learners’ needs and perceptions of language.

Materials development can lead teachers to become agents of change since they have the opportunity to increase the students’ motivation by means of innovative and appealing activities. According to Graves (1997), materials development is an ongoing or evolving process that looks into “what the learners know, and can do, and what they need to learn or do...” (p. 12). Consequently, when creating teaching resources, it is necessary to consider the learners’ previous knowledge, capacities and needs. As well as this, materials developers need to bear in mind the “suitability of students’ age, interests, needs and expectations; availability of use; and plausibility of being adjusted up or down according to students’ particular learning styles” (Núñez & Téllez, 2009, p.180,). In light of this, materials development requires more than intuition and experience; actually, it implies a

whole process in which the setting and the students' particular characteristics are taken into account.

Materials development as a field of study. Despite many teachers create their own resources to support their classes; in most of the cases, they do not follow a clear process or guideline, which reduces the materials' effectiveness. To this respect, Tomlinson (2012) declared that materials development is "a field of study because it is about all the processes and procedures used to facilitate the language learning" (p. 143). This process involves stages like design, adaptation, implementation, and evaluation. It is essential to keep these stages in mind because they may help teachers to re-consider their own practices, self-evaluate the impact of their methodologies and have a better perception of their students.

Nevertheless, there are some teachers who consider that materials' main function is to keep learners busy during the class. In this regard, Núñez, Pineda, and Téllez (2004) highlighted that materials "should not turn into a meaningless task with the sole purpose of enjoying and keeping the students busy" (p. 130). On the contrary, they should be conceived as relevant tools that make the language learning easier, meaningful and enjoyable. Finally, it is pertinent to clarify that materials should promote learning acquisition, cultural awareness, vocabulary building, and team work; that is why, they must include thinking-skill tasks. To do so, it is advisable not to incorporate activities that are either too easy or too short; instead, they need to be challenging enough so that students feel they have to make an effort to achieve the learning goals.

Components, requirements, demands of materials development. Designing materials is a challenging task that requires time, strategies, resources, innovation, and passion. To this respect, Núñez and Téllez, (2009) argued that "developing materials to

enhance teacher's pedagogical practices involves reflection and practice" (p. 172). Thus, this field of study demands teachers to evaluate themselves and to reflect upon the best ways to improve their teaching methodology. As well as this, it is vital to consider the students' socio-cultural context since it provides valuable information about the topics and type of activities that can be included in the materials.

In the same line of thought, Nuñez and Tellez (2015) affirmed that "reflection, awareness of an MD rationale, affect, motivation, teachers' beliefs, creativity, and commitment are the components that interplay in MD" (p. 57). This means that all the factors and variables that interact in a classroom influence the way teachers create their materials. In addition to this, it is necessary to listen to the students' voices so that materials are meaningful to them; that is why, Nuñez, Pineda and Tellez (2004) suggested the following pre-requisites for developing materials: students need to be asked about their interests and needs, motivation issues must be taken into account, the contents must be contextualized, and visual aspects need to be considered. By keeping these aspects in mind, the resources we implement in class will create a comfortable and encouraging environment that promotes learning.

By the same token, Harmer (2012) declared that materials designed and implemented by teachers play a vital role in the language learning process as they give friendly experiences and fulfill the students' expectations. In this regard, Nuñez (2010), claimed that "one of the fundamental aspects that facilitates the validation and the usefulness of the in-house material is students' voices that help to design contextualized materials meeting students, as well, institution needs" (p. 172). For this reason, contextualization, motivation, and the students' needs and perceptions are key factors that need to be considered.

Another essential aspect to take into account when developing materials is that all the activities proposed should be balanced. Tomlinson (2012) asserted that “materials cannot be overwhelmed with written text. There should be a balance among pictures, charts, written text, colors, type of fonts, and any other items included in the material” (p. 143). All these features facilitate the understanding of the topics worked in class and awakens the students’ interest. Besides, having a balance among texts, images and colors guarantees that more learning styles and intelligences are addressed (Altan, 2012). All these aspects were significant when creating the materials implemented in this study since in the university there are students with different abilities and learning styles.

All in all, it is important to bear in mind that materials development is not an easy activity that anyone can perform (Nuñez et al., 2012). On the contrary, it implies a deep reflection on the learners’ needs and institutional requirements. At the university level, there are different kinds of students with distinct social, cultural and educational backgrounds. Therefore, it is the teachers’ responsibility to respond to the demands of our diverse society and to create materials that benefit everyone’s learning process.

Definition of materials. Many people relate the meaning of language learning materials to course books because this is the most common resource used in educational institutions and schools. Nuñez and Tellez (2015) stated that “materials in the field of language teaching/learning are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups” (p. 10). In this way, students should also pay attention to the socio-cultural aspects of the target language so that they are able to communicate in various real contexts. Having this in mind, the materials used during this implementation were contextualized to make students interact and build a critical thinking by sharing experiences, opinions and perceptions.

I consider pertinent to mention that, at the university where this study took place, most of the materials used in the English classes are based on grammar; so, the students get bored and lose their interest in the subject. In this regard, Rico (2011) pointed out that “the social perspective is diluted or lost in the materials that have been traditionally used, since what has been sold in the global market, time and time again is “grammar” (p. 134). Hence, this study is focused on social, linguistic, and critical thinking instead of grammar.

Typology of materials. There are two kinds of materials: authentic and non-authentic. According to Gilmore (2007), authenticity can be situated either in the text itself, in the participants, in the social or cultural situation, or in the purposes of the communicative act. Authentic materials are closely related to the culture and context of the target language, as stated by Gilmore (2007):

to teach culture without language is fundamentally flawed and to separate language and culture teaching is to imply that a foreign language can be treated in the early learning stages as if it were self-contained and independent of other sociocultural phenomena. (p. 31).

Consequently, authentic texts -either written or spoken- are the ones created by native speakers in a natural context. Their purpose is not to teach or facilitate the language learning, but to communicate a real message. However, scholars such as Morrison (1989), McGarry (1995) and Mishan (2005) highlighted the “motivating nature of authentic materials to the fact that they can be selected to meet students’ specific needs, unlike textbooks which cater to an international audience”. This means that, if properly selected, authentic materials may fulfill the students’ necessities and interests as they are contextualized and solution oriented, which make them more meaningful.

On the other hand, Duarte and Escobar (2007) defined non-authentic or adapted materials as the content and activities “intentionally designed to cover students’ proficiency level, interests and socio-cultural context” (p. 71). Among the advantages of non-authentic materials, we can mention the following: First, the adaptation of materials permits to cover the students’ needs according to their programs. In light of this, I implemented non-authentic materials because they allowed me to address the specific characteristics of the students.

Second, non-authentic materials help the students overcome learning problems since they provide cognitive situations and activities that address linguistic and communicative purposes. As a result, many of the activities proposed in the worksheets that I designed had cognitive and communicative objectives based on what I wanted students to accomplish at the end of each class. According to Ur (1996), worksheets can be defined as “a page or (two) tasks, distributed to each student to do either in class or at home, intended to be written on, and usually taken in to the teacher to be checked” (p. 192). Thus, these worksheets allowed me to check the learners’ work and give them feedback so that they were able to identify their strengths and weaknesses. Similarly, Lee (2014) asserted that worksheets are supplements to textbooks that can be used for “supporting studying, promoting active learning, raising interest in learning science, and assessment” (p. 95). For this reason, the cultural, social and reading comprehension activities were considered for these worksheets.

To conclude, it is necessary to mention that materials can have a substantial and essential influence on the learners’ motivation towards the language. Besides, materials development is a complex process that implies not only creating an appealing layout, but

also gathering information about the students' context and needs to ensure their effectiveness.

The following construct deals with the approach of this study, its features, and the impact these features had on students' language leaning.

Content and Language Integrated Learning (CLIL)

Globalization has changed the world in many ways. Nowadays, we have many facilities and opportunities to learn and teach in dynamic and meaningful manners. For instance, integrated learning is one of the approaches that schools, universities and language institutions are currently using. Different scholars such as Lambert and Tucker, (1972), Genesee (1987) and Marsh (2000) have agreed on the fact that CLIL is an educational approach that integrates content and language either by learning a content subject through a foreign language, or by learning a foreign language by studying a content-based subject. This implementation is based on CLIL because the population who participated in this research are nursing and physiotherapy students; hence, this approach might make learning more significant as they can use the foreign language in their daily context.

Nowadays, students at Manuela Beltran university have English classes focused on general English, no matter the program or semester. However, the topics they work in their classes are not either significant or contextualized since they are not related to their academic programs; therefore, these topics are not useful for their professional lives. Moreover, students must take another curriculum class in English because of the bilingual process the university is holding in this moment. In these classes, the students must read articles and documents in English, all of them related to their academic programs, but most

of the students use translator to understand the texts, which demonstrates that their reading comprehension is not good. The learners have not been prepared to use strategies that aid them to understand the texts, not even in their mother tongue. For this reason, this implementation is focused on reading strategies and CLIL to improve the students' reading comprehension in all contexts.

The 4Cs framework for CLIL. This approach is divided into 4 dimensions: content, cognition, culture and communication. According to Cummis (2008) "language used for academic and specific purposes puts different demands on linguistic processing and production-needs instruction and training" (p. 71) Therefore, the materials implemented comprised aspects of these dimensions and, at the end of the intervention, the students were expected to produce a final task to show the knowledge acquired. In this regard, Coyle (2005) mentioned that these four dimensions (4 Cs) form a conceptual framework which connects content, cognition, communication and culture. Culture and intercultural understanding lie at the core of the conceptual framework, offering the key to deeper learning and promoting social cohesion.

Having this in mind, one of the main purposes of implementing the CLIL approach in these materials was bringing diverse cultural experiences to the classroom by using English as vehicle, thereby exploring the links between the foreign language and cultural identity, and recognizing behaviors, attitudes and values. Besides, the CLIL approach permits to work on reading strategies like using contextual clues, including non-verbal features such as layout, punctuation and graphical illustrations, reading between the lines (inference), visualizing, and summarizing main ideas (Coyle, 2005), which are the focus of this study. Finally, CLIL can be explicitly linked to literacy, forming conceptual and linguistic bridges across the curriculum (Dobson, 2005). This is why the worksheets that I

designed integrate content from the therapy and nursing programs by means of language interaction, promoting motivation and engagement.

The last construct is related to reading (its definition and features), the five reading strategies implemented in this intervention, and reading comprehension.

Literacy

There are several views about what literacy means. For the constructivism, literacy refers to the way people learn to read and write, and how they are engaged in making meaning from and with the text (oral and written language). Nowadays, students need to face real knowledge situations and experiences; hence, the classroom should be a place where learners are encouraged to use English for communicating. Additionally, in the constructivist view, there are three perspectives that influence the understanding of literacy: the psycholinguistic, the cognitive interactive and the sociocultural perspectives.

In terms of the the psycholinguistic dimension, Goodman (1967) stated that the users of the language are engaged in literacy tasks. When reading, the learners use the syntactic, semantic, and graph-phonemic systems to make meaning of the texts and to identify mistakes and errors, which are recognized as ‘miscues’. Such miscues represent opportunities to work on and improve the learners’ reading comprehension.

Regarding the second perspective, Rumerlhart (1980) stated that the cognitive-interactive dimension of literacy is related to the individual’ s background knowledge or schema, which refers to the reader’s prior knowledge. When there is new information, these files are reorganized to construct meaning of the text. For this reason, when a person starts learning a language, his/her prior training and habits need to considered because they play an important role in this process.

Finally, the sociocultural perspective of literacy is related to the social and cultural dimensions of reading and writing. Vigotsky (1978) asserted that "much of what children learn occurs within the context of their social interactions with others, and it is through these interactions that they develop language facility" (p.22). Accordingly, it is paramount that teachers create activities that foster social interaction, thereby helping students become more competent users of the language.

Reading. Reading can contribute to improve the other language skills due to all the information and structures it provides. To this respect, Godman (1996) sustained that "reading is a psycho-linguistic guessing game" (p.166) because it is a way to teach grammar, vocabulary and pronunciation. In consequence, this skill can be employed as a vehicle to teach and enhance other aspects of the language and competences.

Additionally, scholars such as Mikulecky (2005) remarked that reading is one of the most important skills in second language teaching since it promotes imagination and curiosity, increases the lexical competence, encourages readers to have new experiences and builds meaningful knowledge. It is also worth mentioning that reading is an intentional process that requires strategies to construct the meaning of the text; thus, including strategies in this implementation was essential as they contribute to vocabulary acquisition and facilitate comprehension.

