

THE INFLUENCE OF GENRE BASED PEDAGOGY ON STUDENTS' READING  
COMPREHENSION OF EXPLANATION TEXTS IN A CBI SCIENCE CLASS.

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BARRANQUILLA, 2016

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## **1. Introduction**

Over the last two decades there has been a major concern of the national government in offering a more competitive education to the Colombian children and teenagers. Although it is an enormous challenge for the national leaders it has been promoting changes in educational system during these last years. One of their interests has been framed in promoting an improvement in the teaching of a foreign language, particularly the teaching of English in schools. With the implementation of the National Program of Bilingual Education public schools in Colombia had to adjust their curricula and start the adoption of new strategies. It seems the government is currently willing to move on and invest to reach standards of a quality education. Giving students the opportunity to learn a foreign language might lead our country to be more prepared to face the current globalized world. There is no reason to be against this national policy and to be part of the significant changes. Learning a foreign language allows students to learn not only the language itself but about other cultures as well. A person who speaks more than one language is going to find it easier to interact with others in terms of understanding the way other speakers think (Goalty, 2000).

This proposal has also provoked a great concern on Colombian private schools for adjusting and improving their foreign language projects. They have made important decision addressed towards the foreign language but some of them have gone beyond and have decided to include the learning of content subject matters in their curriculum. Although it is positive the way private schools have acted, it is questionable how some of them have implemented subjects like science, math, and geography in English focusing perhaps only in learning the content and neglecting reading comprehension and language



learning itself as a powerful tool to foster meaningful mental processes (Israel and Duffy, 2009). One of the causes may be that the National program does not involve these primary grades but High School. In addition, it is poor the interest on private schools on doing investigation about the topic. In this way, this research paper is important not only for the local community but also for other national professionals who are looking for answers and guidelines on how to approach a science class for instance, under well structured pedagogies.

This study was carried out at Colegio La Salle Montería, a private school in the Caribbean Colombian coast. La Salle is not entitled as a bilingual school, but a noticeable competitive proficiency in the foreign language is fostered in the students. Recently, the academic board decided to start the bilingual education process in elementary school through a Content-Based approach in two subjects taught completely in English, science and business . The implementation of the Science program, which is the focus of this study, began in 1<sup>st</sup> grade and is supposed to continue in the upper levels until the upper levels in high school. Concepts in the area are taught by means of a science textbook that contains readings about different science topics.

During the first implementation in 2<sup>nd</sup> grade, data was gathered to analyze the process and the students' response to it; results revealed problems related to teacher's implementation and students' learning process. Although the teacher has an excellent management of the English language, she does not seem to have clear knowledge about how to implement the Content-Based approach promoted by the institution for the integration of content and language learning, and does not have an effective methodology to foster the development of second language skills in students. Other findings

demonstrated problems in students' comprehension of the texts they were assigned to read in class, thereby affecting their understanding of the content contained in these texts. .

The findings mentioned above and the researcher's current experience as a director of this institution motivated the search of an approach that ensured a more effective teaching process and students' development of language skills, specially reading comprehension in the science class. This motivated a quest for a methodological approach that could complement the recently established Content-Based approach to strengthen students' content and language learning, and enhance reading comprehension. It seems that Genre-Based Pedagogy may be a suitable methodological approach to meet our purpose, since GBP "recognizes that certain genres are more powerful than others and is concerned with helping students from non-mainstream backgrounds to acquire and critique the genres required for success in schooling (Derewianka, 2003. p. 142).

Therefore, a proposal incorporating Genre-Based Pedagogy into the Content-Based science program was designed for teaching the explanation texts that students need to read in the science class. One of the 2<sup>nd</sup> grade groups was selected for the implementation of this proposal in order to establish if it helps improve the problems described above.

Thus, the objective of this study is to explore how the Genre Based Pedagogy contributes to enhance students' comprehension of explanation texts in a CBI science class so content learning from texts can be easier for them.

### **Research Question**

How does the Genre Based Pedagogy contribute to enhance students' comprehension of explanation texts in a CBI science class?

### **General Objective**

Analyze how the Genre Based Pedagogy contributes to enhance students' comprehension of texts in a CBI science class?

### **Specific Objectives**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

## **2. Theoretical framework**

Alongside this chapter, a variety of authors and their contributions related to reading comprehension and Genre Based Pedagogy will be displayed. As these two mainstreams are defined and explained, another associated constructs will be part of the theoretical support for this research study. It is important to take into account reading for instance, is not a contemporary issue and that from thousands of sources were taken the ones that meets the objectives of this research paper. Indeed, Wolf (cited in Tomlinson, 2013) when relate to reading remarks humans were not meant to be readers and that it took millions of years for them to overcome this skill. She assures as well, learners who are exposed enough to reading in L1 will be even more privileged when reading in L2 since they have been exposed to sufficient strategies and drills to be able to comprehend texts.

### **2.1 Approaches to Reading**

Over the years, many writers have considered reading as another tool to develop linguistic aspects of the language and a variety of approaches have established the route for teachers to enhance the skill on the students. Tindale and Burns (2004. p. 9), for example, conceive reading as a “cognitive complex task” since it does not work isolated but on the contrary depends on other skills such as information processing, decoding, top – down skills, the interaction between bottom – up and top – down skills or a complex mix of these skills with social experiences which are considered by these two authors as new literacy approaches to reading. It might sound a little confusing and difficult as it can be defined by

the writers, however if revising some of these approaches in detail, one might detect many of these approaches and skills are performed in the daily exercise of teaching.

Reading may be seen from a less rigid and more practical conception. According to Alderson (2000), Reading might be seen as simple as “the interaction between the reader and the text”. Along with this process, the reader does not only attempt to read but also to interpret what is being read. Connections, relations and predictions might be part of this thinking and private process while reading a text. Indeed, Lantolf (2000) claims we may speak internally to ourselves while carrying out any activity. When reading, several mental processes occur, these processes activate our brain by questioning, and answering information related to what we are reading. The author calls this “Private Speech”. Once the cognitive functions evolve, it becomes into “inner Speech”. A sign the reader is being influenced by the text is the eye movement, which is considered as a way to externalize the mental process together with the “read aloud” and “miscue analysis” strategies. These alternatives provided by the author might be useful to guide learners to start interacting with the text and assure an appropriate product of the reading, which is the purpose of this research project, to have children understand subject matter content through pieces of authentic readings. Reading could be also defined as “a vehicle for the introduction of new vocabulary and/or structures” (McDonough and Shaw, 2012, p.112). In this way, the cited skill involves both processes: simple and complex, which convey together to communicate and bring a message to the readers in any mode.

Tomlinson (2013) believes reading can be approached as a mental process in which the brain interprets what is being decoded in a certain way in a text. Likewise, he also claims during this process that connections occur to relate what is being read with the information already obtained and retained in the brain. This information starts to create at

the same time inquiries about the text in context. This process in young readers occurs to stimulate the brain and prepare it not only for decoding but also to analyze and understand what they will read, as older readers. For LaBerge and Samuels (1974) decoding facilitate understanding of texts but involving some language factors that become part of the reading process as well. Contextualizing this consideration, it can be said then, reading in children, as is the case in this study, is a process that starts in early ages but provides the students with tools to strength the skill in the moment of learning and in future contexts where they will have to face more complex texts.

Referring to the way in which a reader interacts with the text and the way teachers should assume his responsibility within this process, Smith (cited in Tomlinson, 2013) states two different approaches to reading: Top-Down and Bottom-Up. The first one reflects on the way the reader intends to predict the text and later goes over the decoding and interpreting process in order to verify what was previously guessed. The second approach refers to the interaction implied between lower and higher level skills and the meaning constructed from the reader with the text.

Moreover, according to Tomlinson (2013, p.166) texts can be divided into two different types: Non-literary and literary texts.

<b>Non-literary texts</b>	<b>Literary texts</b>
Referential (out there)	Representational (in here)
Information	Imagination
Predictable	Unpredictable
Unambiguous	Multiple meanings

*Figure 1. Types of reading texts  
Taken from Tomlinson, 2013, p. 166*

Based on the table above, it can be stated that non-literary texts are more likely to be implemented when the objective is to present simple information or content to the reader. In this type of texts, there is more chance for the reader to predict or misunderstand the codes since the meaning is strongly clear. However, for children in this study some texts of this type might become difficult to understand since they are being exposed to content readings and in a different language to their L1. In concordance with this research study and the characteristics stated by Tomlinson, texts used for learning Science might be under this category since in most of the cases, texts are providing the reader with theories and natural processes that despite of its abstract and dense information, learning might require proper mediation to promote comprehension processes.

On the other hand, Kramersch (cited in Tomlinson, 2013) addresses reading can be approached from two types of texts: Efferent and Aesthetic. Efferent is to be involved with the reading done with a purpose, more precisely to gain information, content or for academic issues. Aesthetic has to do with the reading with no special goal, the reader choose what to read and more likely tending to read topics of his/her interest. Tomlinson (2013) refers as well to Intensive and Extensive reading to support the two categories previously mentioned. He considers intensive reading is eventually limited and only develops traditional strategies where learners deal with linguistic features in the text and a plain decoding. The extensive reading is described by the author as a more personal and reading for pleasure type. Readers in this category include feelings and reading becomes more meaningful and motivating. In practice, both approaches are necessary and important at the moment of working with reading in the classroom. Although it seems to be one focuses more into the academic purpose as well as this research study does and the other

one pretends to make reading process comfortable and significant for students, both should complement each other even more when the target population are children.

Next sections will describe reading skills and strategies more in detail.

## **2.2 Reading Comprehension**

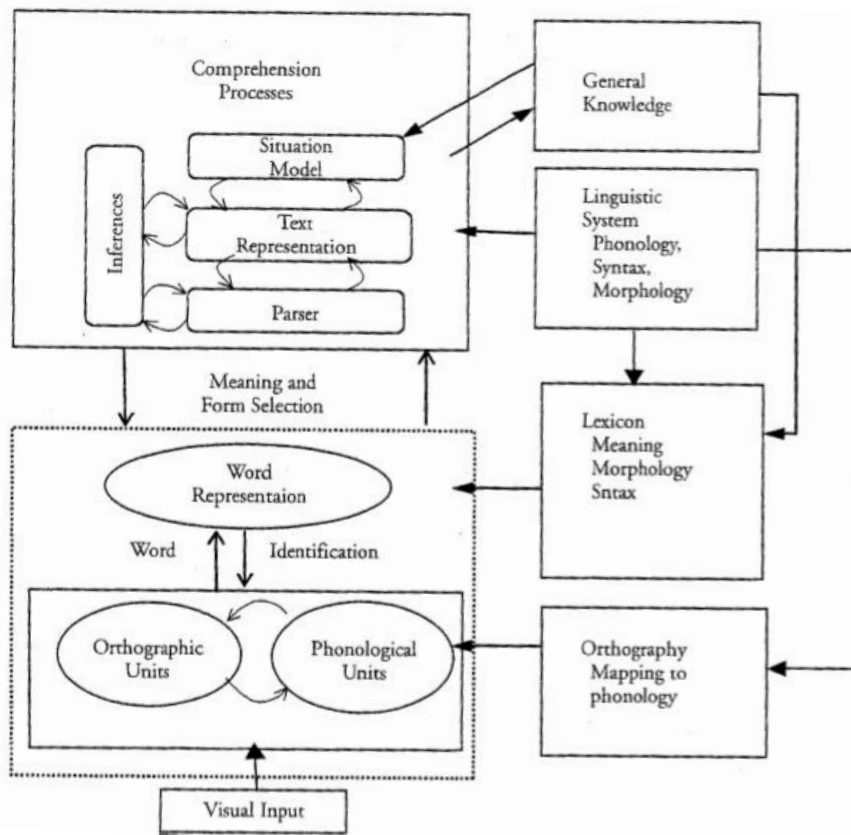
As the approaches to reading have been detailed in the previous part, it results necessary for this study to inscribe in this section what reading comprehension implies for it. Pearson (cited in Isarel and Duffy, 2009) conceives comprehension as an action of understanding texts, while Snowling and Hulme (2005) define it as “a mental representation of a text message” that occurs at different levels: “word level (lexical processes), sentence level (syntactic processes), and text level”. That is to say, comprehension processes emerge systematically and at levels that allow the reader understand better the type of texts they may face. Thus, for this study it cannot be pretended to expect students to reach a text level without moving into the previous two levels that require them go over lexical and syntactic processes. Actually, the fact of working with children entails the teacher to facilitate understanding by providing strategies that later will be used by their own.

Koda (2004) also claims “Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known” (p. 4). Urquhart & Weir (1998) say “Reading is the process of receiving and interpreting information encoded in language form via the medium of print” (p. 22). According to Hellekjær (2007) “reading comprises decoding the written text on the one hand and efficiently processing the information on the other hand” (b, p. 2). As stated by these



authors reading comprehension is characterized by the process humans go through to access information on his/her own.

Snowling and Hulme (2005) suggest a framework where the components of reading comprehension are presented. As shown in figure 2, linguistic aspects (parsing) influence reading comprehension at every moment and general knowledge takes part when occurring mental processes towards comprehension. These two features work together to convey meaning and form. In the figure it is also visible reading comprehension is initiated by the experience of interaction between the reader and the text (visual input). It is interesting to see the section of Comprehension processes is closely related to the learning cycle proposed in the Genre Based Pedagogy by Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. (2016) where the deconstruction refers to modeling, joint construction to text representation and independent construction to parsing where the learner has to achieve production bearing in mind all linguistic aspect depending on the genre. Nonetheless, as the purpose of this study is concentrated on the reading for comprehending texts, this paper will focus only on the deconstruction step and the aspects this one involves.



*Figure 2. The components of reading comprehension from identifying words to comprehending texts. Adapted from Perfetti (1999). Taken from Snowling and Hulme (2005)*

Israel and Duffy (2009), refers to reading comprehension as a serious and pedagogical process where teachers play a significant role. Learners should be able to comprehend texts independently and should get skilled at doing it when interacting with texts. To do so, teachers' scaffolding takes a relevant place from the modeling to the inferences and comprehension itself.

### **2.3 Reading Skills and Reading Strategies**

According to Kintsch and Yarborough (cited in Alderson, 2000) a person is able to read when there is evidence of understanding at any level. They classify reading into two types of processes: “microprocesses” and “macroprocesses”. The first one is related to a simple comprehension of words and phrases in full sentences. The second one is related to a general comprehension of sentences organized in a text. To measure or confirm the reader’s level of understanding, we frequently ask questions and determine the ability of interaction with the text itself. Researchers point out there should be some reading skills and subskills that guide the reader to react to such test questions. For Davis (cited in Alderson, 2000) there are eight reading skills listed as follows:

1. Recalling and meanings.
2. Drawing inferences about the meaning of a word in context.
3. Finding answers to questions answered explicitly on a paraphrase.
4. Weaving ideas in the context.
5. Drawing inferences in the content.
6. Recognizing a writer’s purpose, attitude, tone and mood.
7. Identifying a writer’s technique.
8. Following the structure of a passage.

Despite the fact this author identifies these skills, the possibilities of classifying and labeling them are uncertain. Nonetheless, the importance and the considerable impact they have on the reading processes are enormous.

When referring about reading and the way students learn to acquire the ability itself, confusion whether these abilities are recognized as skills or strategies intrigues teachers and researchers. To clarify such dilemma, Afflerbach, Pearson and Scott (2008) attempt to establish differences between them by expressing these two terms have been there for several years distracting educators' mind. Actually, in a study conducted by these authors they found teachers defined the two terms the way they feel more comfortable with. Some of the questioned professionals explained skills and strategies are the same thing and some others stated one subordinates the other and used them in a same sentence.

In a different attempt and going further in the dictionary definition, authors encountered the term skill was related to the abilities people acquire by intellectually getting involved in activities that promotes learning (Harris & Hodges, 1995). In contrast, the term strategies was associated to the abilities people attain in a more artificial and methodical way resulting as a more planned situation. Unsatisfied with these findings, the authors decided to revise some international policies and documents but some inconsistencies were found. The two terms appeared to be linked but at the same time they did not demonstrate any clear definition of them but a solid importance of the processes in education and especially in the teaching of English.

In a more historical view and co-related to the reading ability, researchers consider skills are totally familiar to natural environments and cognitive issues while strategies are referred to more purposeful environments where human beings consciously develop actions. Moreover, skills are described as the reactions against everyday actions. (Afflerbach, Pearson and Scott, 2008).

After collecting enough information and theories, scholars arrived at some nominations of the two terms and intended to draw some conclusions to what for many

years have been misused for some educators. Besides, they framed the definitions around the learning process of reading. Afflerbach, Pearson and Scott (2008. p. 368) claimed reading skills are “automatic actions that result in decoding and comprehension with speed, efficiency, and usually occurs without awareness of the components or control involved”. They equally stated reading strategies are “deliberate, goal – directed attempts to control and modify the readers effort to decode texts, understand words and construct meaning of texts”. In other words, reading strategies are those, which the reader acquires to refine the ability not only to read but also to transform this learning process. Consequently, it is relevant to say this study corresponds to the definitions previously stated by these three authors and that will be taken into account through the mentioned research.

After having exposed clear ideas about the two terms, Huegli (2008) proposes six reading strategies can help a student read well. They are:

1. Previewing and Predicting.
2. Brainstorming.
3. Highlight and Review.
4. Read Out loud.
5. Use Context Clues.
6. Questioning.

The two first strategies refer to the moment before reading. They are concerned with preparing the reader for the text using their previous knowledge and experiences to guess what the text is going to be about. Strategies 4, 5 and 6 refer to the instant in which the reading is taking place. These strategies help the learner to build upon what they already know by looking for new words and ideas (Huegli, 2008). Finally, the last strategy refers to

the moment after the reading has already taken place. With this strategy, the learner can realize whether he or she could understand the text.

Another known strategies that William Grabe (2009) calls “search processes” are skimming and scanning. Skimming, which is included in the lesson planning of this study, is “building a simple quick understanding of the text and allows the reader to search for information” (Grabe, 2009).

#### **2.4 Directed Activities Related to texts (DARTS)**

Other type of strategies that can help students improve their reading are DARTS (Lunzer and Gardner, 1984). This concept stands for Directed Activities Related to Texts and proposes a variety of activities that can result helpful for developing reading in pupils and can be also a link between the content subject matter and the reading skills. Different types of DARTS are stated in the following chart:

<b>DARTs</b>	
<p><b>Text completion</b> Predicting deleted words (cloze), sentences, or phrases.</p>	<p><b>Underlining</b> Searching for specific target words or phrase that relate to one aspect e.g. key words.</p>
<p><b>Diagram completion</b> Predicting deleted labels on diagrams using text and other diagrams as sources.</p>	<p><b>Labeling</b> Labeling segments of text, which deal with different aspects, e.g. labeling scientific account.</p>
<p><b>Table completion</b> Completing deleted parts of a table using table categories and text as sources of reference.</p>	<p><b>Segmenting</b> Segmenting of paragraph or text into information units.</p>
<p><b>Completions activities with disordered text</b> Predicting a logical order for a sequence and classifying segments according to categories given by the teacher.</p>	<p><b>Diagrammatic representation</b> Constructing diagram from text e.g. using diagrams, concept maps, mind maps, and labeled model.</p>
<p><b>Prediction</b> Predicting next part of text with segments presented in sequence.</p>	<p><b>Tabular presentation</b> Constructing and representing information in tabular form, extracting from a written text.</p>

*Figure 3. Directed Activities Related to Texts. Davies and Green (1984), taken from Pamelasari and Khusniati, p. 623*

Perhaps for many children reading may become a familiar and easy task. However, for those who find it difficult, it is the teacher who should provide tools for them to start interacting with the text and the information itself. The development of skills and the implementation of strategies are to support the reading process even when the students feel comfortable with the type of text. When connecting all these assumptions with the objectives of this study, it is evident how skills and strategies are important and much more when the lessons are to be conducted with subject matter readings, in this case science text types. Facing the students to differ type of readings to the ones they are usually exposed might cause a certain struggle at the beginning but if they are carefully selected, planned to be taught, and implemented in the classroom, the inconvenient would be reduced to a minimum number.

