

**PROJECT-BASED LEARNING IN READING: AN EXPLORATORY STUDY AT A
COLOMBIAN PUBLIC SCHOOL**

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Universidad del Norte
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COLOMBIAN PUBLIC SCHOOL**

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Abstract

This exploratory study was oriented to investigate the influence of project-based learning (PBL) in tenth grade students' reading processes to enhance comprehension through the application of specific skills. A mixed-method approach was developed with the participation of 56 students from tenth grade at IETT Simón Bolívar at Puerto Colombia. Procedures for data collection used were on one side experimental design with a pre-posttest to quantify the PBL impact and think aloud protocol and observations checklists provided qualitative data that derived explanations about how was carried the implementation process out. Based on the development of two units with PBL quantitative data was gathered from tests and analyzed with Statgraphic software, while qualitative data was coded to establish relations between categories determined through a methodological triangulation process. Findings revealed that PBL increased motivation and team work abilities during the process of implementation, nevertheless the development of their reading comprehension skills had impact in higher performing students but a minor impact with lower performing ones. This study also considers context variables that limited its implementation in public schools such as teacher's development, uncover content, student's limitations, time and resources that are not easy to overcome. It is recommended to explore other student-centered instruction methodology that asks for less requirements.

Key words: Project-based learning, public schools, reading skills, engagement, team work, constrains.

Introduction

Educational goals in this century have been settled according to demands in a society that consider literacy as the key to access to knowledge. The field of technological advances have created an environment with multiple forms of communication in several contexts (personal, professional, and academic). Both demand of reading to lead processes to solve problems, build knowledge, or interact with others around the world. Therefore, the domain of comprehensive skills in a foreign language reading is not an option, but a requirement for being competitive in specific jobs or tasks.

In general, learning how to read in a foreign language –English- at Colombian public schools is a relatively unexplored field. All we teachers know about learning advances in this English as Foreign Language (EFL) area comes from English tests SABER 11° aligned to the Common European Framework of Reference (CEFR). Mainly the test assesses a few reading comprehension abilities, and it does not consider writing, listening, and speaking as important linguistic abilities. In 2011, a Colombian study reveals that “this test may not be a valid measure of the students' general English language proficiency” (López, Roperó & Peralta, 2011, pp 83-84).

Consequently, in our Colombian schools, teachers consider students' scores obtained as a reliable source of information of level of performance in communicative skills, and they take crucial pedagogical decisions based in this instrument which may trigger conflicts about what teachers considers most important: learning a language. It is conceivable that 11th grade students receive more than 100 hours of PRUEBA SABER training at school as a practical decision of administrators.

Besides, the Colombian National Ministry of Education (MEN) developed a nationwide program to strengthen the teaching and learning of English and improve students' scores to achieve B1 level of proficiency at graduation (2006b, ¶ 4). The goal is ambitious considering the results of a study finished in 2015 by the British Council claims that

The effectiveness of English teaching in public education is limited by a lack of teacher training, resources and funding, large class sizes and unenforced standards. While some local authorities administer and fund their own programmes, decentralisation means that the provision and implementation of national policy and funding is often uneven. While some feel that funding is adequate and distribution to the correct programmes and areas is the main problem, others feel that there is a serious lack of resources and that funding varies dramatically from one municipality to the next under the unitary structure (p 20).

Despite this appreciation, state public school English teachers have participated actively in English language training as one of the strategies to achieve the established goals. Guidelines and textbooks produced by English teacher researchers for teachers support the implementation of this program.

After all, the teacher is the one who makes decisions about what is most convenient for students' learning process within the specific context. Teachers are the ones who evaluate the impact of these strategies designed by experts and only they can explore new alternative actions that fit into the student real needs and wants when developing and learning the language. The purpose of this study is to explore Project Based Learning as an alternative pedagogical strategy that help students master and improve critical reading skills not only to increase test scores but also to feel confident when reading in English.

Background of context

Institución Educativa Técnica Turística (IETT) Simón Bolívar is a public institution located in Puerto Colombia (Atlántico). Its student population is divided in three educational

levels: Initial education (zero grade); Basic education structured by primary (1° - 5°) and secondary (6° - 9°); and middle education (10° - 11°). This institution provides access to a few groups of students with special educational needs to integrate them to society with an adapted curriculum for cognitive or motor disabilities and autism.

In general students come from local community of Puerto Colombia and some locations nearby such as El Morro, Juaruco, Salgar, and Sabanilla. Most of them belong to a low social status; it means poverty and uneducated parents that work as fishers, cooks, house cleaners, taxi drivers, and a variety of informal jobs. Only a few parents have professional degree with limited budget to send their kids to a private school.

It has been a generalized idea that public education in Atlántico cannot guarantee quality, but new government policies settled by MEN (2006a) in guideline 22 promotes improvement processes inside school not only for being competitive in academic knowledge, but also teaching competences in a specific area of work field. (p 5). Therefore, students can obtain a job once he/she will finish high school in tourism service: catering, guidance and cooking.

The geopolitical location of Puerto Colombia offers an opportunity to develop businesses in tourism, in consequence IETT Simón Bolívar set agreements with Servicio Nacional de Aprendizaje (SENA) –Learning National Service– to offer a qualified technical certification to students.

Since 1997, this certification of competences has demanded the achievement of a basic level of English as a Foreign Language. Different curricular proposals have been developed but the score obtained by students in Prueba SABER 11 English Test has been kept in low performances. The following table describe how institutional changes in scores since 2010 until present day. In 2016 last score is 49, 4 could be interpreted as improvement, but national media

scores in the country (51, 9) have increased also. It can be concluded that school continues with low performance

Table 1.

Institutional results from Saber 11 test (2010-2016)

<i>Year</i>	<i>English</i>
2010	40,4
2011	41,0
2012	40,1
2013	42,6
2014	45,9
2015	47,2
2016	49,4

For getting better scores IETT Simón Bolívar has worked in several proposals for the continuous development of English as Foreign Language learning:

In 2000, National Bilingualism Program equipped IETT Simón Bolívar with a computer lab for English learning with the software English Discoveries On line. The integration of technological resources was a good idea, but the lack of teachers' training about how to implement software cause abandonment. Later in 2004, this computer room was shared with other areas for integration of the ITC until this room became a computer classroom.

In 2007, the implementation of Guide 22, Basic Standards of Competences in Foreign Language: English (2006b), demanded a teacher development program that induced school curriculum changes. This was the first attempt of integrate communicative competence to our syllabus. Before this, traditional teaching was centered in lexis and grammar.

In 2010, the implementation of the project SOY BILINGUE of Universidad Metropolitana as part of the alliance Unidos por un Atlántico Bilingüe (Mercado, 2009) allowed that IETT Simón Bolívar was equipped with a new computer lab with software for accelerated

bilingualism that supported language learning. This proposal required a high investment in computers and textbooks which resulted in low impact at the individual achievement level. Students completed tasks without any idea how to use the expressions learned in a real context. This demonstrates that this proposal had strength in cognitive aspects by repetition but the lack of interaction in a real or simulated situation was underdeveloped.

In 2013, with the enactment of Law 1651 of July 12 posted by Congreso Visible webpage, new regulations were implemented: teacher training, fellowship programs, incentive plans, diagnostic strategies focusing on teachers' English level, design of textbooks and didactic material by MEN. Therefore, IETT Simón Bolívar started curriculum, syllabus, and strategies modifications for the teaching and learning of English. An attempt in 2014 was the project WRAPPED UP BY ENGLISH which the main goal was to increase student motivation for learning English throughout ludic activities. This project was implemented in sixth grade at IETT Simon Bolivar by Ines D'vera as part of teachers' requirements after a language immersion in Arizona USA. It had a significant impact in the classes where it was implemented; however, it was not considered as part of the syllabus contents because the absence of leadership in curriculum management.

However, this experience allowed teachers at IETT Simon Bolivar to understand that that this specific context requires the search of strategies that fit into students' needs, interests, and learning styles. It is important to note that students' participation was active and consciously in learning process, which demonstrated that teacher's approaches at this context were not meeting student needs. When students can make connections between interesting content and real communicative purposes, where language can be a useful instrument to solve real life problems, learning became significant.

The story of communicative approaches to language learning with the remarkable success in EFL student learning was motivated by the lack of significant contents and real communicative situations of language use. As a parallel, our current context in comparison with the history of initial approaches has the same started point. Therefore, it is highly important to explore the effects of innovative methodologies that might have a positive impact not only in test scores, but also in development of skills. That is the pursue of this research work.

Rationale

Based upon the context and the relative needs of the students, it becomes obvious that student needs have been neglected over the years within the IETT Simon Bolivar and the English language program. In the following lines, some recognized worldwide approaches have had success in the implementation because they have considered the importance of the student's role in their own learning processes. Each approach selected in this rational allow us to understand some characteristics on the methodology selected for this exploratory research.

We can review initial processes of David Nunan's work presented in a TESOL conference in 1986 regarding the new model for Adult Migrant Education Program in Australia. This program considers the idea of differentiating learners according to the level of proficiency as part of a flexible curriculum proposal that paid more attention to the student's needs. In his words "learner-centered curricula are less interested in learners acquiring the totally of the language than in assisting them gain the communicative and linguistic skills they need to carry out real-world tasks" (Nunan, 2013, p. 16). Therefore, part of the valuable aspects of this approach is flexibility whilst curricular adaptations change contents to a communicative competence according to students' needs in real world.

In the same way Chamot and O'Malley (1987), present CALL, Cognitive Academic Language Learning Approach, which is design for limited English proficiency students to apply cognitive learning strategies in comprehension of language skills and key concepts of any content area. Literacy is the main concern in this approach and most of the cognitive strategies are delivered to prepare students to understand instruction for subject areas. These authors consider the importance of a student-centered approach because they adapted strategies that helped learning process of limited English proficient students. The most valuable aspect of this approach is adapting because in each context customization of content and skills lead to a significant learning.

In a complete Richards's review of methods for English teaching (2006), discussions about the framework of the pedagogical task in learner-centered approaches conclude that communication and culture are the basis. Students' needs are considered for negotiating meaning and interacting through incidental context. According to this author, language teaching "refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on." (p 22). The key word in this approach is negotiating with students.

So far, an exploratory methodology to be implemented at IETT Simon Bolivar should be flexible, customized and negotiated with students to guarantee a successful impact. Besides, Colombian policies are clearly oriented towards a development of communicative competences since General Law on Education in 1994 and Guide 22 (Basics standards of Competence in a Foreign Language: English). Hence, both micro and macro contexts are demanding the same point of reference: development of competence. It is defined by Guide 22 as "knowledge, abilities and skills that allows a person to take actions in a specific context"

Another approach like Task-based to classroom learning emphasize on the use of authentic language and propose meaningful tasks that requires the target language. Different experiences with this approach have concluded that

Help learners to learn real language I the real world. Learners are assessed on what they can communicate and on their skills as language learners, as solvers of problems, and as communicators in groups. [...] This experiential, task oriented approach is more than just a means of learning a language: it is a way to becoming a better communicator in the workplace, and in the social world beyond the classroom” (Nunan, 2013, p78).

The common point of these authors is that their approaches considers the student’s role in their own learning processes as the key of successful learning language. It is a good starting point to consider when it is required the exploration of new methodologies to facilitate learning processes in a foreign language.

In 2000, IETT Simon Bolivar English classes were developed with a totally traditional approach centered in linguistic structures because their teachers did not understand what learning a language means. Another important idea to mention is the lack of coherence between syllabus, approach of teaching, teacher and learner roles, resources, classroom organization, and assessment.

The obvious need at the school is a radical change. It is time to emulate the approaches mentioned and start with a purposeful quest about which approach or combination of might fit realistically in the specific context of IETT Simón Bolívar. The proposal should provide a framework for new forms of getting information and communicating that school must integrate to teaching/learning processes. It is obvious that these students have a different form of building knowledge because their environment is different in many aspects: education, businesses, governments, and communities that are transforming constantly. Schools should prepare students

to overcome life obstacles developing specific skills that promote higher thought that allow them to solve problems using communication, collaboration, critical thinking, and creativity (Partnership for 21st Century Skills, 2009).

The present work is an exploratory research that attempt to understand the impact of a learner centered methodology in the context of a public school located in Puerto Colombia – Atlántico. Along the way it helps teachers and students to understand lacks in EFL learning and lead adjustments to implement the standards of competences according to the specific context in tenth grade at IETT Simon Bolivar.

Taking into consideration real needs of this specific context some methodological adjustments has been considered in order to increase student performance. The promotion of higher thoughts and solving problems requires of critical literacy. Students must adopt a new attitude about all academic and non-academic discourses to become better citizenship and embrace new forms of questioning the world. Being critical is an important dimension in education system despite of it is not a current reflection. It started with critical pedagogy theory and has been adopted for evaluate our role as humans in this planet. At schools, it could help students to understand their context better as well as how he or she could collaborate to make it a better place to live.

Throughout this study, the teacher as researcher discover what fits or does not fit into the English learners' community at IETT Simón Bolívar and what can learn about their students. The current ideology about education is that “learners have the right to be involved in curriculum decision –making, that is, selecting content, learning activities and tasks. It is also predicated on the belief that learners learn best if content relates to their own experience and knowledge” (Nunan, 2013, p. 79).

It must be clarified that this study is focused on reading because it is conceived as an essential tool in a world where knowledge change and learning processes are built through an endless subject interaction (Morell, 2012; Shor, 1999). It is a fundamental to understand that the emphasis in reading does not disregard writing, listening and speaking skills. These ones complement the comprehensive process of reading a text or groups of texts.