Along similar lines, Goodman (2003) affirmed that "the reader constructs his or her own text, parallel to the published text, while transacting with it" (p. 4). In other words, when we read, we make our own interpretations and create meaning based on our previous knowledge, experiences and educational background, meaning that a text cannot be understood by two people in the same way. Besides, readers are efficient when they only use enough information from the written text in the least amount of time, effort and energy.

Lastly, it is pertinent to mention that everything a person reads fills his brain with new pieces of information that can be used in any future situation and that

Reading instruction. When teaching how to improve the reading skill, it is advisable to take into account the bottom-up and top-down models, which involve the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs.

On the one hand, Eskey (1988) argued that in the bottom-up model the reader constructs the text from the smallest units (i.e., letters) to words, then phrases and ultimately sentences. This process is unconscious and automatic since learners do not realize when and how they do it. On the other hand, according to the top-down model, readers give meaning to the text based on their cultural, syntactic, linguistic and historical knowledge (Goodman, 1967). Based on these models, students' previous instruction and habits play an important role when starting the reading process as each student has a different reading method and educational background.

Reading comprehension. Having an efficient reading comprehension implies factors such as the individual's educational and social background and the use of reading strategies. In this regard, Smith (2003) mentioned that reading comprehension is the act of giving sense to the world by relating previous knowledge to the new information. If the reader lacks knowledge or experience about a topic, there will not be comprehension of the text, which is the ultimate aim of reading (Winch & Holliday, 2010). Therefore, if the text is not understood, the reading process is purposeless.

In terms of the process that is carried out to understanding a text, Nuttall (1996) suggested six levels or stages that should be considered: (a) Literal comprehension, that is the superficial meaning a reader gives to the text based on vocabulary, dates, time and

places; (b) reorganization, in which the students can answer specific questions about the text regarding names, numbers, among others; (c) inference, in which the students can answer questions that go beyond explicit and literal information; (d) predictions, that entails evaluating one's previous knowledge by answering questions about the text. In this stage, readers can predict what is going to happen next; and finally, (e) evaluation, in which the students become aware of how much they have learned after this process. Altogether, reading consists in a complex process that transcends the simple fact of understanding symbols and letters.

Reading strategies. As stated above, reading is a demanding skill that involves constructing an interpretation based on our experiences, language background and language framework (Hulderson,1994). Nevertheless, Pressley and Afflerbach (1995) claimed that achieving high levels of comprehension also requires the use of reading strategies; hence, it is vital that teachers consider this aspect when working on this skill.

As well as this, Wenden (1985) and Oxford (1990) argued that reading strategies aid the students to feel more confident about their comprehension process and to become conscious of their weaknesses and strengths. To this respect, Alexander and Jetton (2000) affirmed that low-achieving readers improve their reading comprehension when they learn to implement the appropriate strategies for each situation or type of text. This means that students take control of their own reading process once they know the usefulness of each strategy. Moreover, Brown (2001) asserted that for most second language learners who are already literate in their mother tongue, “reading comprehension is a matter of developing appropriate, efficient comprehension strategies” (p. 306). Given that the participants of this study know how to read and understand at least the main ideas of the texts in their mother

tongue, the instruction on reading strategies will help them to achieve higher levels of comprehension.

In the same line of thought, reading comprehension involves identifying, organizing and connecting the information provided in a text, which can only be achieved if the readers know how to deal with such information. As stated by Horiba (as cited in Karim, 2003, p. 68) the comprehension and construction of meaning is due to the mental actions (reading strategies) the learner can use during the reading process. In light of this, the reading strategies considered in this research study were predicting, connecting, inferring, self-questioning, and summarizing,

Predicting. Texts give the readers some hints that allow them to make predictions. According to Gaves and Gaves (2003), “predictions are guesses based on clues within the text as images, illustrations, captions, and plot. Readers can be encouraged to make personal predictions before and while reading” (p. 135). Hence, students can connect their previous knowledge to the clues afforded by the text to predict what will happen.

Connecting. Texts present plenty of information that may be interrelated. In this regard, Harvey and Goudvis (2000) declared that this strategy can help students use the knowledge they have and make connections to understand what they are reading. In this sense, students can resort to their experiences, acquaintance, opinions, and emotions to understand the texts they read.

With respect to this strategy, Keene and Zimmerman (1997) claimed that students comprehend better when they make the following connections: (a) Text-to-self, that is when the reader establishes relationships between the text and his/her own experience of life; (b) text-to-text, that takes place when students remember other texts, stories or books they have read about the same topic or written by the same author; and (c) text-to-world,

that occurs when students bring their previous knowledge to the reading and make connections of the world. This knowledge is acquired through television, movies, newspapers, among others.

Inferring. This strategy implies identifying implicit messages in the texts. Deptula (2013) affirmed that inferring assists the students to develop the critical comprehension skill since they must connect automaticity and background knowledge. This means that learners need read between lines to attain a meaningful reading comprehension. The schema and author's clues play an important role in this strategy since the students use them to make personal interpretations and critical judgments, as well as to draw conclusions about the text.

Self-questioning. The information presented in a text might generate questions about the same or similar topics. According to Goldman (1999), self-questioning is a strategy that can be used to become effective readers. By using this strategy, readers increase their reading comprehension performance. Self-questioning is simply a process in which students ask and answer questions while and after reading. Strategically asking and answering questions about the reading help students to improve "their active processing of text and their comprehension" (National Reading Panel, 2003, p.51).

Summarizing. This strategy allows the readers to keep a record of the most relevant aspects of the text. Jones (2007) defined summarizing as a technique that aids students to identify and remember the main idea, key words and central information of the text. When using this strategy, the learners need to ignore irrelevant information and integrate the central ideas in a meaningful way. This strategy was essential in this research study because

it enabled the students to monitor their comprehension and use their own words to summarize the texts.

After exploring different theories and authors' insights, it is possible to affirm that reading comprehension is a complex process shaped by many aspects that include the reader's previous knowledge and the conscious use of strategies.

Having described the constructs that underlie this research, the next chapter deals with the methodological design, procedures, and participants of the study.

Chapter III

Methodological Design

The main objective of this study is to analyze the development of students' reading comprehension through the design and implementation of six worksheets based on CLIL and reading strategies. The following chapter deals with the research design and the instructional design.

Research Design

The research design describes the research approach and type of study that frame the current study. It also presents the participants and the data gathering instruments used.

Approach. I used the qualitative research because this approach suits the nature of this study. Based on Ryan and Bernard's (2000) insights, qualitative research is a planned action whose main purpose is to understand and transform human behaviors in a specific environment. In other words, this approach aims at acquiring a better understanding of the world, identifying problematic situations and analyzing the individuals' actions.

This approach locates the researcher as an agent of transformation who creates and implements a plan to make improvements in a setting. To this respect, Flick (2009) stated that the interaction and involvement between the researcher and participants in their natural settings is one of the most relevant features of the qualitative research. Similarly, Denzin and Lincoln (2011) affirmed that "the researcher sets materials and practices that make the world visible" (p. 3). Such practices capture the world by means of instruments like field notes, interviews, conversations, photographs, recordings and memos.

Type of study. Action research is the type of study that best fits my inquiry because, as stated by Wallace "it is conducted by teachers and for teachers. It is small scale, contextualized, localized, and aimed at discovering, developing, or monitoring changes to

practice” (as cited in Donato, 2003, p.140). Hence, due to the fact that action research takes place in the classroom, it permits the researcher to explore and make changes in his/her immediate context.

In the same vein, McTaggart (1999) asserted that action research entails the examination of realities where the researcher creates and organizes actions to improve people’s conditions, which means that action research has a direct impact on the individuals who participate in this study. Likewise, Kemmis and McTaggart (1988) sustained that action research is grounded on a cycle that embraces five stages: Identifying a problem, developing a plan for improvement, implementing the plan, observing and documenting the effects of the plan, and reflecting on the effects of this plan. In this case, the problem identified was the students’ lack of strategies to understand written texts; and the plan to solve this issue was the design of appealing and contextualized materials based on reading strategies to improve the learners’ reading comprehension. Then, I implemented the materials and collected information concerning the the students’ attitudes and behaviors when working on the worksheets. Finally, I analyzed the effectiveness of the materials and their influence on the learners’ reading comprehension

Participants. The participants of this study were twenty-five students from both the nursing and physiotherapy programs, and the teacher-researcher who conducted this research.

Students. Twenty-five students from second semester participated in this study. They were between 17 and 18 years and attended the English basic class. The participants must take 4 hours of instruction during the week. At the end of each term, students must take three exams based on language focus, listening and reading skills.

Given that students usually get low results in the reading exam, I decided to implement strategies to help them improve their reading comprehension. Based on the needs analysis, the results from the reading exams, and the observation made in class, it was ascertained that most of the students were eager to participate in this pedagogical intervention as they were aware of the importance of enhancing their reading comprehension.

To select the participants of this study, I used the convenience sampling technique that permits the researcher to choose the most accessible subjects. It is pertinent to clarify that I did not use a quantitative technique because it would not allow me to develop a deep understanding of the complex issues relating to human behavior (Marshall, 1996).

Teacher-researcher and materials developer. I played two main roles throughout the development of this study. First, as a researcher, I proposed some strategies to help students improve their reading comprehension, which is related to Kettering's (1999) insights as he mentioned that the teacher-researcher is the one "who goes and looks for changes instead of waiting for them to come" (p.1). Besides, I collected and analyzed the data gathered to answer the research question established at the beginning of this study.

As a materials developer, I innovated and adapted my teaching practices to respond to the students' context and needs. As stated by Núñez and Téllez (2009) and Núñez et al. (2009), I became an agent of change at Manuela Beltrán university because I developed and implemented customized materials to motivate students and help them improve their reading comprehension.

Data gathering instruments. The information was gathered by means of the students' artifacts, field notes, and focus group interviews.

Students' artifacts. The worksheets that I implemented were essential to gather information about the students' progress (See Appendix B). Lankshear and Knobel (2004) pointed out that "artifacts are concrete evidence and can alert researchers to useful avenues of investigation and provide additional insights into participants' everyday lives" (p.235). Similarly, Goetz and LeCompte (1984) defined artifacts as things that people make and do in their natural context. Taking this into consideration, the worksheets that students answered provided me with information about their strengths and weaknesses in terms of reading comprehension. Besides, this instrument included a self-assessment section that offered information about aspects that need to be improved such as the materials' layout, types of activities, time allotted to each task, images, among other aspects.

Field notes. I used this instrument to register the data I gathered from the observation. According to Spector (2014), the main purpose of field notes is to help the researchers ascertain the participants' perspectives; thus, I took notes of the learners' points of views, attitudes and behaviors when working on the activities proposed. By the same token, this instrument is appropriate for qualitative research because it allows the researcher to approach "the participants in their own environment rather than having the participants come to the researcher" (Given, 2008, p. 87). Therefore, informal conversations and interaction among students were also relevant aspects to register in the field notes (See Appendix C).

Focus group interviews. This instrument encourages the participants of a study to discuss a specific topic. According to Spector (2014), focus group interviews are especially effective for capturing information about social norms and a variety of opinions or views within a population. This instrument (See Appendix D) was employed in this study since it

was convenient to identify the participants' feelings, perceptions and opinions to determine the impact of the implementation on the population.

Instructional Design

Pedagogical intervention. The purpose of this study was to design and implement six worksheets based on reading strategies to foster reading comprehension in beginner students at Manuela Beltran University. The worksheets were divided into three stages: pre-reading, while reading and post-reading. Moreover, this study considered the 4Cs of the CLIL approach: cognition, communication, culture, and content. In consequence, the topics of each worksheet were based on health since the participants of the study belong to programs related to this area. These topics were chosen after conducting a survey where the students expressed what they wanted to work on.

The first part of each worksheet was *pre-reading*, in which the learners built up vocabulary and received the input they needed to understand the texts. The reading strategies used for this stage were predicting and connecting because the students had to use their prior knowledge, own experiences and opinions to complete the activities. The second stage was *while reading*, in which the students developed their reading skill and used the vocabulary and input to understand the information given by the text. The cognition was worked in this stage since the learners had to comply with reasoning tasks by using self-questioning and inference as reading strategies. The last stage was *after-reading* that was based on cognition and communication since the students had to answer questions related to the text, summarize, make posters, among others.