## 2.5 Teaching Reading

When referring to communicative skills in English, there is always a discussion on which one should be taught first or which one is the easiest, the most difficult or the most important. Even though the four skills are equally important and should be a complement among them, there are still exist teachers and instructors who believe they should be taught isolated.

Rose (2007) claims reading is a skill to be developed in every learning context. It is easy to feel in agreement with the author when he also states students who use reading to learn about a new topic are not only going to learn about content but also are going to get more experts on the skill. It is important to highlight that this research paper focuses on the reading skills; however, it is understandable that other skills could be involved in the class. It is highly interesting how this author adds reading activities do not only strengths the skill itself.

Reading additionally, will increase the opportunities for the learner to participate more actively in oral interactions. That is to say, reading is closely related to understanding and acquiring content as well as to developing spoken abilities to interact with others.

Nowadays, there is a belief or misunderstanding when teaching reading in schools. Many teachers consider the skill should be taught apart from others and focus only on the skill itself. Another number of teachers perceives reading as the means to access new information but do not give any importance on how the learners perform the skill. Rose (2007) suggests teachers to teach students the content as established in the curriculum but without omitting the teaching of the skill as such. Both learning spaces should occur at the same time and work together to construct meaningful experiences.



Reading is presented most of the times in written texts (novels, short stories, plays, poetry, reviews, arguments, etc.). In schools, this is noticeably evidenced in textbooks, which are adopted by the teachers as a tool to gain knowledge and develop communicative skills as well as critical thinking. In this way, textbooks are in some extent a pedagogical support for teachers to convey learning of both: skill and content. This goal consequently should indeed be develop in an attractive and meaningful way as it was mentioned before. Teachers must have clear what is the intention of the written text and “what do we want our students to engage with” (Rose, 2007, p. 2). Even more important, “what we really need to do is teach all our students to read textbooks with a critical understanding” (2007, p. 2). Sometimes textbooks are seen as a constraint to develop skills on the students. However, it is not the books what hinder the learning process, perhaps it is the way teachers use them.

## **2.6 Sociocultural Theory.**

The Socio Cultural Theory proclaims that language learning occurs through interaction. Thus, interaction perhaps would follow terms like knowledge, resources and methodology, terms that seem to be related to this research study. It is by interacting with the teacher and among other individuals when learning is achieved. Vygotsky, who considers mental processes are developed out of the interaction, reinforces this theory. He claims these processes are influenced by mediations, which determines the way we perceive what humans learn (Lantolf, 1994). Vygotsky (cited in Feez and Joyce, 1998) alludes learners foster their skills at two levels: independent performance and potential performance, and that there is a space in the middle of these two called “the Zone of Proximal Development”. This zone in language learning is going to be determined by what

learners can do in terms of existing abilities and on the other side by what learners are able to do while moving through the mentioned zone.

Vygotsky' Zone of Proximal Development has been retaken by many authors like Lui (2013. p. 2) who describe it as “the difference between what a child can do independently and what he or she is capable of doing with targeted assistance” In other words, learning in students is going to be influenced by the opportunity one have to be guided by the teacher, any other students or a mediation.

According to Swain, M., Kinnear, P., & Steinman, L. (2011) the Zone of Proximal Development is “the difference between what an individual achieves by herself and what she might achieve when assisted”. That is to say, the difference between what people is able to do alone and with help. Since this study is based on contributing to facilitate students' comprehension of texts, it is evident ZPD would play an important role through the interaction between the teacher and learners in order to foster comprehension processes and understand specific information. The process while people and objects facilitate learners' learning through interaction is known as *mediation* (Lantolf, 1994. p. 1). Human and symbolic or material tools are types of mediation. So, teachers and classmates as well as symbolic or material artifacts mediate students' learning.

Developing the ZPD on the students implies not only co-constructing knowledge but also strengthening students' social skills. The idea of having them interact in the classroom also assures an appropriate learning environment and teacher –student / student – student relations may become a powerful tool for building comprehension processes through collaboration.

ZPD becomes quite useful in the classroom as that zone to lead students to achieve their goals. It is important to keep in mind teacher is not the only teacher in the classroom,

peers are of great help and may be a great option for those students who feel more at ease learning from what other say and do.

Wilhelm J., Baker T. and Dube J. (2001) also refer to ZPD as the way to foster mental processes on learners, like comprehension in this paper for instance. In figure 4, a clear diagram that explains the logic of Vigotsky’s theory, there is a notable input of the teacher along the process of learning but with the purpose of getting students towards the internalization of it and the application of own strategies.

Ways of Assisting Readers Through Their Zones of Proximal Development: Modes of Scaffolding

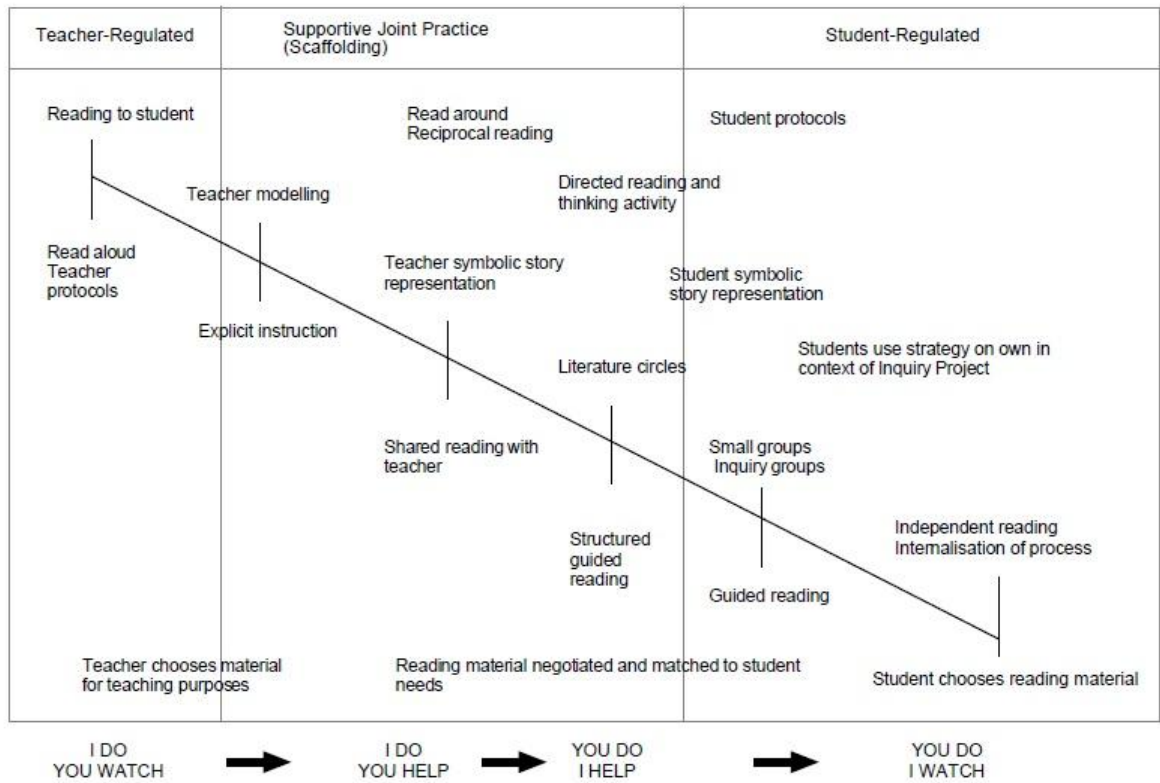


Figure 4. Ways of assisting readers through their Zones of Proximal Development: Modes of Scaffolding. Wilhelm J., Baker T., Dube J. (2001).

As seen in figure 4, the authors present several ways of assisting readers through their ZPD which are closely connected to what Reiser (2004) defines as *scaffolding* where learning is supported and assisted to achieve success performance of tasks and provide learners with the sufficient capability of doing it by themselves. (Reiser, 2004).

## **2.7 Content-Based Instruction**

Over the last two decades, Content-Based Instruction has appeared to be an important approach in a wide range of language learning settings. Its innovative proposal has caught many language professionals' attention and even more because it has been of great support for attempts and solid programs of bilingualism in non-native English speaking countries (Grabe and Stoller, cited in Snow and Brinton, 1997). CBI has become in some way a successful method for teachers and has evolved up today in response to several concerns of bringing to the classroom different perceptions from the traditional language learning theories.

Content-Based Instruction, also known as CBI, is currently an approach to be implemented when the purpose of a course is to learn any subject content but using a foreign language as a media to achieve it. Although the two processes are developed, learning the content and using the foreign language, none of them is carried out in isolation. Stryker and Leaver (1997, p. 3) state "learning a second language is compared to learning to ride a bicycle, learning to play tennis, or learning to play a musical instrument". That is to say, theory and practice are performed together pretending to convey meaningful learning. These two aspects are not understood as isolated processes but as a fusion that encourages learners to acquire knowledge in meaningful contexts.

Although CBI is nowadays a remarkable tendency in Europe and America, especially in immersion and bilingual programs, there might be a number of schools which entitled themselves as “bilingual” and claim to implement a CBI approach, just because they teach Science or Maths in English, but how well elaborated and implemented their curriculum are to do so? Are they achieving any academic purpose? Are students learning content through language or just language itself? These concerns are closely related to this research paper and its intention to reflect on how some schools are approaching CBI and some teachers implement it in the classrooms.

In our context, some research studies have been concerned with exploring how some schools have dealt with the implementation of CBI. In a research study, Restrepo (2007) described his experiences with planning and teaching through CBI to a financial analysis course. Applying surveys to students and through a quantitative analysis of them, results suggested an increase in the use of the language strategies by the students, as well as in the motivation and ease during the classes.

In this vein, CBI may be also considered as “a philosophical orientation, a methodological system, a syllabus design for a single course or a framework for an entire program of instruction” (Leaver and Stryker, 1997 p. 5). It is then a flexible but at the same time well-structured approach, which has been implemented by foreign language teachers in schools and universities. This approach proposes a different alternative to enhance content learning as well as language learning.

According to Leaver and Stryker, CBI is characterized for three aspects: “1) is based on a subject-matter core, 2) uses authentic language and texts, and 3) is appropriate

to the needs of specific group of students” (1997, p. 5). Number 1 is focused on the mastery of specific content. Foreign language courses should not be designed based only on language matters but also on content. It is in this context when language and content become equally important processes and in a balanced way work together to convey learning, as is the case in this study where the intention is to improve students’ reading competencies through the learning of science. Regarding number 2, selecting the suitable material for the learners is crucial. Teachers should be quite careful when planning their lessons. In a CBI classroom, it is more effective if resources are chosen according to students’ needs, proficiency level and allows the teacher plays with previous knowledge and schemata. This aspect becomes important along this research since learners will be working with short texts, images and subject related reports, which might be well selected in order to ensure the achievement of goals. Number 3 is highly associated to the previous two aspects. This one suggests CBI courses should be constructed on the learners’ needs (linguistic, affective and cognitive) and flexibly structured so it allows ongoing modifications and adjustments. Including learners’ needs in the curriculum means they are participants and, as such, they would feel more motivated towards the class.

Along this theory supporting CBI, Brinton, Snow, and Wesche (1989) define three models for this approach at different levels: 1) Theme-based courses, 2) Sheltered instruction and 3) Adjunct instruction. The first one is identified for using modules where language and content are taught. Theme-based approaches are centered or focused on a specific topic and all the activities are developed in relation to it. The second model is directly concerned to teach content in ESL programs by a content specialist. Sheltered content courses are those implemented for content subjects like Science, Maths, Social

studies, English and others. Finally, the third model implies learners to belong to a language course and to a content course simultaneously where both teachers agree on working together to promote learning. Adjunct courses are closely related to the learning of academic content in foreign language contexts.

CBI has been considered a successful approach to be implemented in countries like Canada, USA and part of Europe in the teaching of ESL, EFL and Vocational English. Many theories and approaches support CBI approach. Starting from the cooperative learning, metacognitive/learning strategy instruction and extensive reading, and continuing with the cognitive learning theory, depth-of-processing Research, the discourse comprehension research and Motivation, attribution, and interest research.

The importance of implementing CBI in language learning contexts is closely related to exposing students' language skills to the new information they are getting in the classroom, which would improve their cognitive processes. It is through CBI that learners could make better connections with previous knowledge, recall and understand easier the new content, and feel more emotionally comfortable.

Learning through CBI is giving the teachers and learners the opportunity to explore and get involved in a more academic environment where language and content take place. Language is not taught apart from the process but it is used as a media or the vehicle to acquire knowledge. In this approach, learning might turn into a challenging task for the learners since the content may seem complex but at the same time is an input that motivates and inspire them to keep exploring. In this sense, it can be said that learners play an important role showing this approach may be framed as a student-centered.

It is essential at the moment of deciding whether to implement CBI or not in a school, that teachers, administrators and students have very clear what is this approach about. To start applying a CBI program, it is also necessary first to set the goals. These goals are not limited; it means they may be adjustable as they are being developed. For this approach, brief but attractive and meaningful activities are recommended to be worked in class. These class activities are oriented by the teacher but done by the learners being exposed to interaction, reasoning and production (Murphey, 1992, 1993).

Teachers are trained to implement the selected methodology. They should be asked out to feel familiar with the planning, strategies, resources and evidently with their students. Teachers are the ones who decide the students' assessment criteria and present it to the students before the assigned course starts. It is highly suggested to count on a feedback from the students at the end of some moments of the course, so that way they can measure and perceive what is going on in the class, make decisions and adjust the course plan.

One of the major concerns when implementing a CBI approach into an EFL context is deciding who will be the responsible teacher to do so. It is usual to find proficient language teachers but with a very basic knowledge of a content subject or on the contrary teachers with a practical and academic expertise but with a very little level of the foreign language. Based on a experience by a researcher in Nanzan University, CBI teachers should be first enthusiastic and then native or scientist. A teacher who transmits that motivation to the students will have barely troubles concerning the students' attitudes.

Selecting what course content should be first implemented with a CBI focus has to be carefully decided. Murphey (1996) recommends not to present the course content as the



latest and innovative project of the institution. He proposes instead to try first and then convince the administrators and others but using results and evidences.

Implementing a CBI approach implies to convince students, teachers and administrator the importance of it. It is always positive to point out and share with them the experiences others have had when learning through this approach. It is in these moments when the feedback received in previous courses become useful. In this case, questionnaires and action logs are used as a tool based in results and evidences.

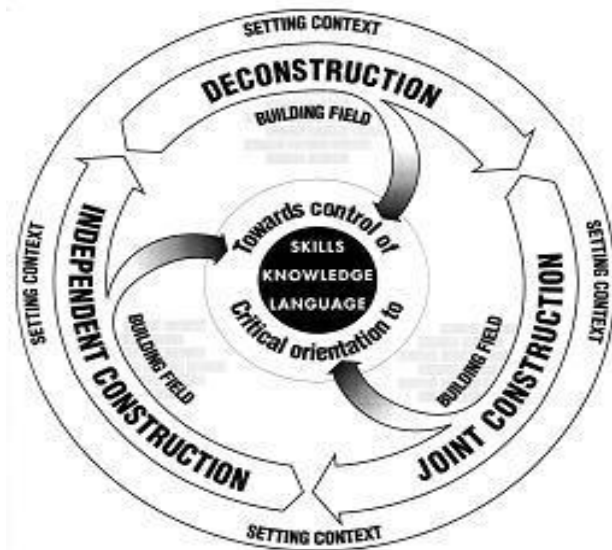
In sum, what CBI pretends is to provide learners with the necessary tools, language proficiency and content subject matter principles, and empower them to “become more independent” as Louver and Stryker (1997, p. 3) claims. CBI proposes teachers and learners a more attractive methodology to be implemented in language and content learning classrooms that change radically the traditional approach teachers have been bringing into these settings.

## **2.8 Genre Based Approach**

Genre Based Approach has been considered the most suitable one to be developed in this research study. As a mainstream of this paper, Halliday (1993) describes three learning models inside this approach:

- Students learn a language to be able to participate in social context where the learners see the language itself as a meaningful resource.
- As learners learn the target language, they start drawing their own reality.
- Learners will construct language in the way they learn about the language itself.

First one is related to the act of language learning. Second one refers to the advantages teachers may take when having clear what to expect from the learners. Krashen and Terrel (cited in Feez and Joyce, 1998) allege learners learn in natural way when being exposed to the proper language input. In the third, language learning is seen as a series of scaffolding stages in which different language issues are taken into account.



*Figure 5. The Teaching Learning Cycle.*  
*Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. (2016).*

When referring to Genre Based Pedagogy it is relevant to understand there is a cycle, which guide teachers in a very structured way how to teach reading and writing, and the aspects involved in the process to take into account. As seen in figure 3, this cycle consists of three main stages or steps to be developed in class: Deconstruction, Joint Construction and Independent Construction. Each of them is connected to two remarkable aspects and they are: setting the context and building field. As the cycle works, the three main stages convey to promote in students the control of and critical orientation to skills,

knowledge and language; which in other words result to be the purpose of the Genre Based Pedagogy.

Going beyond what it has been said before about this pedagogy, Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. (2016) state building the field and setting the context are to involve students with the target genre. They also claim these moments of the cycle in high school tend to be more independent, but on the contrary in primary grades, teacher scaffolds reading with pre – reading activities that get students familiarized and immerse in the understanding of the text.

### **2.8.1 Deconstruction**

These authors call this stage “modeling in the primary school contexts and in the later years of schooling deconstruction” (Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. 2016). The activities in this stage are shared because both teacher and students are responsible for building up a shared language concerning the information in the text. Teacher becomes a model for the students and promotes an initial interaction between the students and the reader. For Disadvantaged Schools Program (N.S.W) in its Department of Education and Training, Student Services and Equity Programs (1995):

“In this stage students learn how factors outside language, how the context of culture and situations shape the meaning of a text. Texts do not exist in a vacuum. They are produced to achieve a social purpose through the function of their stages. For example, procedures, the text type that enables people to do things, has the obligatory stages Goal or Aim and Steps or Method. By going through these stages the text type’s social purpose is achieved” (p. 7. 1995)

By this statement it can be inferred this stage is developed to have learners identify the main features of the text. Consequently, the role teachers play in this first step of the

cycle is important because they not only focus on the language itself but also on the external features involved in the lesson and then later to be used to produce.

Moss (in press) has clarified this stage into more elaborated steps that help teachers address teaching reading to learn in the Genre Based Pedagogy. She has called these steps *The teaching of reading strategies and the Genre Pedagogy* and they as described as follows:

- Contextualization: it is related to making predictions and activating prior knowledge.
- Structure and purpose of the text: It refers to the use of Macro Themes, Hyper Themes, subtitles, textual units and segmenting.
- Detailed Reading: it is focused on higlighing main ideas, making questions, making inferences, setting conections with other texts, identify key concepts, recognize the genre of the text, etc.
- Representation of ideas of the text: it refers to making mind maps, completing diagrams, etc.
- Reaction to the text: It involves learners to question the text, identify voices in the text, evaluate the agumentation and identify ideologies presented in the text.
- Self – evaluation: It is focused on paraphrasing and monitoring the comprehension.

As the purpose of this study is concerned with the reading comprehension these steps were essential part of the methodology implemented and the research as such. Although deconstruction stage was the only one used from this cycle, the other two

stages will be explained in order to understand the whole process, which it is employed when having writing purposes.

### **2.8.2 Joint Construction**

“The joint construction step of the TLC involves the teacher and the students building a new topic in the field, typically related to the topic of the deconstruction text” (Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. 2016). In other words what this stage proposes is to lead students to start writing and producing after being worked with the target genre.

### **2.8.3 Independent Construction**

Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. (2016) define this stage as the one that: “involves students writing an instance of the target text relatively independently”. Teacher in this step acts like a guide providing with necessary tools to help students overcome their goal. Their final production might be oriented before submitted and will be an original construction of the students and not a teacher’s controlled activity.