Purpose

The purpose of this study is to implement a learning approach that impacts positively critical literacy reading instruction, the development of reading skills, as well as integrate new trends of critical literacy that support practices in a foreign language class of IETT Simón Bolívar in Puerto Colombia, Atlántico, Colombia. The expected results focus on students' cognition skills and attitudes in a flexible, critical, innovative, student centered model that support learning English and develop potentialities of digital natives in the technological era. The main research question is:

How does project-based learning through critical literacy learning in reading influence foreign language learners at IETT Simón Bolívar in Puerto Colombia (Atlántico)?

Sub questions:

How does project-based learning impact students' behavior and engagement in class?

How does critical literacy instruction facilitate reading comprehension?

How do students apply reading skills while reading images, fiction, and non-fiction texts?

The corresponding hypothesis for research question are:

H1= Students' performance with critical literacy learning instruction developed with Project Based Learning will be statistically similar than students who not received critical literacy instruction.

H0 = Students' performance with critical literacy learning instruction developed through PBL will be statistically different than students who not received critical literacy instruction with PBL.

This paper is divided into seven chapters. In chapter one a rationale states the problem situation that concerns this study, and it explains its importance in educational Colombian contexts. This section also includes a brief description of the setting were this study was carried out, as well as, establishes the research question, sub-questions, and objectives of the study. In the second chapter, the theoretical framework and some previous research related to this study are connected to establish connection between concepts, approaches, and experiences that validate their suitability to the specific context with a proposal that considers specific skills that are really needed to succeed in current world.

Chapter three, provides a literature review that facilitates understanding what teachers and researchers as well as advocates and critics have considered with the implementation of PBL. In chapter four focuses on description of the data collected to answer the research questions of this study. Also, the type of study, the participants and a relevant description of the data collection procedures are being presented. Then, the mixed-method design is discussed. In chapter four, the results preliminary analysis of this study demonstrates the impact of PBL in the context. In chapter five, the findings help to connect data which evidence the impact of PBL and the analysis their significance is discussed. In chapter six, research questions are answered and conclusions presented in the paper are reviewed and the implications are discussed discusses implications of

this study and research and suggest issues for further research. Finally, chapter seven concludes about pedagogic and methodological implications, limitations and suggests further studies

Theoretical Framework

Understanding Reading

Theories of Reading in general are overwhelming due to diversity of orientation, models, approaches, methods, new terminology, and pedagogical implications related to L1 and L2.

Different perspectives from the same study object are mainly focus on explain what reading is, how the acquisition process occurs and how this knowledge is applied to teaching or instruction process to facilitate academic tasks to students.

What is reading? Definitions must be discussed in this paper because entails several historical perspectives of the studied process and could help in process of construing a reconceptualization of the term. A valuable study of art elaborated in Maryland University by Alexander & Fox in who organize the history about reading research in five chronological eras named according to the orientation of the approach which foundations are influenced by social and political forces with different emphasis on dimensions. (Alvermann, 2013).

The first period is Conditioned Learning Era (1950-1965). A clear definition of reading related to this period was found in a magazine Educator's Notebook, researchers consider reading as "an audiovisual verbal processing-skill of symbolic reasoning." (1961, p. 28). This reading definition can be interpreted as process of decoding linguistic symbols and therefore a coherent pedagogical orientation should be train students based on some phonic based techniques, the whole word approach, controlled vocabulary and synthetic phonics drills. The focus on abilities was worked in depth by psycholinguistics with foundations on cognitive science which research established a set of skills that produce interpretation of written text.

In the second period, the Information Processing Era (1976- 1985), reading is conceived as "a psycholinguistic process in that it starts with a linguistic surface representation encoded by

a writer and ends with a meaning which the reader constructs. There is thus an essential interaction between language and thought in reading” (Goodman, 1988, p. 12). Many researches at that time considered the importance of prior knowledge in the reading task due to the interaction between the symbol system and mind processes that organize and store knowledge. In this period schema theories were relevant for developing explanations based on models with blocks of cognition about how written text is processed: Bottom-up, Top-down and Interactive models.

In third period, the Era of Sociocultural Learning (1986- 1995) was influenced by social/cultural perspectives in which understanding is the result of historical social interaction of individuals in a specific context. The main source of this perspective is Lev S. Vygotsky (2012) who emphasizes the role of social, cultural and historical factors in the human experience thus can be considered not only rational, but also aesthetic factors that facilitate alternative interpretations to a same text. During the decade of 80 was published the report *Becoming a Nation of Readers (BNR)* in USA where researchers assumed reading as “the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information.” (1985, p. 7). From this perspective, the words “constructing meaning” imply a semiotic system developed by a mind that uses not only rational processes but also aesthetic to interpret symbols. Additionally, the concept of text is wider in the sense of consider beyond letters other signs that can mediate meaning.

The fourth period is Engaged Learning Era (1996-2005). All reading practices were affected by the growing development of hypermedia and hypertexts that Information and Communication Technologies (ICT) and became attractive to new generations. The appearance of non-linear texts increases the attention of students and their motivation or curiosity. Metsala et

al. reports that the National Reading Research Center recognize an emphasis in the fact that “children frequently report social interaction as motivation for literacy. When students share a book with a friend, gain a partner in collaborative writing, become a member of a book club, maintain a friend through sharing books, or exchange interests, they are socially motivated” (1996, p.660). Thus, the important issue in this period is focused on motivation: how to achieve and maintains high levels of it adopting new modalities that threaten traditional forms of reading.

Reading become complex because in the dyad text- reader is assumed through multidimensional perspective where cognition, aesthetic and sociocultural aspects affects strategic processing of text. Additionally, beyond printed texts there are emergent forms of no linear, interactive, dynamic and visual material that are named new literacies. The complexity of doing research about reading is higher due to these new definitions that are settled. The RAND Reading Study Group define reading as “as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” (2002, p. 11). The definition entails three elements: the reader, the text and the activity (see Figure # 1). It is shown activity as part of the heuristic diagram, but it should be considered the whole practice as it will be discussed forward.

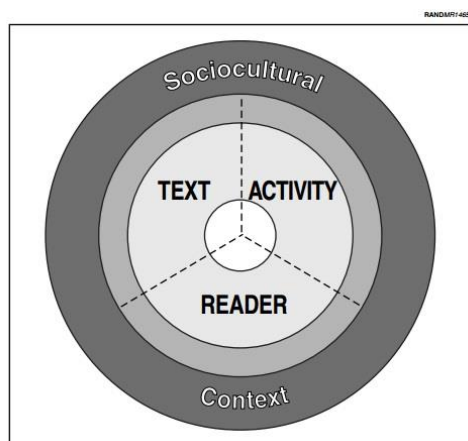


Figure # 1. The RAND conception of reading process

Approaches to reading become more sophisticated and inclusive. And the last era is named by Alexander & Fox like Goal Directed Learning (2006- present). The authors claim that “what marks this emergent era of reading research more than anything else is the appreciation that the aim in reading development is not solely a person capable of breaking the linguistic code or even someone motivated to do so—a concern that also carries forward from the prior era. Rather, the competent reader recognizes the ideal writer, the authors that construct texts purpose which can be explicit or implicit as well as the linguistic code with meaning for its recognition and query (Fox, 2009). Thus, read critically and analytically is reinforcing ideas for learning purposes ABOUT, WITH and FROM texts. The emphasis is on competences to understand patters and relations between different types of texts.

After the review of definitions, it is important to discuss the influence of variables that use information in different levels of understanding to produce new knowledge. Reading is constituted by an indirect interaction between text and subject where mind processes provide adequate mediation depending on what we read, what kind of reader we are and how we read. This could explain why in each reading situation alternative interpretation results despite it would be the same reader who processes the text in different moments. In this relationship, the whole comprehensive process considers on one side cognitive dimension that covers perception, strategies, skills and on the other hand sociocultural dimension that consider historic/cultural background and situational context. Between this two dimensions emerges the aesthetic dimension.

Figure # 2 represents the reading process offers a visual explanation about the reconceptualization of main aspects related to mind processes while reading. The first aspect about what we read as part of the decision that a student consider according to the nature of text

understanding patterns and relations. This group of works comes from linguistic, discourse analysis or critical discourse analysis (Halliday & Hassan, 2014; Martin, 2009; Van Dijk, 2008).

The second aspect what kind of reader we are review perception and cognitive strategies and skills that depends on physiological and psychological individual conditions of reader. This group of works provides valuable information about what are the most useful skills for a reading task: look for specific information, summarizing, interpreting. (Carrel, Devine & Eskey, 1988).

The third aspect how we read is centered in different levels of interpretation overlapped that emerges depending of the kind of information that is required in the reading task. Levels of reading is a proposal that differentiated three forms of accomplish the task: literal, inference and critical (Basaraba et al., 2013). Today new educational conceptions are claiming for a Critical reading at schools where the reader assume a point of view against sociopolitical forces.

All literature reviewed shows a recurrence of issues and approaches that make emphasis in three main dimensions: physiological, psychological and sociological aspects of communication through written code. Research about reading is reaching higher levels of complexity because society involves new demands. In words of Keller “the rise of a culture of acceleration, a gathering of social, educational, economic, and technological forces that reinforce values of speed and efficiency.” (2014, p. 69) It could be said that reading is becoming part of a new area of research called Literacy. Frankel, Becker, Rowe and Pearson (2016) in the article “*What is reading to what is literacy*” the authors propose a definition of reading/literacy and convey five principles that represents the nature of reading conceived today.

The principles are (1) “Literacy is a constructive, integrative and critical process situated in social practices,” (2) “Fluent reading is shaped by language processes and contexts,” (3)

“Literacy is strategic and disciplinary,” (4) “Literacy entails motivation and engagement,” and (5) “Literacy is a continuously developing set of practices” (Frankel et al, 2016).

Richard Kerns (2003) explains that “reading is not merely a basic skill; it is the fundamental activity for creating, interpreting and reflecting on meaning”. This perspective shows a more holistic conception that considers reading “the activity” because is more social than individual because it embraces cognitive, social, cultural and aesthetic elements in the task.

If Kern’s statement is considered true it will be necessary consider a reconceptualization of a broader scope that involves not only the relation between text and reader but also writer and culture. Thus, multiple cross-cultural perspective become a dynamic process where “we not only learn a great deal about conventions of language – we also begin to glimpse the beliefs and values underlie another people’s uses of language” (2003, p. 42). Therefore, the concept of literacy becomes plural literacies when it is considered something more than a collection of material for interpretation, it involves purposes, functions and social values that called a reaction from the reader. Films, music, visual ads, media beyond the literary canon helps a foreign language student to signifying practices in a foreign society.

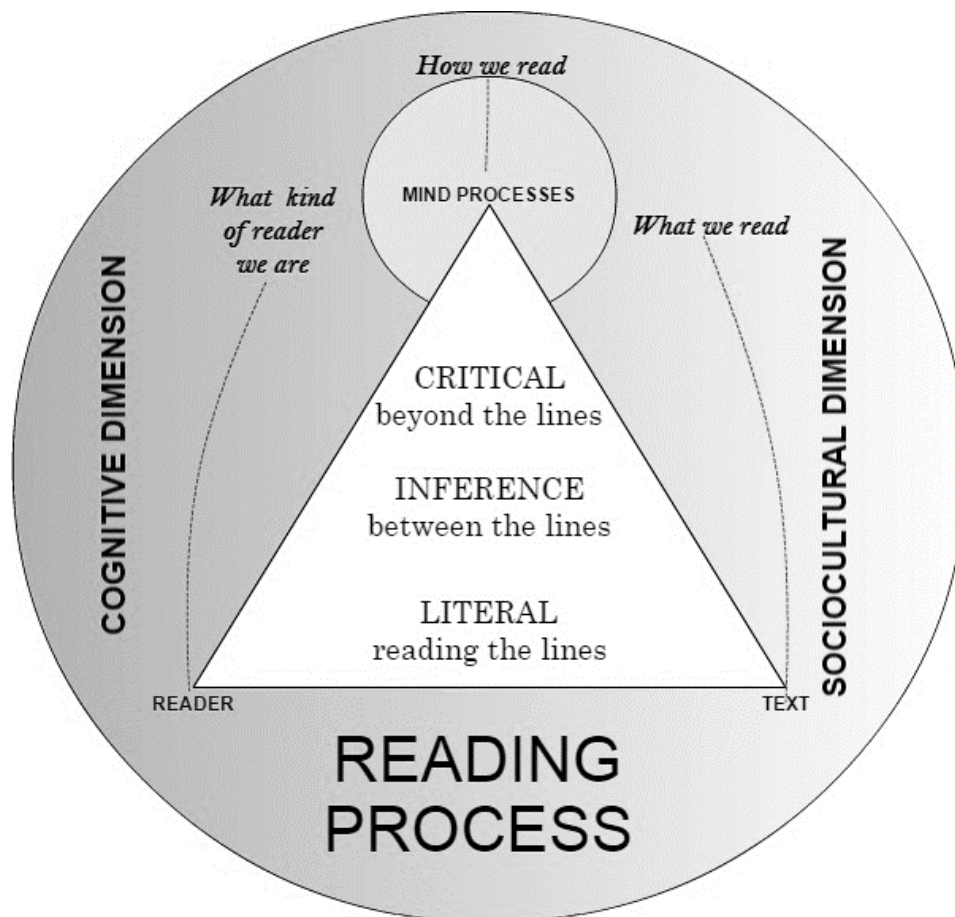


Figure # 2. The reading process

L1 and L2 reading research considers that students to apply skills and strategies for decoding words to get meaning. The process of L2 is supported by L1 but they work interdependently. That was evidenced by two hypotheses. First a Linguistic Interdependence Hypothesis (LIH) research work which states that cognitive and literacy skills established in L1 will transfer across language and the Linguistic Threshold Hypothesis (LTH) that states individuals must achieve certain level of proficiency in L1 and use these proficiencies in L2 (Cummings cited by Wu, 2016). These hypotheses are the result of two main trends in Reading research of L2. The first period of research development in L2 was called the phase of Imitation because the field of L2 research adopted theories and methodologies from L1. The 90s started the

second phase and settled new question about the impact of literacy knowledge of L1 on the learning and use of L2. There are two possible answers during this research.