As it has been mentioned, the needs analysis demonstrated that students at Manuela Beltran university were not prepared to accomplish a meaningful reading comprehension due to their lack of reading strategies. In this regard, Horiba (as cited in Karim, 2003)

affirmed that the comprehension and construction of meaning can be achieved thanks the mental actions (reading strategies) that the learner is able to use during the reading process. Such strategies enable the reader to recognize and analyze key elements, codes and analysis of syntax and semantic. We may use some reading strategies unconsciously in our mother tongue; however, reading in a foreign language is more complex. Therefore, the use of reading strategies in every stage of the reading process (pre-reading, while and post-reading) is essential to facilitate the comprehension in a foreign language. The reading strategies used along this implementation were predicting, connecting, inferring, self-questioning, and summarizing.

In regards to the factors that need to be taken into account when creating materials, Richards (2001) stressed that there should be a balance among student's language learning, affective needs, interests, expectations and institutional policies. That is why this study is based on the participants' need to develop their reading comprehension and the topics selected respond to their interests and context.

In line with this point of view, Núñez and Téllez (2009) asserted that there are three essential aspects to consider when creating materials: content, form and personal traits. Firstly, content is related to language focus, topics, objectives and requirements to approve it. Secondly, form is based on the ways teachers present the content and encourage the use of the language. Thirdly, personal traits are associated with learning styles, personality, information processing and predominant intelligence types. I took into account all these aspects so that the worksheets implemented were relevant, meaningful, and appealing for the students.

Furthermore, I considered the following SLA principles for my research study because they fulfill both my students' needs and the institutions expectations. First, bearing

in mind the context where this study took place, it was necessary that the learners were exposed to enough samples of the language in use. To this respect, Tomlinson (2011) stated that materials should give students many extensive and authentic experiences of language. Thus, the worksheets included enough texts so that students could interact with the target language. This means, students should be exposed to accurate activities, exercises and opportunities to use of language in target.

In addition to this, Tomlinson (2011) highlighted the importance of creating materials that lead the students to have fun and feel motivated towards the class. Accordingly, the worksheets that I implemented comprised activities and topics that students enjoyed because they were designed based on their likes, preferences and opinions. This helped the learners to be more receptive and to participate in all the activities proposed.

As well as this, I took into account the fact that materials should have a positive impact on the learners and the context. Tomlinson (2000) argued that students use multidimensional mental representations such as mental imaging (e.g. seeing pictures in their mind), inner speech, emotional responses and connections with their own lives, evaluations, predictions, and personal interpretations in their mother tongue. All these aspects aid the students to realize that learning the target language benefits their academic performance in multiple ways.

Lastly, Bolitho and Tomlinson (1995) affirmed that when learners invest interest, effort and attention in the learning activity, they acquire the language easily. This is related to the importance of students' awareness of their process, as they should be in charge of their own language learning.

Instructional objectives. The main objective of this pedagogical intervention was to develop and implement worksheets focused on reading strategies to foster the students' reading comprehension at Manuela Beltran University. To do so, I implemented the fundamental principles of content and language integrated learning in which the contents of the subjects are taught and learnt in a foreign language. The three specific objectives were: (a) To provide students with specific reading strategies that help them foster their reading comprehension; (b) To create awareness of the importance of using reading strategies to promote reading comprehension; and (c) To expand the content knowledge by exploring readings related to the students' field of study.

Intervention as innovation. Innovation is a key factor that teachers need to consider when motivating their learners and promoting a meaningful learning. Nicholls (1983) defined innovation as “the implementation and evaluation of new plans or procedures that produce improvement”. (p.4). Thence, this pedagogical intervention can be considered as innovative because it involves the design of contextualized materials based on CLIL to improve the students' reading comprehension. It also implies a change because the learners had not had the opportunity to work with didactic materials focused on their academic programs. This is related to Markee's (2001) insights as he defined innovation “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. 120).

In the same line of thought, Núñez, Téllez, Castellanos and Ramos (2009) claimed that “innovation helps students fulfill their learning expectations and lets teachers be more creative and productive” (p. 58) This means that innovation entails a plan or projection that promotes change and brings advance and improvement to all the community involved.

Moreover, it helps teachers refine their teaching decision-making process, become agents of change and attain learning process development (Nuñez & Tellez, 2017), which demonstrates that innovation not only has a positive influence on the learners and the community, but also on the teachers as they improve their teaching practice.

Finally, it is worth noticing that some of the aspects that need to be considered when innovating in an EFL classroom are the contribution of theoretical perspectives, the students' needs, the implementation of contextualized topics, appealing activities, etc. As stated above, this research study was innovative for my students because they had not worked with content related to their programs and interests before. Besides, when students read texts in English, they did not know how to use reading strategies as they had not received any instruction about it.

Theory of the nature of language and language learning. Given that the ultimate purpose of learning a language is to communicate, the language vision that frames this research study is the functional perspective that, according to Tudor (2001), permits students acquire the language for specific transactional goals or pragmatic purposes. In this case, the students' main goal is to understand English texts that are related to the programs in which they are enrolled, as well as to reach the B1 level required by the university.

Another vision of language that permeates this study is the culture and ideology perspective. Tudor (2001) affirmed that the socio cultural aspect of language has a great influence on the learners' ability to use the language in different contexts. Besides, it is advisable that content and culture are included in the lessons so that learners can fulfill their needs. That is why the worksheets designed comprise activities based on topics related to health

In terms of the nature of language learning, Rico (2005) asserted that the methodology needs to match the pedagogical reality that takes place in the classroom. The role of affect plays an important role in this research because, as mentioned by Tomlinson (1998), stated “experiences charged with strong emotions or feelings are more likely to be retained in long-term memory” (p. 13). As a result, when students have a positive attitude and disposition towards the class, there are more possibilities that they acquire the language. Besides, when the materials and tasks are centered on the students’ interests and preferences, the experience is more meaningful and relevant for them.

Methodological approach underlying the pedagogical intervention. The methodological approach that underlies this pedagogical intervention is the Content and Language Integrated Learning approach (CLIL). Mehisto and Marsh (2008) argued that “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (p.9). In other words, this approach is focused on both learning another subject (content) by means of a foreign language, and learning a foreign language by studying a content-based subject.

The advantages of using CLIL in this intervention embrace aspects such as cultural awareness, internationalization, language competence, preparation for both study and working life, and motivation. Lastly, as highlighted by Dalton-Puffer (2008), when implementing this approach, it is necessary to keep in mind the 4Cs principles: Content, communication, culture, and cognition.

Connection of the pedagogical intervention with the research question. The research question of this study is focused on the design and implementation of worksheets based on reading strategies to foster beginner students’ reading comprehension. Richard (2005) mentioned that the challenges for material developers involve generating and

maintaining interest, promoting success, stimulating fun, and providing opportunities for students to use the target language to speak about themselves. All aspects that were considered along the pedagogical intervention as the activities proposed were dynamic and encouraged the learners to improve their reading comprehension. This intervention also contributed to the main objective of the research since it connected the implementation of reading strategies, the CLIL principles and the design of worksheets.

Proposed material development framework. I designed my own framework for developing materials based on the ones proposed by different scholars throughout time. To begin with, Masuhara (1998) advocated the following phases: needs analysis, goals and objectives, syllabus design, methodology, materials and testing and evaluation. Similarly, Jolly and Bolitho (1998) asserted that a framework should follow seven phases: identification of needs and problems, exploration, language, meanings, functions and skills, contextual realization of activities, and physical production layout.

Along similar lines, Nuñez, Pineda and Tellez (2004) proposed that there are five specific stages that need to be accomplished when creating successful materials: the needs analysis, the objectives, the selection of topics and sequence, the learning/teaching activities; and finally, the assessment and evaluation. Every stage of this cycle is important because it leads to the next level. Then, Nuñez et al. (2009) complemented this sequence with a framework consisting of eight stages: carrying out a needs assessment analysis, establishing the approach and design, stating general goals and objectives, building the syllabus, creating or adapting materials, revising or evaluating materials, piloting materials and adjusting them.

By the same token, Tellez and Castellanos (2012) suggested that the phases that every material developer and teacher needs to consider are: administering a needs

assessment as the core the materials, identifying the method and approach, setting the general and specific objectives of the lessons, selecting and organizing the content and activities, assessing them, and adjusting the language learning activities based on the observations gathered during the implementation.

Taking into account these frameworks and my own experience, I came up with a set of nine stages that respond to the necessities of this study: (a) administering a needs analysis; (b) identifying the problem in the classroom; (c) defining the approach and its principles; (d) choosing the appropriate reading strategies to implement; (e) setting the general and specific objectives of the lesson; (f) selecting the content and activities; (g) piloting materials; (h) evaluating materials ; and (i) adjusting materials based on the results.

Informed consent. I made an informed consent (See Appendix E) to let the language center's director and the participants know all the information related to the implementation they were going to be part of. This consent included an explanation on the purpose of the study, its features, its procedure, and its implications. Besides, it described the way in which the data was going to be gathered and handled. Given that some students were 17 years old, their parents' permission to participate in this study was required.

Sensitization. In this stage I socialized with the participants the objective and stages of the research. I explained them that one of the advantages of being part of this study was that they would learn how to apply reading strategies to improve their reading comprehension. I also let the students know that these strategies could help them accomplish a better reading comprehension in other contexts and subjects. Finally, I clarified the learners that the participation in this study did not represent any risk for them.

Implementation of the materials. The intervention entails the implementation of six worksheets (See Appendix B) focused on reading strategies. I conducted a survey to

identify the topics the students were interested in so that they were included in the materials. Besides, both the topics and vocabulary were selected taking into account the students' academic programs: physical therapy and nursing. Having completed the previous stages, the implementation was based on the instruction of the reading strategy cycle (predicting, connecting, making inferences, questioning and summarizing). Since this study is centered on the CLIL approach, the sessions were divided into three parts: Pre-reading and vocabulary introduction, while-reading or practice time, and post reading or task production. This last moment was very important because the learners were able to produce something creative by using all the knowledge and vocabulary learnt during the session. The following table presents the topics worked in each worksheet:

Table 1

Topics

Worksheet	Worksheet	Worksheet	Worksheet	Worksheet	Workshee
#1 Going beyond disabilities	#2 Alternative therapies	#3 Beauty is in the eye of beholder	#4 Health beliefs through the culture	#5 Building a rehabilitation culture	t#6 Neurological disorders

Chapter IV

Data Analysis

This chapter describes the process carried out during the data analysis, the categories that emerged from the data, and the evidence from the instruments that support each subcategory.

Data Analysis Procedure

I used the grounded theory to analyze the data as it allowed me to produce theory from the results obtained. To this respect, Corbin and Strauss (2015) asserted that “grounded theory provides a procedure for developing categories of information (open coding), interconnecting the categories (axial coding), building a “story” that connects the categories (selective coding) an ending with discursive set of theoretical propositions” (p. 203). In this sense, I established three categories from which I generated theory supported by both literature on the field and the data collected through the three instruments.

In light of this, the data analysis implied collecting, reducing and interrelating data to produce a set of categories of information (Charmaz, 2006; Strauss & Corbin, 1990, 1998). Moreover, I applied the color coding technique because it “allows the researcher to communicate and connect with the data to facilitate the comprehension of the emerging phenomena and to generate theory grounded in the data.” (Basit, 2003, p.152). In consequence, I started the analysis process by organizing all the data from the three instruments; then, I looked for common patterns, specific features and coherent categories emerging from the field notes, the focus groups interviews and the students’ artifacts.

To show that each category was strong enough, I found evidence from the three instruments by using triangulation which, according to Golafshni (2003), is “a strategy

(test) for improving the validity and reliability of research or evaluation of findings” (p. 603). In this regard, Guion, Diehl and McDonald (2011) affirmed that the results are validated by data triangulation as it “involves using different sources of information in order to increase the validity of a study” (p. 1). Accordingly, each subcategory of this research is supported by at least one example taken from each of the instruments that I used for data-gathering.