After describing each of the stages of the Teaching Learning Cycle, it is relevant to mention this study is framed within the first one. Teacher is to be a model for the students to start developing reading skills on them under this pedagogy. Moreover, the cycle in this study seeks to take students to have control of content knowledge and language itself as it can be evidenced in the planning of the lessons.

## 2.8.4 Types of Genre

As the importance of the students' interaction with the genre have been highlighted, it is necessary to recall what Rose (2006) proposes to work in schools regarding genres. In the following figure it is seen how the author facilitates teachers an instrument to approach their selection of texts when teaching reading.

	genre	purpose				
Stories	<b>recount</b>	recounting events	English	Society and environment		
	<b>narrative</b>	resolving a complication in a story				
	<b>exemplum</b>	judging character or behaviour in a story				
	<b>anecdote</b>	sharing an emotional reaction in a story				
Text response	<b>personal response</b>	reacting emotionally to a text				
	<b>review</b>	evaluating a literary, visual or musical text				
	<b>interpretation</b>	interpreting the message of a text				
Arguments	<b>critical response</b>	challenging the message of a text				
	<b>exposition</b>	arguing for a point of view				
Factual stories	<b>discussion</b>	discussing two or more points of view			Science	Society and environment
	<b>autobiographical recount</b>	recounting life events				
	<b>biographical recount</b>	recounting life stages				
	<b>historical recount</b>	recounting historical events				
Explanations	<b>historical account</b>	explaining historical events				
	<b>sequential explanation</b>	explaining a sequence				
	<b>factorial explanation</b>	explaining multiple causes				
Reports	<b>consequential explanation</b>	explaining multiple effects				
	<b>descriptive report</b>	classifying & describing a phenomenon				
	<b>classifying report</b>	classifying & describing types of phenomena				
Procedures	<b>compositional report</b>	describing parts of wholes				
	<b>procedure</b>	how to do experiments & observations				
	<b>procedural recount</b>	recounting experiments & observations				

*Figure 6. Genres in the School Curriculums.  
Taken from Reading Genre. Rose, 2006.*

Figure 4 illustrates genres like stories, text response, arguments and factual stories are oriented to work in the English field. Moreover, to be worked in science it suggests selecting genres such as explanations, reports and procedures. In addition, when working in the society and environment field, it recommends working with genres like arguments, factual stories, explanations, reports, and procedures. It is to be clear that this study will be

conducted under an Explanations genre where the selected readings contain a sequential explanation.

#### **2.8.4.1 Explanation Genre**

For the purpose of this study, the texts chosen for the science class belong to the explanation genre. As suggested by Rose (2006), within this study there have been chosen an explanations genre to be worked in the science class. Explanations genre refers to texts that describes a process in phases or a phenomenon and the causes or issues that contribute to it.

For the Department of Education and Early Childhood Development (1999), in the Government of Victoria's web page, they consider explanations texts should have a cultural purpose: to explain how and things happen and to describe. In addition, they should also contain the following linguistic structures and features:

##### ***Structure***

- Statement of the phenomenon to be explained
- Sequenced explanation about how or why things happen
- General events rather than specific events
- Use of definitions and descriptions
- Focus on explanations is on the process rather than the object or thing

##### ***Features to focus on***

- Generalized participants
- Use of conjunctions – temporal and causal

- Cause/effect relationships

According to this department of Education, students in this study would be connected to what is proposed above with the texts since they will have to deal not only with the language itself but also with social aspects, as interacting with other for instance. Moreover, the suggested structure is addressed to statements, phenomena, events, definitions, descriptions and processes.



### **3. Literature review**

A great quantity of research studies have been concerned with exploring the use of the Genre Based Approach for FL and SL writing instruction. For example, Huang (2014) explored the genre knowledge development in a genre-based research-writing course with a group of six Taiwanese Ph.D. students. Using students' drafts throughout the course, taking into account students' oral participation and applying some interviews, Huang found that genre based instruction results in a positive effect on developing students' knowledge about writing for publication in English. The researcher concluded suggesting the importance of taking into consideration student's needs before designing a GBA course.

In similar study, Oliveira and Lan (2006) explored the impact on 4<sup>th</sup> graders writing after the implementation of a genre-based pedagogy in a Science course with ELL. With the help of observations, field notes, and a comparative analysis of student's writings before and after the implementation of the GB pedagogy, results demonstrated an improvement of student's writing, a notorious increase of the use of technical terms and the ability to record events with precision and order. Oliveira and Lan suggested the significance of this pedagogical tool to support Science writing instruction in mainstream elementary schools.

In another study, Shum et al. (2015) explored the effectiveness of the Reading to Learn, Learning to Write pedagogy to teach Chinese composition to 13 Non-Chinese-speaking students. Through classroom observation, pre and post-tests, and interviews, outcomes showed a great improvement of writing after the implementation of the R2L pedagogy. Students' performance was better in the post-test. Furthermore, results indicated that students became more confident about writing and felt happy and at ease with the

teaching model. The researchers stated the importance of explicit teaching and the integration of reading and writing as in the R2L pedagogy, which is derived from the Genre Based, since it provides students with support in the language process.

In our context, some research studies have been concerned with exploring how some schools have dealt with the implementation of CBI. In a research study, Restrepo (2007) described his experiences with planning and teaching through CBI to a financial analysis course. Applying surveys to students and through a quantitative analysis of them, results suggested an increase in the use of the language strategies by the students, as well as in the motivation and ease during the classes.

On the other hand, other research inquiries have been concerned with exploring the impact of the Genre Based Approach on the promotion of reading. Sadeghi, et al. (2013) aimed to investigate the effectiveness of GB instruction on the reading comprehension of 116 Biology students at a university in Iran. Using an experimental group and a control group, and applying tests to both, researchers found that teaching based on the principles of the Genre Based Instruction can highly foster student's reading comprehension. It was confirmed when the experimental group outperformed the control group in the last test after the instruction was already given. Sadeghi et al. concluded suggesting teachers to "teach related genres in their classes through teaching them explicitly and using pertinent techniques such as KWL to enhance ESP learners' reading comprehension" (p. 1015).

It is important to stand out the contribution of the research projects mentioned above to this study since they were guidance for the methodology and the most likely outcomes for this research inquiry. In addition, the projects were a reference point about the significance of the Genre Based Instruction, and the attempts of many researchers nowadays to make students have a more meaningful learning through this approach.

## **4. Methodology**

This chapter describes the methodology followed to collect the data in this study, intended to answer the question: How does the Genre Based Pedagogy contribute to enhance students' comprehension of explanation texts in a CBI science class? In the first place the research paradigm and type are detailed. Then, a description of the intervention that was implemented, the context and the participants are provided. Finally, the different instruments and the process to collect the data will follow.

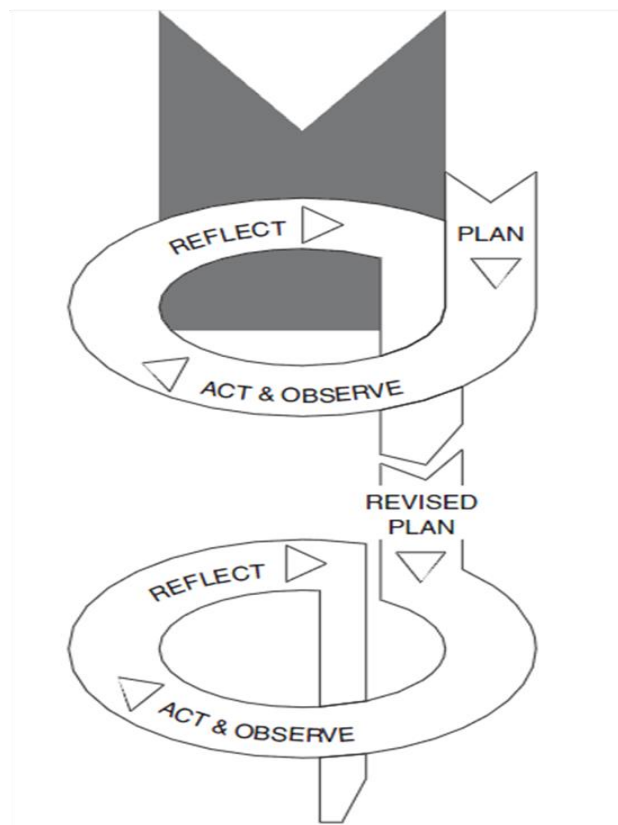
### **4.1 Paradigm and type of research**

The current enquiry exercise followed a qualitative research paradigm. According to Corbin and Strauss, a qualitative research refers to “any type of research that produces findings not arrived at by statistical procedures or other means of quantification” (2014, p. 10). In this sense, all the data analyzed taking as reference the objectives of the study were completely descriptive.

Action Research was a mainstream in this study since a problem was identified; a possible solution to it was designed, results were obtained and then revised to verify the effectiveness of it. Koshy et al (p.1, 2010) considers this approach “is to learn through action that then leads on to personal or professional development”. Parkin (cited in Koshy et al, 2010) also claims “the purpose of undertaking action research is to bring about change in specific contexts”.

In order to illustrate what these authors mean, Kemmis and McTaggart (cited in Koshy et al, 2010) describes action research (see figure 7) and state it implies the following steps in a spiral form:

- Planning a change.
- Acting and observing the process and the consequences of the change.
- Reflecting on these processes and consequences and then replanning.
- Acting and observing.
- Reflecting.
- And so on ...



*Figure 7. Kemmis and McTaggart's action research spiral.  
Taken from Koshy et al, 2010*

“Action research as aiming at solving specific problems within a program, organization, or community” (Patton, 2009, p. 157). Getting involved at everyday situations

in the particular phenomenon and being part of the context you analyze is the most reliable source of information a researcher can get. Namely, through this study the purpose is to implement practical solutions to intervene the process in order to enhance students' reading comprehension in the science class. Furthermore, this type of research let teachers enhance their teaching process and grow in their profession.

On the other hand, principles of a case study and action research methodology were followed during this study to achieve the objectives and answer the research questions. Case study has been defined as “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive and rely heavily on inductive reasoning in handling multiple data sources” (Merriam, 1988, p.161 as cited in Nunan and Bailey, 2009). With this in mind, it was decided to focus only on a 2<sup>nd</sup> grade science class and teacher, his strategies to enhance reading comprehension during classes and just one out of the twenty classrooms in the primary section. With the design and implementation of a CBI curriculum with the Genre Based Pedagogy as a methodological approach to teach reading and the use of data collection procedures such as interviews, observations and document analysis, it was possible to analyze and reflect upon the results and the changes arisen from the study.

#### **4.2 Context and participants**

The chosen context for this study was Colegio La Salle Monteria, a private school in the city of Montería. The school belongs to a Province of Lasallian Brothers in the city of Medellin. It has been offering education in the region for 57 years and it is considered as one of the best schools in the city. The school is not only recognized by its excellent

academic results but also for its catholic education and formation in values. It is important to mention La Salle, in its mission, seeks to educate under the Lasallian philosophy and the current global demand. Regarding its vision, La Salle pretends to have reached by 2018 the highest excellence level of international recognition within the EFQM model.

The selected population for this study was 2nd grade B. 37 students whose ages range between 6 and 7 years old. These children take five hours of English Language a week and this year started to take two hours of Science a week following a Content Based Approach as a Lasallian Distrital Policy. The level selected was 2<sup>nd</sup> grade because of some weaknesses detected in a previous analysis of the implementation of this school project (described above in the introduction section of this document).

As mentioned above, data from the previous study of the school implementation of a Content-Based science class in English evidenced problems in both teachers' methodology to implement the program and students' subject content learning because of poor comprehension of the texts managed in the class. This leads to the design of the proposal that is the focus of this study, in an attempt to solve these problems. This proposal is described in the following section

#### **4.3 Description of the proposal.**

The intervention in this study was framed in the implementation of a Genre Based Pedagogy curriculum to facilitate students' reading comprehension of texts in a CBI science class, which required the researcher to do the planning of the lessons in units. For this research paper, it was decided to implement one unit and two lessons for a total of 11 classes. The classes were planned under part of the cycle proposed by Rose (2007) and

Feez (1998) within the Genre Base pedagogy. It is important to mention the whole cycle of this pedagogy was not taken into account since this study did not attempt to achieve any writing purpose as the students' final product. The planning did focus on the first steps of the teaching cycle, deconstruction, and the steps for teaching reading as proposed by Moss (in Benitez et al, in press). Having this stage as reference in the lessons, students and teachers were engaged in the following moments: Setting the context, Deconstruction or detailed reading, Representation of ideas of the text and evaluation. For the first moment, students were engaged with activities that required them to identify and recognize. In the second moment, students were supposed to achieve specific objectives in terms of reading and content like apply, identify, make and understand. For the final moment students were involved in recognizing, using and identifying. Following Rose's theory, I decided to work with Explanation texts (sequential) as a suggested text type to be used in science classes by the author and which resulted to be coherent and connected to the purpose of the planning and the course book where the reading were taken from.

In the same way, it can be said, this intervention was enclosed under a Content Based Instruction approach. Although the research objective aimed to enhance reading skills, we could not forget they were science classes and should be interconnected to a learning content approach. CBI not only allowed students access to the content information but also promoted language skills on them. Another evidence of CBI in the planning of the lessons was represented in the use of authentic materials.

Along with this intervention, we had to maintain a balance in the English level, age and abilities of the students, that is why when planning the lessons there was more guidance in the first lesson and for the second one the teacher allowed students to be more participants and start applying their own insights.

This intervention can be considered as the main tool to collect data since the selected instruments depended on the development of the lessons and the strategies the teacher implemented in every class.

#### 4.4 Data collection procedures

Along this study, observations, interviews and diagnostics were employed in order to collect data. These were the instruments employed to gather information required and needed to achieve the objectives proposed at the beginning of the research study. In the following table the different instruments are described and the corresponding objectives and techniques.

Table 1. Data Collection Procedures.

<b>RESEARCH QUESTION:</b> how the implementation of a Genre Based Pedagogy Curriculum contributes to enhance students' comprehension of explanation texts in a CBI science class?		
<b>OBJECTIVES</b>	<b>TECHNIQUE</b>	<b>INSTRUMENT</b>
Describe the teacher's strategies to implement the GBP in the science class.	Observation Interview Document analysis	Interview Guide Observation Guide Lesson plans, Instructional materials, texts used in the class, documents applied by students and teachers.
Characterize teacher's strategies to foster reading comprehension during the implementation.	Observation Interview Document analysis	Interview Guide Observation Guide Instructional materials, activities provided to



		students (darts)
Analyze the evidences of reading comprehension observed in students after the implementation.	Observation Interview Document analysis	Observation Guide Activities solved by the students.

As observed in the table above, observations were the main evidence for collecting the data in this study. Observation “enables the researcher to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur” (Burns, 2003, p. 80). This instrument was quite important for the research since it allowed the researcher to observe the strategies implemented by the teacher during his class, and how these strategies were addressed to facilitate students’ comprehension of texts in the science class. Having this into consideration, eleven (11) science classes of 50 minutes were recorded, and notes of the relevant moments of the class related to his research objectives were taken. Although there is evidence of field notes on the 11 classes, just four (4) classes were selected to analyze findings.

A semi - structured interview was also applied to the science teacher. According to Nunan and Bailey (2009), interviews “can be used to collect samples of learner language for analysis, the views and attitudes of informants, or their language learning histories”( p. 313). This instrument was carried out at the end of the implementation and focused on the experience of the teacher in the science classes planned by the researcher. The interview was related directly to two main aspects: Scaffolding Reading and Reading Skills. The objective with this dialogue was to gather information that helped the researcher describe

the science teacher's experience in terms of providing learners with the sufficient tools and strategies to develop their reading skills. Besides, it aimed to describe how the importance of implementing CBI in language learning contexts was closely associated with exposing students' language skills to the new information they are getting in the classroom. A set of nine elaborated questions was part of this interview (see appendix 1).

## 5. Results and Discussion

Along this study and its implementation several categories emerged from the analysis of data. In table 2 we can easily see some predetermined categories and besides some other ones that emerged from the analysis of the gathered information. It is relevant to say that both predetermined and emergent categories are related to the research question, especially those related to reading strategies and comprehension of texts.

Table 2. Categories

PREDETERMINED CATEGORIES	EMERGENT CATEGORIES
<p>Teacher's strategies to implement the Genre Based Approach: Decosntruction (contextualization, structure and purpose of the text, detailed reading, representation of ideas of the text, reaction to the text and self – evaluation)</p> <p>Teacher's Strategies to foster reading comprehension: predicting, skimming, sequencing, cloze deleting, labeling, cards sorting</p> <p>Evidences of students' reading comprehension: quizzes, class activities, transcript observations and interview.</p>	<p>Reading strategies to comprehend texts (students): decoding, mediation</p> <p>Teacher' strategies to foster reading comprehension: shared reading, reading aloud, retelling</p> <p>Evidences of students' Reading comprehension.</p>

In this chapter the data is to be analyzed taking into account the categories and it will consider the participants in each of the instruments as well. The three instruments to be interpreted are the observations, the interview applied to the teacher and the document analysis.

## 5.1 Description of teacher's strategies to implement the GBP in the science class.

Based on the analysis of the instruments, first, It could be identified the teacher now recognizes the importance of implementing strategies to help students comprehend texts in the science class and that is a starting point for this paper since he conceived the reading as the “working with a text” as it was observed in the diagnostic class previous to the intervention, and not as a mental process that needs to be well internalized (Wilhelm J., Baker T. and Dube J., 2001). This can be evidenced when the science teacher refers in the interview in transcript 1 to the implementation in terms of the insights gained after the implementation and whether he would continue teaching his way or under the Genre Based Pedagogy.

Transcript 1. Teacher’s interview.

*“no veo otra forma de hacerlo en este momento emmm, repito en características de en la implementación que me dejaron muy pues... cosas puntuales que en las que quiero rescatar” (excerpt #26).*

Although the teacher does not recall the specific strategies implemented under the GBP he recognizes there is no other way better to teach reading in his science class, for instance. In addition, regarding the teacher’s experience implementing this study, it can be said results were positive in terms of the research approach since he identified himself as a better professional now and that it helped him improve as a person as well. This is clearly observed in the interview in transcript 2 when he states and compared to what Koshy et al

(2010) conceives about Action Research because some pedagogical changes were overcome.

Transcript 2. Teacher's interview.

*“yo empecé en esto yo no tenía un enfoque o un método de enseñarlo, era lo que yo creía y lo que consideraba bloqueado que también lo pude rescatar en la explicación pero, ya de una forma mucho más estructurada, mas concisa, mas juntada con los objetivos que se logren trabajar ciertas estrategias, ciertas habilidades, a medir los resultados” (excerpt #26).*

As for the teacher is important to apply strategies in order to implement the GBP in the science class, then he must be directly related to the cycle proposed by Moss et al (in Benitez, 2006, in press) where the teacher conceives there is a more systematic pedagogy for teaching his students to read and comprehend explanation texts. Thus, he considers strategies implemented under the GBP are more concise, measurable in terms of results and allows him to address and achieve the objectives of the class more appropriately.

It was also found teacher recognizes mediation was crucial in this implementation since he acted like a provider, helper, tutor, guide and constructor of knowledge. He could understand mediation works as a tool to influence students mind where mental processes (comprehension in this case) are developed to strength learning processes and move on a different content subject matter. Therefore, scaffolding resulted to be for the teacher a strategy to teach science because it helped students understand content before moving in the development of lessons (see transcript 3). In this way Vigotsky's theory presented by Lantolf (1994) is evident in the role the teacher played during the implementation at the

moment of interacting with the students and having them understand texts but also to apply strategies on their own (Wilhelm J., Baker T. and Dube J., 2001).

Transcript 3. Teacher's Interview.