In the case of foreign language, reading becomes an activity more than providing an access to the informational content of a text, it is an opportunity to think differently because texts provides different styles, points of view, author's world/ vision reading and reader reacts and communicate with oral or written text. In words of Kern "a vision of foreign language education that shifted emphasis from sentence grammar, structure drills, and information retrieval to a more thoughtful mode of learning that involve students' reflection on language and content and specifically on the connection between the details of texts and student's personal responses to those texts." (2003, p. 47).

Dimensions, cognitive and sociocultural are developed by a set of strategies and skills that must be explicit to facilitate the reading task. Reading teaching/ instruction need to consider a wider perspective of the task promoting learning from the individual interpretation (cognition) to communication practices (sociocultural) in a specific context. The diagram suggests the movement from left to right to communicate orally or written, but view in opposite way it may refers to build meaning process. Productive and Comprehensive abilities are immersed in the wide range of literacies where the dynamic of interaction never ends.

Reading in an English as Foreign Language (EFL) classroom

The ideal representation of reading processes has been explained in previous lines, but how is the real interaction between reader, text and mind processes in an EFL classroom? Most of the time students are freeze up in front of the text, they do not know where to start. It is might happen the student have a notorious performance in L1 but he needs a little help to transfer skills and strategies from L1 to FL. Skills become the key for facilitate improvements in reading tasks.

This idea about the use of reading skills and strategies in L1, L2 or FL is unclear and is controversial. Some researchers point out that students that cannot apply reading strategies effectively in FL is due to their poor ability to read in their mother tongue (Alderson, 1984; Mc Donough, 1995). On the other hand, the idea of skills that can be transferred from L1 to EF and facilitate effective reading to students in a different language was supported by Nuttall (1982). In this context skills and strategies are not the same and requires clarification. Cohen considers that “a skill is an overall behavior or general class of behaviors and strategy is the specific means for realizing that behavior” (1990, p. 83).

Skill is described by Duffy as “something you do automatically without thinking about it”. In other words, a skill is the result of automatization of implicit knowledge when we read a text, acquired in mother tongue without intentioned help from adults. While a strategy is “a plan. You reason when you do it, and you often adjust the plan as you go along” (2009, p.13). This second implies intention and making decision tasks.

In this order of ideas skills and strategies must be categorized when learning to read in three main steps according to Duffy (2009): (1) Vocabulary and comprehension strategies, (2) Skills and strategies for identifying words, and (3) Skills and strategies for how to read fluently.

For Didau (2014) reading basic skills are Skimming, Scanning and Zooming. In a context of EFL classroom must be explicitly teach when we need students do something with the text proposed. Skimming skill is a quick overview of a text in seconds that help to express what is it about. Explicit skimming in an EFL classroom happen when you help you student to recognize that there are some keywords that provide meanings without read the complete text or the first sentence in a paragraph often express the topic. Scanning is the ability to find out key information from a text like dates, names, and phrases. Finally. Zooming is a skill that focuses on

the meaning of an individual word (extreme close-up) or in the whole text (wide-shot) to facilitate the text analysis.

Grellet suggests to “start with a global understanding [skimming] and move towards detailed understanding [scanning] rather than working the other way round” (1981, p. 6). In this way, it could be prevented students discourage in developing reading strategies.

Finally, Alderson considers three operations in reading “skimming: going to the text quickly; reading carefully to understand main ideas and important details; and using a knowledge of more specifically linguistic contributory skills: understanding grammatical notions, syntactic structure, discourse markers, lexical o grammatical cohesion, lexis.” (2000, p.96)

For this paper discussion, it is conceivable and clear that transferring skills from L1 to FL could facilitate the activity of reading but the classroom work must be centered in vocabulary and comprehension strategies that will become reading skills working in an academic context. Skills are conceived as strategies when it is used consciously. So, the three mentioned skills in a beginner’s reading course must be treated as strategies first, then when they acquire the status of automatization become real skills.

An initial student of a reading course in FL must learn strategies that facilitate getting information or just reading for a pleasure. Vocabulary strategies should be worked first with word recognition starting with cognates, use of semantic maps, analogies, guessing meaning exercises, and structural analysis (affix, prefix). Simultaneously, comprehension strategies like questioning, visualizing, reading backwards or forwards, predicting and inferring are the most often used and are consider the most important. They might be variations in the way they are called depending on the author. (Alderson, 2000), but they constitute the same basic plan to guide reading.

The following chart helps to understand what activity is proposed by each the strategy

Table 2.

Reading skills

Reading strategy	<i>Activity</i>
Questioning	Ask questions about the text
Visualizing or Imaging.	Create a picture in your mind using words in the text
Guessing meaning.	
Reading backwards or forwards	Read back or forward to make connections
Predicting	Being able to make informed guesses about the text
Inferring	Using clues in the text to work out meanings

Besides, it must be take into consideration some areas that support word recognition and language comprehension. Activating background knowledge, providing a guide about language structure and genre knowledge, as well as developing verbal reasoning.

As a conclusion, it could be said that notions about skills and strategies helps systematically any student to increase skills in language comprehension and word recognition can affect their mind processes becoming strategic and automatic.

The 21st Century Skills

Countries such as South Korea, Japan, Singapore, Hong Kong, Finland, and UK have conceived educational models that fit into our time. Recently, Pearson group (2017) which periodically attempt to rank different countries according to the success of their education system has recognized that education influences the social progress. According to this ranking USA is the fourteenth place but there are attractive proposals that have identified essentials competencies to help futures generations. Partnership for 21st Century Learning proposal is worked in nineteen states at the United States (Arizona, California, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Mississippi, Nevada, New Jersey, North Carolina, Ohio, Oklahoma, South

Carolina, South Dakota, Vermont, West Virginia, and Wisconsin), more than a hundred schools that embrace innovation.

P21 is an innovative learner centered program which purpose is develop intentionally knowledge and skills for success in a digital connected and global world. It focuses on learners from cradle to professional studies and provides experiences in school and beyond. As a catalyst organization jointed business, government, and education leaders from the U.S. to develop a new education policy that transform teaching and learning practices that will affect the global workforce. The vision of this organization is *to reinvigorate learning through* seven main strategies: leadership, consensus, professional development, the 3Rs and 4Cs, assessments, and effective communication and implementation strategies. (2009).

According to Trilling (2009), P21 have settled four main important issues: knowledge work, thinking tools, digital lifestyles and learning research. All these issues are reasonable when learning inquiry have provided better explanations about how individuals solve problems, use creativity for innovations, communicate ideas for collaborating, and become competent in any subject area, educators would have probably the task to unlearn teaching contents by then learn about thinking and skills.

P21 (2015) proposed a rainbow structure that represents student goals that are required to succeed: learning and innovation skills, information media and technology skills and life and career skills. The first area considers skills like critical thinking and problem solving, communication and collaboration and creativity and innovation. The second area gathered skills related to how to deal with access, evaluation and use of information provided for printed, mass media or ICT resources under the concept of literacy. The third is focus on important skills to

succeed in life and any career: flexibility, adaptability, initiative, and self-direction, social and cross-cultural interaction, leadership and productivity.

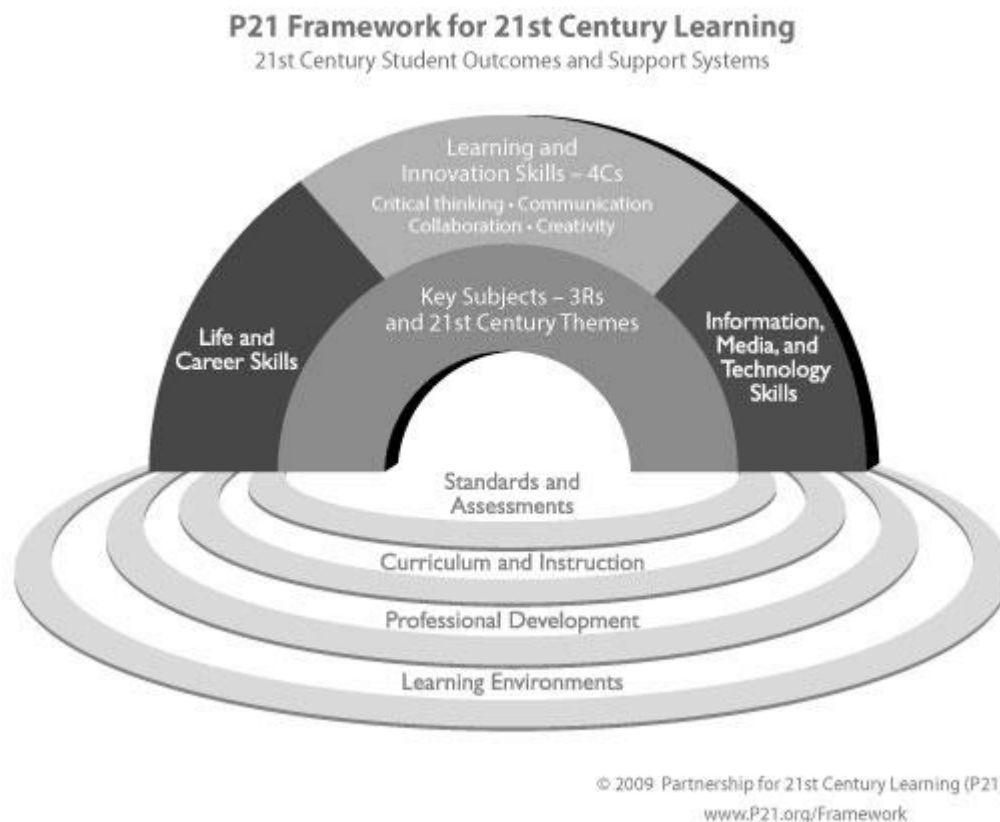


Figure # 3. Partnership 21st century for learning framework.

Figure # 3 above explain the rainbow components as part of the subjects and interdisciplinary topics in American education. The circles on the basement are the pedagogic process elements that are aligned to produce outcomes for today's students. P21 estimates that a powerful learning starts with a right question at the right moment about a specific problem. Therefore, questions and problems are the basis of this learning method. There are some methods that adopts this initial phase: collaborative small groups learning, *project learning methods*, problem based learning and design based learning.

This paper has considered strongly the project learning method as a theoretical background specially the model so called 3R+4Cs skills for 21st century learning developed in collaboration with the University of Connecticut. (2015). A complete series of handbooks about critical thinking, creativity, collaboration, and communication provides comprehensive definitions, theoretical backgrounds and practical resources that help teachers in the implementation of the model.

The four specific skills (4'C) have presence in all content subjects through Reading, Writing, and Arithmetic (3'R) assumed like basic skills that are instrument of assessment in standardized tests.

Table 3.

Basic and specific skills in P21

3 Rs	4 Cs
Reading	Critical thinking
Writing	Creativity
Arithmetic	Collaboration
	Communications

To conclude this section, the proposal P21s appears to have an important impact on the education of millions of kids at USA after more than a decade. At this point, seems reasonable to inquire who the real stakeholders of this national program are. The social progress in the society or the economic progress for a few group of big corporations' owners. Educators must be conscious about the narrow line between power and oppression and should help their students to make connections to evaluate the complexity of the modern world.

From Critical Pedagogy to Critical Literacy

Critical pedagogy education is a political and ideological activity that guide moral and ethical decisions in life and work. It comes from philosophers of education of Frankfurt School that empowers interpretation and explanation as forms to react against structure' society, to re-think forms of power and abilities to resist the oppression. These ideas are embraced by many contemporaneous scholars like Paulo Freire, Amilcar Cabral, Peter McLaren, Pierre Guiroux and Sheila Macrine among others, cited by Kincheloe (2004), that consider this activity could help to relate knowledge from schools to public life with the development of social responsibility and critical citizenship.

These mentioned scholars' discourses are mainly focus on the thread of neoliberal policies that destabilize educational system. They estimate that modern education follows private enterprises with the risk of corrupt teaching and learning process in favor of a blind obedience to economic power institutions in these troubled and dangerous times. As it was mentioned in previous lines, it is conceivable that the real background is increase the qualified workforce and decrease the wages as well as reduction of staff. Students will compete in a global market as human capital.

In this way, education should be transformed in an opportunity for questioning our world and building new meanings through critical thinking and critical literacies. These two branches of critical pedagogy have tended to help teachers and students to deliberate about problems with "the nuances and consequences of knowledge making, re-perceiving the way things are and reimagining the things could be" (Macrine, 2009, p.119). Around these two practices critical pedagogy theory help students to discover their identity, the notion of power and their role in the society. Besides, they learn how to examine relevant, purposeful and current texts and discourses.

Being a critical teacher demands a social responsible education that involves knowledge, skills and values surrounding new ideas about student ideas of the world. Teenagers at secondary school are often resisting school contents teaching and express an apathetic attitude to the class. Some coercive and oppressive are used against them: bad grades, punishments, extra-work, parent interviews, visits to coordinators to force them to fit in the academic culture with manners, attitudes, values and languages.