Depending on the purpose of the study, the researcher can use different types of triangulations. Denzin (1978) and Patton (1999) suggested the following types: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation. First, method triangulation involves the use of multiple methods of data collection about the same phenomenon (Polit & Beck, 2012). This type of triangulation - frequently used in qualitative studies- may include interviews, observation, and field notes. Second, Cohen and Manion (2011) stated that methodological triangulation is an “attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint” (p.165). During the data analysis process, I noticed that by using methodological triangulation, the information gathered was more understandable. Third, theory triangulation uses different theories to analyze and interpret data. According to Denzin (1978), with this type of triangulation “different theories or hypotheses can assist the researcher in supporting or refuting findings” (p. 545). Thus, I used this triangulation because I needed to support the findings with relevant theory. All in all, these types of triangulation were useful because they permitted me to contrast different perspectives and theory.

Research categories

After analyzing the data gathered, I established three categories in light of each of the constructs that underlie this study. The following table shows the emerging categories and their corresponding subcategories:

Table 2

Research categories and subcategories

Research question How do the design and implementation of worksheets based on CLIL approach and reading strategies foster the reading comprehension in beginner students at Manuela Beltran University?	
Categories	Subcategories
Suitability and innovation in the creation of materials to generate impact on students	-Hands on activities promoted collaboration and engagement -Tasks triggered knowledge building around the topics explored.
CLIL: Content, communication, cognition and culture: meaningful aspects of CLIL	-Relevance of the topic. (content) -Communication opportunities fostering meaningful interactions (communication) -Establishing connections and disconnections as a tool to enhance the students' culture awareness (culture)
Generating challenges through new dynamics and ways to read and comprehend texts	-Gradual improvement in the understanding and elaboration of ideas from the text. -Making inferences was challenging because of the difficulty to go beyond – read between lines. -Strategy cycle helped students to develop working memory and answer reading comprehension questions

Suitability and innovation in the creation of materials to generate impact on students. Designing suitable and meaningful materials that had a great impact on students' reading comprehension was the main purpose of this intervention. To do so, I kept in mind features such as “a proper selection of activities ... suitability of students' age, interests, needs and expectations; availability of use; and plausibility of being adjusted up or down

according to students' particular learning styles" (Núñez & Téllez, 2009, p. 180). Taking these aspects into consideration is vital because materials should not only facilitate learning, but also meet the students' needs and interests.

This category deals with the impact of the materials on the students' reading comprehension and performance in class. Certain activities such as hands-on (cutting, pasting, drawing, coloring, among others) fostered motivation and triggered knowledge building about the topics explored in class. These activities also stimulated creative language input and learning experiences. Also, having a final task promotes the use of the language and engages students to the learning and knowledge acquisition process.

Taking into consideration the context where the implementation was carried out, one relevant characteristic of the research was the fact that students needed to handle many language features and be exposed to enough samples of the language in use. Hence, the students required materials and readings that were interesting and appealing for them. This is related to one of the principles suggested by Tomlinson (2011) since he stated that materials should give students many extensive and authentic experiences of language, which was evident in the implementation as the students interacted with different types of texts.

The second principle that was taken into account was associated with the students' happiness when learning the foreign language. In this regard, Tomlinson (2011) affirmed that the activities and topics should be focused on students' likes, preferences and opinions; if they are motivated, they will learn more. It was observed that the materials and activities encouraged the students towards the classes, thereby having a positive influence on the students' performance.

In the same vein, Bolitho and Tomlinson (1995) affirmed that when learners invest interest, effort and attention in the learning activity, they acquire the language easily. This principle was evident along the intervention because the students became aware of the relevance of using reading strategies to improve their reading comprehension. Finally, Nuñez and Tellez (2015) affirmed that the process of developing materials implies a number of factors, such as reflection, affection and motivation among others. This principle was also implemented in the research because students were more receptive when the topics and materials called their attention and made them feel curious and motivated.

Bearing this in mind, the sub-categories that support this category are *hands-on activities promoted collaboration and engagement* and *tasks triggered knowledge building around the topics explored*.

Hands-on activities promoted collaboration and engagement. Improving the students' learning process and experiences should be one of the main goals of teachers. Núñez and Tellez (2009) claimed that the benefits of becoming materials developers are evident when teachers are empowered, students are more motivated, students' needs are considered, a context in the material is provided, and theory and practice join in this exercise. In other words, there are many aspects that should be considered to facilitate the design and implementation of materials based on the students' interests, context and needs. Such aspects will enrich the teacher's pedagogical practice and expand his/her knowledge about language teaching. As pointed out by Núñez, Téllez and Castellanos (2012), "developing materials supports teacher professional development and reflection upon their teaching practice. Teachers identify actual needs and requirements of the learners and respond to those demands by developing their own materials". (p. 29)

Other features that should be taken into account when Brewster (2000), who argued that engagement, remarked implementing materials and cooperative learning are essential to promote a meaningful learning. This is why motivation, engaging activities and teamwork had a significant role during the design and implementation of the worksheets. It is also worth mentioning that sharp engagement, imaginative inquiry and finding a suitable level and style are more likely to occur if teaching methods are focused on the student's energy, problem solving, and cooperative learning (Ramsden, 2003, p. 97). It was observed in the implementation that students' motivation was influenced by their partners and social groups; sometimes even more than by the environment or teachers. Thus, it was essential to take advantage of this aspect and encourage students to work in groups or peers to do a variety of activities such as hands-on.

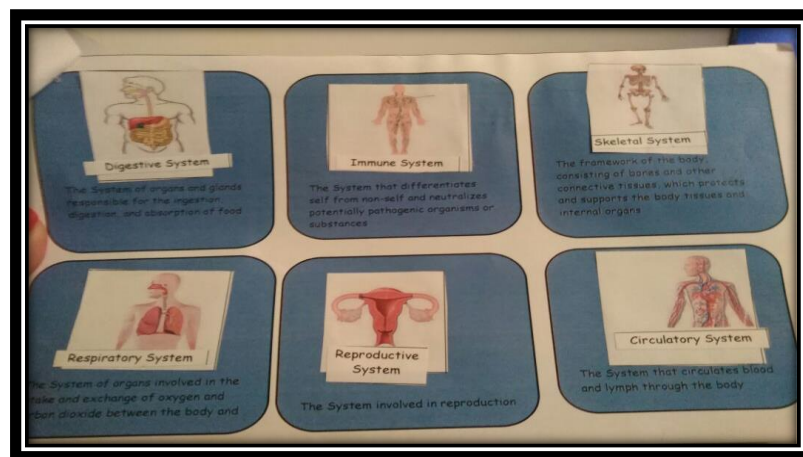
Having in mind that every classroom is a different world with different population, needs, behaviors, expectations and leaning styles, the engagement needs to be exploited in many ways so that students participate, ask questions and collaborate with their partners to build new knowledge (Ahlfeldt et al., 2005, p. 24). In this way, collaborative learning combines many advantages of individual and social processes that can contribute to group members' engagement and motivation, resulting in better performance (Jones & Isroff, 2005). If there is motivation and collaborative work, the final process and results may be fruitful because all the students interact all together to produce new knowledge.

As well as this, another way to promote learning in the classroom is by means of any educational experience that actively involves learners in manipulating objects to gain knowledge or understanding (Haury & Rillero, 1994). This educational experience was relevant in this research because it provided the students with an enjoyable and effective way of learning different from using their traditional text-books. According to Jodl and

Eckert (1998), hands-on activities are based on the use of everyday gadgets, simple set-ups or low-cost items that can be found and assembled easily. These activities were successful during this intervention because the students had the opportunity to do things they used to like when they were in school, which encouraged them to come up with creative ideas.

Besides, they could enhance their understanding and change the misconceptions they had about their curriculum and the content in the English class.

This subcategory demonstrates that hands-on activities had a positive impact on the students' learning process because they showed interest, collaboration, team work and engagement when developing the tasks. The following sample from the students' artifacts illustrates how hands-on activities were integrated in the material. This activity entailed cutting, pasting, coloring and matching some images with their definitions. It was related to anatomy and at the end of the class students did a great job and demonstrated commitment and engagement through these activities.



(Students' artifacts worksheet N°3)

The second piece of evidence from the artifacts shows some posters about disabilities made by students with materials such as cardboard, markers, colors, cuttings, etc. In this task, the learners had to create something original and artistic to explain a

disability, its causes and its possible treatment. Students acquired and used the vocabulary taught in class to do this final task.



(Students' artifacts worksheet N° 1)

The following excerpt from the field notes highlights that team work was essential to engage the students in the learning process. Additionally, it shows that hands-on activities had a positive impact on the learners since they described these activities as enjoyable, fun and innovative:

Students mentioned that hands-on activities helped them to learn more vocabulary and understand that text easily because they could work with partners and this collaborative work makes them acquire knowledge in a better way. Also, I have noticed they like creating stuff, coloring, cutting and so on because it is something new in their classes, this motivates them to accomplish the final task. [sic]

(Field notes worksheet N-5)

The subsequent example illustrates that some students consider that working with hands-on activities encouraged them to learn and work actively with their partners because they could support each other, thereby enhancing their confidence:

M.G: the cutting, coloring and creating activities helped us a lot, we could work in teams so that we were motivated, every partner helped me with the different tasks.

(Focus group interview N-3)

M,P: the worksheets used didactic, colorful and appealing activities that made the activity easier of understanding and we had fun, these facts made us feel motivated so that we remember better the things. *(Focus group interview N-2)(trans)*

At the end of this process, it was demonstrated that the activities and materials implemented were effective to promote motivation, collaborative work and engagement.

Besides, the hands-on activities fostered the students' creativity for problem solving, promoted team work, facilitated the retention of vocabulary, improved skills such as exchanging knowledge with others; and most importantly, the students learned better by doing, discussing in pairs and exchanging experiences with the group.

Tasks triggered knowledge building around the topics explored. During this implementation, the students needed to work on a final task in which they were expected to use all the knowledge they had acquired during the process. Swain (2001) asserted that "a task is an activity which requires the learner to use language, with emphasis on meaning to attain an objective" (p.5). Likewise, Ellis (2000) defined a task as "a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed" (p. 16). Based on these insights, it can be affirmed that a task is a tool that has a specific learning purpose to put all the knowledge together in a final product. In this case, the students were asked to create something artistic and original at the end of each session to demonstrate that they understood the contents seen in class. As stated by Nunan (1989), a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" (p. 10).

Therefore, this subcategory deals with the role of tasks as a vehicle to build knowledge about the topics explored during the implementation. Besides, it shows that tasks can encourage students to use and practice the knowledge and vocabulary in their daily context.

The following samples from the artifacts evince that the learners acquired and used the contents in different and creative ways videos, posters, brochures, collages, among others.



(Students' artifacts worksheet N-2)

This is an image from a student's artifact of a final task video. This video was about a person who had transformed his body drastically. Students had to talk about vocabulary related to anatomy and body parts.

The following is an example of a brochure about a rehabilitation center that the students created. The purpose of this task was to explain existing diseases, treatments and therapies:



(Students' artifacts worksheet N-5)

The next field note illustrates the students' attitudes and perceptions towards the final tasks and how they worked on their products. Besides, it demonstrates that tasks are tools to achieve learning objectives and a way to make students use the language in a real context.

Students were saying that with the creation of something original at the end of each topic, they were able to use the knowledge and vocabulary they had acquired during the session. Also, they are enjoying the final task because they could be very creative and practice the vocabulary in a real context like the creation of the rehabilitation center. (*Field notes worksheet N-2*)

The following instance from the focus groups shows that students really enjoyed doing the final tasks because they facilitated students' participation in meaningful activities. Moreover, it was evident that during the implementation, students perceived language as a means of communication because the environment offered them the opportunity to exchange real and meaningful thoughts.

I: ¿How would you describe your performance doing the final tasks proposed?

M.G: my performance was very good. The final tasks reinforced the topics used in the worksheets. Besides, the final tasks motivated us, they were didactic and fun, we could put into practice the things we learn about the topic. [sic] (trans)

(*Focus group interview N-3*)

This example evinces that the final tasks worked as a bridge between knowledge and language. Students affirmed that the fact of having a final task after each session was meaningful and it was a way to make them use the vocabulary, input and knowledge they were thought during the sessions. Similarly, they stated that final tasks are key tools to come up with expressive, motivating and creative outcomes.

Outstanding features of CLIL generating engagement and interest.