*“es que se le haga scaffolding a todo el proceso, para mi no es... no es... no funciona avanzar si el si el estado anterior si el paso anterior no está sólido y si no hay bases sólidas con las que se pueda avanzar al siguiente paso”*

In the same way, but addressing the results to the pedagogy itself, there were a few data that can complement this part properly. For this section it is necessary to detail what aspects of the Genre Based Pedagogy implemented by the teacher to foster reading comprehension on the students. To start such analysis is important to relate the following results to the Teaching Learning Cycle (Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R., 2016) which was taken as a reference to plan the lessons and because it is the pattern to work under the GBP. In the deconstruction stage for instance, there is clear evidence of the *contextualization step* when the teacher familiarized students with the type of genre they were going to work with (see appendix 2). Although he did little emphasis on it, students reacted positively to questions where previous knowledge was activated at the beginning of classes. However, the teacher advises in transcript 4 not to expose students to the characteristics of the genre directly but instead have them interact with the text and not isolatedly.

#### Transcript 4. Teacher's Interview.

*“con respecto a la planeación hay una de las clases donde se les explica como teoría mas o menos teóricamente cual es el tipo de texto y que que características tienen unos tipos de texto sin ninguna aplicabilidad en un texto real, yo pienso que se puede saltar ese paso y realizarse directamente e implícitamente en el texto, digamos, vamos leyendo el texto y se va identificando y se va trabajando detenidamente” (except #6).*

For the same stage, teacher implemented modeling at several times of the implementation and this is evidenced in the observation guide (transcript 5). Modeling is one of the components of reading comprehension (Snowling and Hulme, 2005) and is crucial to develop mental processes that work together with text representations, parsing, inferences and general knowledge to convey meaning and form.

#### Transcript 5. Observation Guide.

*“Teacher starts the activity reading sentence by sentence and when the students recognize a known word they tell the teacher to stop and he underlines it with a color marker. They identify: living things, obvious, animals, walk, plants, parts, move, movement, and the sun. After doing that with the students, the teacher has them look at the underlined words and try to think of the text general idea. After two minutes, teacher retakes the underlined words and reads them aloud together with the students. Teacher asks students: “habiendo identificado las palabras conocidas, a lo cual le llamamos skimming, echarle un vistazo al texto, y a las que subrayamos con colors, ahora de que creen ustedes que se trata el texto completo?” Students start to give their answers: “de como se mueven los living things”, “de como se mueven las plants”. Teacher intervenes by asking what the*

*living things are, to what students answer: “plants, animals, people”. Teacher replies “y de cuales living things se esta hablando en el texto?” They answer: “ plants y animals”. (Observation guide #3).*

Transcript 5 shows how the teacher models the reading by fostering instead of being a static teacher. Teacher’s role in this class was to mediate so the learners start the previous mentioned mental processes and internalizes the strategy to be implemented on their own later. Teacher in this activity employed skimming as a reading strategy and part of the *detailed reading* step (see appendixes 6 and 8) and used a different text not even related to the topic they would go over after that. As a strategy to prepare students to apply skimming to the reading they have been working with, teacher first models the strategy. Doing this exercise all the class together empowers them with the strategy, which will be used later by them individually. Notice teacher did not implement the strategy as such like with adults but he adapted it to their ages and level of English, that is why in this part they used colors instead of applying the strategy while reading directly. The strategy worked well since it allowed students be able to predict what the text was about, which at the same time obeyed to the Learning Cycle (Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R., 2016) in terms of *setting the context and building field*. In this transcript it is also observed teacher did an aloud and shared reading to foster their comprehension which he considered among the ones he mentioned in his interview (see transcript 6).

Transcript 6. Teacher’s Interview.

*“Reading aloud eh, una de las primeras cosas que hice fue que yo leía el texto para que a bueno, se le dice que primero miren un poco las imágenes hagan un poco de*



*predicting asi se van adentrando un poco en la temática, y luego como era lectura ya como tal, yo lo leía como primer paso y luego hacíamos un shared reading y luego yo de pronto le iba asignando turnos a cada uno, de que lo fuéramos haciendo con lecturas, lecturas en voz alta desde cada estudiante” (excerpt # 14).*

As part of the deconstruction stage, it may be highlighted another result as well and it is what the teacher did to confirm comprehension of the text (Representation of ideas of the texts). If taking a look at transcript 5, notice how teacher implemented questioning, as a strategy to verify what students had understood from the text. Comparing this finding to what others have done, Herazo and Sagre (2016) in a research study found *questioning* as a primarily discursive tool to mediate learning in a target classroom; while Vigotsky (cited in Gibbons, 2003) argues “human activities and mental functioning are mediated and facilitated by tools, cultural practices and artefacts, the most extensive tool being language”.

Another strategy the teacher applied to foster comprehension together with questioning was using *visual aids* which became an input to generate meaning and text representations on the students’ minds as stated by Snowling and Hulme in Israel and Duffy (2009). This can be evidenced in transcript 7.

Transcript 7. Observation guide.

*“Teacher starts over the reading but this time making some pauses. As he starts to read, he stops and asks the students for vocabulary and expressions more in detail such as seasons, and words related to the weather. He uses questions to connect the students with the reading. Drilling and asking the same question to different students are two made up*

*strategies the teacher implements when retaking the reading. Before he retakes the paragraphs the students read, he reuses the images to connect content with the visual information. As he points out at the pictures some students come up with expression like: “en spring salen las flores” “en winter se pone frio” “teacher en fall podemos jugar en las ojas que se caen de los arboles” (observation guide #4).*

Regarding *visual aids*, it may be mentioned flashcards and images were authentic as Leaver and Stryker (1997, p. 5) proposes within the three aspects CBI should be characterized in a science class, for instance. Thus, mental processes, connections and text representations would match with real life general knowledge and memories. As the purpose of this paper was to work under a GBP in a CBI science class, teacher recognizes it is also important to use authentic material as a strategy to enhance learners with the reading they went over in the lessons as he points out in the following excerpt:

Transcript 8. Teacher’s interview.

*“se utilizó material auténtico que garantizaba que que el estudiante conociera mucho mas real los fenómenos que sucedían en estos los fenómenos que sucedían pues en la temática que se estaba realizando, se contextualizaban y se traían ejemplo con respecto al clima de montería” (except # 2).*

From this it can be inferred as well the teacher recognizes the impact produced by the authentic material that according to him guaranteed a more real knowledge of the phenomena studied in class, supporting it with the context features. Thus, what does it mean that the student learn more knowledge? How can the teacher evidence the advances in

learning? These questions are to be answered ahead in the evidences of students' reading comprehension.

As mentioned before in the beginning of this section, some strategies and activities were included in the planning of lesson in order to enhance students' reading comprehension under the GBP. These strategies became in a great tool for the teacher in class since it assisted him when verifying learning and understanding or comprehension. They are the DARTS (Directed Activities Related to Texts) and Lunzer and Gardner (1984) define them as "activities that are designed to challenge pupils to engage with texts".

The purpose of implementing DARTS in this study was addressed to support the *representation of texts ideas, Students' reactions to the text and self-evaluation*. Besides of being a tool for the teacher to enhance reading understanding, these activities resulted to be attractive and fun for the students (see transcript 9).

#### Transcript 9. Observation Guide.

*To do this he hands in a copy where they have to label the appropriate name of the season according to the pictures. As they receive the copy the teachers give also the instructions: "Here you have a copy, in activity number one you have to label, what is label? Students answer: "escribir el nombre teacher"... and in activity number two you have to read and then write the correct season, que sera read and write? As the students answer: "leer y escribir teacher". Students get excited and start chatting among themselves predicting the answers: " la primera es fall" "mira el muñeco de nieveeee" (Observation Guide # 4).*

Activities like labeling, sequencing, cards sort, prediction and cloze deletions were selected from a variety of them and were of great sustenance for the teacher to guide students in *decoding the text* (Lunzer and Gardner, 1984. p. 37), which for Jeanne Chall (1996), Ehri (1995) and Wilce (1995) is the stage to be developed at this age and in this grade and is conceived in both reading models. Evidences of DARTS worked in this study are posted in appendixes 3, 5, 9 and analyzed in detail in the evidences of students' reading comprehension section.

## **5.2 Characterization of teacher's strategies to foster reading comprehension during the implementation.**

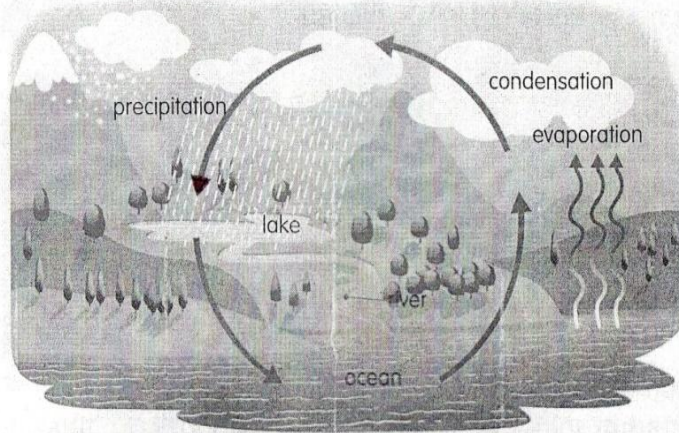
When referring to reading strategies I closely relate this category to the strategies applied by the students and sometimes mediated by the teacher lengthwise the implementation of this study. However, as students were not used to work under this pedagogy and their level of English is not advanced for their age, students employed reading strategies to comprehend texts with teacher's assistance to generate mental processes (Wilhelm J., Baker T. and Dube J., 2001).

Picture 1. Evidence of skimming.

45

Where does rain come from?

Read and look at the picture.



Warm air makes water evaporate into gas or vapor and move upward into the sky. This is called evaporation. Then the gas cools and condenses in the sky, turning into drops of water. This is called condensation. These drops of water form moisture and make clouds.

When there is too much moisture, drops of water fall as rain or snow. This is called precipitation.

One of the strategies implemented by the students was skimming. For the skimming strategy teacher kept in mind the students were children so he had them identify the words they were familiarized with and underlined them with colors (see picture 1). In addition, teacher and students listed the identified words on the board so students could make their own conclusions later. The intention of this strategy was to have students predict what was the reading going to be about and have a general idea of it and builds a basic and fast comprehension of the text before reading it in detail (Grabe, 2009). To support this, teacher in his interview expresses:

Transcript 10. Teacher's Interview.

*“vamos trabajando e identificando en grupos las palabras que conocemos y se van copiando a un lado en el tablero, que eso se hizo, entonces de pronto que el skimming, esa parte hubiese sido en esa parte un poco mas trabajado con el video beam... Skimming, predicting” (excerpt # 12)*

In his intervention, the teacher found difficult to have students concentrated on their own books so he suggests the strategy to be worked as a whole class using technological devices like the video beam so this way they are all focused on one activity. He remarks in his interview when the researcher asked him to talk about the aspects that worked and those that did not work:

Transcript 11. Teacher's Interview.

*“es que debemos trabajar por ejemplo en skimming, no dejarlos a ellos trabajar solo con el libro, que se asigne X o Y página y que vamos a trabajar en esa” (excerpt # 12)*

Teacher considers leaving students to work on their own is not appropriate. It can be inferred then, teacher should play a role of guider and controller of the class perhaps at this grade where their age does not permit them to concentrate on an activity for most of the class. However, it would be radical to claim not to do it that way, the idea is to mediate in the students' Zone of Development until they are capable of performing by themselves.

Another strategy students implemented was *retelling* (Doughterty, cited in Israel and Duffy, 2009. p. 433) which at this level and grade, it only required them to react towards teacher's questioning strategy for example as seen in transcript 12. Although

learners did not provided their answers in full sentences but just words or unfinish phrases, they could retell the information asked by the teacher to continue his mediation or the development of any other strategy to promote comprehension as well. Hence, retelling involves students' observation process, what they consider relevant and the way they see their context related to comprehension processes they may go through (Narvaez, 2002)

#### Transcript 12. Observation Guide.

*“He retakes the list of words and explains the students they can use those words to get to know what is the text about. As the teacher clarifies the strategy, he has students talk about the general idea of the text. Students participate by saying: “que hay 4 seasons”, “the weather” and “different clothes” (observation guide # 3).*

### **5.3 Analysis of evidences of reading comprehension observed in students after the implementation.**

In this section, evidences of reading comprehension present in this study will be analyzed and discussed bearing in mind other authors' research studies on the field. Findings emerged from the analysis of data gathered with the three instruments especially from the document analysis.

To start with the presentation of results in this part, two questions previously stated by the researcher and that materialized from the analysis of reading strategies students employed to comprehend texts are to be recalled: What does it mean that the students learn more knowledge? How can the teacher evidence the advances in learning? Although the questions occurred at a different moment of this study and none of them are stated as

research questions in this study, they both aim to clarify the existence of evidences of students' comprehension of texts and are closely related to this third specific objective. Answers to these emerging questions can be corroborated; for instance, in the document analysis done to the quizzes applied at the end of the unit related to weather, students in general seem to have achieved the purposes of the lessons for this unit. They easily could recognize the different types of weather and identify its main characteristics. In the exercise where they had to choose one of the seasons in their country, draw it and then write about it, it may be seen how students recalled information involved in the reading worked in the previous lessons as well as some prior knowledge they had related to this content (clothes and places vocabulary, see appendix 4), results that can be compared to the information processing model proposed by Rummelhart and Stanovich (cited in Israel and Duffy, 2009. p 33) which denotes the interaction of Bottom – up and Top – down processes, both addressed to decode text and involves background knowledge. This evidence is to be validated by Pearson (cited in Isarel and Duffy, 2009. P. 13 – 14) who refers to prior knowledge as “a better predictor of comprehension than either an intelligence test score or a reading achievement test score” It is important to highlight as well, the way students showed evidence of mental processes when connecting their general knowledge to their own experience or situation out of a visual input drawn in this case by themselves (Snowling and Hulme, 2005).

Regarding this mentioned evidence, teacher also claims in the interview quizzes and class activities are taken as evidence. However, he considers they just developed a literal reading competence on the students.



Transcript 12. Teacher's Interview.

*“se trabajó un nivel muy literal en el que ellos tenían que de pronto adquirir un contenido y de pronto digamos sucede en esta fase del ciclo del agua sucede esto, cual es esta fase, solo tenían que extraer de la lectura cierta parte que solo ataca el nivel literal de lectura” (excerpt # 32).*

Although only one of the reading competences was developed, teacher sees as positive since the literal reading competence permitted students to assimilate and recognize of phenomena stated in the text as it is observed in the appendix 4 and he declares it in the interview as well.


Transcript 13. Teacher's Interview.

*“se evidencia claramente que el nivel de lectura era solamente literal porque no hay preguntas donde ellos tengan que dar su opinión, reflexión es simplemente reconocimiento de información un poco de si de asimilación del fenómeno” (excerpt # 34).*

In this part it is necessary to bring about some DARTS (Lunzer and Gardner, 1984) and the evidences of comprehension resulted from these activities. In picture 2 and appendixes 3 and 4, it can be noticed students went along with the labeling exercise and related appropriately the pictures to the information gained from other decoding previously. For the authors, if a person is able to label, in this case pictures, they claim the information have been processed and can identify text information without going back to it.

Picture 2. Evidences of labeling.

1. Label the appropriate name of the season according to the pictures.



2. Label the descriptions of a weather conditions with the right name of the season.

It is warm and flowers blossom in this season: spring

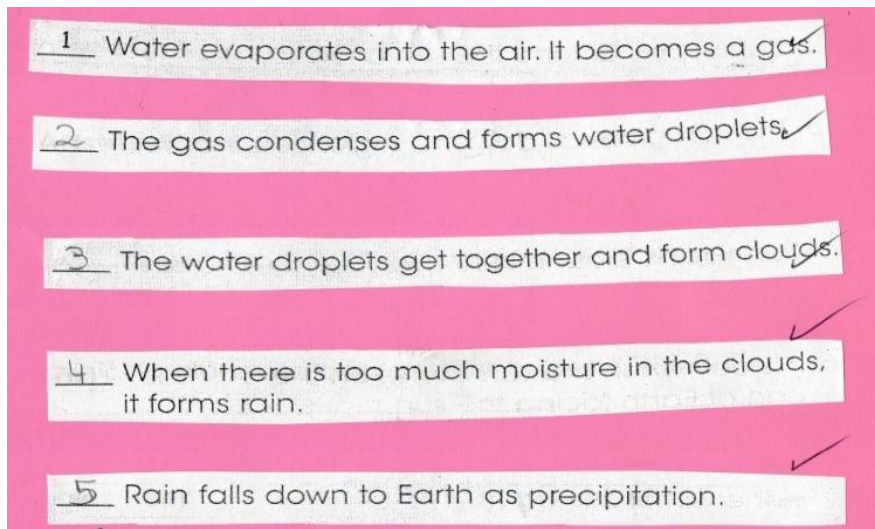
It is cool and leaves begin to drop in this season: fall

It is cold and some places have ice and snow: winter

It is hot and days are the hottest in this season: summer

Concerning other DART, sequencing may be taken as another evidence in this study to confirm it promoted reading comprehension. Picture 3, shows the the final product after applying this strategy and it is noticeable how students organized the ideas in the right order and made sense of them in a chronological order ((Lunzer and Gardner, 1984). The results obtained from this activity are a great confirmation of comprehension of texts. Mandler & Jhonson (cited in Israel and Duffy, 2009. p.434) states exposing learners “to put together a sequence of events that are casually and logically propelled, research indicates that children understand much more than they are likely to include in a retelling”

Picture 3. Evidence of Sequencing.



Picture 3 could be also an evidence of advances in mental processes in the students from several points of view. First, in terms of the effect scaffolding had on the students from one lesson to another. It can be said these two students reached a supportive joint practice level where the learner does and the teacher helps according to Wilhelm J., Baker T., Dube J. (2001). Second, students were exposed to other strategies implemented to foster their comprehension like labeling and predicting to be able to apply sequencing. It also required them to read aloud and even though they did not understand the full sentences by skimming they could recognize the familiar words and connect them to visual representations worked previously in class (Snowling and Hulme, 2005).

## **6. Conclusions**

Revisiting the research question, which intended to analyze how the genre Based Pedagogy contribute to enhance students' comprehension of texts in a CBI class, it is seen this study has responded to it since the objectives were achieved positively. Therefore, through this study the GBP may take an important place in the purpose of enhancing students' reading comprehension in the school.

This study becomes significant in the way it contributed the researcher, the science teacher and the school itself with a deep analysis of the strategies to implement the Genre Based Pedagogy in order to foster reading comprehension of explanation texts. It can be said this paper and the obtained results might be taken as a pedagogical insight to improve what is has been done in the science class.

Regarding the limitations of the study, it is necessary to mention time was a constrain to submit the paper on time. At the beginning of the research, directives of the school were reluctant to support the project and believed it was impossible for the researcher to carry it out because of the little time estimated to do so. Furthermore, the science teacher found the number of students should have been fewer.

With this study it implies GBP definitely works in teaching to develop skills and learning processes on the students. For the science class, there should be a different view of teaching the subject, starting from the materials employed in the class and ending up with the evaluation where strategies implemented by the teacher should be displayed in a more significant activity for the students to solve. Implementing GBP in the science class not only contributes to enhance the reading comprehension of texts but also it helps the teacher to organize the structure of planning when working with genres.

As for further research on this field, it may be taken into account the opportunity to explore how the GBP can be worked in a third grade but this time in higher levels. On the other side, it would be important to do research on the extent of GBP focused on the writing skill.