The social responsible classroom should be able to develop capacities like the value of human diversity, the building of trust, generate the sense of community, stimulate the practice of leadership and create habits for reflection, evaluation and improvement. Ideally a social responsible literacy classroom “teaches student to lead and discover their best selves, and teachers to become transformative intellectuals” (Selvester & Summer, 2012, p. 58).

For the context of EFL, a critical teacher should be conscious about the fact that teaching English was an attempt for homogenization, a clearly economic principle of globalization, but cultural forces are probably generating a side effects strengthen language’s variations. Therefore, it is necessary that school generates reflection about the role of languages for making meaning through negotiation (intersubjectivity). Critical students should be taught to pay attention to what it is they say. There is no pattern or model for teaching language; it could be developed according the situational needs and clear goals. Graddol called this process *catering for diversity*, and highlights the fact that “it seems impossible to roll out a uniform programme in all schools simultaneously” (2006, p.121). Today, English attempt to transcend cultural obstacles and achieve appropriateness of linguistic, sociolinguistic and pragmatic criteria from a specific context.

Therefore, it seems logical to consider a flexible methodology in coherence with a permanent process of internalization of knowledge, skills and values for achieving all the potential development. In consequence, the use of projects in learning could provide advantages like negotiating meaning for comprehend language, develop metalinguistic reflections and motivate students to learn based in their initiative and needs.

Critical pedagogy encourages teachers as researchers to transform positively the classroom in a learning activity where students develop abilities for construe knowledge through interpretations of the context, culture and values. In this regard, teaching practice means “to ask questions which will make us better teachers and help us to understand our students better” (Holmes, 1996, p. 3).

Following the flow of ideas, it could be considered that the methodology Project based learning is a form of instruction, monitored by a tutor, which allows students to learn from the experience of solving a problem. As a learn by doing strategy it is relevant to develop collaborative work to establish what students know and what they need to know to obtain information and resources to achieve the project goals.

Project-Based Learning as skills-based approach

Project Based Learning (PBL) is defined by the Buck Institute for Education (BIE) (2015) in USA as an instructional methodology. This institution has had an essential role in its development through the last 25 years. Its foundations are based on John Dewey’s pedagogy related to the advantages of experiential and reflective learning. Dewey situates every learning process in a hand on activity in which student take decisions to achieve a goal. The notion of learning takes sources from neuroscience and psychology because they foster both a cognitive and behavioral framework to develop teacher instruction and a social activity for learning.

According to Beckett and Gulbahar (2006), PBA Dewey's student William Heard Kilpatrick promoted the Project Method and was introduced into the field of language education and developed like a student-centered learning approach. This trend developed many instructional frameworks and forms of assessment that allow increase the student's participation and promotes language and content learning.

PBL has been advocated as a successful approach in English as a Second Language (ESL) classrooms. There are a lot of available literature that claims about the advantages for teachers and learners (BIE, 2015; Guo, 2006; Lenz, B., Wells, J., & Kingston, S., 2015; Thomas, 2010; Larmer, Mergendoller, & Boss, 2015a). Relevant characteristics are settled for this powerful teaching methodology like: motivation, development of competences, and citizenship for the future, as well as digital literacies

For BIE, PBL "is not appropriate as method for teaching certain basic skills such as reading or computation; however, it does provide an environment for the application of those skills" (2015, p. 6). The valuable aspects here are that reading and computation are not explicit content for learning, but students who work in the inquiry develop implicitly skills in an authentic form. For instance, questions challenge students to achieve variety of answers through effective reading practice of printed or digital material or use computers to share findings with others.

Another good characteristic is flexibility that allows PBL be combined with other approaches like Critical pedagogy. An interesting research use the photo voice project as an instrument to encourage the development of a critical conscious. Photos of their own contexts revealed social problems like lack of medical services, poverty, refugees induce to discussions, analysis and documentation about those photos are revealing (Brydom-Miller, 2006).

In an EFL classroom has an important impact because proposes new forms of raise student awareness of learning a language, promotes an authentic communication and provide a creative way to manage large groups in a wide research in China (Guo, 2006).

After more than 15 years of popularity around the world, there are more successful practices than failures or frustrations. These are the result of not well-prepared projects with backfires like frustration and suffer. Because of years of research, BIE has developed a fail-proof model that describe the essential elements that a project should consider in the planning phase: student learning goals, project design elements and teaching practices.

The first aspect considers content and skills that should be developed through the project. In a EFL context, language development is not a content, it is learnt through the project process and the topic. The second aspect pointed out elements that maximize engagement as well as learning Larmer, Mergendoller and Boss (2015) developed as Gold standard of PBL. See Figure # 4.



Figure # 4. Essential project design elements. Gold Standard PBL (2015)

Those elements suggest that teachers work with students in planning a realistic and authentic question or problem that emerges from the context. Task selected should promote active participation of all members questioning and answering, promoting reflection, critique and revision before public results and share with the school community.

In the third place, teaching practices are completely transformed and most acting is behind the scenes. Planning is a time-consuming activity for teacher, but students' achievement in the classroom worth it. The following figure shows the most important aspects of teachers' role in the PBL methodology. See Figure # 5.



Figure # 5. Teaching practices. Gold Standard PBL (2015)

Despite this methodology offer a solid research results, side effects are of serious concern to some researchers in different contexts around the world (Bell, 2010; Baer, 2014; Ching, 2016) who questioned aspects like the lack of role model like the traditional teaching provides, the fact that learning content is less organized to students, or that teachers invest a lot of time during planning task. Besides, the lack of resources, school administrator that deny support to

innovation and the emphasis in economy goals more than genuinely humanistic goals of education. In Bell's words "students flourish under this child-driven, motivating approach to learning and gain valuable skills that will build a strong foundation for their future in our global economy" (2010, p. 39). For this author students are part of a production line that straighten economy instead of being an integral human being.

Probably, such mentioned research works convey teachers to adopt conceptual basis and operational aspects of the model and adapt it to their contexts and students' needs and wants.

Literature review

A good number of studies have been concerned with exploring the use of PBL in subjects of high school curriculum (science, mathematics, social studies, engineer, and arts, among others) or cross disciplinary proposals, but specifically for learning a foreign language the number of works change dramatically. This part of the paper offers three main aspects in the literature review: local and international researches in general and specifically the implementation of PBL in American schools.

In Colombia, a few studies report the use of PBL as methodology in a foreign language classroom. In one study of Corporación Universitaria Minuto de Dios (Bogotá-Colombia), the methodology was implemented as a form of elicited discourse while the group studies the target language. Collaborative work discussions provide a good corpus for a discourse analysis of transcriptions of oral reports, and presentations. The author's main purpose is "to explore students' discourses as citizens in an English as a Foreign Language (EFL) course". (Bello, 2012)

In another study concluded in a public school in Boyacá (Colombia), PBL was implemented as to develop motivation, active participation and strengthen social interaction between eighth grade students. In words of the researcher the study "helps to increase English skills as well as the development of certain human values in students" (Pinzón, 2012). Two mini-projects were worked and the impact in vocabulary and oral skills for discussion were remarkable. In a third study, PBL is implemented to improve the writing skill in an English class of a Colombian university. Through the activities, the researcher collects information about accuracy, fluency, and students' perception about the writing process. In this proposal PBL focuses not only on written production but also in metacognition. Therefore, students' engagement to learn a language increases because it becomes a meaningful situation.

In the international context PBL have had great acceptance between teachers who consider the great potential to help EFL students increasing their engagement with a significant topic of study. The number of studies of PBL applied to different subjects or areas is considerable, but the application of it in an EFL classrooms reduce the number of them. In United States, for example, with the Common Core State Standards Initiative (2010) promotion of alternative methods of instruction like PBL allow to develop a considerable number of educational research that considered the positive impact on how students develop content and skills for being competitive in a globalized world.

Many research dissertation papers in the USA (Harris, 2014; Lee, 2015; Martello & Watson, 2016; Thomas, 2000; Vega 2012 & Williams, 2016) concluded about the benefits of PBL across disciplines is notorious because it starts with a realistic problem and student work in teams to take the best decisions about how to solve it. Besides teacher role, become a facilitator of inquiry. For more than ten years, Buck Institute for Education (BIE) has been supporting teachers with project-based learning in all grades and subject areas. Many instructional practices and their products are gathered in their web page <http://www.bie.org>.

Although, a literature review presented by Lucas Education Research conclude that despite practitioners and education reform advocates in USA to increase the use of PBL in every classroom, “more rigorous evidence is needed to confirm whether PBL is a better approach to prepare students for college and career than traditional teacher-directed methods” (2016, p. 59).

In Turkey, Ilter at the University of Bayburt concludes that “educators may develop project-based learning environments in social studies to develop skills, values, attitudes, reliance upon social studies perspectives and community orientation.” (2014, p. 495). Chi-syan, Jung-tsan, Kuo, and Chien-tzu consider that school PBL environment around the globe, but specially four in Asian countries brings more benefits to students in comprehend concepts ant theories than

traditional methods. In addition, among the most relevant works related to reading in EFL is considered Siritaratn Nawarat of Kasetart University in Thailand who considers PBL “an effective form of language instruction that can be appropriately embedded into English language instruction used for enhancing students’ language abilities in the real-world context” (2015, p. 347). He modified a technical English course of Fishing with the project work instruction to obtain high performances in oral communication. Poonpon (2017) used an exploratory investigation in EFL classes and conclude that opportunities to use English using PBL are limited but is very useful to support student’s confidence specially related to grading system. As well the researcher proposes a depth research in language skills enhancement

Most of literature review about PBL in a context of EFL is situated in the last decade. (Bañados, 2006; Chuo, 2007; Houyin, 2009; Järvelä, & Häkkinen, 2002; Lee, Shen & Tsai, 2008; Zhixue & Shaoshan, 2003). It is assumed that interest on PBL decreased in the rest of the world due to only reflects achievements from the angle of classroom dynamic but it couldn’t impact achievements in language skills.

As it was mentioned the situation of PBL in the world showed changes dramatically in the way as students participate when is learning but there is not enough evidence of enhancement of skills and understanding that a rigorous research provides. Baer mentioned several researchers that disagree with PBL because even though it transformed classroom environments it does not evidence changes in the structure of educational system. In their words,

Education reformers have tried to get methods of student---centered instruction, such as Project Based Learning, into the public schools, and yet the educational system in America continues to lag behind the times by emphasizing memorization of facts and sterile procedures in teacher---centered classrooms, and by failing to support the development of students’ own problem---solving skills. (2014, p. 6)

Nevertheless, PBL is an initiative that move teachers away from rote learning that focusses on content and information that maybe student will not use in their life, but there are some processes that support learning and they only occur in the interaction with others. Precisely, learning a foreign language implies interaction and problems with the methodology must be focuses on the subjects (teachers and students) and their contexts constraints.

Methodology

This chapter discusses the type of research, participants, the data collection procedures, the design and the data analysis. This research was used like an experimental study in search of methodologies that fit in a public-school context. Therefore, choices were the result of the students need analysis and the demand for short terms results effectively. A public-school context with tenth grade students of similar conditions helped us to understand the implications of PBL methodology in the appropriation of reading skills in texts of fiction, nonfiction and images.

Type of research and design

This study was developed to explain how Project Based Learning (PBL) applied to the reading skill influences 10th grade foreign language learners at IETT Simón Bolívar. Consequently, research reading instruction with an alternative method like PBL to teach reading skills required the use of mix-method. This methodology is used preferably in educational research to combine “the empirical data collection, using numerical and verbal data, to gather rounded, reliable data” (Cohen, 1990, p 96).

The design was important for obtain research validity because both types of data leaded to valid conclusions as well as the sample helped to make inferences to adopt or reject this methodology for future. It takes into consideration the aspects described in the next figure. (See Figure # 6).

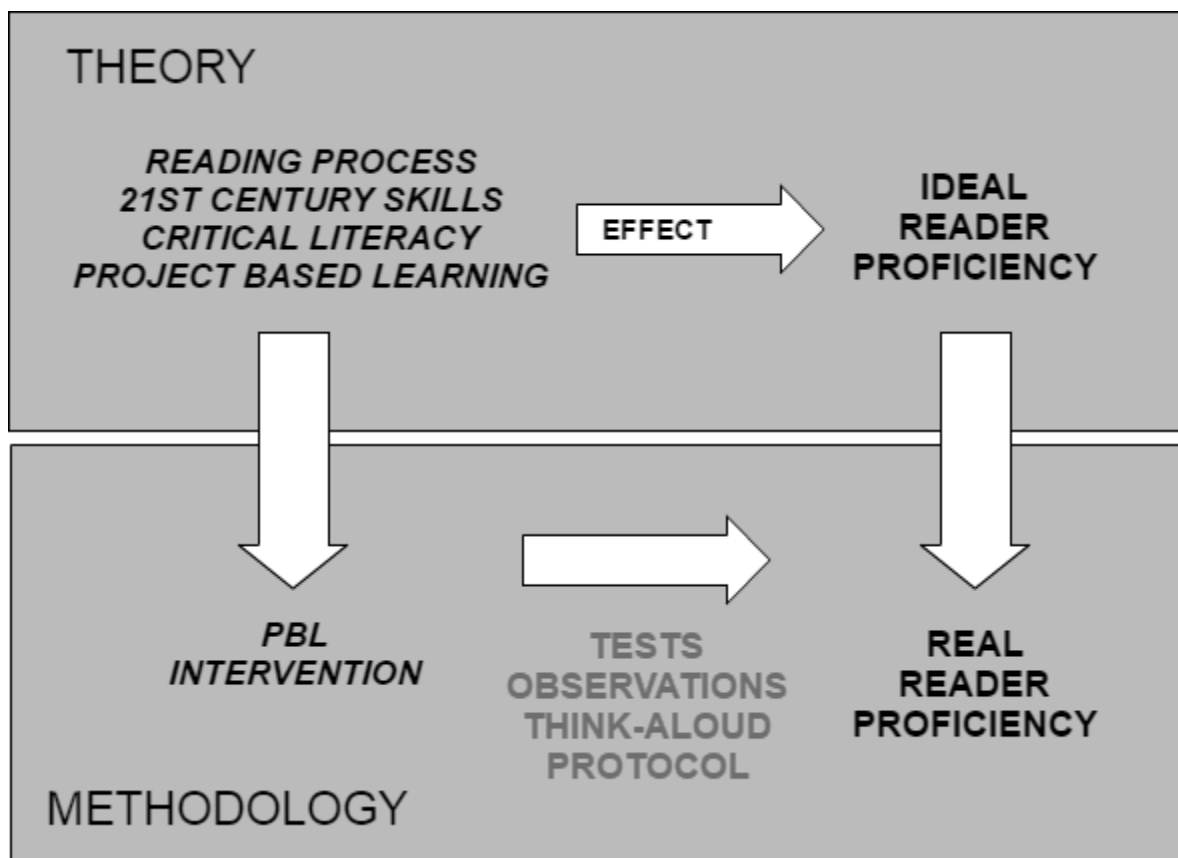


Figure # 6. Research design validity

The figure shows how theory and methodology were involved in this study. On the top describe main theories about reading processes, 21st century skills related to reading and critical literacy that are considered in PBL. On the bottom, it is described methodology where ideas are translated into PBL intervention where reading is the center and the instruction was focused on reading skills. Research on cause-effect relationship helped to test readers' proficiency with a series of procedures from the ideal readers' proficiency in a context of a public school.