Improvement of the teaching practices requires innovation and dynamism to generate a positive impact on students' learning processes. In this regard, Marsh et al. (2001) claimed that "languages, and the cultures associated with them, sometimes reveal differing world-views that can be seen in the ways in which some content is taught" (p. 179). This means that, when language is used to learn a content, it becomes a vehicle to see different perspectives of the world. The main purpose of this implementation was the creation and implementation of worksheets based on content and language integrated learning (CLIL)

approach since this method fosters the language experience through the integration of language and non-language teaching.

Throughout the implementation, it was observed that CLIL materials were encouraging as the learners had the possibility to establish a connection between the topics presented in the worksheets and their professional field. These contextualized materials fulfilled the students' needs and increased their interest in the English class. Marsh (2002) described CLIL as an educational method in which "subjects are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language" (p. 183). In light of this, it is possible to affirm that using materials centered on familiar topics promotes a meaningful learning for students since they see the usefulness of this knowledge for their lives.

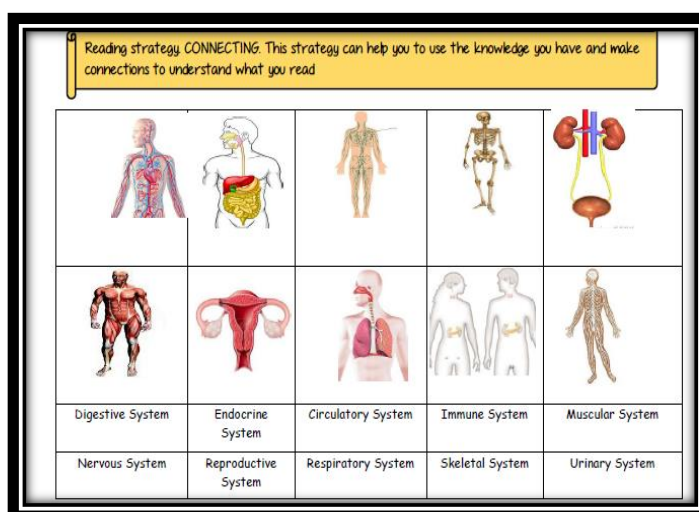
Bearing this in mind, the sub-categories that emerged from this category are (a) *relevance of the topic. (content)*; (b) *communication opportunities fostering meaningful interactions (communication)*; and (c) *establishing connections and disconnections as a tool to enhance the students' culture awareness (culture)*.

Content: Relevance of the topic. One of the most meaningful aspects of the worksheets was the fact that they included topics from the students' academic program. According to Ball (2006), "content knowledge is crucially important to the improvement of teaching and learning, attention to its development and study has been uneven." (p. 2) Hence, it is imperative to give importance to the content taught in class and combine it with the foreign language to achieve better and durable results.

This subcategory explores the relevance of the topics when planning and designing materials and the pertinence of selecting such topics on the basis of the students'

background and previous knowledge. The examples presented in this subcategory demonstrate that content played a vital role throughout the implementation.

This sample from the worksheet shows how the topic “anatomy and beauty perception” was related to nursing and physical therapy programs. Students learnt vocabulary such as body parts and body systems, which is also worked in their curriculum classes, but in Spanish. The content was appealing and meaningful, and this motivated the learners because they needed this knowledge for their professional life.



(Students' artifacts worksheet N-3)

The second sample from the worksheet No 4 illustrates the connection between students' curriculum and language. In this activity the students had to match the image and the health problem, thereby giving importance to the content and practicing the foreign language at the same time.

PRE-READING

LEARNING STRATEGY: Relating new information to visual concepts in memory, via familiar, easily retrievable visualization, phrases and locations

1. Match the image with the corresponding health problem.

yawn	Cough	Overweight
stomachache	dizzy	vomiting
Sore muscles	Stressed	Fever
diarrhea	neckache	Mosquito bite
earache	rash	Sore knee
headache	tired	Shivering
Sore throat	Back ache	allergy
flu	contagious	toothache
Bee sting	High temperature	sunburn

(Students' artifacts worksheet N-4)

The subsequent field note highlights the impact that the content had on students' motivation and interest towards the activities done during the classes. Also, it displays how content-based activities encouraged students to learn actively.

They showed interest towards the activities because they mentioned these topics were exciting since they need them for their professional and personal lives. (*Field notes worksheet No.1*)

In addition to this, the following answers from the focus groups show students' perception and opinions about the content of the worksheets and how they encouraged them to learn more about each topic:

I: Do you consider the topics related to your academic program help you in your learning process more than other topics?

Y.G: A lot. I consider these topics are more meaningful than the grammar topics we had before this implementation.

P.H: for that reason, the university should consider mixing the grammar with the content of our program because what you are doing...tell me why physical therapists need to learn to describe a house, they should describe a therapy room or things like that. [sic] (trans)

(Focus group interview N-2)

In the previous example it is possible to appreciate the students' perceptions and opinions about working on topics related to their professional field. All of them mentioned that they liked the fact of learning topics and vocabulary that matched their interests. The impact of health topics in the English class was fundamental to catch students' attention

during the implementation since they considered that the knowledge they acquired through the worksheets was going to be useful and valuable for their future.

Communication opportunities fostering meaningful interactions

(Communication). Creating a meaningful and interactive environment during the implementation was challenging since most of time students felt scared and embarrassed when communicating and sharing their ideas in English. However, these communication experiences are essential when learning a foreign language. According to Stevens (1950), “communication is the discriminatory response of an organism to a stimulus” (p. 689). Based on this, the stimulus to make students communicate during the sessions was the activities proposed in the worksheets that, in many cases, included team work. To this respect, Richards (1976) asserted that “reorienting language teaching towards a major focus on communicative skills involves three basic elements: (1) samples of the target language; (2) guidance concerning the nature of the target language; and (3) management or directed learning activities” (p. 4). Considering this, the worksheets afforded students with enough examples of reading texts in English, as well as they comprised activities in which the learners had to use the vocabulary acquired. In this way, it is essential that students receive a meaningful input that leads them to finally communicate naturally. Besides, monitoring and guiding the learners’ process is crucial to ensure a communicative environment.

This subcategory is focused on the development of communication through the CLIL activities. It also highlights the importance of having communicative situations in the classroom so that students build new knowledge, share experiences and exchange information.

The next examples show that the activities included in the worksheets generated the need to communicate and exchange experiences, opinions, perceptions and information

during the sessions. The learners shared their points of view related not only to the contents, but also to their personal understandings and previous knowledge:



(Students' artifacts worksheet N-6)

In the following field note it can be observed that students demonstrated with both their words and their attitudes that they enjoyed the tasks and took advantage of the time they had to exchange information. The participants learned from their classmates and this interaction was necessary to build the knowledge they needed to achieve the final task.

Some of the students said that the topics are meaningful for them because they have to express and connect these with their personal opinions and experiences, in that sense they are more into each topic. [sic]

(Field notes worksheet N-1)

The following excerpt from the focus group interviews illustrates how students learnt from their partners' interventions (opinions, experiences, answers) to build their knowledge about each topic.

M.P: I liked when we worked in groups and answered the questions because my partners told us interesting things about the topics and that helped me more about each topic. [sic]

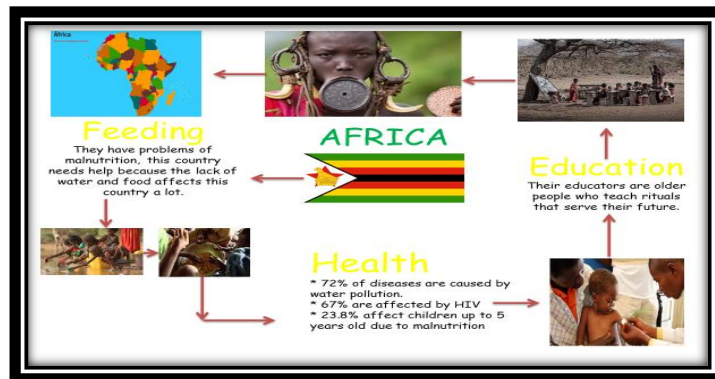
(focus group interview No.3)

To sum up, despite the purpose of this research was fostering students' reading comprehension, the inclusion of communicative activities fostered the four skills as they provided opportunities to interact with the language.

Establishing connections and disconnections as a tool to enhance their culture awareness (Culture). One of the most important elements of CLIL is getting the students

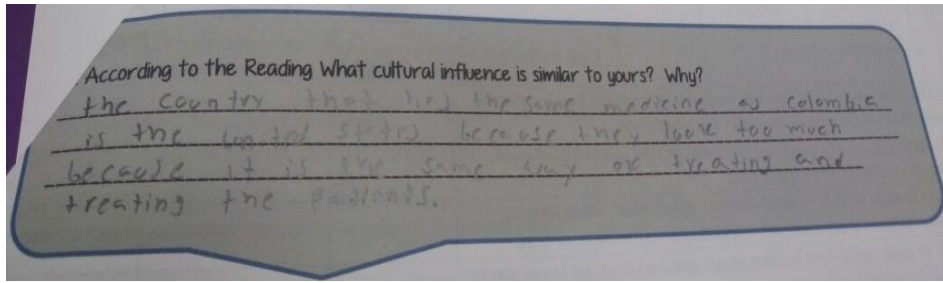
familiar with the cultural aspects of the target language since acquiring a language implies knowing about its culture, customs, traditions, and context. In this regard, Eagleton (2000) claimed that culture can be summarized “as the complex of values, customs, beliefs and practices which constitute the way of life of a specific group” (p. 34). It was evident along this implementation that working on the cultural aspects of the target language made students become more aware of their own culture. When students had to make comparisons, connections and disconnections between their own culture and other cultures, they could notice different points of view, life styles, and ways of organizing their world. What is more, the students needed to understand their own culture to understand another.

In one of the worksheets, the students were asked to make a Power Point presentation describing a culture and finding connections and disconnections with the Colombian context. By working on this final task, the students learnt some aspects they did not know about their own culture, thereby becoming more aware of their own roots, history, customs etc. Let me display an example of this:



(Students' artifacts, worksheet N-5)

Similarly, the subsequent instance illustrates that the learners had to reflect upon cultural aspects to make comparisons between the cultures and the health systems mentioned in the reading text. The students answered this question focusing on a culture similar to theirs in terms of health system and health beliefs.



(Students' artifacts worksheet N-3)

The following sample shows that the main topic of the third worksheet was centered on beauty and plastic surgery, and how they are perceived by different cultures. In this activity, the students had to socialize with their partners the definition of beauty in different cultures and their opinion about celebrities who have transformed their appearance:

1. Discuss with a partner about the following pictures. What can you infer about them?

- > What do the images reveal?
- > What are the most important features when determining someone's beauty?
- > Is beauty in design important in your culture?
- > Would you practice any plastic surgery? Which one?
- > Do you think different cultures have different perceptions of what beauty is? Which ones?

(Students' artifacts worksheet N-2)

In the following pieces of evidence, it is possible to observe how students affirmed that making comparisons between their own culture and other cultures encouraged them to reflect upon the importance of recognizing their customs, traditions and history to understand and learn from others.

Students mentioned that the idea of making comparisons with other cultures made them think and realize about their own customs, background and so on. They said they felt more conscious about their own roots. [sic]

(Field notes group N-5)

Altogether, this subcategory focuses on the importance of reflecting upon different cultural aspects. To do so, the students had to make comparisons, connections and disconnections between the Colombian culture and other cultures, which led them to become aware of their own roots, origins and likes.

Generating challenges through new dynamics and ways to read and comprehend texts. This category presents the improvements the students had in terms of reading comprehension and the use of the strategies cycle (pre, while and post reading). During this implementation, it was possible to see that understanding a text in English was complex and challenging for the students. Macmillan (2005) pointed out that once a person starts reading texts in a foreign language, he is unable to decode the message. It was evident that students did not use suitable strategies to understand the texts easily. Besides, the learners read the texts as they would do it in their mother tongue: they translated every word and looked for vocabulary that was similar to Spanish. Consequently, the students felt frustrated because they could not understand what the texts were about. Nevertheless, after working on the five reading strategies along the implementation, the students were able to understand the text easily.

In the same line of thought, Mikulecky (2005) argued that reading is one of the most important skills in second language teaching since it is an intentional process that involves the use of strategies to construct meaning. Therefore, the teacher's role is paramount as he/she is the one who guides the students and teaches them how to apply the reading strategies. Likewise, Goodman (2003) affirmed "the reader constructs his or her own text, parallel to the published text, while transacting with it "(p. 4). This means that, depending on their knowledge and use of strategies, the readers build up their own interpretations.