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# APPENDIXES

Appendix 1. Transcript of Interview to the Science Teacher

**INTERVIEW**

**R:** Researcher

**T:** Teacher

No.	Person	Questions and Answers
1	R	<p>Mi nombre es JORGE ELIECER YEPES ROBLES, investigador, en estos momentos realizando una maestría de enseñanza del inglés, en la Universidad del Norte, me dispongo entonces a realizar una entrevista semi estructurada, ehh al profesor que realizó la implementación de mi trabajo de grado el profesor HENRY ANGULO HAGUASLY. Las preguntas son las siguientes.</p> <p>Primero. Henry piensas que los objetivos propuestos para esta implementación en terminos de lecturas y contenido fueron alcanzados?</p>
2	T	<p>emm bueno em pienso que <u>los objetivos ambos de lecturas y contenido si fueron alcanzados en la medida en que la planeación se realizó acorde a cada objetivo<sup>1</sup></u>, em, de una u otra forma eso ayuda a que los objetivos sean mucho mas directos y sean atacados en cada una de las actividades que se planean en la clase, tenemos dentro, recuerdo entre los objetivos de lectura perdón de contenido, que se, acorde con cada lección, si se reconocían los tipos de, el tipo de clima, las características del clima, luego íbamos con, connnn objetivo relacionado connnn el ciclo del agua y <u>se utilizó material auténtico que garantizaba que que el estudiante conociera mucho mas real los fenómenos que sucedían en estos los fenómenos que sucedían pues en la temática que se estaba realizando, se contextualizaban y se traían ejemplo con respecto al clima de montería<sup>2</sup></u>, en ese sentido se garantizaba que ellos recordaban mucho mas la información que se les estaba suministrando, se explicaba por separado ya lo había dicho con materiales auténticos que eran imágenes de fenómenos reales, con respecto a los objetivos de lectura emmm se trabajaron estrategias, <u>se trabajaron estrategias que fueron puntuales y que fueron y que fueron desarrolladas paso a paso para que garantizaran pues el éxito y la continuidad del proceso<sup>3</sup></u> sequencing, text deletions, labeling, cards sort, skimming emmmm con respecto al tipo de texto se trabajaba el explanatory de modo <u>que que fueran mucho más acertados y mucho mas puntuales con el tipo de texto que se trabajara en esta asignatura con el contenido relacionado<sup>4</sup></u>, si, <u>de una u otra forma si se lograron los objetivos que se planearon para esta<sup>5</sup></u>.</p>
3	R	<p>Henry y dentro de la <u>planeación de las clases</u> consideras que la manera como como se diseñaron las clases, por unidades y por lecciones tiene alguna influencia en los resultados de estos objetivos?</p>
4	T	<p>Depronto las temáticas trabajadas en ambos tienen relación, claro que tiene relación, si empezó trabajando con el weather eh eso me me permitía, perdón, <u>le permitía a los estudiantes adquirir un vocabulario que luego podía también ser aplicado<sup>6</sup></u> en el ciclo del agua como emmm como que algunas fases del agua también van relacionada con el tipo de clima con la</p>

		estación y allí se van viendo eh vocabularios relacionados que le permite permear en los dos que le permean pues en el trabajo que se va a realizar en ambos en ambas temáticas así que las lecciones son planeadas, pienso que si la planeación está bien en el sentido que se planeen para esta para esta, este propósito.
5	R	Muy bien. Segunda pregunta. Que le modificarías o ajustarías a la planeación si te tocara enseñar las mismas lecciones en otro grupo.
6	T	Que le modificaría?... bueno pasaron dos cosas importantes en la.. en toda la aplicación de esta investigación, eh emmm <u>uno que fue cuando trabajamos en el tipo de texto debido al grado en el que ellos se encuentran y a la madurez y al nivel de ingles, de pronto, y hay que tener en cuenta un factor importante y es la cantidad de estudiantes y el comportamiento, el behavior de estos estudiantes, eh al ser 35 aproximadamente 35 a 40 estudiantes y es que la información que ellos no, bueno primero todo se debe trabajar de forma controlada, esa es una de las estrategias y una de las cosas que mas pude darme cuenta en la que se debe hacer y en mi experiencia en la primaria<sup>7</sup>, emmm con respecto a la planeación hay una de las clases donde se les explica como teoría mas o menos teóricamente cual es el tipo de texto y que que características tienen unos tipos de texto sin ninguna aplicabilidad en un texto real<sup>8</sup>, yo pienso que se puede saltar ese paso y realizarse directamente e implícitamente en el texto, digamos, vamos leyendo el texto y se va identificando y se va trabajando detenidamente... esta parte es el fenómeno esta parte es una secuencia, esta parte explica esto, y así garantizamos que ellos vayan reconociendo y que vayan identificando paso a paso con la lectura real<sup>9</sup> y con el pedazo de información que se está explicando cuales son esas características y el tipo de texto que se está trabajando sin tener que explicarle previamente a un estudiante de 8 o 9 años algo que en teoría no están de pronto familiarizados y otra cosa que le modificaría a las lecciones y es que cuando estábamos viendo el ciclo del agua se requiere o desde mi conocimiento o desde lo poco... la poca experiencia que tengo... se requeriría que se viera en algún momento los, las fases del agua los estados del agua perdón, liquido, solido gaseoso en ese sentido yo le pudiera decir mucho mas le explicaba mucho mas lo que le sucede al agua en cada fase en la evaporación que le sucede al agua y en que estado se encuentra y así garantizo y se hace una mucho una mayor relación con la fase, perdón el estado con el estado del agua, son esas dos cosas que le modificaría.</u>
7	R	Muy bien. Continuamos, como te sientes o perdón como te sentiste enseñando ciencias naturales bajo este enfoque: Content Based Instruction?
8	T	Bueno emmm cuando empecé cuando empecé este proceso de trabajar ciencias naturales en inglés no tenía ningún conocimiento previo, o no tenía ninguna experiencia previa eh enseñando bajo ningún enfoque específico, al trabajar con este enfoque me doy cuenta que hay varias cosas que se deben tener en cuenta y que no es decir de pronto trabajar actuando emmm me sentí bien al momento en que se estructura cada cosa que se va hacer

		<u>sin una estructura sin una secuencia no se permitiría tener un proceso continuo y sistemático de una lección ni tampoco se pudiera medir al final de cada lección cual es el producto que se realiza por que al trabajar el enfoque también eh con el enfoque que estábamos trabajando también era relacionado con la lectura entonces a mi me permite a mi desarrollar dos partes importantes a la vez, la lectura y el contenido en estos estudiantes, me sentí muy bien aunque está es time consuming debo admitirlo.</u>
9	R	Muy bien eh. Sientes que después de haber implementado eh una parte de lo que sería el currículo para la asignatura de ciencias naturales en inglés, te sientes preparado para continuar aplicándolo en asignación académicas?.
10	T	Por su puesto y ahora no veo otra forma no veo otra forma de trabajar esta materia sino es bajo este, bajo este enfoque, lo que me permite y repito lo que <u>me permite a mi mantener sistemáticamente a mi un proceso, si, definitivamente si lo seguiría implementando.</u>
11	R	Muy bien. Mientras implementabas estrategias que funcionan como andamiaje en el aprendizaje de los estudiantes que consideras tu que funcionó y que no?
12	T	Bueno antes que nada eh que se me olvidaba en la pregunta anterior y quería rescatar y es que a parte de todos los enfoques que se trabajan es algo muy importante y siempre me ha gustado trabajarle a mis estudiantes en este grado y <u>es que se le haga scaffolding a todo el proceso, para mi no es... no es... no funciona avanzar si el si el estado anterior si el paso anterior no está sólido y si no hay bases sólidas con las que se pueda avanzar al siguiente paso,</u> de ese modo no concibo que al final se logre un buen producto, eso quería rescatar. Em que funcionó? Bueno funcionó todo lo que se hizo, para mi, yo de pronto que no funcionaba.... y y y rescato lo que hablaba en la pregunta uno y en a pregunta dos y es que el behavior de los estudiantes al ser numerosos los grupos debe ser controlado pienso yo desde mi experiencia y desde desde los sucesos en esta investigación y <u>es que debemos trabajar por ejemplo en skimming no dejarlos a ellos trabajar solo con el libro, que se asigne X o Y página y que vamos a trabajar en esa,</u> porque estos estudiantes al asignarles la página 29 probablemente lo que hacen es irse página por página y se van a quedar de pronto en una imagen que les parezca mucho más atractivas y logran con ver y empiezan a conversar y para el docente es mucho mas difícil controlarle eso el comportamiento a 35 entonces yo sugería en conversaciones previas le sugería al investigador que eh que trabajáramos que utilizáramos el video beam ya que contamos con el <u>y de pronto trabajáramos el texto mucho mas guiados; a bueno y uno de las estrategias que con las que se trabajaba era que se hacia la lectura que hacíamos una lectura compartida yo les hacia una voz alta y ellos también,</u> en ese modo todos estábamos enfocados en un solo punto que es de pronto en el tablero, leyendo y asi podemos y que se haga el skimming trabajamos ennn trabajamos por ejemplo, <u>vamos trabajando identificando en grupo las palabras que conocemos y se van copiando a un lado en el tablero, que eso se hizo, entonces de pronto que el skimming esa parte hubiese sido en esa</u>

		parte un poco mas trabajado con el video beam... <u>Skimming, predicting,</u> por la concentración que se deben tener, eh que debe tener el estudiante al realizar este paso.
13	R	Muchas gracias Henry. Hemos realizado el primer bloque de preguntas relacionadas con scaffolding reading y las estrategias que quizás se implementaron para hacer real eh habilidades de lecturas en nuestros estudiantes. Y ahora vamos a enfocarnos un poquito mas en eso, en esas habilidades de lecturas que se desarrollaron y la primera pregunta sería... Que estrategias implementabas con tus estudiantes de tal manera que les ayudaras a desarrollar habilidades de lecturas en la clase de ciencias naturales. Se que de pronto has tocado un poco y algunas de ellas pero ahorita cuales se podrían traer a colación?
14	T	<u>Reading aloud</u> eh, una de las primeras cosas que hice fue que yo leía el texto para que a bueno, se le dice que primero miren un poco las imágenes hagan un poco de predicting asi se van adentrando un poco en la temática, y luego como era lectura ya como tal, yo lo leía como primer paso y luego hacíamos un <u>shared reading</u> y luego yo de pronto le iba asignando turnos a cada uno, de que lo fuéramos haciendo con lecturas, <u>lecturas en voz alta</u> desde cada estudiante. Algo que a mi me funciona mucho de acuerdo a mi personalidad y es que yo soy muy expresivo y <u>me funciona mucho con los estudiantes</u> y con los niños utilizar mucho <u>body language</u> y <u>gestures</u> en ese sentido si estamos bien, si estamos viendo por ejemplo las características del clima yo les puedo de alguna u otra forma cuando warm cuando es cold y así se logra también una asimilación de la palabra mucho más que solo leída y con una definición textual, eh trabajamos el <u>skimming, predicting</u> ya lo dije <u>sequencing, close deletions</u> son las que rescato en este momento.
15	R	Bueno partiendo de esta pregunta eh, consideras de pronto eh que un aspecto que viene como en el CBI y es de pronto trabajar authentic materials eh or resources, en sacarlos del salón de clases como se desarrolló de pronto al iniciar implementación utilizar imágenes auténticas, el body language como lo acaba de decir, considero que de pronto esos son elementos importantes que conectan al estudiante al momento de desarrollar habilidades de lecturas.
16	T	Si definitivamente tu lo has dicho, y <u>se trabajó y logré que el estudiante se aterrice en la realidad y vemos con que y vemos con que generalmente esto los materiales en inglés a veces se aleja un poco de la realidad del estudiante.</u> Estamos en un, bueno no hay obviamente por cuestiones culturales y del contexto no son las mismas... por ejemplo acá no tenemos un estado del clima que sea snowy, pero se trata de utilizar se trata de hacer referencia a donde se pueda presentar este tipo de situaciones. Definitivamente aterrizarlo del contexto como lo hicimos al principio en la de la investigación que se sacó del salón, se les, se les pidió que observaran, se les explicó un poco como trabajar el viento y el agua en la insi... como insidian estos dos elementos en los fenómenos del clima, eso también funciona mucho y aunque nos alejemos un poco de las lecturas que también era gran enfoque en este, gran parte del enfoque en esta

		investigación, hace que el contenido se asimile de manera mucho mas real y para ello luego <u>cuando tengan que “recall the information” se les hace más fácil en su cabeza ubicar con que se le relacionaba</u> y es algo que siempre ah y se presta mucho estos materiales de ciencias naturales se prestan mucho para “discussion” también y para abarcar ciertas para siempre hacer discussions para hacer explicaciones mucho más avanzadas de pronto y mucho más reeeee, eh más, un momento... mas acercada pues a la realidad a lo que esté a lo que esté sucediendo que otro tipo de de pronto de información que se maneje o contenido.
17	R	Muy bien. Que ventaja trae para tus estudiantes desarrollar habilidades de lecturas en una materia de contenidos como es ciencias naturales?
18	T	Pasa es que a veces eh en la mayoría de los casos gran parte de las lecturas que se trabajan en exámenes de estado, en exámenes externos, incluso que se trabajan desde la... desde el mismo área de inglés en el mismo colegio son relacionados con temáticas de las ciencias naturales, y vemos con que hay, hay palabras hay vocabularios con que se trabajan desde muy pequeños o que al ser de pronto en grado 10 o grado 11 hallan sido trabajadas en grados pequeños y que sino se les da de pronto una contextualización o una incidencia dentro de un texto se puede llegar a errar de pronto en el momento de leer un texto, emm las ventajas de desarrollar yo pienso que son cuando ellos vayan creciendo y en la medida que se vaya desarrollando profundamente este tipo de la forma este tipo de enfoque en en en el área de ciencia naturales en la asignatura de ciencias naturales emm se presentan exámenes externos esto con respecto a este contenido.
19	R	Muy bien. Aterrizando un poco la pregunta al desarrollo de habilidades de lectura en la materia de ciencias naturales todas esas estrategias que implementaste con los estudiantes eh, como influyen en ellos al momento de afrontar ese tipo de lecturas, lecturas extensas, lecturas... lecturas de contenido específico de cualquier área porque en este caso en el caso este de ciencias naturales pero para afrontar otro tipo de lecturas como lo decías en la clase de inglés. Que... como crees tu que esas estrategias influyen en ellos?
20	T	Bueno ehmm si nos vamos a la lectura eh no solo eh “explanatory texts” que fueron trabajados en esta investigación son aplicados pues eh solo en esta clase o solo con esto se aplican a otro tipo de a otras asignaturas a otro tipo de contenido y que funcionan al momento que aunque se haya trabajado en ciencias naturales también les pueden funcionar con otras áreas o en otro tipo de lecturas, emm si es de contenido también mucho más, se les amplía el contenido que ellos tienen y se avanza y en la medida en que ellos vayan avanzando en los grados se les va trabajando, bien sea el mismo tipo de lectura con contenido más avanzado o un contenido a través de perdón u otro contenido del mismo tipo de lectura, eh en este grado yo pienso que era suficiente y también por la intensidad horaria, por el nivel de inglés que ellos tienen emm trabajar un solo tipo de lectura o se pueden trabajar dos al año esta investigación solamente trabaja uno, si se realizara



		de pronto otra investigación se puede trabajar con otro tipo de lectura pero para mí es suficiente y en otros grados se puede trabajar otro tipo de lectura enfocado en esto de pronto una lectura mucho más informativa donde hay un poco más de reflexión ya si ellos cuando vayan aumentando de pronto su nivel de inglés al ser también una hora a la semana trata de interrumpirse bastante el proceso, el proceso siempre en 50 minutos queda de una u otra manera interrumpido y también afecta mucho el comportamiento, diferentes factores que influyen también en el desarrollo de la habilidad y como tal en el idioma. Emmmmm.
21	R	Bien, muy bien. Consideras que el enfoque implementado CBI and Text Based ayuda a los estudiantes a que entiendan los textos y desarrollen habilidades de lecturas?
22	T	Me repite la pregunta por favor.
23	R	Consideras que el enfoque implementado ayuda a que los estudiantes a que entiendan los textos y desarrollen habilidades de lecturas?
24	T	Si, creo que en gran parte la respondí en la pregunta anterior, emmm claro que los ayuda muchísimo y lo que se hizo se hizo también pensando en el nivel de ellos y cuándo y cuando el investigador y yo nos sentábamos de una u otra manera a compartir la planeación de las clases yo desde mi experiencia daba sugerencias de cómo se debía trabajar por que también se deben contextualizar y aterrizar sobre las realidades de cada de cada población una investigación y es lo más lógico se debe hacer, sin embargo pienso que es suficiente esto que se trabajó en este momento eh en otro año u en otra ocasión ya de pronto este grupo va con algunas herramientas, va con unas herramientas, más avanzadas ya de pronto se le puede exigir un poco más y se puede trabajar otro tipo de otro tipo de texto o un contenido más amplio de pronto unas lecturas mucho más amplias o más largo eh una lectura más larga a al al de pronto ya guiarlo unas estrategias que ya se fueron trabajando eh con con skimming ya lograrían hacer mucho mas abordar una lectura mucho más en cualquiera asignatura una persona una lectura con skimming identificando palabras conocidas, si.
25	R	Muy bien. Que aprendizaje crees tu que has adquirido después de esta implementación te sientes mas cómodo utilizando este enfoque o como lo venías haciendo antes?
26	T	Bueno yo creo que, ya no me veo... si, fue un antes y un después en la forma en la que en la que enseñaba la ciencias naturales, yo pienso que esta investigación también me permitió a mi, también me permitió también le permitió a la investigación ser flexible a como yo también lo hacía y también siento que la investigación es parte de lo que yo soy y como enseño, no veo otra forma de hacerlo en este momento emmm, repito en características de en la implementación que me dejaron muy pues... cosas puntuales que en las que quiero rescatar. Uno en que hacer time consuming <u>también exige mucho que hay una planeación estructurada</u> , pero una vez se logre del primer paso una planeación ya lo que viene son ajustes y modificaciones de acuerdo a las realidades de cada población, claramente no es lo mismo en este grado en este curso a lo que yo ya lo voy a trasladar

		a otro curso aunque sea la misma temática el mismo contenido hay algo que siempre sería ajustable y eso pasa en todos los casos, emmm definitivamente cuando yo empecé en esto yo no tenía un enfoque o un método de enseñarlo era lo que yo creí y lo que consideraba bloqueado que también lo pude rescatar en la explicación pero, ya de una forma mucho más estructurada, mas concisa, <u>mas juntada con los objetivos que se logren trabajar ciertas estrategias, ciertas habilidades, a medir los resultados.</u>
27	R	Muy bien, entonces definitivamente el enfoque eh adecuado para enseñar ciencias naturales en tu opinión sería este que se implementó en esta investigación.
28	T	Eh bueno... Si quería rescatar también otra cosa debido a la intensidad horaria yo estudié, yo fui egresado del colegio y se cómo de una u otra forma se maneja el inglés del colegio hay habilidades que se trabajan que sé que por el por el... por la forma y por la realidad del colegio se trabaja se desarrolla mucho más y es la lectura y esta es una habilidad que más se trabaja en el colegio y que garantiza gran parte del éxito que estos estudiantes tienen, tenemos en con el idioma, en de pronto fue la más apropiada y es la más apropiada y más acorde a la realidad, porque por la cantidad de estudiantes, por la intensidad horaria, trabajar speaking es un poco más difícil, se gasta más tiempo pero con lectura vamos de acuerdo a la forma como se enseñe y vamos y vamos como acorde con la realidad yo pienso que no hubo de pronto no hubo otra forma sino esta.
29	R	Muy bien. Dentro de tu implementación, dentro de la implementación que se realizó eh y en las observaciones que se realizaron de las clases eh pude observar de pronto la inclusión de la lengua materna en tus clases, que que piensas tú de incluir esa lengua materna en la en la clases de ciencias naturales y porque decidiste eh incluir también al desarrollo de cada una de las clases.
30	T	Hay varias cosas se me viene a la cabeza en estos momentos. Uno eh y sabemos que este no es un colegio bilingüe, no es un colegio bilingüe, es eso hay que tenerlo claro porque el contexto de los estudiantes no es bilingüe ellos salen y el inglés probablemente no lo usan, no se le exige, el medio no le exige que sea utilizado, 50 minutos de clase, de clase and nothing in english... entonces el contexto no es bilingüe y mucho de ellos vienen de pronto del pre escolar y se les trabaja el inglés con el tiempo requerido, otros ingresan este año, otros ingresaron el año pasado, siempre va a ver un poco de desnivel en cada clase que permite que debe realizarse y es mi labor como docente equilibrar en cierta medida, ahora siempre hay que mediar algunas cosas, bien sea cual es mi objetivo si quiero que ellos logren un conocimiento, el conocimiento o que desarrollen el idioma, o que desarrollen las lecturas, siempre hay cosas que se deben decidir en cada clase y en decisiones que tomar, con incluyendo pues eh queriendo, pues como tomando la primera lengua el español dentro de mis clases pienso que también se les va no es perjudicial para ellos <u>en la medida en que en que tampoco se utiliza un 100% un 50% se hace uso y si de pronto yo le veo las caras que no están comprendiendo algunas cosas, es el momento que tengo</u>