The validity of this study was framed by research question which implies objectives, techniques and instruments that leads to conclusions or inferences obtained from gathered data of two types of methodologies qualitative and quantitative to corroborate assumptions of ideal effects of PBL methodology in tenth grade students at IETT Simón Bolívar. Table 5

Table 4.

Data Collection Procedures

OBJECTIVES	TECHNIQUE	INSTRUMENT
To identify behavior and level of engagement when student work a project.	Implementation of the PBL in experimental group - Observations	Observation checklist
To determine reading strategies tasks that increase student's awareness in test comprehension.	Questionnaire with reading comprehension task. Interviews Transcriptions	Think-aloud protocol
To describe students learning achievements evidenced with critical literacy instruction through Project-based Learning.	Determine a based line in reading skills in both control and experimental group Implementation of the PBL in experimental group Determine impact of the approach	Pretest Posttest
To identify and analyze the effect of implementing the Project-based Learning Approach to enhance reading comprehension.	Establish relations and make inferences from gathered data.	Triangulation

A quantitative experimental pre-posttest was applied to experimental (Class A) and control group (Class B) to measure the impact on reading comprehension performance. Test result provided statistical data that guided general observations about students reading process at IETT Simon Bolivar. It necessary clarify that this exploratory research tried to establish a base line for future studies about this aspect and to reveal if the alternative methodology was effective and should be included in the context of EFL classroom.

This exploratory study was based on the research question, how does project-based learning through critical literacy learning in reading influence foreign language learners at IETT Simón Bolívar in Puerto Colombia (Atlántico)?

The corresponding hypothesis for this research question were:

H1= Students' performance with critical literacy learning instruction developed with Project Based Learning will be statistically similar than students who not received critical literacy instruction.

H0 = Students' performance with critical literacy learning instruction developed through PBL will be statistically different than students who not received critical literacy instruction with PBL

A qualitative observation checklist helped to gather information about engagement and behavior in experimental and control group. During each weekly session of the project facilitated to focus on three main aspects: strategies used to solve specific tasks, application of reading strategies and the incorporation of technology to achieve goals during the sessions.

Think-aloud protocol gathered qualitative information that allowed to understand how students comes to an answer and applied some reading strategies to find it out.

To ensure validity of the result, this mixed method required a triangulation data process to helped to understand the connections between the variables and understand impact in the groups. By triangulation Cohen, Manion and Morrison explain it as the combination of two or more data collection to explain one specific aspect of human behavior oriented to the same results. (2009)

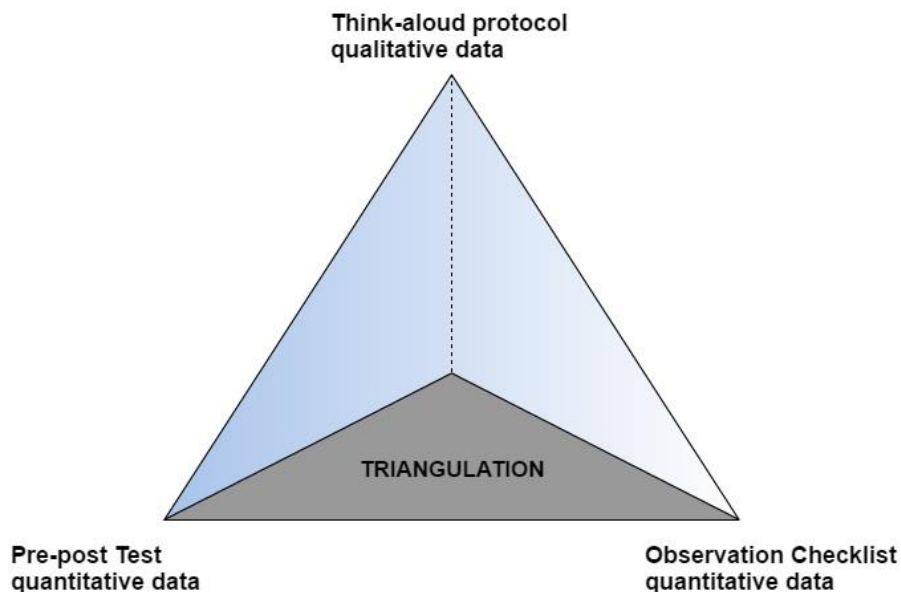


Figure # 7. Research Design

Participants

The target population was drawn from tenth grade students within IETT Simon Bolivar. They were 113 students within the range of 15 to 18 years old. They were 56 girls and 61 boys that received EFL formal education in secondary school for four years, hence they had enough time to be familiarize with basic vocabulary and elementary grammar of English language.

Classes were large groups of approximately 40 students each, and a considerable number of them did not have textbooks for practice in and out of the classroom. Teacher used resources such as images, sounds, presentation tools, videos, cellphone applications, computer software to engage students, but not all of them were eager to participate during sessions. On the other hand, students preferred to work in collaborative tasks especially with Information and Communication Technologies (ICT) resources like tablets, cellphones and computers.

In observations of groups was very common to see students listening to music while completing a task, drawing while watching a video, playing videogames when searching for code trick to complete games levels easily, like they were multi-tasking people. Besides, they were

interested in topics such as sports, nature, music, movies, culture (customs and traditions), history, short stories and important people's life (scientist, writers, singers).

Data collection procedures

The tenth-grade syllabus was adapted in 2015 to emphasize reading skills because students need a lot of training to achieve better scores at the national English test SABER 11°. These modifications took into consideration the standards of competence established by Minister of Education (MEN), which focus the attention in developing four main reading skills: scanning, skimming, guessing meaning and predicting applied to narrative and expository texts. During classes, central activity was reading connected to other linguistic skills (see Appendix A).

As a previous activity, a pretest was applied to class A and B to obtain a base line about reading skills in both groups. This allowed to understand the differences between the groups in initial state. PBL in class A required the implementation of three phases during each project planned for 24 hours.

Phase one. It was mainly for arrange class A initial conditions: to socializing principles of collaborative work and to establish students' roles and organizational rules. Team leaders were selected by the teacher according to their natural abilities for the role. Each leader chose randomly team member' names. Then teams were asked to think about a creative name. A solving puzzle and decoding messages task allowed to experience how effective team work is when members of it had a specific role. The purpose of this activity was to activate roles in each team.

- Leader: lead and design plans to achieve goals
- Communicator: interact with other teams with different purposes

- Secretary: take notes and organize ideas for create presentations shared with other teams.
- Time-keeper: control the time invested in each activity. Avoid waste time.
- Kit-man: search and administrate resources (paper, markers, cardboards, glue) to complete tasks.

A reflection about outcomes was necessary to overcome the functional basis of the PBL.

Also, they realized that a new furniture arrangement and the use of school supplies and technological devices should be shared.

Phase two. This phase was focused on 7 teams of 5 members with the specific roles. They could shift roles according to the nature of the task. Class A were instructed initially about the product, tasks according to specific skills and timetable to complete. Members in each group had to decide how to accomplish the goal step by step. Teacher monitored and provided instruction about reading skills, vocabulary, text type, grammar topics among others at the beginning of the session for less than 20 minutes. Teams required to solve proposed tasks by themselves. This is a student-centered instruction where teacher had less talking time.

Meanwhile, class B worked as a traditional class in the same content organized according to the established class sequence: Presentation, Practice and Produce. This was a teacher centered instruction where the student participation was limited. Product assignment was explained and the end of the unit. Four weeks were planned to complete the unit. During week five both classes did presentations of the product.

During this phase two, observation checklist was filled by the teacher with the assistance of a Peace Corps volunteer according to the task chosen by each team in class A, in class B, there

were not multi-level assignment, the same activity was grade individually or in groups, as a traditional class. See Appendix B. Observation Checklist

Phase three. Outcomes Analysis was a reflection about work-team, advantages and disadvantages in decision taken. Proposal of improvements and main learnings

After PBL cycle developed with both groups the post-test was applied. This second test helped to measure the impact of instruction in reading skills in texts comprehension. Students were the same selected for pre-test sample 28 in each class, A and B.

Finally, think aloud protocol was a qualitative instrument applied to six students selected randomly from classes A and B. Thought this activity, it was possible an initial approach to how instruction impacted reading skills when students answered comprehension questionnaires.

Table 5.

Summary of Research Procedures

		PBL IMPLEMENTATION PHASES				
		Stage 1 One session	Stage 2 Four weeks 16 Hours	Stage 3 One session		
Experimental	APPLICATION OF PRETEST	Logistic conditions Presentation of PBL Team members role Presentation of Project 1: Products task and timetable	Teamwork decide strategies to accomplish the goals and plan, organize and generate the product. Observation Checklist	Final presentation of the product. Reflection about decision made. Ways of improvement and learning	APPLICATION OF POSTTEST THINK ALOUD PROTOCOL	
Control		Traditional classes with the PPP methodology with emphasis in reading Individual and group activities as well as quiz and homework.				
TRIANGULATION						

Materials

The study used mixed methods where tests were the basic instrument to collect data. This instrument was applied to understand the influence of PBL on reading comprehension skills

established in its main objective while observation checklist and think-aloud protocol helped to confirm or deny the hypothesis with verbal and behavioral response in the classroom.

Test

The pre-test instrument is a test reading assessed was very useful to establish a base line in reading process with tenth grade students. The structure of the test included texts suggested in the implementation of PBL: visual, fictions and non-fiction and 24 questions which explore skills like scanning, skimming, guessing meaning and predicting.

Table 6. *Questions distribution in the test*

	Visual text	Fiction	Non-fiction
Scanning	2	2	2
Skimming	2	2	2
Guessing meaning	2	2	2
Predicting	2	2	2

Selected texts were related to the topics used for PBL and a lexis understandable, full of cognates and useful non-linguistic signs, like photos, diagrams, titles. Each question was designed as multiple choice for only one correct answer. Before the application of the test was piloted by students from the same level at IETT Simon Bolivar and other public school and revised by a teacher, English native speaker, and volunteer from Peace Corp organization considered as an expert.

See Appendix C Pretest (sample sheets) and Appendix D Posttest (sample sheets)

After the researcher applied both groups pre-test, the result of each test was scored and calculated with the following formula:

$$value = \frac{score * 100}{24}$$

Observation

During implementation of the project, teacher presented the topic and asked students provide interesting ideas and questions. After a general overview of texts and establishment of final product students received individually a “collaborative scoring tasks” worksheet (See Appendix E) as a guideline for activities and possible scores when worked in PBL. This helped students to focus on their contribution to the team to accomplish final product.

Observation checklist encompassed teachers’ notes about the worked done during project process and collaborative scoring tasks. This checklist considered three categories for observation: a) strategies to solve specific tasks during the project, b) reading skills strategies applied after instructions and, c) incorporation of technology to accomplish tasks. Each category described specific indicators and there were three types of behavior considered to check: did, tried and did not. In the first column DID is written down the number of students that completed successfully the task expressed by indicators. In the second column, TRY informed number of students that needed assistance to complete the specific tasks. The third column DIDN’T express the number of students that did not complete the task. Finally, the observation column registers comments and relevant situations emerged during the activities. At the end of the project it is correlated with the individual scoring task worksheet filled by students. This instrument allowed describing behavior in a general way and student’s participation and commitment with the project goal. See appendix B

Think-aloud protocol

In this research was a technique that allowed to gather qualitative data from verbalization of students’ thoughts when solving questions of reading comprehension. This instrument required careful preparation of task instruction to provide a comfortable environment to produce

spontaneous verbalization of thoughts. Two failed piloting sessions allowed us to understand that extra questions are needed when students provide minimum of verbalization.