In reference to this study, it is worth noticing that at the end of each worksheet the learners had to answer some comprehension questions. In the first worksheets, the students struggled because they could not understand the main ideas of the texts. However, by the end of the implementation, the students felt more confident when answering the questions, and most of them were able to comprehend the texts.

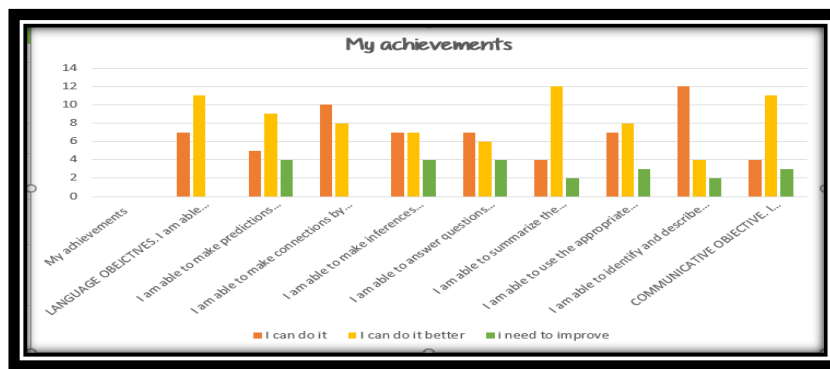
This category is supported by three subcategories: (a) *gradual improvement in the understanding and elaboration of ideas from the text*, (b) *making inferences was challenging because of the difficulty to go beyond - read between lines*, and (c) *the strategy cycle helped students to develop working memory and answer reading comprehension questions*.

Gradual improvement in the understanding and elaboration of ideas from the text. Elaborating ideas and answering comprehension questions was tough for students. They struggled with this because they were not used to do it even in Spanish. In fact, the participants mentioned that comprehending a text is not as easy as they thought. In this regard, Smith (2003) mentioned that reading comprehension is the act of giving sense to the world relating previous knowledge to what we do not know and to the new information. If the reader does not have prior information or experience about the topic, there will not be comprehension of the text.

In the same vein, Smith (2003) argued that comprehension cannot be measured in the same way as other aspects of information can because it is not a quantity of anything. Comprehension does not have dimension or weight. This means that the essence of reading cannot be evaluated by means of tests. In this case, the students' comprehension was determined through the development of different activities in which the students had to

answer specific questions, create something based on the information read, summarize certain parts of the reading, among others.

This subcategory is centered on the students' improvement in terms of reading comprehension and elaboration of ideas from the text. Such improvement was achieved thanks to the instruction on reading strategies and the implementation of the CLIL approach. The following diagram shows the students' perception of their progress, as well as it demonstrates that the reading strategies helped them to understand the texts and elaborate ideas.

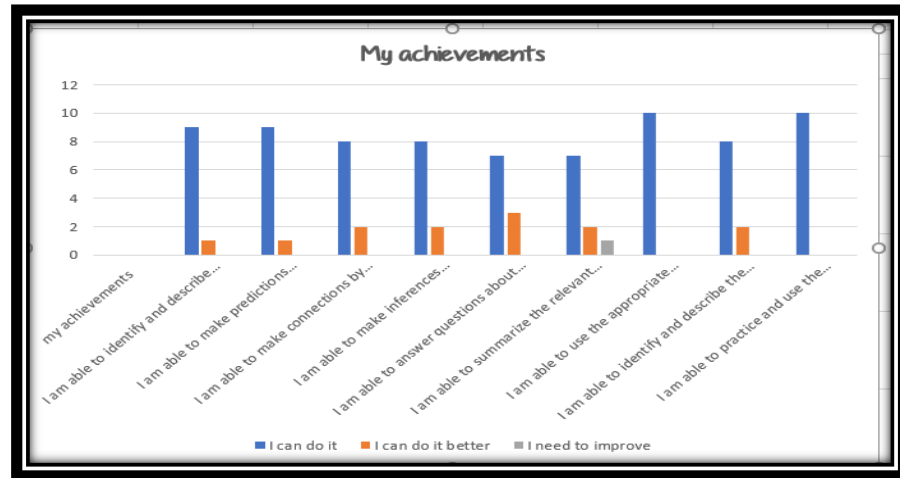


(Self-assessment worksheet No 1)

This graphic shows the self-assessment from the first and the last worksheet. It can be seen that the statement *making inferences between information I already have, and new information* had a great change. In the first one, 40% of the students chose the option *I can do it*, the other 40% chose the option *I can do it better*, and 20% of the learners selected the option *I need to improve*. This means that 60% of the students had difficulties dealing with the texts, understanding main ideas and reading between lines.

In the second graph of the self-assessment from the sixth worksheet, we can observe that 80% of the students chose the option *I can do it*, only 20% chose the option *I can do it better* and none of them chose the option *I need to improve*. This means that most of the

students improved their reading comprehension and learned how to use the appropriate strategies to understand and elaborate ideas from the text.

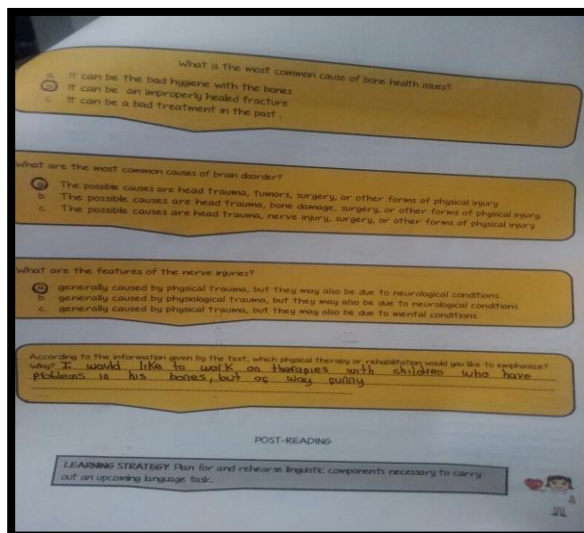


(Self-assessment worksheet No 6)

In the following excerpt, it can be appreciated that students had a gradual improvement in terms of reading comprehension and elaboration of ideas. They mentioned that they acquired skills to expand their answers, understand better, and elaborate ideas form the text:

By this point, especially in this worksheet students talked about the improvement of the process of the elaboration of ideas based on the text. They mentioned that now they can understand better the text, expand on their answers and elaborate more on their ideas about the reading (*field notes worksheet N-5*)

The subsequent instance is a sample taken from a worksheet about rehabilitation. Students had to answer specific questions about the text provided; in each question the students had three options and they had to select the correct one. Also, the learners had to answer a question based on the reading and connect it to their personal opinions, experiences and lives. By answering these questions, the students showed if they understood the text and if the reading strategies helped them to comprehend in a better way.



(Students' artifacts worksheet N°4)

The next excerpt taken from the focus group interviews displays the students' points of view and perceptions about the impact of the strategies on their reading comprehension.

Besides, it demonstrates that students had an improvement in elaborating ideas and expanding their answers:

I: ¿What was the impact the worksheet had on the acquisition of Reading strategies and vocabulary related to your academic program?

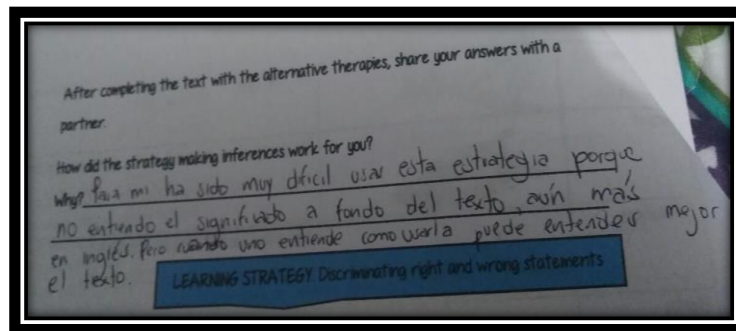
M.P: These worksheets had a great impact since they were based on the academic field; physical therapy, so they helped us a lot. Also, at the end of the process, we could see the difference between how we started and how we finished in terms of expressing ideas, from the reading in a better way because we could understand better and use vocabulary based on each topic. [sic]

(focus group interview N-3)

This example shows that the students were aware of their progress in terms of reading comprehension. They recognized that thanks to the activities and worksheets implemented, they were able to do many things that they could not do at the beginning. These improvements are associated with understanding texts easily, expressing ideas according to the reading, and using vocabulary related to each topic. These insights also show that including topics related to the students' academic program encouraged them to participate actively in the implementation.

Making inferences was challenging because of the difficulty to go beyond- read between lines. This subcategory deals with the difficulty students had to make inferences since they could not identify the main idea of the texts or read between lines. This strategy was the most challenging for students because they were not used to recognizing implicit messages in the texts. Deptula (2013) affirmed that the making inferences strategy aims at helping the students develop their critical comprehension skill since they must connect automaticity and background knowledge. This strategy allows the learners to read between lines to accomplish a meaningful reading comprehension. The schema and author's clues played an important role in this implementation because the students used these two tools to make personal interpretations and critical judgments, and to draw conclusions from the text.

In the next sample from the students' artifacts we can appreciate that, for some students, going beyond the text and understanding the main ideas was difficult both in English and Spanish:



(Students' artifacts worksheet N- 4)

Similarly, the following excerpts illustrate that although making inferences was difficult for the students, this strategy helped them to expand on their ideas and elaborate more about the reading.

Students mentioned that for them is difficult to expand on their answers because the lack of understanding and vocabulary. However, they said that making inferences has helped them to expand on their answers and acquire vocabulary. [sic]
(field notes worksheet N-3)

The subsequent instance from the focus groups evinces that the learners struggled when making inferences because they did not know how to use this strategy even in Spanish:

I: ¿what do you think about the design of the worksheets and the activities proposed?
 L.H: the designs were very attractive and colorful. These motivated us to develop the activities, at the beginning It was difficult to make inferences since I hadn't done this process of Reading between lines, this isn't easy, I just read some words but never got really into the text. However, learning how to use this strategy was helpful for me. [sic]
(focus group interview N-3)

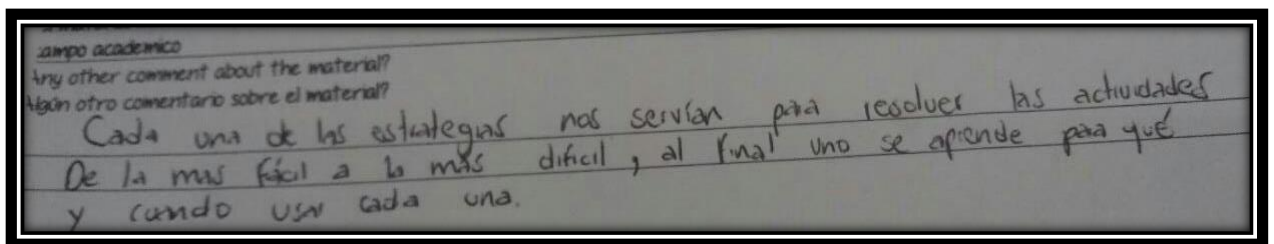
This example illustrates that making inferences was difficult for the students because of their lack of experience in using this strategy. However, by the end of the intervention, the students were able to make inferences both in English and Spanish, which means that this implementation had a great impact on students' academic processes.

Strategy cycle helped students to develop working memory and (make sense of the text) answer reading comprehension questions. This subcategory explores the use of the strategy cycle to develop working memory by giving sense to the text and answering reading comprehension questions. The evidence from the three instruments illustrates that students became aware of the importance of applying strategies and that they learnt to use each one of them in the correct stage (pre-while and post).

For that reason, it is necessary to understand how reading works and how to become a good reader. People must apply some strategies to have a good performance and achieve a significant reading comprehension (Pressley & Afflerbach, 1995). This means that the instruction on reading strategies is essential when fostering reading comprehension. According to Murphy (1998), reading strategies refers to “a planned and established way of reading. The foundation of reading comprehension strategies is the ability to decode

information using techniques designed to help students become active and purposeful readers” (p. 33). Thus, in this study, the reading strategies acted as tools that aided the students to comprehend texts, decode information and identify general and specific ideas. It is also worth noticing that the students became aware of why and when it was necessary to use a strategy depending on the reading stage (pre, while and post reading).