		que de una u otra forma intervenir con la primera lengua, en si yo creo que eso.
31	R	Muy bien. Y finalmente la última pregunta Sería... consideras que se desarrolló alguna competencia de lectura durante la implementación de estas lecciones?
32	T	Bueno, emmm en en español, en español digamos cuando ellos están trabajando otro tipo las lecturas en otra en otra asignatura veo que ellos eh ya están pasando en 1° y 2° de un nivel literal a un nivel un poco más inferencial reflexivo, no está tan avanzado pero se trata de que estos estudiantes logren hacer un poco más de reflexión después de un texto o de los o de los sucesos que o de los sucesos dentro de un texto, en estos momentos <u>se trabajó un nivel muy literal en el que ellos tenían que que de pronto adquirir un contenido y de pronto digamos sucede en esta fase del ciclo del agua sucede esto, cual es esta fase, solo tenían que que que extraer de la lectura cierta parte que solo ataca el nivel literal de lectura,</u> en otro grado de pronto ya en 3° el otro año se puede trabajar otro tipo de texto que le permita a ellos reflexionar un poco más una problemática ambiental también ya después de que haya habido un proceso con esta aplicación con este tipo de lectura y que se logre profundizar más en el idioma, repito no es fácil con 2 horas a la semana de science, con 50 minutos, lograr que estos estudiantes de pronto tengan un poco más de reflexión, ahora ellos pudieran hacerlo pudieran tener el nivel reflexivo en sus cabezas, pero ya hay que entrar a mirar hasta qué punto ellos pudieran con la segunda lengua expresarlo de dar un punto de vista, entonces yo pienso que el nivel literal fue el que trabajamos ahora y que y que de pronto el otro año o cuando ya este proceso vaya bastante avanzado y consolidado se logre trabajar otro nivel de lectura, otra habilidad de lectura un poco más reflexiva, más diferencial.
33	R	Como, como se podría evidenciar que ellos obtuvieron esa competencia de lectura, perdón literal, como lo evidencia durante la implementación?
34	T	En las actividades que realizamos emm hay actividades que, que los que los invitan a ellos que identifiquen pedazos de información pequeños pedazos de información en el texto en y luego lo traigan... digamos <u>cuando... tengan que colocar respuesta en los quizzes se evidencia mucho esto, en las actividades y en los quizzes que realizamos, se evidencia claramente que el nivel de lectura era solamente literal porque no hay preguntas donde ellos tengan que dar su opinión, reflexión es simplemente reconocimiento de información un poco de si de asimilación del fenómeno,</u> pero que es pero que se queda en un nivel literal.
35	R	Muy bien profesor, muchísimas gracias por su tiempo y sus respuestas.

## Appendix 2. Planning of Units

<b>School Name:</b> COLEGIO LA SALLE MONTERÍA
<b>UNIT OVERVIEW</b>
<b>Unit Title:</b> Weather <b>Grade Level:</b> 2 <sup>nd</sup> B <b>Approximate time needed for the development of the unit:</b> 5 hours (50 minutes each) / 3 weeks
<b>UNIT FOUNDATION</b>
<b>READING GOALS</b> <ul style="list-style-type: none"><li>• Development of reading competence.</li><li>• Development of reading strategies.</li></ul> <b>CONTENT GOALS</b> <ul style="list-style-type: none"><li>• Students will be able to report weather issues (conditions, clothing, season).</li><li>• Students will be able to identify expressions and vocabulary related to weather.</li></ul>
<b>STUDENT OBJECTIVES/LEARNING OUTCOMES</b>
General Objectives: <ul style="list-style-type: none"><li>• Students will be able to understand causes of weather changes and their and effects on living things.</li><li>• Students will be able to read and understand short pieces of explanation texts, applying reading strategies (Skimming, Predicting, Sequencing)</li></ul> Specific objectives At the end of the lessons within this unit students will be able to: Content Objectives: <ul style="list-style-type: none"><li>• Recognize the different types of weather.</li><li>• Identify the main characteristics of the weather.</li><li>• Identify how water moves through the water cycle.</li></ul> Reading Objectives <ul style="list-style-type: none"><li>• Identify the structure and characteristic features of an explanation text type.</li><li>• Apply skimming as a reading strategy to understand science texts.</li><li>• Use sequencing, cloze deletions, card sorts and labeling to decode the text.</li></ul>
<b>ASSESSMENT PLAN (How will learning be assessed in this unit?)</b>

Teacher will be a permanent observer of students' advances in learning (formative assessment)

Students will have to go over a written quiz at the end of the unit (summative assessment)

Students' text understanding will be assessed through DARTS.

**MATERIALS (materials and resources to be applied throughout the unit)**

Students' Book, Flashcards, Videos, Cards, Paper, Glue, Markers, Video beam, Tablet, Copies, Colors.

**UNIT DETAILS: Organize the unit topics, linguistic features to be worked out, strategies/skills to be developed**

Topic	Genre and text	Linguistic features (grammar, vocabulary, text features/structure, content)	Strategies/Skills	Evaluation
Weather	<p><b>Explanation Text</b> (Sequential Explanation)</p> <p>The weather changes with the seasons.</p> <p>Where does rain come from?</p>	<p><b>Vocabulary</b></p> <p>Seasons</p> <p>Clothes</p> <p>Days of the week</p> <p>Weather conditions</p> <p><b>Linguistic features</b></p> <p>Definitions</p> <p>Adjectives (hot, cooled, cool, warm)</p> <p>Prepositions (in)</p> <p>Present Tense Demonstratives (this, these)</p> <p><b>Text Structure/Feature</b></p> <p>Sequenced explanation about how or why things happen.</p> <p>Use of definitions and descriptions.</p> <p><b>Content</b></p> <p>Weather definition</p> <p>Water Cycle</p> <p>Weather Conditions</p>	<p><b>Skills:</b> Reading</p> <p>Observing</p> <p>Comparing</p> <p><b>Strategies:</b> Pre-reading, while reading and post-reading.</p> <p>Predicting and Skimming.</p> <p>Identifying the parts and characteristics of an explanatory text.</p> <p>DARTS</p> <p>Sequencing</p> <p>Predicting</p> <p>Cards Sort</p> <p>Cloze deletions</p> <p>Labeling</p>	<p>Summative: Quiz</p> <p>Formative: Guided practice activities: DARTS</p>

## UNIT 1. LESSON PLAN 1

**Name of the teacher:** HENRY ANGULO HAWASLY

**Class / grade:** 2<sup>nd</sup> B

**Number of students:** 37

**Average ages of students:** 6 to 9 years

**Unit/Topic:** Weather

**Level of students:** A1

**Allotted time:** 150 minutes

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### **Goal:**

- Students will be able to read and understand short pieces of text.
- Students will be able to develop their reading competences to acquire knowledge related to the weather.

### **General Objective (s)**

- Students will be able to understand why weather changes and how it influences our lives.
- Students will be able to read short pieces of explanation texts applying reading strategies (Skimming, Predicting, Sequencing).

### **Specific objectives for this lesson:**

Content Objectives:

- Recognize the different types of weather.
- Identify the main characteristics of the weather.

Reading Objectives

- Identify the structure and characteristic features of an explanation text type.
- Identify familiar words by underlining them in a given text to start skimming.
- Make predictions about a given text based on the pictures of it.
- Use card sorts and labeling to decode texts.

### **Assumed/Previous Knowledge:**

Students recognize the types of weather (sunny, cloudy, windy, rainy and snowy). They have studied them in the English Class with a different teacher. . Some of them have experienced other seasons different than the ones we have in our city.

### **Linguistic features that will be developed in this class in terms of language and content:**

Students will be able to identify and understand vocabulary and expressions related to weather conditions.

### **Materials and resources that will be used in this class:**

Flashcards, Real images, video beam, speakers, tablet, markers, copies, cards.

<b>Class Stage</b> (Setting the context, text deconstruction, evaluation). Please, specify what kind of practice (controlled/guided/free)	<b>Objective</b> (Specify which specific objectives you are aiming at)	<b>Teacher's procedure and Activities students will perform</b> (Specify in detail the teacher's procedure and activities students need to perform)	<b>Materials</b> (Specify the material you will use (if any) with the activities). Not all activities require materials.	<b>Allotted time and Type of interaction</b> (Specify the time the activity will take and type of interaction required. Ex. Teacher-student/student-student)
Organization of the classroom and prayer	Set themselves for the class.	Teacher organizes the class and pray with the students.		5 minutes Teacher
Setting the context.	Identify the main characteristics of the weather	Teacher starts the class by asking students what's the weather like today? Students are taken out of the classroom so they observe the context and answer teacher's questions like, is it hot today? Or is it cold today? T explains to the students the weather changes depending on how the air and water move on Earth and the importance of weather in our lives.  T points out the objectives of the lesson (inside the classroom)	Video beam	15 Minutes Teacher - Student
	Recognize the different types of weather.	Teacher displays a set of real images in the video beam so previous knowledge is activated. For this moment teacher reminds the students what the weather is and the five types of weather: It's rainy, It's cloudy, It's sunny, It's windy and It's snowy. Teacher foster students' participation by asking questions related to the pictures and by making gestures, which represents the weather. Drilling may be part of this activity so students get more familiar with the vocabulary.	Images Video beam Tablet	10 minutes Teacher - Students

Deconstruction/ reading	Detailed	Identify the structure and characteristic features of an explanation text type.	<p>T explains to the students what type of reading it is (<i>explanation text</i>). He also points out at some features of this genre in a <u>simple way</u> so they <u>start</u> to understand the main characteristics.</p> <ul style="list-style-type: none"> <li>• Statement of the phenomenon.</li> <li>• Sequenced explanation about HOW or WHY things happen.</li> <li>• General events rather than specific events.</li> <li>• Definitions and descriptions.</li> <li>• Focus on the process.</li> </ul> <p>Teacher retakes the features of an explanation text type and with the marker identifies them in it.</p> <p>T has students talk about the features they have just recognized in the text.</p>	Video beam Tablet	20 minutes Teacher – Students.
		Make predictions about a given text based on the pictures of it.	<p>Teacher tells the students the name of the reading to be worked and has them look at some pictures (pages 48 and 49). Teacher shows them the same pictures with the video beam and teaches them how to predict what the text is about. T identifies important elements that would guide learners to make predictions (people, phenomenon, situations, colors, symbols, actions, etc.).</p>	Video beam Tablet Markers	20 minutes Teacher – Students
		Identify familiar words by underlining them in a given text to start skimming.	<p>Teacher presents a reading using the video beam so he tells them how to apply the skimming strategy. T shows them how to skim a text so he underlines the words he knows from the sample reading with color markers and tells the students how useful is the strategy before reading a science text in this case. T reads aloud the pieces as he</p>	Video beam Tablet Markers Reading #1	20 minutes Teacher – Students



		<p>identifies the parts of this specific text (Living Things).</p> <p>After modeling the activity, students do the same (skimming) with the reading on pages 48 to 50 (The weather changes with the seasons). What they have to do is to find and underline the words they know using color pencils. Teacher verifies their answers and makes a list on the board. He also identifies language features stated in this reading: preposition “in”, adjectives (warm, hot, cold and cool) and demonstrative “this”.</p>		
	Identify the main characteristics of the weather.	T reads the top of page 48 by himself and then together with the class. Then as the text follows, students take turns to read the weather in the four seasons up to page 50 where all read the final paragraph. Teacher retakes the whole reading but this time asking questions so the students understand better the text.	Books	15 minutes Teacher Students –
Representation of the ideas of the text (Confirm understanding: practice activities)	Use labeling to decode texts.	<p>Students are given a copy where they label the appropriate name of the season according to the pictures. Later, students label the given descriptions of different weather conditions with the right name of the season.</p> <p>Teacher checks the activity with the whole class.</p>	Copy #1 Colors Pencil	10 minutes Teacher Students –
	Use card sorts to decode texts.	In groups of four (numbered by the teacher) students they receive a set of cards to be sorted by taking turns. For this activity they will have to read some descriptions and find the proper weather condition name for them. This will help students understand reading better.	Cards #1	20 minutes Students Students –
	Understand reading.	Students are given a copy to be solved in pairs in order to verify their learning. Page 19,	Copy #2 Pencil	25 minutes Students –

		Project Book.		Students
Evaluation	Recognize the different types of weather.  Identify the main characteristics of the weather.	Page 23. Project Book. Change words for seasons. Make words Bank.	Materials.	Students.

## UNIT 1. LESSON PLAN 2

Name of the teacher: HENRY ANGULO HAWASLY

Class / grade: 2<sup>nd</sup> B

Number of students: 37

Average ages of students: 6 to 9 years

Unit/Topic: Weather

Level of students: A1

Allotted time: 100 minutes

### Goals

- Students will be able to read and understand short pieces of text.
- Students will be able to develop their reading competences to acquire knowledge related to the weather.

### General Objective (s)

- Students will be able to understand why weather changes and how it influences our lives.
- Students will be able to read short pieces of explanation texts applying reading strategies (Skimming, Predicting, Sequencing).

### Specific objectives for this lesson

#### Content Objectives

- Identify how water moves through the water cycle.

#### Reading Objectives

- Identify the parts and features of an explanation text type.
- Read and understand explanatory texts.
- Apply reading strategies to understand science texts.
- Use labeling, cloze deletions and sequencing to decode texts.

### Assumed/Previous Knowledge:

Students have some knowledge about the water cycle and the description of the process since this topic was studied in the Science Class in their mother tongue.

### Linguistic features that will be developed in this class in terms of language and content:

Students will be able to use demonstratives (this, these) to refer to a water movement names (Language).  
Students will be able to understand and identify how water moves through the water cycle (content).

### Materials and resources that will be used in this class:

Video beam, copies, books, markers, colors.

<b>Class Stage</b> (Setting the context, text deconstruction, evaluation). Please, specify what kind of practice (controlled/guided/free)	<b>Objective</b> (Specify which specific objectives you are aiming at )	<b>teacher's procedure and Activities students will perform</b> (Specify in detail the teacher's procedure and activities students need to perform)	<b>Materials</b> (Specify the material you will use (if any) with the activities). Not all activities require materials.	<b>Allotted time and Type of interaction</b> (Specify the time the activity will take and type of interaction required. Ex. Teacher-student/student-student)
Organization of the classroom and prayer	Set themselves for the class.	Teacher organizes the class and pray with the students.		5 minutes (this activity is repeated # times in this lesson)  Total Time: Teacher
Setting the context	Identify how water moves through the water cycle.	Teacher initiates the class by asking a question: Where does rain come from? Students answer according to their own experience or relating to what they remember from 1 <sup>st</sup> grade.	Video beam.	5 minutes Teacher - Students
		Teacher displays the evaporation, condensation and precipitation images separately by using the video beam. Then he shows the whole cycle explaining the students how water moves through it.  Teacher presents the objective of the lesson to the class.	Video beam Images	15 minutes Teacher
Deconstruction/ detailed reading	Apply reading strategies to understand science texts (Skimming).	Teacher asks the students to go to page 54 and apply the skimming reading strategy by underlining the words or expression they already know and that suggest what the text will be about. Then the students share with the class the results of their skimming and predict what is the reading about. Teacher makes a list on the board.	Colors Book Reading #2	40 minutes. Students
	Identify the parts and features of an explanation text type.	Teacher shows the reading in the video beam and together teacher and students identify some parts of an explanation text: <i>phenomenon</i> ,	Video beam Markers Colors Power Point Slides	30 minutes Teacher - Students

		<i>descriptions, definitions and sequence.</i> Teacher has students participate while he helps them with color markers on the board where the reading is being shown. Students do it in their books.	Reading #2	
	Read and understand explanatory texts.	Teacher reads the text together with the students. While he is reading students follow him and in different pauses they point to the picture as he reads. Then students re-read individually sentence-by-sentence. Teacher clarify ideas or terms when necessary.	Book Reading #2	20 minutes Teacher Students -
Deconstruction/ detailed reading	Use labeling to decode texts.	Students are given a copy where they label the three processes in the water cycle. T checks the activity. They paste in on their notebooks.	Copies Notebooks Glue	10 minutes Students
	Use sequencing to decode texts.	Students get together in pairs and are given a set of pieces of paper containing some extracts from the reading. They read all the sentences and then organize the text in logical order. Teacher checks the activity and the right order of sentences.	Pieces of paper with sentences.	20 minutes Students Students -
Evaluation	Use cloze deletions to decode texts.	In pair, students are given a copy with the original reading but with some deletions. The idea is to have them complete the text according to the original or with their own words, which is also valid. Teacher collects the copies as soon as they finish and give them a score.	Copies Pencil Colors	30 minutes. Students Students -

Appendix 3. Copy #1

COPY #1

NAME Ana Sofia DATE september 15<sup>th</sup>

1. Label the appropriate name of the season according to the pictures.



2. Label the descriptions of a weather conditions with the right name of the season.

It is warm and flowers blossom in this season: spring

It is cool and leaves begin to drop in this season: fall

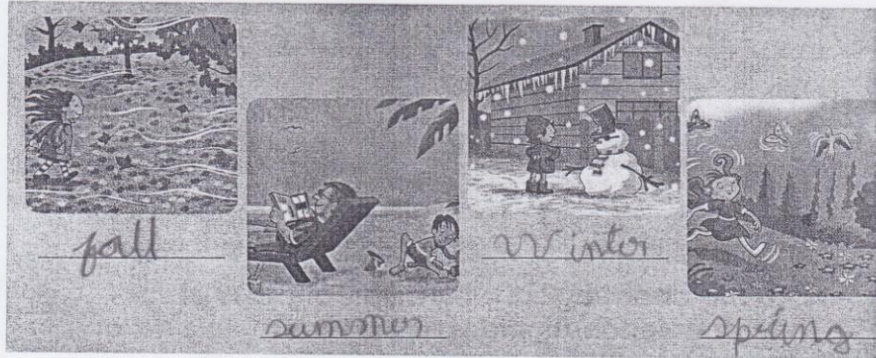
It is cold and some places have ice and snow: winter

It is hot and days are the hottest in this season: summer

COPY #1

NAME Jesús David Esquivel Villalobos DATE September 15

1. Label the appropriate name of the season according to the pictures.



2. Label the descriptions of a weather conditions with the right name of the season.

It is warm and flowers blossom in this season: spring

It is cool and leaves begin to drop in this season: fall

It is cold and some places have ice and snow: winter

It is hot and days are the hottest in this season: summer

COPY #1

NAME Nelsonville Pdo Pover DATE September 15

1. Label the appropriate name of the season according to the pictures.



2. Label the descriptions of a weather conditions with the right name of the season.

It is warm and flowers blossom in this season: spring

It is cool and leaves begin to drop in this season: fall

It is cold and some places have ice and snow: winter

It is hot and days are the hottest in this season: summer

Appendix 4. Quiz about weather.

### Activity 19 The Four Seasons

① Unscramble the names of the seasons.

- 1. rpsign      spring
- 2. trwein      winter
- 3. msmeru      summer
- 4. lafl      fall

Valentina  
Castro  
2-1-B

② Write the seasons with the pictures.

1.   
winter

2.   
spring

3.   
summer

4.   
fall

③ Choose one of the seasons in your country. Draw a picture and write about it.