Due to the lack of students' oral performance in foreign language and to create an environment without stress, questions and answers were developed in Spanish, their mother language, but texts and questions were provided in English. Initially the interviewer provided practical examples and previous practice before the central questionnaire. After that a non-fiction text was provided, students process the text and four questions of multiple choice are presented. If the participant was quiet it was necessary to ask what he/she was thinking. If the participant only provided the letter choice, the researcher asked to the student the reason of the selection. After each question researcher asked about the clarity of the task. A second fiction text was provided and questions explored the reaction to specific reading skills tasks. Extra questions were needed according to level of verbal data we got. Finally, at the end of the questionnaire it was necessary to obtain data about students' general impressions like: How did you feel with these questions? Was it easy or difficult? Voice recordings were transcribed to facilitate the verbal analysis. See Appendix F Think aloud Protocol guide

Results

The purpose of this study was to explore the influence of implementing PBL in critical literacy reading instruction. In this chapter, the results will be presented as follow. The first section will focus on the quantitative data from pre-posttest. The second section will present the learners' engagement and behavior during the implementation of the project through observation checklist. Finally, a discussion ensues regarding the think-aloud protocol about how students faced reading comprehension questions using reading skills.

Data Analysis Procedure

Given that the research goal of this study was to explore the implementation of project-based learning in reading with tenth grade students at IETT Simón Bolívar in Puerto Colombia (Atlántico), the central data of this research were quantitative information of pre-posttests to determine each participant reading level and progress. It was expected that both groups experimental and control had a variance in results because the fact that control group had no receive critical literacy instructions about reading skills

There were three different measures on the PBL implementation in class A in contrast to class B which developed the same syllabus content. Data gathered were statistical test results, frequency of behavior from an observation checklist and transcripts from think-aloud protocol. Each one is explained below.

Statistical data collected was addressed to result to the hypothesis that students' performance with critical literacy learning instruction developed with Project Based Learning will be statistically similar than students who not received critical literacy instruction. Scores obtained by each group were processed with the software STATGRAHICS. The first objective

was addressed to analyze differences in reading rate, therefore the average of different scores, the median and the standard deviation for both the experimental and control group were calculated.

While observation checklist gathered quantitative and qualitative data about the frequency of specific behaviors related to PBL implementation. The study required the development of two units as implementation phase. During this 10 weeks data gathered were processed in a simple statistical chart. Level of engagement correspond to the numbers of presence of indicators in the column DID. Information collected in TRIED or DID NOT require comments or observations.

Additionally, think aloud protocol was processed after transcription of the recorded interview. After reading the transcription some codes related to reading skills task were created. In this sense, findings in this instrument were the result of researcher's interpretation. Finally, a methodological triangulation helped to understand some relations between data gathered from the two types of methods: quantitative and qualitative. Triangulation ensured validity of the research. In other words, it was "a demonstration that an instrument in fact measure what it proposes to measure" (Cohen, Manion & Morrison, 2007, p133).

The type of triangulation used in this research is methodological from a perspective of different methods on the same studied phenomenon. Some relations were established between gathered data to make inferences or assumptions in the same task or help to explain the implication of PBL in reading process from several points of view. In consequence, some categories of impact were defined as angles that correlates data in classroom practice, teacher's role, student's role, assessment, and skills developed (see Figure # 8).

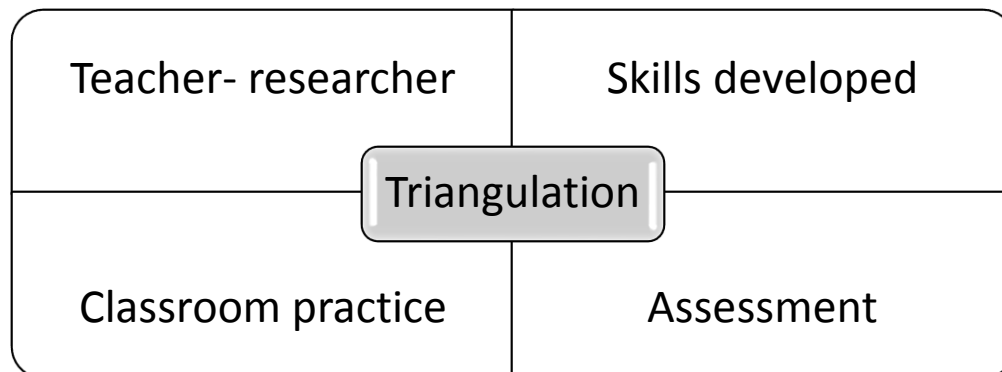


Figure # 8. Triangulation. Angles of analysis.

Pre/post tests

The pre-posttest analysis provided interesting results about differences in students' reading rate. Hence, some statistical studies were done based on the individual score of the students of both, experimental and control group. The researcher calculated the average of different scores, the median and the standard deviation for both groups, considering the total of scores obtained with STATGRAPHICS.

Table 7.

Data analysis of PRETEST with Statgraphic

PRETEST	
Analysis of Class A	Analysis of class B
Data / Variable: Class A (Pre-test)	Data / Variable: Class B (Pre-Test)
Variable Selection: ROWS (1; 28)	Variable Selection: ROWS (1; 28)
28 values ranging from 29.0 to 79.0	28 values with range from 13.0 to 67.0
Statistical Summary for Class A	Statistical Summary for Class B
Count 28	Count 28
Average 59,5714	Average 39,9286
Standard deviation 14,9702	Standard deviation 14,0868
Coefficient of variation 25,1298%	Coefficient of variation 35,2801%
Minimum 29,0	Minimum 13,0
Maximum 79,0	Maximum 67,0
Rank 50,0	Rank 54,0
Standardized Bias -1,12969	Standardized Bias 0,0375469
Standardized Kurtosis -0,905107	Standardized Kurtosis -0,801408

After this exercise results in pre-posttests in both groups show important differences between them: a) standard deviation (SD) is high in two classes, it means that they are no heterogeneous groups. In class A, it is reported 14,9 SD, it means that there are skilled students, as well as students with no idea off what is the questionnaire asking. While in class B, despite 14.0 SD, members of the class are situated in intermediate scores.

The median allows support the idea of substantial differences between the groups. Class B failed in most questions than Class A, but a few students of this group achieved considerable high scores.

In posttest results, the phenomena intensify the variation in SD and the median. Scores posttest are lowers that pretest. SD is higher in class A and it could mean that PBL has not significant impact on students' learning. Subjects with high scores are the same in class A, while Class B is consistent with lower results.

Table 8.

Data analysis of POSTTEST with Statgraphic

POSTTEST			
Analysis of Class A		Analysis of Class B	
Data / Variable: Class A (Post Test)		Data / Variable: Class B (Post Test)	
Variable Selection: ROWS (1; 28)		Variable Selection: ROWS (1; 28)	
28 values with range from 8.0 to 92.0		28 values with range from 17.0 to 79.0	
Statistical Summary for Class A		Statistical Summary for Class B	
Count	28	Count	28
Average	49,0	Average	42,6429
Standard deviation	24,2533	Standard deviation	16,2508
Coefficient of variation	49,4965%	Coefficient of variation	38,1092%
Minimum	8,0	Minimum	17,0
Maximum	92,0	Maximum	79,0
Rank	84,0	Rank	62,0
Standardized Bias	0,193583	Standardized Bias	1,19303
Standardized Kurtosis	-1,25723	Standardized Kurtosis	-0,257773

The media shows decrease of students' score results despite tests pre-and post were the same in numbers and type of questions, but different texts of the same type: visual, fiction and

non-fiction. Difference in higher in Class A, the experimental group, with students with variety of level of foreign language performance.

Table 9.

Media of Pre-Posttest scores

	Pre-test	Post test	Difference
Class A	59,5	49,0	1,05
Class B	39,9	42,6	0,27

Thus, these statistical results do not show clearly a significant influence of PBL in the students' reading skills when comprehending a text. Despite instructions about how to apply strategies to solve these kind of questions, it seems that metalanguage has not been internalized. Most students solved these tasks during instruction when teacher or a partner provides adequate scaffolding. However, during tests they showed confusion and low scores obtained allows inferring that more practice is needed.

Other important statistical information is to determine if differences between group means are significant using the ANOVA that is Analysis of Variance. For this analysis was used an online software from Soper (2017) that helped to compare the p-value of the significance to determine the null hypothesis and was corroborated with STATGRAPHICS. In this process, a significance level of 0,05 means that works well, because it is low risks of misunderstandings. According to gathered data, ANOVA for Pre Test and Post Test as well as class A and class B are:

Table 10.

*Analysis of Variance for Pre Test & Post Test***Comparison of Various Samples**

PRE-TEST

Sample 1: Class A (Pre Test)

Sample 2: Class B (Pre Test)

Sample 1: 28 values in the range of 29.0 to 79.0

Sample 2: 28 values in the range of 13.0 to 67.0

ANOVA Table

<i>Source</i>	<i>Sum of squares</i>	<i>Gl</i>	<i>Middle square</i>	<i>F- Ratio</i>	<i>Value-P</i>
Between groups	5401,79	1	5401,79	25,57	0,0000
Intra groups	11408,7	54	211,272		
Total (Corr.)	16810,5	55			

POST-TEST

Sample 1: Class A (Post Test)

Sample 2: Class B (Post Test)

Sample 1: 28 values in the range of 8.0 to 92.0

Sample 2: 28 values in the range of 17.0 to 79.0

ANOVA Table

<i>Source</i>	<i>Sum of squares</i>	<i>Gl</i>	<i>Middle square</i>	<i>F- Ratio</i>	<i>Value-P</i>
Between groups	565,786	1	565,786	1,33	0,2543
Intra groups	23012,4	54	426,156		
Total (Corr.)	23578,2	55			

Table 11.

*Analysis of Variance for classes A & B***Comparison of Various Samples**

CLASS A

Sample 1: Pre Test (Class A)

Sample 2: Post Test (Class A)

Sample 1: 28 values in the range of 29.0 to 79.0

Sample 2: 28 values in the range of 8.0 to 92.0

ANOVA Table

<i>Source</i>	<i>Sum of squares</i>	<i>Gl</i>	<i>Middle square</i>	<i>F- Ratio</i>	<i>Value-P</i>
Between groups	1564,57	1	1564,57	3,85	0,0548
Intra groups	21932,9	54	406,164		
Total (Corr.)	23497,4	55			

CLASS B

Sample 1: Pre Test (Class B)

Sample 2: Post Test (Class B)

Sample 1: 28 values in the range of 13.0 to 67.0

Sample 2: 28 values in the range of 17.0 to 79.0

ANOVA Table

<i>Source</i>	<i>Sum of squares</i>	<i>Gl</i>	<i>Middle square</i>	<i>F- Ratio</i>	<i>Value-P</i>
Between groups	103,143	1	103,143	0,45	0,5071
Intra groups	12488,3	54	231,265		
Total (Corr.)	12591,4	55			

Consequently, H1 is the proven hypothesis because both groups maintain similar variances statistically. It illustrated that experimental and control group has p-value greater than significance level = 0.005. In this case it could be established that there is not enough evidence to reject the null hypothesis that settled students' performance with critical literacy learning instruction developed through PBL would be statistically different than students who not received critical literacy instruction with PBL

Observations

Checklist observation presented the number of activities accomplished according to the planned "collaborative scoring tasks". In each unit, students knew previously what kind of tasks were required in each lesson, and as a team, each member helped others to obtain the maximum number of points. The units developed with PBL experience achievements were considerably higher in contrast with control group that were focused on a traditional instruction.

Table 10 categories observed were three: strategies to solve specific tasks during the project, reading skills & strategies and finally students' technology use. To systematize this behavior three labels were established: DID, TRY AND DID NOT. DID is checked when the task is complete based on general teacher's instruction to the class; TRY is checked when students requires extra-help to accomplish tasks from teacher or peers and DID NOT is checked when student was not able to finish task in a definite time.

Table 12.

Observation checklist: Global results

	DID		TRIED		DID NOT	
	Project 1	Project 2	Project 1	Project 2	Project 1	Project 2
strategies to solve specific tasks during the project	91%	98%	6%	2%	3%	0%
reading skills & strategies	88%	98%	9%	2%	3%	0%
students' technology use	97%	100%	0%	0%	3%	0%

Engagement with the task proposed was positive and active participation in building knowledge was supported mainly by teachers and group leaders. They helped to scaffold processes to complete the task during each project. Motivation with the use of technology was permanent. Besides, it was notorious the use of extra-time in task like surfing the net, organizing and sharing information with others. It was interesting how planning task was differentiated in each team because the distribution of responsibilities and settled step to complete tasks. It defines the value of differentiated learning activities where students solve tasks in their own pace and learning style. Recognition of students' talents and abilities was easier to teacher and enhancement of student's skills was possible.

Class A behavior suggest that working with PBL facilitates interaction because every member in the class has a specific role and determined objective to achieve. Tasks are steps to accomplish the final product. Instruction and the use of metacognitive processes when scaffold partners help to consolidate new knowledge. The tasks presented helped to understand what skill should be used to accomplish them during the test. Therefore, it might be possible that students recognize the skill requested in the task and it would have helped to reinforce preparation for answers standardized question.

Think aloud protocol

The application of this instrument provides understanding how reading strategies are applied when a student solves a task after receiving PBL critical literacy instruction. Think aloud protocol reveals through answers inferential processes when student search for answers. Students for this protocol were chosen randomly according to the score obtained in tests. Six students, three high proficient and three low proficient in tests helped to explore skills: scanning, skimming, guessing meaning and predicting. The selection obeys to the assumption that they apply different strategies to found the answers. If they verbalize the answers, the researcher can understand what happen in mind when the student searches the right answer.

Some cognitive and metacognitive tasks are evidence in answers, such as background knowledge, verbal and non-verbal information and key words.

Table 13.

Transcript excerpt of Think aloud protocol: Student 1

27	Researcher	OK Pregunta 1 What is the passage mainly about? Sobre qué es principalmente el pasaje?
28	Student 1	Héctor camina en el parque, Héctor va en el bus. <u>Creo que la B no es porque definitivamente... ahí no hay ningún bus, y tampoco se ve el estadio...</u> así que sería la A

While student one skims the passage, some inferences help to obtain the right answer. The student activates background knowledge considered pictures as reliable information from the text.