In the following sample from the artifacts, we can observe that a student realized that strategies needed to be applied in a specific order to have a good result. Such order consists in starting from the easiest to the most difficult strategies.



(Self-assessment worksheet N-6)

In the same line of thought, the subsequent notes reveal how becoming more aware of the use of each strategy helped the learners understand better and faster the texts and acquire more vocabulary in a meaningful way:

Students are aware of the strategy cycle because now they are able to use the appropriate strategy in each stage of the reading process. At the end of the class they could answer and expand on their answers by using the correct vocabulary according to the topic. [sic]

(field notes worksheet N-5)

Finally, in the subsequent instance we can notice that the students considered the implementation was successful thanks to the strategy cycle used in each session:

I: what is your opinion about the worksheets and activities?

L: all the activities took us to develop the next one. Every activity used a specific strategy. It started from the easiest to the most difficult one. At the end we could answer the questions and understand better the text. [sic]

(Focus group interview N-3)

This chapter presented the data analysis process and the emergent categories for each construct. It also covered the evidence from the instruments and the theory that supported each finding. The following chapter deals with the conclusions and the pedagogical implications of this research study. Furthermore, it describes the limitations of this study and the possible questions for further research.

Chapter V

Conclusions and Pedagogical implications

This chapter displays the conclusions of this study in light of the research question established: How do the design and implementation of worksheets based on CLIL and reading strategies foster the reading comprehension in beginner students at Manuela Beltran University? Moreover, it presents the pedagogical implications for the EFL community, the university and for me as a researcher, teacher and material developer. Finally, it describes the limitations found during the implementation and the possible questions for further research.

Conclusions

The design and implementation of worksheets based on CLIL and reading strategies had a positive impact on students' reading comprehension. First, with regard to materials development, the worksheets that I designed worked as a bridge between the content and the language. Implementing attractive materials based on the CLIL approach encouraged the students towards the class and stimulated their curiosity for the language learning process. Moreover, the worksheets were the source by which the students acquired the five reading strategies that facilitated their comprehension of texts.

In the same line of thought, materials drew the students' attention and showed them the steps they needed to take into account when applying the strategies in each reading stage (pre-while and post-reading), starting from the easiest to the most complex one. Also, by doing each reading activity and developing the final tasks, the learners demonstrated the correct use of the reading strategies, as well as they showed that they understood the texts and learnt vocabulary.

In addition, materials focused on CLIL were highly useful for the students because they acquired knowledge that they needed both for other subjects and for their professional lives. It is pertinent to mention that materials development is a complex process that implies a constant evaluation of the activities and tasks created. In this regard, Núñez and Téllez (2009) suggested that “pre-and post-reflective questions about the materials allow teachers to detect flaws and so reexamine students’ needs” (p. 183). In this sense, teachers must pay close attention to the students’ needs and perceptions, as well as they should keep in mind the feedback provided by the students to improve the materials.

Concerning CLIL, it is necessary to mention that the inclusion of content related to nursing and physical therapy had positive results because the students not only worked on the English grammar, general lexicon and pronunciation, but also acquired the knowledge and vocabulary they need for their careers and professional lives. Dalton-Puffer (2008) asserted that under CLIL conditions, certain aspects of language competence develop more than others and the receptive skills are within the favorably affected. This means that the content is the core of this approach and after this implementation it was demonstrated that having specific topics related to the learners’ interests and lives motivate them to do the activities and have an active role in their language acquisition process. The students became aware of the importance of acquiring the foreign language because they know that they will use this knowledge in real contexts

Likewise, CLIL stimulates the students’ cognition because they learn vocabulary and grammar in an implicit and natural way, which promotes a meaningful and lasting learning. It is also worth noticing that different activities were focused on the cultural features of the target language. By working on this aspect, students became more conscious of their own culture, customs, habits, and traditions. By the same token, Cabello (2010)

affirmed that CLIL fosters motivation and positive attitudes towards the target language. In fact, the participants recognized the relevance of learning English to expand their opportunities and grow professionally. Finally, the communicative activities played a vital role in the implementation of CLIL since they permitted the learners to exchange knowledge, experiences, and opinions while using the target language.

In relation to reading comprehension, it is possible to affirm that this is one of the most complex skills to acquire since there many factors that influence this process: educational and social background, previous experience, affective issues, etc. Cain and Oakhill (2007) stated that comprehension involves the interaction of a wide range of cognitive skills and that, in many occasions, there are difficulties that may lead to comprehension failure. To this respect, Bernhardt (1986) affirmed that topic familiarity appeared to be the most critical factor in comprehension; more critical than text based linguistic factors such as vocabulary, syntax, length of passage, and conceptual and inferential ability. In light of this, including activities that lead students to use their previous knowledge is paramount to increase comprehension.

Working with second semester students at Manuela Beltran university allowed me to recognize that each individual has a different level of reading comprehension depending on their prior knowledge of the topics. Moreover, I noticed that students tried to decode words that were unfamiliar for them by establishing a connection with the vocabulary they already knew from other academic subjects. As pointed out by Daneman and Green (1986), Pressley (1998), and Manset-Williamson and Nelson (2005), during the reading process, the reader tends to decode the words and phrases fluently and bring meaning to the unfamiliar vocabulary encountered.

Furthermore, I observed the use of the strategy cycle enriched and improved the

students' reading comprehension process. At the end of the implementation, the students were more aware of the strategies that they needed to use and they were able to comply with the comprehension activities successfully. Lastly, it was ascertained that when students have readings based on CLIL, they acquire a greater lexical knowledge and show a better aptitude to infer the meaning of words from the context.

All in all, the pedagogical intervention had a positive impact on students' learning process in terms of reading comprehension, language acquisition, and vocabulary building.

Pedagogical implications

Undoubtedly this intervention had meaningful implications on me as a materials developer, researcher and teacher. As a material developer, I realized how important it is to invest time in the creation of suitable materials that encourage students towards the classes. I learnt that developing materials implies a complex process in which it is essential to take into account the students' interests, needs and expectations. Besides, I became aware of the relevance of setting clear purposes for the class so that students know what they have to do and the outcomes they are expected to achieve. As a researcher, I learned that a research study needs to follow a cycle and some specific stages. I also realized that I can conduct a study to improve any issue that takes place in my teaching context. Finally, as a teacher, I learnt to always focus my classes on topics and activities that respond to the students' necessities and interests. Additionally, I recognized the importance of using strategies to facilitate the students' language learning

For the students, this implementation was highly valuable since they had the possibility to work on topics that they need in their professional field. They also became aware of the existence of strategies and learned how to apply them in a conscious way.

What is more, the students can use the reading strategies that they learnt along the implementation in both languages: English and Spanish.

This study had a great impact on the university where I work because the creation of materials based on physical therapy and nursing topics was perceived by the whole community. Physical therapy teachers expressed that the materials could be implemented in several English levels, not only to work on the improvement of reading comprehension, but also on the content related to their subjects. In fact, the institution is considering the idea of implementing CLIL materials in all the English language courses following the guidelines proposed in the current study. To this respect, the language center head mentioned that they hoped the inclusion of CLIL approach in the classes brings benefits to the teachers and students, and of course to the university and future professionals (See Appendix E).

Limitations of the study

The first limitation of this research study is related to time. Considering that I had to cover some grammar topics and university procedures, sometimes I could not finish the last part of the worksheets and I had to ask the students to complete the activities at home based on the instruction given in class. Another limitation I found was the students' commitment in terms of the final tasks of each worksheet because sometimes they did not give it to me. I noticed that if they did not finish their task during the session, some of them would forget to submit it the next class.

Further research

Taking into account the findings of my inquiry, I propose the following questions for further research: How does the implementation of CLIL classes contribute to the

learning of English in university students? and how does the implementation of reading strategies increase the students' interest in the reading comprehension process?

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Appendices

Appendix A: Needs Analysis Survey

UNIVERSIDAD MANUELA BELTRÁN
CENTRO DE DIOMAS

Date: _____ Age: _____

1. what is the skill that you consider is the most difficult? why?

- a. reading b. writing c. listening d. speaking

2. when you read in English, is it easy for you to understand?

- a. very easy b. easy c. difficult d. very difficult

3. do you know any Reading strategy? _____

Which one? How do you use it? _____

4. Do you like Reading article/text/comics/ in English?

Yes _____ No _____ why: _____

5. Would you like to have English articles related to your academic program in the English class?

6. How do you consider your reading comprehension process is in Spanish?

- a. good b. not good c. weak d. very weak

why: _____

7. When you read a text in English, what process do you follow?

- a. translate unknown words b. translate the whole text
c. ask an expert d. read the words I know and try to make a general idea.

8. what topics related to your academic program would you like to have in the materials of the English class? Mention 3

Appendix B: Worksheet

WOKSHEET #4 HEALTH BELIEFS THROUGH THE CULTURE

CLASS OBJECTIVE. Identify and describe the most common health problems, beliefs and importance in different cultures around the world.



PRE-READING



LEARNING STRATEGY: Relating new information to visual concepts in memory, via familiar easily retrievable visualization, phrases and locations

1. Match the image with the corresponding health problem.

1			
2			
3			
4			
5			
6			
7			
8			
9			

yawn	Cough	Overweight
stomachache	dizzy	vomiting
Sore muscles	Stressed	fever
diarrhea	neckache	Mosquito bite
earache	rash	Sore knee
headache	tired	Shivering
Sore throat	Back ache	allergy
flu	contagious	toothache
Bee sting	High temperature	sunburn



LEARNING STRATEGY: using imaginary

Reading strategy. PREDICTING. Use your prior knowledge and own experience to make predictions, answer and discuss with a partner the following questions.

2. What do you think are the most common health problems in each continent?

North America	South America	Europe	Asia	Australia	Africa
Obesity					



- c. Work with a partner. Based on the images and title what predictions can you make about them.
- d. Do you recognize these cultures? What do you know about them?
- e. What health problems do you think they have?



WHILE READING



LEARNING STRATEGY: reviewing the new information to be remembered

Reading strategy: MAKING INFERENCES. This strategy helps you to find out the meaning and the message of the text, you have to read between lines to accomplish a meaningful reading comprehension

3. Read the text and match the flag of the country with its health belief. Use different colors.

	recommendations of health care professionals is not taken into account
	View illness as God's will or divine punishment brought about by previous or current sinful behavior.
	Use advanced technology to diagnose and treat illness.
	Health is viewed as the result of a harmonious balance between the poles of hot and cold that govern bodily functions
	A professional does not ask patients what they want to do, but tells them what to do.
	Are hesitant to take into account a diagnosis of many emotional diseases or mental retardation because it decrease the opportunities of other members of the family getting married.

After completing the text with disabilities, share your answers with a partner.

How did the strategy making inferences work for you? Why?

How culture influences health beliefs

All cultures have systems of health beliefs to explain what causes illness, how it can be cured or treated, and who should be involved in the process. The extent to which patients perceive patient education as having cultural relevance for them can have a profound effect on their reception to information provided and their willingness to use it. Western industrialized societies such as the United States, which see disease as a result of natural scientific phenomena, advocate medical treatments that combat microorganisms or use sophisticated technology to diagnose and treat disease. Other societies believe that illness is the result of supernatural phenomena and promote prayer or other spiritual interventions that counter the presumed disfavor of powerful forces. Cultural issues play a major role in patient compliance. One study showed that a group of Cambodian adults with minimal formal education made considerable efforts to comply with therapy but did so in a manner consistent with their underlying understanding of how medicines and the body work.

Asians/Pacific Islanders are a large ethnic group in the United States. There are several important cultural beliefs among Asians and Pacific Islanders that nurses should be aware of. The extended family has significant influence, and the oldest male in the family is often the decision maker and spokesperson. The interests and honor of the family are more important than those of individual family members. Older family members are respected, and their authority is often unquestioned. Among Asian cultures, maintaining harmony is an important value; therefore, there is a strong emphasis on avoiding conflict and direct confrontation. Due to respect for authority, disagreement with the recommendations of health care professionals is avoided. However, lack of disagreement does not indicate that the patient and family agree with or will follow treatment recommendations. Among Chinese patients, because the behavior of the individual reflects on the family, mental illness or any behavior that indicates lack of self-control may produce shame and guilt. As a result, Chinese patients may be reluctant to discuss symptoms of mental illness or depression.