Summer  
hot, sandals, shorts,  
pants and T-shirt



## Activity 19 The Four Seasons

① Unscramble the names of the seasons.

Santiago Sepulveda  
Garcia 2-8

1. rpsign      Spring
2. trwein     Winter
3. msmeru    Summer
4. lafl        Fall

② Write the seasons with the pictures.



Winter



Spring



Summer



fall

③ Choose one of the seasons in your country. Draw a picture and write about it.



ice skate  
cold  
Water  
parks  
T-shirt  
scoob

## Activity 19 The Four Seasons

① Unscramble the names of the seasons.

1. rpsign

spring

2. trwein

winter

3. msmeru

summer

4. lafl

fall

② Write the seasons with the pictures.

1.



winter

2.



spring

3.



summer

4.



fall

③ Choose one of the seasons in your country.  
Draw a picture and write about it.



Hot - hot - sunny - and  
I - shirt - sunglasses  
shorts -

2-13/mon 27 octubre 2015/sofia Burreal Calderon

## Activity 19 The Four Seasons

1 Unscramble the names of the seasons.

1. rpsign spring  
2. trwein winter  
3. msmeru summer  
4. lafl fall

2 Write the seasons with the pictures.



3 Choose one of the seasons in your country.  
Draw a picture and write about it.



hot, sunny, beach  
sandals, T-shirt  
swim in the sea

Amanda Padua Ferraz

## Activity 19 The Four Seasons

① Unscramble the names of the seasons.

1. rpsign

spring

2. trwein

winter

3. msmeru

summer

4. lafl

fall

santiago  
manuel  
hopen  
berous  
2-B

② Write the seasons with the pictures.

1.



winter

2.



spring

3.



summer

4.



fall

③ Choose one of the seasons in your country. Draw a picture and write about it.



hot  
sunny  
beach  
sandals  
pool  
t-shirt

Appendix 5. Cards Sort.

In groups of four students, they receive a set of cards to be sorted by taking turns. For this activity they will have to read some descriptions and find the proper weather condition name for them.

The four seasons are...	<b>WINTER!</b>	It is cold and some places have ice and snow...
It is warm and flowers blossom in this season...	It is hot and days are the hottest in this season...	It is cool and leaves begin to drop in this season...
<b>SUMMER!</b>	<b>SPRING!</b>	Spring, Summer, Fall and Winter!
In Montería we only have two seasons...	Summer and Winter (rainny)	<b>FALL!</b>

## B The weather changes with the seasons.

The four seasons of the year are spring, summer, fall (or autumn), and winter. The seasons are not the same everywhere in the world. Some places have all four seasons. Other places have only one or two seasons.

**Read the sentences and discuss the pictures.**

The four seasons and their usual weather are:

spring



The weather is warm in the spring. Flowers blossom in this season.

summer



The weather is hot in the summer. The days are the hottest in this season.

**WORDS TO KNOW**

season	fall
year	autumn
spring	winter
summer	blossom

fall



The weather is cool in the fall. Leaves begin to drop in this season.

winter



The weather is cold in the winter. Some places have ice and snow.

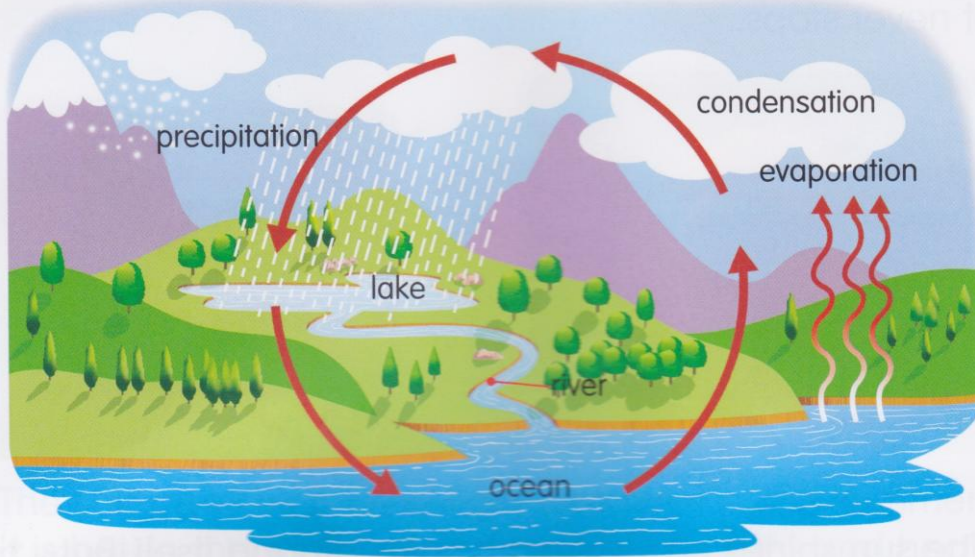
**PROJECT BOOK**

Do Activity 19

Appendix 7. Reading # 2.

Where does rain come from?

Read and look at the picture.



Warm air makes water evaporate into gas or vapor and move upward into the sky. This is called evaporation. Then the gas cools and condenses in the sky, turning into drops of water. This is called condensation. These drops of water form moisture and make clouds.

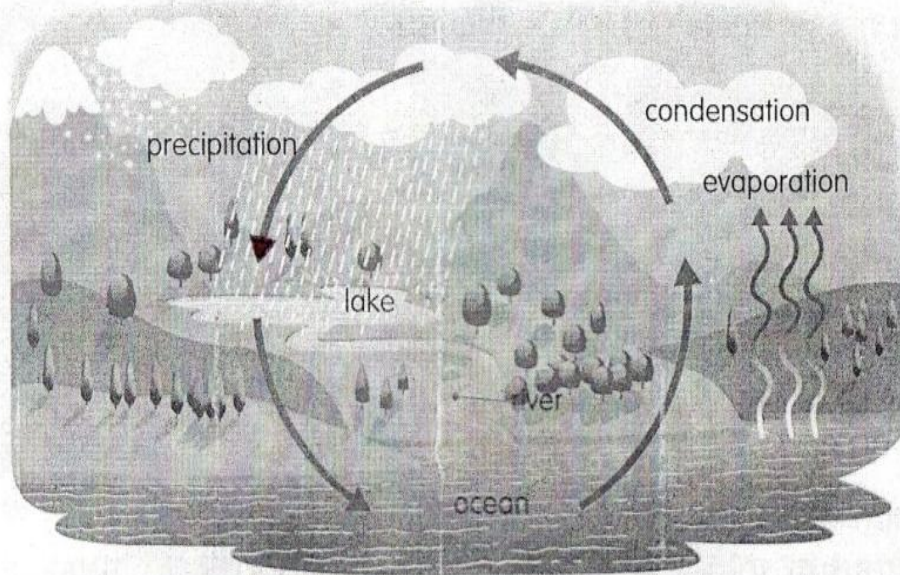
When there is too much moisture, drops of water fall as rain or snow. This is called precipitation.



Appendix 8. Evidence of Skimming on Water Cycle reading.

Where does rain come from?

Read and look at the picture.



Warm air makes water evaporate into gas or vapor and move upward into the sky. This is called evaporation. Then the gas cools and condenses in the sky, turning into drops of water. This is called condensation. These drops of water form moisture and make clouds.

When there is too much moisture, drops of water fall as rain or snow. This is called precipitation.

Appendix 9. Evidence of Sequencing.

1 Water evaporates into the air. It becomes a gas.

2 The gas condenses and forms water droplets.

3 The water droplets get together and form clouds.

4 When there is too much moisture in the clouds, it forms rain.

5 Rain falls down to Earth as precipitation.

Alay Montoya Dominguez.

Sofia Berrual Calderón

## Appendix 10. Transcript of Observations.

### Observation # 1

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

#### *Observation Transcript*

Teacher initiates the class by praying to the Lord, students pray the Our Father and thank for what they have received. Students repeat and say the prayer by heart.

After praying, teacher asks the students to stand up and go out of the classroom. Students and teacher walk together to the primary park. The intention of this activity is to show students the weather and explain. He tells the students “now we are going to see and observe”. He starts by asking: “what is the weather like today?” “Como es el weather hoy?”. Students answer; “warm” “sunny”. One of them say: “teacher, windy!”. Teacher reacts and ask; “windy?” Yo no veo que los arboles se estan moviendo!!! Suddenly teacher asks again but this time enphazising on the weather changes: “the weather... the weather... y quien sabe porque el clima cambia? Students have no answer and teacher explain: “por el air y la water” He has them repeat the two causes and retakes the characteristics of the weather today: “mmm today is sunny, warm, hot. Look at the teacher is sweaty... esta que?” to what students answer: “sudando”. Students are told to get into the class.

Teacher continues the class by asking the students what the word “recognize” means, he actually insists on the question in Spanish. Students come up with the answer after the teacher gives them the beginning of the word [reee...reeeeco]. Students then speak up: “reconocerr!. As soon as they guess the meaning, teacher tells the whole objective: “Today in class we are going to recognize, recognize [una cosa que el teacher les va a mostrar, holding in his hands some authentic pictures related to the weather] the different types of weather [los different types of weather]... the different types of weather [hay muchos]... y además today we are going to identify... [Que es identify?]” the teacher asks with a very expressive face and students immediately answer: Identificar!!... Teacher continues to focus on the objective: “identificar the main characteristics [las mas important characteristics del weather, porque cada weather tiene unas characteristics”

Teacher proceeds then to give some examples to be more specific when talking about the characteristics... By holding a big picture and showing it to the students, the teacher asks the students “what day is today?” to what learners answer: “It is rainyyyy!!!” Teacher writes the full answer students give on the left side of the board like pretending to create a list. Teacher emphasizes on the same expression: Today is rainy... Alejandro! Today is...? Rainyyy! By changing the picture teacher asks the same question: Today is...? And students answer: windyyy. With the answer teacher explains that in the morning they could see the clouds were full of water in order to introduce the next picture (cloudy weather). Then he daoes the same with the Sunny and Snowy weather. Teacher makes clear what happens into our context with the snow and why we do not have the opportunity to have it. He emphasizes on the four types of weather that we have in Monteria and gives the opportunity to the students to identify which ones apply for our context, to what they answer correctly: “Sunny, Cloudy, Windy and Rainy”.

Teacher, in order to make ideas clear, starts to talk about the feelings we have in each type of weather and when retaking each of them uses body language and mimics to give the students the opportunity of guessing the features of every type of weather. When referring to the windy weather, teacher asks students who has been to Barranquilla city. Most of them raise their hands and react by telling the teacher “es muy windy teacher”.

Teacher now presents a slide where he has written the five types of weather they have been studying in class. First he shows them the types and then practices the pronunciation of the expressions to activate previous knowledge. Just after this exercise, teacher shows the students some authentic images, which describes each type of weather. He has them identify the main characteristics for each picture and reminds their names. Teacher helps them identify by using body gestures in each picture.

## Observation #2

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

### *Observation Transcript*

Teacher initiates his class by praying with the students the “Our Father”. Students seem to be familiar with the prayer since they say easily. The teacher closes the prayer by saying “leave Jesus in our hearts!”, and students answer: “forever”.

For this first part of the class, teacher presents a slide where students can see what is an explanation text and the main characteristics of it. “now I need all the students to pay attention, pay attention (and putting his right hand behind his right ear meaning they have to listen carefully), porque ahora vamos a aprender las principales características de un explanation text” says the teacher. Next, the teacher starts by explaining every characteristic of this type of text in this order:

- Statement of the phenomenon. In this part, teacher remarks what is a phenomenon. He gives examples such as the rain and tornados. “este tipo de texto siempre describe un phenomenon como lo es la rain y los tornados, es lo que pasa around us”
- Sequenced explanation about HOW or WHY things happen. “que sera how y why? Como y porque pasan las cosas (using body gestures he reinforces the meaning of the two words). Porque se caen las hojas en fall? Todas esas cosas se trabajan en este tipo de texto”, the teacher explains.
- General events rather than specific events. Teacher explains: “en este tipo de texto vemos como se describen las estaciones que ya conocemos por ejemplo, eventos y fenomenos generals”.
- Definitions and descriptions. In this aspect, teacher tells the students: “in explanation texts nosotros find definitions and descriptions. Es pore so que vemos como definen algunos fenomenos y eventos que pasan en ciencias naturales por ejemplo”.
- Focus on the process. Teacher remarks: “esta ultima característica de los explanation texts vemos como estos textos se enfocan en el process, es decir en lo que pasa con los fenomenos”.

Teacher tells the students “go to page 48 and 49 in the Blue Planet” which is the book they follow for this subject. As he writes the pages on the board he also verifies his students are taking the book out of their backpacks. After having their books open, teacher tells them to look at the pictures and identify what are they about or related to: “vamos a mirar las imagenes on this page”. Students start to interact among themselves in a lower voice by showing their classmates what they have found” “mira las mariposas” “la nieveeee!!!” “mira el perritooo”. Teacher let them chat for a while and then asks them to share what do they see in the pictures. Some students participate by saying: “el medio ambiente”, “weather teacher” “los weather teacher”. Teacher then ask: “y cuantos weather vemos ahi?” to what students answer: “four teacher!” “Four teacher; winter, summer, fall and spring”

After listening to the different answer students give, teacher proceeds to explain the students how to predict from images. He remarks by saying: “cuando vamos a empezar a leer un texto lo primero que hacemos es mirar las pictures, asi sabremos de que se trata la reading”. Teacher then says: “miremos las imagenes de la lectura y identify, que sera

identify?" To what students answer: 'identificarrrr'. "Well, look at the pictures (pointing out the images in the book and doing the the mimics of the verb looking) and identify people, que personas vemos en las imagenes?" Students participate answering: "father", "boy", "girl", "doggg teacher". Teacher explains: "dog is an animal, no es una persona, pero muy bien Santiago". "ok guys, ahora miremos que estan haciendo esa people? The father, the boy and the girls?. Students raise their hands and speak up; "play", "jump teacher", "caminando" "swimming in the water"... "y el father que esta haciendo?" asks the teacher. He is...?. "Reading teacher"... "excellent guys!", replies the teacher. "Ok muchachos ahora vamos a enfocarnos en elementos or symbols in the pictures, for example, en la primera picture que es la spring season vemos flowers (teacher points out the flowers in the proyected image with the video beam), birds.. pajaritos, arboles bastante verdes... todo esto indica que en spring season todo es verde, las flores nacen, las hojas salen después del frio y los pajaros, los birds vuelven a cantar y volar" Teacher explains how to identify elements in the pictures. Now teacher changes the picture to the summer season and have them identify the elements by themselves. By the time students start participating, the teacher writes a list on the side of the picture on the board. Students identify: "sun teacher" (teacher shakes his hands indicating it is hot), "water" (to what the teacher corrects the students and write ocean instead of water), "arenaaa" (to what teacher writes sand), "palmeraaa teacher" (to what teacher writes coconut tree). Teacher changes the picture to the fall season and students come up with asnwrs like: "windyyy teacher", "trees orangeeee" (to what teacher makes clear by telling the students that due to it starts getting cold, leaves start dying too and get orange and other colors). "Bueno y para finalizar, let's look at this picture" Teacher says and shows the last picture, the winter season. Students' answers are: "snowww", "cold", "snowmannn teacher como el de las caricaturas"... "well pero hay algo que no han identificado y es el ice". To sum up this activity, teachers concludes: "guys, pay attention!. Si miramos todas estas caracterictics, de que creen ustedes que se trata esta lectura con la que vamos a trabajar?... "sobre el weather teacher", "los diferentes climassss", "sobre lo que sucede en cada season teacher". "Excellent guys" said the teacher, besides he finishes the class by adding: "lo que vemos en cada picture son phenomenon, fenomenos o situaciones o variaciones que se presentan en el clima". "muy bien chicos, eso es lo que hacemos para entender de que se tratará la lectura y siempre que la lectura tenga imagenes podremos predecir de que nos hablará"

### OBSERVATION # 3

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the

implementation.

- Analyze the evidences of reading comprehension observed in students after the implementation.

### ***Observation Transcript***

Teacher initiates the class by reminding the students what they worked in the previous class<sup>1</sup>. Students reacts to his comment “guys remember last class we studied... estudiamos un tipo de texto llamado como?”... Explanation!! Yell some of them. He refreshes the students’ minds and lists the pasts of the explanation text but in the mother tongue<sup>2</sup>. As he asks questions in L1 a few students reply with single answers like: “fenomeno!” ‘descripciones!’.

Continuing with the class, teacher changes the slides with the pictures and projects the reading itself with the video beam. “well guys, last class realizamos una lectura de imagenes que nos dio una idea general de la lectura, now in this moment vamos a hacer otra actividad relacionada con la lectura y que también nos ayudará a entender mucho mas el texto”. “teacher yo leo” replies one of the students. Teacher comments they are not going to read as such yet, but on the contrary, they will apply the skimming strategy.

“Veamos esta lectura y entre todos vamos aplicar the skimming strategy, la cual nos ayuda a entender rapidamente de que se trata el texto” says the teacher. Teacher presents the PPT slide and has them read the title of the text (Living Things). Teacher tells the students it is necessary to identify the words they know and underline them with different color pencils.

“lo que vamos a hacer ahora, individualy, not in groups, cada uno solito va a trabajar en esta actividad”, expresses the teachers. He follows to say as well: “Con your colors (y levanta un puñado de lapices de colores) cada uno va a underline, que es underline?” “Subrayar”, some students yell. “pero primero vamos a leer: you and me (pointing at them and himself)” says the teacher to start the activity itself.

Teacher starts the activity reading sentence by sentence and when the students recognize a known word they tell the teacher to stop and he underlines it with a color marker. They identify: living things, obvious, animals, walk, plants, parts, move, movement, and the sun. After doing that with the students, the teacher has them look at the underlined words and try to think of the text general idea. After two minutes, teacher retakes the underlined words and reads them aloud together with the students. Teacher asks students: “habiendo identificado las palabras conocidas, a lo cual le llamamos skimming, echarle un vistazo al texto, y alas subrayamos con colors, ahora de que creen ustedes que se trata el texto completo?” Students start to give their answers: “de como se mueven los living things”, “de como se mueven las plants”. Teacher intervenes by asking what the living things are, to what students answer: “plants, animals, people”. Teacher replies “y de cuales living things se esta hablando en el texto?”. They answer: “plants y animals”. Teacher concludes the activity by telling them we do not need to know all the words to understand a text. He also tells them they might have a general idea of the text just by doing the skimming.

“Ahora vamos a hacer el ejercicio nosotros mismos con un texto que esta en page 48 and

49”, teacher gives the instruction to continue the class and apply the skimming strategy with the real text. In this moment students have to go to those pages and underline the words they know with colors. Teacher give them 10 minutes to do that and reminds them that their words may be different and the activity should be done individually. While students are underlining the familiar words, teacher walks around the class and orients the students and solves any doubt they might have.

To check the activity teacher and students make a list of those words on the board. The students’ reaction is positive and they are eager to participate in the elaboration of the list. As soon they are done with the list, teacher asks them what do they do with that information and students answer: “escribir!!!” Teacher reacts towards the wrong answer and reminds them the purpose of the skimming strategy. He retakes the list of words and explains the students they can use those words to get to know what is the text about. As the teacher clarifies the strategy, he has students talk about the general idea of the text. Students participate by saying: “que hay 4 seasons”, “the weather” and “different clothes”.

#### Observation #4

**DATE:** 19 de marzo de 2014

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

#### *Observation Transcript*

Teacher waits for students to organize the class and starts by praying with the students a guided short prayer followed by the “Our Father”, which students seem to know it by hard. Because of the school philosophy, students pay all the attention to this moment. In some way this prayer time activate students minds to start to use the L2.

Standing in front of the students the teacher asks them to open their books on page 48. Students take their time to follow the instruction and interact with the other classmates where the teacher has to retake the order of the class to continue. Students seem to understand the command given by their teacher. He remarks what they are going to do but this time he does it in their mother tongue: “vamos a trabajar esta lectura el día de hoy, pero escuchemos claramente! Yo inicio leyendo esta parte y luego yo voy señalando o



voluntariamente a algunos estudiantes que quieran leer cada uno de los párrafos siguientes, así que hay que estar muy pendientes todos. Queda claro?... and the whole class reply: “yessss teacherrrr”. It is noticed the teacher wants to make sure his students have clear enough the instruction and the purpose of the activity.