In other example, Subject 3 uses different skills to obtain answer. This subject scan the information and verify with non-verbal texts: photograph.

Table 14.

Transcript excerpt of Think aloud protocol: Student 3

28	Researcher	Ahora responde esta pregunta What is the passage mainly about? ... Skimming
29	Student 3	Es la A. En <u>esta parte del texto lo dice</u> . "Hector walks in the park" y arriba esta la <u>fotografía</u>

Subject 6 has problems to find the right answer when skim the text, he found keywords (movies, places), but he really does not know the meaning of sightings. However, he is sure that is the answer because the other two are not related.

Table 15.

Transcript excerpt of Think aloud protocol: Student 4

5	Researcher	La pregunta es What is the passage mainly about? Debes escoger una de estas tres opciones. Revisa A, B y C
6	Student 4	Todas las tres dicen UFO, pero <u>no hablan de películas...</u> movies. Qué es sighting?... <u>a place habla del Area 51</u> . Debe ser la B... Espera... Si esa es.

If these kinds of questions would be applied to materials read with considerable frequency, it surely will become a skill. This protocol showed that the application of strategies is present in students' thought but limitations of unknown vocabulary or background knowledge made difficult the task.

In all cases, students verbalizing reflection and using non-verbal information in the text helped to obtain the answer. Although interviewer could not answer questions, it was as if he/she interacts with himself/herself.

Qualitative data help to understand that students are aware about the strategies and processes taught explicitly during the sessions. They apply reading skills to task proposed by

teacher including students with slow proficient in test. Maybe there are affective factors that can influence the test result like low self-confidence or do not believe in his/her own ideas or inferences.

Apparently, both methods complement information that can be interpreted with the triangulation process. As it was mentioned, five categories of analysis were proposed to describe. They constituted different points of view from the same phenomenon critical literacy instruction with PBL. The following table help to summarize important aspects of the interpretation.

Table 16.

Triangulation process

	PRE/POST TEST	OBSERVATION CHECKLIST	THINK ALOUD PROTOCOL
The angle of classroom practice	According to test critical literacy, instruction with PBL had a low statistical impact because scores reveals a media under 60% and SD is high. Students are in different levels of proficiency Students care results and a competitive attitude is developed in the class. Low proficient students are satisfied with results. Acceptance of limitations	High level of engagement. Students help each other, scaffold peer learning processes. Class accomplished most off task proposed in each project. Student centered instruction rise motivation. Being the one who take decision about content and procedures in the class enhance participation. Class become a comfort zone. Less disruption during the class.	Application of strategies learned and practiced during sessions through tasks. Opportunity of verbalization helps with comprehension tasks. Some strategies from L1 were transferred to L2. Identification of cognates and familiar words help reading task.
The angle of assessment	Texts were designed with familiar vocabulary and topics related to classes. Pilot test options might be confusing to students. It is an instrument with many constrains to assess reading.	Accomplishment of task is the maximum evidence of learning process. Teamwork and commitment were the determinant factors. Assessment become reliable for themselves	High and low proficient students really think clearly. The obstacle for low proficient student is the background knowledge and restricted vocabulary

The angle of teacher- researcher role	Teacher considers tests are an objective instrument to obtain information about what was learned, especially in large groups. Statistical data facilitates decisions about curriculum	Planning task is time consuming because there were different levels of task options. During classes teacher has less taking time and focuses his/her attention in students' interaction	Teacher understands every student implement different strategies for the same reading task.
The angle of skills developed	Skimming and predicting were the lower scored skills in pre-and posttest.	Critical literacy instruction is positive for reading classes. Classroom is the only opportunity of practicing strategies for understanding a text	Critical literacy is limited by lack of linguistic tools like vocabulary and grammar knowledge.

Discussion and Conclusions

The purpose of this study was to explore the implementation of project-based learning through critical literacy learning in reading influence tenth grade students of foreign language at IETT Simón Bolívar in Puerto Colombia (Atlántico). As it was mentioned in this document, PBL has their supporters and critics and these opinions could be evidence in this specific context to conclude about the convenience or not about implementing this methodology in foreign language classes.

In this section, it is necessary to discuss about the main characteristics of this methodology how were developed in this experience. First, it must be mentioned that a teacher who lead PBL requires extensive knowledge about not only English language system, but also others content areas that are the content of texts analyzed. Besides teachers, specifically in collaborative learning environments, need pedagogical competence. Learner's centered instruction might cause confusion if teacher let students control 100% of decisions about the class. Flexibility in taking decisions about processes and tasks is permitted as consensual resolution through interaction.

Thus, the central question of the project and objectives settled must be decided with the participation of students. Planning tasks is the teacher's responsibility. Tasks selected must be authentic and engagement as well as students must know in advance, what will be assessed. This aspect of planning in a public school is a real constrain because teachers must develop many courses with large groups and consequently time for planning is reduced. This experience allowed understanding the ratio in this methodology: 4 hours of planning per 2 hours lesson. It would make unrealistic the implementation at IETT Simon Bolivar.

For Baer (2014) “the difficulty is that implementing student-centered methods in the traditionally structured classroom is more easily said than done. Researchers who have studied the attempted implementation of such methodologies talk about the need for change on multiple levels” (p.7). Therefore, it is valid to continuing analyzing implications of PBL in Puerto Colombia context.

As it was mentioned in theoretical framework critical literacy instruction need to consider perspectives from individual interpretation to communication practices in a specific context where students transfer skills from L1 to FL as a scaffold when developed skills. The results are differentiated activities that fulfilled students’ needs according to their capabilities

A second aspect is related to effectiveness (Holm, 2011) as an important research aspect of PBL impact. As a student-centered method, it is reported in research paper as “an effective means of teaching English as a foreign language and that it can be successfully employed with students who have only been exposed and subjected to a background of traditional forms of teaching and learning.” (Poonpon, 2017, p. 3)

This idea of effectiveness is a repeated in conclusions of many papers that explore PBL classrooms. It is a different form of teaching and learning in an EFL, because require multiple adjustments that are accepted by students, like organization classrooms, roles assigned, authentic tasks, collaborative work, resources, authentic or adapted materials. Teachers and students implement these changes slowly. Apparently, classroom practices change, but what about the structure that surround the educational systems at school. New questions must be considered about curriculum, pedagogy, teaching approach to develop critical literacy instruction with PBL because research reports mostly claim successful experiences. In the case of IETT Simon Bolivar,

as a public school in Colombia previous arrangement and even the implementation of the project is an isolate methodology for one grade.

Other crucial aspect is focused on PBL is related to student cognition skills and attitudes, because each designed task was an invitation to develop potentialities when processed texts using cognitive strategies such as identify cognates, inference, background knowledge, deductions, reading non-verbal information. On the other hand, student behavior and engagement in class was very high but some hidden issues emerged. Working in teams with roles distributions transformed a receptive student position observed in control group in contrast to an active student participation with initiative in experimental group. Observation checklist confirms advantages of this methodology.

In third place, instruction about reading skills has facilitated reading comprehension. The only inconvenience is related to groups with different levels of language performance. High and low achievers can affect the variable of motivation when the application of the strategy has not worked. This aspect could be evidence through interviews think aloud protocol. Strategies taught are incorporated in the comprehension process with different kind of texts.

In the aspect of integration of digital literacy in the tasks, the reaction was successful, due to the great interest of student in materials from the web. Teacher provide printed material, but students complement information with devices facilitated by the school. Investment of time in searching, processing and organizing information was higher during the implementation of the process. Multimodal texts: podcasts, videos, comics and others are very attractive to young students.

After these three considerations, it could be claim that critical literacy instruction with PBL presents many advantages for EFL class. However, this exploration study reveals that time is the main constrain because methodology requires a conscious planning for teacher and students and

team works demand more hours to accomplish each task. In a public school having moments of peer planning and extra student work time is impossible due to limitations of school infrastructure.

This exploratory research process concludes that critical literacy instruction with PBL had little impact in tenth grade students at IETT Simón Bolívar and the H1 was corroborated by statistical and qualitative data. Despite these results, this study was valuable for me as participant because it helped me gain awareness about how to help students to develop reading process teaching strategies that will transform in skills. One of the great achievements in this study are active participation behavior and student's confidence when read and comprehends any texts.

Participation generated new discoveries in students' talents, skills and reinforcement of previous knowledge. Intensive reading derives in extensive reading and the most important aspect is that texts were selected by the same students. They were eager to share a new idea to the team for complete tasks proposed efficiently.

Therefore, it could be considered viable to explore others student centered methodologies that implies fewer difficulties in the implementation process according to characteristics of this specific context. Problem- based, task-based, team-based, collaborative or cooperative learning. It might be possible one of them let us influence a positive behavior and active participation.

Confidence as reader is the second positive aspect developed because students receive an instruction that activates strategies for prediction, scanning, skimming and guessing meaning applied to text analysis. The development of the project was based on topics that students and teachers have selected from printed and digital texts. Motivation for gathering information from texts in foreign language produced an increment of time for reading in hours different to school time.

These two lessons taught how important is to explore new alternatives approaches in EFL classes that activates new understandings about how to teach to young people and never lose engagement.

Pedagogic implications

PBL methodology demands engagement for planning and managing activities, facilitate resources and scaffold students learning process to succeed with meaningful products as results of teamwork. Innovation is related not only to reading skills, but to make connections with other subject's schools. Thus, described responsibilities are overwhelming to one teacher and requires of institutional support. On the other hand, this study had acceptance among participants and promoted new ways of learning through interaction with others. During each project classroom was noisy and full of interaction. This was more productive than classes with control group with a teacher centered methodology.

Methodological implications

PBL implementation provide positive evidence about classroom practice. However, it is necessary clarify that qualitative instruments provided better explanations about the teacher-learning processes are developed in the group. Data interpretation is subjective but at the same time is more descriptive. While quantitative pre-post test results were confusing because scores obtained only help to classify students according to their abilities or competences in EFL.

It would be recommended for future research works the option for qualitative instruments. Data from participants, observations, interviews, diaries enhance comprehension of the phenomenon. In this work triangulation helped to make connections between students' scores obtained and subjective researcher interpretation of the process.

Pre/posttest provide a clear classification of students among high and low achievers and motivates the creation of differentiated activities as can be verify in collaborative scoring tasks.

Limitations

As we explain in theoretical framework PBL have gained popularity around the world for more than 15 years. It develops strengthens and a depth comprehension of the classroom practice with this methodology. In our context, this exploratory study was a recognition of impact in three main aspects: test results, behavior and skills appropriation. Nevertheless, PBL is more than these elements. The academic council at IETT Simon Bolivar should take a more complete inquiry about the implementation process in consideration after the presentation of this research report.

On the other hand, implementation of innovation at the classroom practice should not be a task for just one teacher. Cooperation and Collaboration between colleagues are good for transforming pedagogical environment in benefit of students.

Finally, I would like to express the satisfaction for the experiential learning that this research provides to my professional life. It is a great motivation to continue the inquiry about how to teach my students better. I am very thankful by all the support received and the obstacles presented, because all of them I have become a better teacher.

Recommendations

For future research, it is recommended to continue implementing similar methodologies like Problem based learning or Team based learning which has similarities with PBL as learner centered methodology but its organization might be more flexible. In a Colombian public school, time is the main constraint due to many cultural and economic factors.

Classroom practice through this study have demonstrated that the innovation and changes of roles in teacher and students is a good factor to transform foreign language learning. It could

be relevant continuing the quest of better ways to accomplish engagement and autonomy in a context surrounded by a lack of motivation to learn English.