Some sub-populations of cultures, such as those from India and Pakistan, are reluctant to accept a diagnosis of severe emotional illness or mental retardation because it severely reduces the chances of other members of the family getting married. In Vietnamese culture, mystical beliefs explain physical and mental illness. Health is viewed as the result of a harmonious balance between the poles of hot and cold that govern bodily functions. Vietnamese don't readily accept Western mental health counseling and interventions, particularly when self-disclosure is expected. However, it is possible to accept assistance if trust has been gained.



LEARNING STRATEGY. Discriminating right and wrong statements




. Reading strategy SELF- QUESTIONING. Self-questioning is simply a process in which you ask and answer questions while reading. Strategically asking and answering questions while reading helps you with difficulties engage with text in many ways.







4. Answer the following questions based on the text.

1. Which culture believes that a state of health exists when a person lives in total harmony with nature.
 - a. Hispanics
 - b. Americans
 - c. Russians


2. What is the purpose of the health systems?
 - a. to describe what causes illness, how it can be cured or treated, and who should be involved in the process.
 - b. to explain what causes illness, how it can be spread or treated, and who should be involved in the progress.
 - c. to describe what causes illness, how it can be infected or transmit, and who should be involved in the procedudre

3. Why Cultural differences affect patients' attitudes about medical care?
 - a. because it shapes the abilities to understand, manage, and cope with the course of an illness, the meaning of a diagnosis, and the consequences of medical treatment.
 - b. because it shapes the abilities to confuse, manage, and fail with the course of an illness, the meaning of a diagnosis, and the consequences of medical treatment.
 - c. because it becomes the abilities to get sick, die and manage with the course of an illness, the meaning of a diagnosis, and the consequences of medical treatment

My achievements	 I can do it	 I can do it better	 need to improve
LANGUAGE OBJECTIVES. I am able to identify and describe health problems and cultural aspects by using vocabulary related to them <i>Soy capaz de identificar y describir problemas de salud y aspectos culturales utilizando vocabulario relacionado a estos.</i>			
I am able to make predictions about the text before start the reading <i>Soy capaz de hacer predicciones sobre la lectura antes de empezar a leer</i>			
I am able to make connections by using images and the knowledge I have about a topic. <i>Soy capaz de hacer conexiones utilizando imágenes y el conocimiento que tengo sobre un tema</i>			
I am able to make inferences between information I already have and new information. <i>Soy capaz de hacer inferencias entre la información que ya tengo y la Nuevo información</i>			
I am able to answer questions about the text by getting the main ideas and important info. <i>Soy capaz de responder preguntas sobre el texto entendiendo las ideas principales y la información más importante</i>			
I am able to summarize the relevant facts of the text in different ways. <i>Soy capaz de resumir los hechos más relevantes del texto de diferentes formas.</i>			
I am able to use the appropriate reading strategies in the pre-reading, while reading and post-reading stages. <i>Soy capaz de usar las estrategias de lectura durante los tres pasos de la lectura: antes, durante y después</i>			
I am able to identify and describe the characteristics of health problems related to their cultures <i>Soy capaz de identificar y describir las características de los problemas de salud relacionados con la cultura.</i>			
COMMUNICATIVE OBJECTIVE. I am able to practice and use the vocabulary related to health problems and culture. <i>Soy capaz de practicar y usar el vocabulario relacionado con los problemas de salud y la cultura.</i>			

The worksheet...	It does 	It could be better 	It needs improvement 
Promotes the use of reading strategies that help me understand the task and develop it. Promueve el uso de estrategias de lectura que me ayudan a entender una tarea y desarrollarla			
Has an attractive design and eye-catching photographs. Tiene un diseño atractivo y fotografías que captan la atención visual.			
Considers our needs, preferences and learning styles. Considera nuestras necesidades, preferencias y estilos de aprendizaje			
Gives me opportunities to experience and the use of language to interact in real situations. Me da la oportunidad para experimentar y usar el idioma, interactuando en situaciones reales			
Makes me use the target language to achieve a particular outcome within my context. Me hace usar el nuevo lenguaje para alcanzar un resultado dentro de mi contexto.			
Promotes materials (worksheets) didactically designed around series of authentic activities. Promueve materiales (talleres) que son diseñados didácticamente alrededor de una serie de actividades auténticas.			
CLIL...			
The materials promote the content related to my academic program (health program) El material promueve el contenido relacionado con mi programa académico. (programa de salud)			
The materials give me the opportunity to communicate my experiences, opinion and point of view regarding specific topics in the foreign language. El material me da la oportunidad de comunicar mis experiencias, opinión y punto de vista relacionado a temas específicos			
The materials use the foreign language to connect content related to my interests and academic program El material utiliza la lengua extranjera para conectar el contenido relacionado a mis intereses y programa académico			
The materials encourage me to think and talk about cultural issues connected to my academic field El material me motiva para pensar y hablar sobre problemas culturales conectados a mi campo académico			
Any other comment about the material? Algún otro comentario sobre el material?			

Appendix C: consent form



FORMULARIO DE CONSENTIMIENTO INFORMADO PARA ESTUDIANTES

Título de la investigación: Designing and implementing worksheets based on CLIL and reading strategies foster the reading comprehension in beginner students at Manuela Beltran University.

Investigador: Angélica María Pinto Ruiz.

Estimado (a) Alumno (a):

El presente documento tiene como objetivo invitarlo a participar en un estudio sobre el diseño e implementación de talleres basados en estrategias de lectura con el objetivo de fomentar la comprensión lectora en inglés. Esta investigación tiene como propósito aportar, a partir de sus resultados, a una mejor comprensión sobre cómo los estudiantes llevan a cabo el proceso de lectura implementando las estrategias de lectura apropiadas para el nivel, teniendo en cuenta que estas las pueden implementar en todos los contextos y en su lengua materna para lograr una comprensión de lectura significativa. Teniendo en cuenta lo anteriormente mencionado, deseo solicitarle su participación en la investigación, invitándolo a realizar las siguientes actividades:

- Participar en entrevistas grupales.
- Responder encuestas.
- Trabajo en clase (material hecho por el estudiante)

Para su conocimiento se puntualiza que su participación es voluntaria y anónima.

El responsable de la conducción de las actividades de investigación es la licenciada en lenguas extranjeras y especialista en informática para la docencia Angélica María Pinto, única investigadora, quien es profesora de inglés del centro de idiomas de la Universidad Manuela Beltrán. (e-mail angelicampinto11@gmail.com).

RIESGOS Y BENEFICIOS

Cabe aclarar, que este estudio no representa ningún tipo de riesgo en cuanto a su integridad como estudiante. Si decide ser parte del estudio, los resultados que obtenga al desarrollar las actividades propuestas en los talleres, no se tomarán como parte de la evaluación del curso. En cuanto a los beneficios que representa el ser parte de esta investigación está la posibilidad de determinar la efectividad de la implementación de nuevas estrategias para el aprendizaje del inglés como lengua extranjera y la evaluación de estas mismas en un contexto determinado.

ALMACENAMIENTO DE LOS DATOS PARA LA CONFIDENCIALIDAD DEL PROYECTO:

En ningún momento de la investigación se hará público su identidad ni tampoco se divulgará, de una forma individualizada, la información proporcionada en los instrumentos de recolección de datos. La información recolectada a lo largo de la investigación será únicamente utilizada con propósitos profesionales; solamente tendrá acceso a ella la investigadora.

LUGAR Y TIEMPO INVOLUCRADO

Tanto las encuestas se desarrollarán en el salón de clases en las horas estipuladas en su horario de clase. Se estima aproximadamente un tiempo entre 7 y 10 min para la contestación de los instrumentos anteriormente referenciados.

CÓMO SE USARÁN LOS RESULTADOS

Los resultados del estudio serán usados para generar nuevo conocimiento en el área de aprendizaje y enseñanza en educación superior, en el campo de la enseñanza del inglés como lengua extranjera. Serán empleados en tesis, para presentación en conferencias y para publicación de resultados en revistas científicas. En cada una de estas instancias se velará por mantener la estricta confidencialidad y privacidad de los participantes.

DERECHOS DE LOS PARTICIPANTES

- He leído y discutido la descripción de la investigación con el investigador.
- He tenido la oportunidad de hacer preguntas acerca del propósito y procedimientos en relación con el estudio.
- Mi participación en esta investigación es voluntaria. Puedo negarme a participar o renunciar a participar en cualquier momento sin perjuicio para mi futuro estatus como alumno.
- La investigadora puede eliminarme de la investigación bajo su discreción profesional.
- Cualquier información derivada del proyecto de investigación que me identifique personalmente no será voluntariamente publicada o revelada sin mi consentimiento particular.
- Recibo una copia del presente consentimiento informado.
- Mi firma significa que estoy de acuerdo con participar en este estudio

CONSENTIMIENTO INFORMADO

Yo _____

____ (nombre completo) Estoy de acuerdo en participar del estudio titulado Designing and implementing of worksheets based on CLIL and reading strategies foster the reading comprehension in beginner students at Manuela Beltran University. El propósito y naturaleza del estudio me ha sido descrito por la investigadora, Esp. Angelica María Pinto Ruiz. Yo comprendo lo que se me solicita y también sé que puedo hacer las consultas que estime pertinentes. También comprendo que puedo suspender mi participación en cualquier momento.

Nombre del participante: _____

Firma del participante: _____

Appendix D: field notes form

FIELD NOTES	
DESCRIPTIVE NOTES	REFLECTIVE NOTES
DATE:	
SETTINGS:	
MAT IMPLEMENTATION:	
ST BEHAVIORS:	
ST INTERACTIONS:	

Appendix E: Focus Group Interview**Focus group interview questions:**

1. ¿Como se sintió en el desarrollo de las guías?
2. ¿Qué dificultades encontró durante la realización de las guías?
3. ¿Considera que después de la realización de las tareas su vocabulario y manejo del tema mejoró?
4. ¿De qué manera las estrategias de lectura contribuyeron a su comprensión de lectura en los temas desarrollados?
5. ¿Qué aspectos de su comprensión lectora ha notado diferentes después de participar en los talleres?
6. ¿Qué otros beneficios de aprendizaje obtuvieron por medio del desarrollo de las guías?
7. ¿Cuál es su opinión de las guías usadas en el taller?
8. ¿Cuál es su opinión de los temas seleccionados para las guías usadas en el taller?
9. ¿Qué opina del diseño de las guías y las actividades propuestas ellas?
10. ¿De qué manera las guías usadas en el taller le ayudaron en su proceso de mejoramiento de la comprensión lectora?
11. ¿Considera que los temas relacionados a su programa académico le aportan más a su proceso de aprendizaje que otros temas?
12. ¿Piensa que el contenido de las guías debe estar relacionado a sus temas de interés' para que el proceso de aprendizaje sea más significativo? ¿Por qué?
13. ¿De qué manera las estrategias de lectura impactaron su comprensión lectora?
14. ¿Cuál de las estrategias de lectura considera que aportó más a su comprensión lectora?
15. ¿Hay algo más que quisiera agregar?

Appendix F: Letter from Language Center Head**A QUIEN INTERESE**

Yo, Milena Molina, directora del Centro de Idiomas de la Universidad Manuela Beltrán he visto de cerca el trabajo de investigación de la docente Angélica María Pinto Ruiz y el impacto que este ha tenido en la comunidad de estudiosos de las carreras de enfermería y fisioterapia.

El trabajo que la profesora Angélica ha desarrollado en estos programas ha mejorado la comprensión lectora de los estudiantes y con él ha apoyado el proyecto de bilingüismo que la universidad lleva a cabo, liderando un proyecto que le permite al estudiante usar el idioma dentro de su rama de formación, motivándolo y potencializando su conocimiento en lengua extranjera, viendo el uso integrado con los contenidos de la carrera que los estudiantes llevan a cabo.

Es por los resultados obtenidos en esta investigación y la evidencia que hemos tenido en nuestras evaluaciones que hemos decidido incluir el proyecto de la docente Pinto a nuestro plan de estudios y contamos con que va a ser un proyecto que traerá beneficios a nuestros docentes y estudiantes y por su puesto a la Universidad y sus futuros egresados.

De antemano muchas gracias por el apoyo a que este proyecto se llevará a cabo y por lo que significa para nuestra comunidad. Cualquier inquietud o sugerencia estaré atenta a atenderla.

Atentamente,

MILENA MOLINA
UMB LANGUAGE CENTER HEAD

Milena Molina

Directora del Centro de Idiomas

Universidad Manuela Beltrán

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