Teacher starts reading aloud and slowly and as he is reading he uses body gestures, which is evidenced in his wide open eyes, the movement of his mouth and his right arm. Students follow the reading in their book, most of them with their finger and some of them just forget their books while watch and listen to the teacher who is in front of them. Suddenly and right after he finishes the first paragraph of the reading, the teacher jumps and points out one of the students: “Sebastian continue!”. Sebastian feels a little confused and asks showing with his finger a part of his book: “teacher aquí?”. Teacher approved by nodding his head: “si Sebastian por ahí”. Sebastian’s tone and pace are slow. His pronunciation is fair until he looks at the teachers: “blossom?” and he continues reading. Teacher let him read freely and makes no corrections on the spot.

Teacher has three students more read the other three short paragraphs corresponding each of them to a season. Students’ reading is totally similar to Sebastian’s. It is important to say the four of them read their pieces using his finger and reducing their tone and feeling a bit nervous.

Teacher closes the reading with the last paragraph and with a slow pace and trying to look understandable for his students. As he finishes, some students raise their hands and yell: “teacher me, teacher me”. In this time he retakes the order of the class and explain to them: ahora la vamos a leer detenidamente para entender claramente de que se trata la lectura”.

Teacher starts over the reading but this time making some pauses. As he starts to read, he stops and asks the students for vocabulary and expressions more in detail such us seasons, and words related to the weather. He uses questions to connect the students with the reading. Drilling and asking the same question to different students are two made up strategies the teacher implements when retaking the reading<sup>4</sup>. Before he retakes the paragraphs the students read, he reuses the images to connect content with the visual information. As he points out at the pictures some students come up with expression like: “en spring salen las flores” “en winter se pone frio” “teacher en fall podemos jugar en las ojas que se caen de los arboles<sup>5</sup>” Teacher continues to read the rest of the text but making sure they follow the reading and identify the main characteristics of the seasons.

As soon as the teacher finishes reading, students come up with expressions like: “yo quiero leer teacher” “teacher me”, perhaps they thought they would have another chance to read aloud. However teacher proceeds to verify whether students understood the reading and besides they are learning the content subject matter involved in the reading. To do this he hands in a copy where they have to label the appropriate name of the season according to the pictures. As they receive the copy the teachers give also the instructions: “Here you have a copy, in activity number one you have to label, what is label? Students answer: “escribir el nombre teacher”... and in activity number two you have to read and then write the correct season, que sera read and write? As the students answer: “leer y escribir teacher”! Students get excited and start chatting among themselves predicting the answers: “ la primera es fall” “mira el muñeco de nieveeee”. They start working eager to get done

quickly. Some of them get close to the teacher's desk and asks questions regarding weather they have to color or not and others verifying their written answers with the teacher.

Finally, teacher starts to check what they have done so far even though there are some of them still working on their copy. Most of them are done and participate actively by giving their answers to the teacher's questions: What did you write in number one? What season is number two? Students raise their hands and ignoring teacher's permission answer: "fall" "winter"<sup>7</sup>... For the second activity teacher have students read the description or characteristics of the season and then read the label they gave to it. Teacher does not do it only four times but more so other students participate and read their answers. As the students read teacher still continues to ask questions related to the weather so they get even more involved and familiar with the content. Teacher collects the copies.

While collecting the copies, the bell rings.

## Observation #5

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

### *Observation Transcript*

Teacher starts the class with the usual prayer.

Right after the prayer teacher initiates the class itself by saying: "last class, la clase pasada, nosotros trabajamos en una reading y terminamos la clase hacienda una activity in class donde teniamos que labeling, quien recuerda que es labeling??. Some students answer eagerly: "nombrar", "poner el nombre". "very good, excellent", says the teacher. Teacher continues with instructions for the class like this: "me gustaria que antes de continuar, me recuerden de que se trata esa reading que venimos trabajando en dias pasados? Quien le recuerda al teacher?". "Teacher sobre los different weather", one student expresses. "Teacher, sobre algunos fenomenos" other student remarks. "muy bien sobre algunos fenomenos, y cuales son esos fenomenos especificamente?" replies the teacher. To what

students participate by mentioning the four seasons.

“ok guys, today we are going to play a game (by showing the material he has in his hands). Pero para jugar este game debemos primero que todo seguir las reglas del game” the teachers states. For this time teacher has them make groups of four students. Since they work with individual desks, what they do is to turn their bodies and make a big desk and prepare themselves for the game.

“ok guys, escuchemos con atención lo que vamos a hacer. Teacher is going to give each group un juego de cards, but listen... tenemos que trabajar en equipo y todos deben participate. Apenas reciban las cards, vamos primero a identify, leemos lo que digan esas cartas y a entender que dice cada card. Luego, cuando ya hemos identified all the cards, vamos a ponerlas boca abajo de manera ordenada y finalmente vamos descubriendo las parejas de textos completos. Esta información esta en la lectura que hemos venido trabajando. Gana el estudiante que obtenga mas cards en el grupo” says the teacher to guide the activity. He immediately proceeds to give them the set of cards to each group. Students receive the cards and unwrap them. Following the teacher’s instruction, students spare all the cards over their big desk. Students start reading the cards and spontaneously to translate the pieces of reading.

As students start playing with the cards, teacher goes to every group to make sure students understood the instruction of the activity. Students begin to interact each other while playing. Teacher reinforces the reading of every card. Some students feel confused but others lead the activity. Students seem to be excited while finding the couples. Students read the cards and try to find the rest of the information. The activity allows students to discuss what the correct couples are. Teacher guides the students by giving them clues to find the appropriate couples. He tells them to keep in mind one is related to the other one and that both cannot talk about the same thing. If any city is mentioned they should immediately identify that city’s weather.

Students play with the cards for two and three times in each group.

For the second part of the class, teacher asks students to return the cards and to organize the chairs and seat on their places. Students are told to solve the three activities in the copy. Teacher explains: “boys and girls, pay attention, I am going to give you a photocopy (showing the package of copies on his hands). En esta copy vamos a encontrar tres actividades, una de unscramble donde tendran que organizer las palabras, en la segunda you have to label y eso ya lo han hecho en clase, y en la ultima actividad, pay attention, you have to choose, escoger, una season de nuestro pais y a partir de esa season vamos a draw a picture y al lado vamos a escribir sobre esa season, ok?”

Students work individually. Some students call the teacher during the activity and he provides support for any question or doubt.

Teacher collects the copies. As a homework, teacher tells them to bring some materials for next class.

## Observation # 6

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

### *Observation Transcript*

Teacher starts by praying and putting this day in God's hands. Teacher and students pray the "Our Father".

Teacher continues the lesson by having the students use the content they have learned out of the reading in previous classes. Teacher tells the students: "hoy vamos a poner en practica lo que hemos aprendido de la reading que hemos venido trabajando en clases anteriores. Para esto vamos a necesitar el material que ustedes recortaron en casa, el circle and the arrow (by showing them to the class). Yo voy a pasar de puesto en puesto y les voy a entregar este chinche y ya les digo como lo vamos a utilizar". Teacher proceeds to organize students with all the material necessary to build their weather spin game. Once they have set up their spins individually, they are told to turn their chairs so groups of 4 students are made. In this moment students start spinning the arrow and wait for it to stop in any of the four seasons. As they start the activity teacher realizes some of them are confused so he does an example in front of the class: "guys look at me and pay attention. Look at my weather spin game, I will run it so it falls on one of the seasons and... it fell in summer! Como la flecha cayó en summer, yo voy a hablar sobre el weather in summer y que prendas de vestir podría usar yo en esa season. For example, pay attention, pay attention Andrea, you say... It is summer, in this season the weather is hot and warm, people go to the beach, in summer the days are the hottest (moving his hands, waving them showing the students it is very hot). In summer we wear shorts, T-shirts, sandals, bathing suits, caps... y asi es que ustedes deben también hacer el ejercicio en sus grupos".

Students continue spinning the arrows and speaking about the weather in those seasons. In one group students participate like this:

"Student 1: in the summer... people go to park and... roller skate... and... go to school... it's hot".

"Student 2: in spring... we go to the park... las clothes... in spring.. eh... shoes, shorts, T-

shirt... and sneakers... the weather... eh... it's cold and sunny".

"Student 3: Summer, in summer... go to the park... T-shirts, sandals, shorts... and is hot",

"Student 4: in spring... flowers and trees".

## Observation # 7

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

### *Observation Transcript*

Teacher enters into the classroom and organizes the class. Teacher and students pray together and close this first part by saying the "Our Father".

Teacher warms up the class by talking to the students about where does rain come from: "Boys and girls, listen and pay attention, hoy en la clase de science, vamos a iniciar una nueva lección, vamos a hablar del Water cycle, y cuando hablamos de water cycle (some students answer without raising their hands: ciclo del aguaaaa), very good, el cyclo del agua, pero vamos a iniciar con una pregunta clave, where does the rain come from? (he writes it on the board), que creen ustedes de esa pregunta... de donde viene... la... lluviaaaa?". After listening to the this question, some students react with answers like this: " de las clouds teacher", "cuando esta cloudy teacherrrr", "teacher, de las nubesss". Teacher continues: "excellent, pero tambien podemos decir que para que se forme la lluvia existe un ciclo y ese es el que vamos a empezar a conocer hoy, recuerden que en la clase de science estamos trabajando con explanation texts y estos son los que describen los fenomenon".

Teacher plugs his tablet to the video beam and starts projecting images: "ok guys, pay attention, a continuación vamos a observer carefully, muy cuidadosamente. Como les dije antes vamos a estudiar un fenomenon. Pero este fenomenon tiene unos procesos o unas etapas que debemos conoces. Empecemos entonces con la primera image, evaporation. Cuando hablamos de evaporation, nos referimos a ese momento natural donde el agua sube al cielo, a las clouds, en forma de vapour, miren como aqui las flechas me muestran el

movimiento de la water, y de donde esta saliendo esa water?”. Students answer: ‘de los lagos’, ‘de los rios’... ‘y tambien de los poddles es decir de los charcos” replies the teacher.

Teacher keep on showing the pictures: “Ahora veamos la siguiente image, condensation. En este momento natural observamos como la water que ya se evaporó ya hace parte de las clouds y estas se tornan de gray color, que es lo que vemos cuando la rain va a caer, cierto? Yesssss... very good guys!!!.”

“Bueno y hemos llegado a darle solución a la pregunta que nos planteamos al principio de esta clase, que si de donde viene la rain, where does the rain come from? (Pointing at the board where the question is written) Veamos entonces la siguiente image, precipitation. Y es en este momento observamos entonces que es la precipitation donde vemos como cae la lluvia que estaba en las clouds, mire como los señores que vemos en la imagen como se protegen de la rain usando umbrellas”

Teacher reminds the students the three processes the water suffers and has students remember aspects of each image. Students participate actively and among all construct each of the concepts.

Having all the content clear, teacher shows students the complete water cycle using the PPT presentation. Teacher intervenes “ boys and girls, look at this picture, aqui podemos observar el water cycle complete, veamos como los tres procesos se unen y conforman lo que conocemos como Water Cycle. Si vemos bien, here is the water, then it evaporates into the clouds and finally falls again into the lakes, land, oceans through the precipitation process (all this using his hand to point out each step in the cycle).

Class ends.

## **Observation # 8**

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

*Observation Transcript*

Teacher starts the class with the prayer. The students repeat what he says and then the moment is closed with the “Our Father”

Teacher recalls the water cycle to warm up the class and be able to start the planned activity for today’s class.

Once he reviewed the water cycle, students were told to open their books on page 54 and teacher proceeds like this: “ Let’s open page 54 on your books, and pay attention a lo que vamos a hacer el dia de hoy, vamos a aplicar la estrategia que aplicamos en un a de las clases anteriores, y es la Skimming Strategy (he writes it on the board), quien recuerda de que se trata? Who can tell me?”. Some students react by saying: “teacher usamos los colors”, “cuando subrayamos las palabras que conocemos”, “teacher eso es lo mismo que hicimos con los living things”, “subrayar y luego hacemos la lista en el tablero”. With those answers, teacher tells them: “excellent guys, cuando aplicamos la Skimming Strategy subrayamos las palabras que conocemos en el texto con colores diferentes, todo esto con el proposito de poder saber de que se trata la lectura antes de leerla, asi como hicimos con el ejemplo de living things y con la reading about the weather. Hoy, cada uno individually, va a aplicar esa strategy al texto de la page 54, using different colors. You have 15 minutes to do the activity”

Students work individually but looking at their friends sometimes, perhaps with the purpose of verifying their answers. They work by themselves and teacher offers support by walking around the classroom.

The known words they identified are the following; warm, air, sky, gas, vapor, water, clouds, rain, snow, fall, precipitation, condensation, evaporation. These words are written by the teacher in a list on the board once he checks the activity. He immediately asks students what is the text about based on the words they have already taken out of the reading. Students answer: “se refiere al ciclo del agua”, “la lectura habla de donde viene la lluvia”, “teacher, la lectura tratará de los three procesos que ya vimos las imagenes”. Teacher retakes the words in the list and make connections among the words so they do much better next time. He takes the three processes and the other words as characteristics and then give them a conclusion of the activity.

## **Observation #9**

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

***Observation Transcript***

Teacher begins the class with the prayer. They all sit properly and concentrate by repeating what teacher says and then saying the “Our Father”.

Teacher starts the class: “Good morning students... hoy continuamos con nuestra lectura about the water cycle, la clase pasada estuvimos aplicando la skimming strategy y llegamos a unas conclusions sobre que trataría el texto como tal. Hoy nuestro objetivo es identificar los aspectos que un explanation text tiene. En una clase hace días también realizamos este ejercicio. Les recuerdo que las partes a identificar son: definitions, description and phenomenon. Cada quien en su puesto en sus books, you are going to identify those three aspects. Pueden trabajar con el compañerito o companyerita que tiene al lado, and please use colors... You have 10 minutes to do that activity.

Students start doing the activity. They start reading (most of them using their fingers) and chatting with their classmates to compare what they are underlining. As they read some of them call the teacher’s assistance to ask for the meaning of some isolated words in the text. Teacher gives them the answers but he does it aloud so other can hear what he is saying. Although some students feel confused, teacher let them play with the text and has them identify the aspects.

Once the students seem to be done, teacher retakes the class: “muy bien guys, vamos a revisar la activity. I am going to present the reading in here (while projecting the reading with the video beam) y ustedes van a participar de tal manera que entre todos revisemos. Veamos primero que definitions encontraron en el texto? Y yo voy proyectando aca en que parte se encuentran y ustedes verifican en sus books”.

Teacher and students check and compare what they underlined. Teacher shows first the definitions and explain each of them so students feel more secure about the information in the text. Then he points out with a circle the description in the text and tells them that paragraph describes a whole process. Finally, teacher shows what the phenomenon is... to what two students anticipate by screaming: “the rain teacher”. In the visuals there is a picture of the rain and teachers explains why the rain is the phenomenon and connects it with the initial question (where does the rain come from?).

Class ends.



## Observation # 10

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

### *Observation Transcript*

The class is started with the prayer and closed with the “Our Father”.

Teacher initiates the class by stating the objective of the class: “en la clase de science del día de hoy, vamos a entrar de lleno en la reading about the water cycle. La dinamica de la clase es que yo primero voy a leer toda la reading y ustedes la siguen desde sus books. Luego cada uno de ustedes trabaja desde su libro individually. Let’s start, everyone on page 54...”

Teacher starts reading slowly so they can follow him. In some parts he repeats some words so they refine the pronunciation. Once he finishes every sentence he pauses and explains to them what is it about and uses questioning as an strategy to give students the opportunity of interacting with the text and the methodology of the class. Students tend to follow the reading with their fingers and pronounce together with the teacher. Along the reading some of the students react by yelling the meaning of some words.

In this moment students are told to do the reading by themselves individually. Students start reading but most of them do it aloud so they listen to themselves. They get concentrated with the activity and three of them call the teacher to ask for meanings. Students seem to be excited doing this activity.

To finish the class, teacher give students a copy where they have to label the pictures according to what they have learned so far about the water cycle and the three processes involved in this phenomenon. Teacher gives the instruction and has them paste it on their notebooks. Students feel confortable with the activity and look excited about labeling. Teacher checks the activity together with the students. He projects it with the video beam. Some students see the necessity of going back to the book and write the words correctly.

## Observation #11

**DATE:** october 2015

**SCHOOL NAME:** Colegio La Salle Montería

**OBSERVED TIME:** 50 minutes

**GRADE:** 2<sup>nd</sup> B

**OBSERVER:** Jorge Eliecer Yepes Robles

**TYPE OF OBSERVATION:** Direct / Non participant

**OBSERVATION PROCESS:** Event Sampling (Norton, 2009)

**OBJECTIVE:**

- Describe the teacher's strategies to implement the GBP in the science class.
- Characterize teacher's strategies to foster reading comprehension during the implementation.
- Analyze the evidences of reading comprehension observed in students after the implementation.

<i>Observation Transcript</i>	<i>Themes Analysis</i>	<i>Categories</i>
<p>The class is started wit a prayer where they thank God for what they receive in life. They also say the “Our Father”.</p> <p>Teacher starts the class by telling students the objective of the class: “Muchachos, today we are going to keep working with the same reading about the water cycle, pero hoy vamos a seguir reforzando eso que aprendimos de la lectura, entonces basados en esa información, vamos a iniciar making groups of two students”. Students take their time to conform the groups and sit next to each other. Once they are all set, teacher retakes and give them the instruction of what they are going to do: “asi como estan, in goups, pay attention... yo les voy a dar un material por parejas, son unos pieces of paper (he shows them the material in his hand and shakes it) los cuales contiene informacion que vimos en la reading about the water cycle. Pero que vamos a hacer con esos papers teacher? (he asks himself). Well, cada group va primero a leer cada uno de los papers. Los leen bien para que los entiendan bien también. Luego que los hayan leído, vamos a organizar esos papers. Como creen ustedes que sería el orden correcto, cual va de primero, cual de Segundo y asi sucesivamente.and finally... cuando ya la tengan organizada toda, la leen en voz alta para verificar que tenga sentido. Ready? (students respond by saying yes...)”</p> <p>Teacher hands in the material to every group and students start sorting the pieces of paper and. Students follow teacher’s instructions and start reading the pieces, however teacher also reminds them while walking around what they have to do first. Students read the pieces of paper and start selecting some papers and put them away. Since the activity is in pair some of them take time deciding who reads and organize the pieces of paper. Students read much better this time and do not call the teacher repeatedly to ask for words meanings. Teacher tells them to let him know when they have finished. Pairs take their time doing the activity.</p> <p>As soon they get done, teacher starts checking the activity. He begins by asking which one is number one, so students participate by raising their hands. Some of the students who participate read the wrong pieces. He gives the opportunity to several students when the</p>		

other makes mistakes. Teachers and students build the text orderly. When they have all pieces in the right order, teacher has some students read the text aloud.

For the second part of the class, teacher changes the activity but students remain sitting in pairs. Teacher retakes: “bueno después de haber realizado esta actividad, les voy a dar la reading que ya hemos trabajado en clase related to the water cycle. In this opportunity, yo les voy a dar una copia donde encontraremos el texto relacionado con el water cycle. Ustedes tendran que read (he does the mimics of reading a book). But, pero se van a dar cuenta que hay unos espacios en blanco, es decir que el teacher ha borrado unas palabras, el teacher hizo unas deletions (writes the word on the board and make emphasis on the pronunciation)”. Teacher proceeds to hand in the copies and students immediately start reading in pairs. Teacher walks around the class and tells the students not to use their books and to read and reread the paragraph to be completely sure about their answers. He remarks the objective of the class by doing this activity. Students seem to be comfortable while working on the copy.