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Appendix A ENGLISH SYLLABUS 2015

INSTITUCION EDUCATIVA TECNICA TURISTICA SIMON BOLIVAR

PLAN DE ESTUDIOS 2015	Dimensión: COMUNICATIVA Profesores: INES MARIA DYVERA ROCHA	Competencia: LINGÜÍSTICA, PRAGMÁTICA, SOCIO LINGÜÍSTICA		Área: HUMANIDADES		Grado: DECIMO		ESTRATEGIAS DE PREPARACION PRUEBA SABER IP
		LOGROS / DESEMPEÑOS	CONTENIDOS	INDICADORES DE LOGRO	ESTRATEGIAS METODOLÓGICAS	ESTRATEGIAS DE EVALUACIÓN Y PRODUCTOS	ESTRATEGIAS DE PREPARACION PRUEBA SABER IP	
EJES/COMPONENTES	ESTANDAR BASICO DE COMPETENCIA						Período: PRIMERO	
ESCUCHA	Identifica personas, situaciones, lugares y el tema en conversaciones sencillas.	Reconocer elementos básicos en la tarea de interpretar conversaciones sencillas (quienes, donde, sobre qué)	Ejercicios de escucha: Podcasts Videos	Diligencia tablas con información extraída de conversaciones en audio o video	Trabajo Colaborativo. En cada unidad se organizan equipos de trabajo y cada uno de sus miembros asume un rol en particular: • Líder • Relator • Comunicador • Utilero y Vigia del Tiempo • Cada uno tiene una responsabilidad específica para contribuir en la consecución de la meta.	Fichas de información diligenciadas. Ejercicios de análisis textual controlados y libres.		Presentación general de la prueba. Ejercicio inicial con la prueba de 2014 Cuadernillo con ejercicios de parte I y II de la prueba SABER IP
LECTURA	Analiza textos expositivos con el fin de comprender las ideas principales y específicas	Reconocer los elementos del texto que facilitan su interpretación: propósito, palabras claves, ideas principal y secundarias	Construcción de vocabulario Idea principal y secundarias Inferencia Estrategias de lectura: lectura de escaneo y salto	Identifica con facilidad información importante del texto: palabras claves, ideas principal y secundaria.				
MONOLOGO	Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés	Organizar breves presentaciones para socializar hallazgos producto de lecturas sobre temas de interés.	Presentaciones orales sobre los tópicos trabajados en equipos	Prepara presentaciones procurando expresar sus ideas con un vocabulario relacionado con el tema.		Rubricas para evaluar presentaciones orales		
DIALOGO	Usar mis conocimientos previos para participar en una conversación	Participar de interacciones en la búsqueda de información	Actividades de llenar huecos: Info gaps	Completa información requerida haciendo uso de la lengua extranjera para este fin.		Fichas de trabajo (Worksheets)		
ESCRITURA	Planea, revisa y edita mis escritos con la ayuda de mis compañeros y del profesor	Diseña textos para comunicar información de una manera creativa	Infogramas	Es creativo en la creación de material impreso para socializar con sus compañeros de grupo sobre un tema de interés		Infogramas creados por los equipos Portafolio de Inglés		

INSTITUCION EDUCATIVA TECNICA TURISTICA SIMON BOLIVAR

PLAN DE ESTUDIOS 2016	Dimensión: COMUNICATIVA Profesora: MES MARÍA DYVERA ROCHA	Competencia: LINGÜÍSTICA PRAGMÁTICA SOCIOLINGÜÍSTICA	Área: HUMANIDADES	Grado: DECIMO	ESTRATEGIAS DE LECTURA / LECTURAS DE APOYO				
					Asignatura: IDIOMA EXTRANJERO (INGLES)	Período: SEGUNDO			
ESTRATEGIAS DE APOYO	ESTRATEGIAS DE EVALUACION Y PRODUCTOS	ESTRATEGIAS METODOLÓGICAS	INDICADORES DE LOGRO	CONTENIDOS	LOGROS / DESEMPEÑOS	LOGROS / DESEMPEÑOS	INDICADORES DE LOGRO	CONTENIDOS	LOGROS / DESEMPEÑOS
ESCUCHA	Identifico la idea central de un texto oral cuando tengo conocimiento previo del tema	Captar la idea global y estructura de oraciones y secuencias de un texto oral sobre un tema conocido previamente.	Idea principal Ideas secundarias	Discrimina la idea principal y secundaria de un texto	Propósitos de los textos no ficcionales Secuencia de eventos Comparar y contrastar Estrategias de lectura: activar y predecir	Identificar los grandes patrones que el texto expositivo puede presentar para mostrar la información de una forma organizada.	Propósitos de los textos no ficcionales Secuencia de eventos Comparar y contrastar Estrategias de lectura: activar y predecir	Idea principal Ideas secundarias	Propósitos de los textos no ficcionales Secuencia de eventos Comparar y contrastar Estrategias de lectura: activar y predecir
LECTURA	Comprendo variedad de textos informativos provenientes de distintas fuentes	Identificar los grandes patrones que el texto expositivo puede presentar para mostrar la información de una forma organizada.	Propósitos de los textos no ficcionales Secuencia de eventos Comparar y contrastar Estrategias de lectura: activar y predecir	Reconoce los mecanismos organizativos del texto expositivo	Comprender la información de una forma organizada.	Comprender la información de una forma organizada.	Reconoce los mecanismos organizativos del texto expositivo	Propósitos de los textos no ficcionales Secuencia de eventos Comparar y contrastar Estrategias de lectura: activar y predecir	
MONOLOGO	Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar.	Organizar breves presentaciones para socializar hallazgos producto de lecturas sobre temas de interés.	Presentaciones orales sobre los tópicos trabajados en equipos	Expresa sus ideas demostrando preparación, manejo de vocabulario y dominio de los recursos de apoyo.	Organizar breves presentaciones para socializar hallazgos producto de lecturas sobre temas de interés.	Organizar breves presentaciones para socializar hallazgos producto de lecturas sobre temas de interés.	Expresa sus ideas demostrando preparación, manejo de vocabulario y dominio de los recursos de apoyo.	Presentaciones orales sobre los tópicos trabajados en equipos	
DIALOGO	Uso mis conocimientos previos para participar en una conversación	Participa de interacciones para crear historias cortas.	Escritura colectiva	Organiza relatos breves sobre eventos que pueden o no estar basados en la realidad.	Participa de interacciones para crear historias cortas.	Participa de interacciones para crear historias cortas.	Organiza relatos breves sobre eventos que pueden o no estar basados en la realidad.	Escritura colectiva	
ESCRITURA	Valoro la escritura como medio de expresión de mis ideas, quién soy yo y qué sé del mundo	Valora herramientas tecnológicas como mecanismos para transmitir ideas y/u opiniones	Presentaciones PowerPoint Creación de historietas	Diseta historietas o presentaciones de PowerPoint para comunicar a los otros.	Valora herramientas tecnológicas como mecanismos para transmitir ideas y/u opiniones	Valora herramientas tecnológicas como mecanismos para transmitir ideas y/u opiniones	Diseta historietas o presentaciones de PowerPoint para comunicar a los otros.	Presentaciones PowerPoint Creación de historietas	

Appendix B OBSERVATION CHECKLIST

PROJECT-BASED LEARNING IN READING OBSERVATION CHECKLIST Unit 1 MYSTERIES					
Strategies to solve specific task during the project	DID	TRY	DIDN'T	Observations	
	Number of students	Number of students	Number of students		
Design flashcards	35	3	0	All tasks are related with strategies that focused in vocabulary and comprehension help students to interact with texts proposed. Rodriguez Berdugo Fernando has attendance problems.	
Practice vocabulary using SAFMEDS	35	0	3		
Recognize vocabulary in the text	37	0	1		
Highlight key words	37	0	1		
Underline important ideas	30	7	1		
Differentiate main idea of supporting details	28	9	1		
Design a graphic organizer	37	0	1		
Solve easily a reading comprehension	35	2	1		
Use knowledge to create new ideas.	35	2	1		
Share ideas with others	38	0	1		
91.3% 6.1% 2.9%					
Reading skills/strategies	DID	TRY	DIDN'T	Students participate actively in most of the activities in order to practice some skills that are explained by the teacher explicitly. We realized that background knowledge is a limitation. Therefore, search information on the web was very useful.	
Find out specific information like dates, places, names, page numbers	37	0	1		
Look at the main aspects like title/sub-titles, the introduction, first line of each paragraph, pictures or conclusion	37	0	1		
Make logical inferences from vocabulary and text in general	37	0	1		
Predict information when you gloss over a text	37	0	1		
Think about ideas extend beyond the text information	20	16	1		
88.4% 8.4% 2.6%					
Student's technology use	DID	TRY	DIDN'T		Technological devices motivates the accomplishment of the tasks
Choose adequate application according to the task	37	0	1		
Organize an action plan for effectiveness	37	0	1		
Search for extra information using browsers	37	0	1		
Share inquiry results with partners with visuals tools	37	0	1		
Express ideas by comments L2, drawings and pictures.	37	0	1		
97.4 0% 2.6%					

**PROJECT-BASED LEARNING IN READING
OBSERVATION CHECKLIST Unit 3 THAT'S ENTERTAINMENT**

Strategies to solve specific task during the project	DID		TRY	DIDN'T		Observations
	Number of students	Number of students	Number of students	Number of students	Number of students	
Design flashcards	37		1	0		Students really knows the task and accomplish each one without difficulties. Flashcard were designed in better materials and differentiate class words using colors
Practice vocabulary using SAFMEDS	37		1	0		
Recognize vocabulary in the text	37		1	0		
Highlight key words	38		0	0		
Underline important ideas	38		0	0		
Differentiate main idea of supporting details	38		9	0		
Design a graphic organizer	38		0	0		
Solve easily a reading comprehension	36		2	0		
Use knowledge to create new ideas.	36		2	0		
Share ideas with others	38		0	0		
98.2% 4.2% 0%						
Reading skills/strategies						
Find out specific information like dates, places, names, page numbers	38		0	0		Background knowledge about the topic and reading basic skills taught in previous unit helps to practice and share ideas during
Look at the main aspects like title/sub-titles, the introduction, first line of each paragraph, pictures or conclusion	38		0	0		
Make logical inferences from vocabulary and text in general	38		0	0		
Predict information when you gloss over a text	38		0	0		
Think about ideas extend beyond the text information	38		0	0		
100% 0 0 0						
Student's technology use						
Choose adequate application according to the task	38		0	0		Technological devices motivates the accomplishment of the task of presenting a favorite movie.
Organize an action plan for effectiveness	38		0	0		
Search for extra information using browsers	38		0	0		
Share inquiry results with partners with visuals tools	38		0	0		
Express ideas by comments L2, drawings and pictures.	38		0	0		
100% 0 0 0						

Appendix C.
PRE TEST (SAMPLE SHEETS)

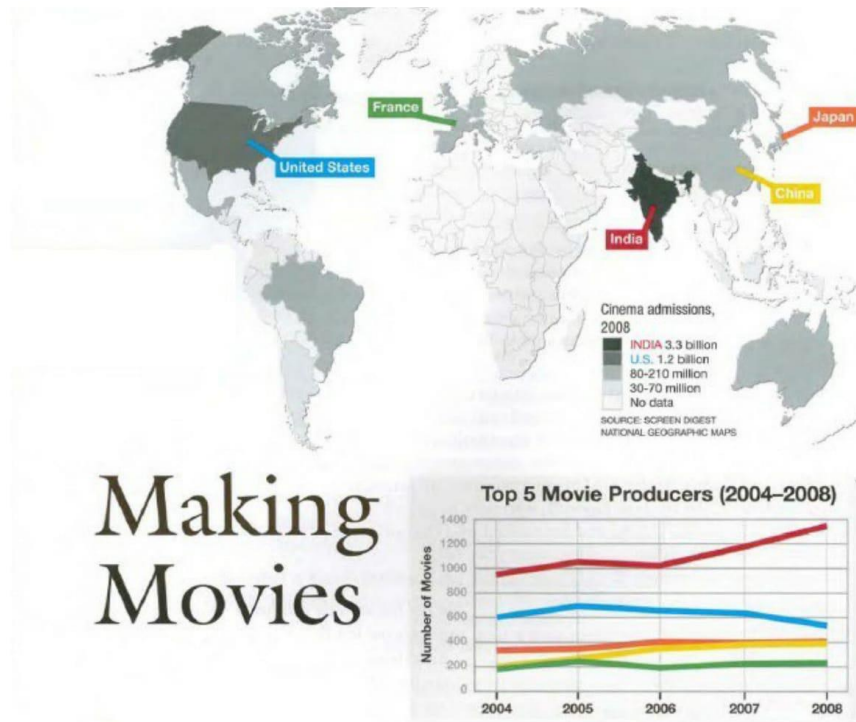


PRE - TEST

PROJECT-BASED APPROACH IN READING. An exploratory study

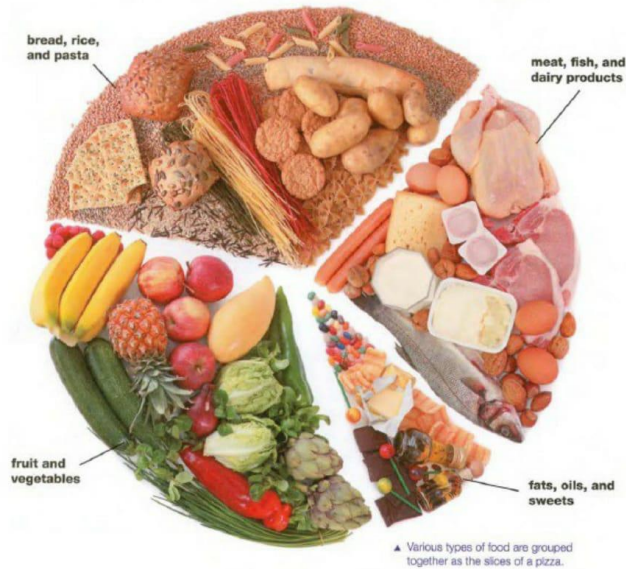


OCTUBRE DE 2015
INSTITUCION EDUCATIVA TECNICA TURISTICA SIMON BOLIVAR



- ___ 1. Which country has the highest numbers of cinema admission?
- China
 - United States
 - India
 - Japan
- ___ 2. According to the title this text is about...
- Number of films recorded
 - Country movie's production
 - Animé movies
 - The most important movie's director
- ___ 3. The expression "Top 5" could mean
- the most important
 - the biggest
 - the most expensive
 - the smallest
- ___ 4. The map and the chart are part of an informative text that will explain _____.
- the favorite action movies
 - the production in movie industry
 - the number of workers in each country
 - the number of theaters by country

Slices of History



- _____ 5. Which is the smallest slice in the graphic
- | | |
|----------------------------------|--------------------------|
| a. meat, fish and dairy products | c. bread, rice and pasta |
| b. fats, oils and sweets | d. fruit and vegetables |
- _____ 6. According to the title this text will explain about
- | | |
|-----------------------------|---------------------------|
| a. Different sizes of pizza | c. Healthy/unhealthy food |
| b. Delicious pizza | d. The history of pizza |
- _____ 7. According to the picture this text presents information about _____.
- | | |
|--------------|------------|
| a. Fast food | c. History |
| b. Sizes | d. Food |
- _____ 8. The expression *Types* in the contexts “Types of food” means _____.
- | | |
|----------|-------------|
| a. parts | c. whole |
| b. kind | d. complete |

Appendix D.
POST TEST (SAMPLE SHEETS)

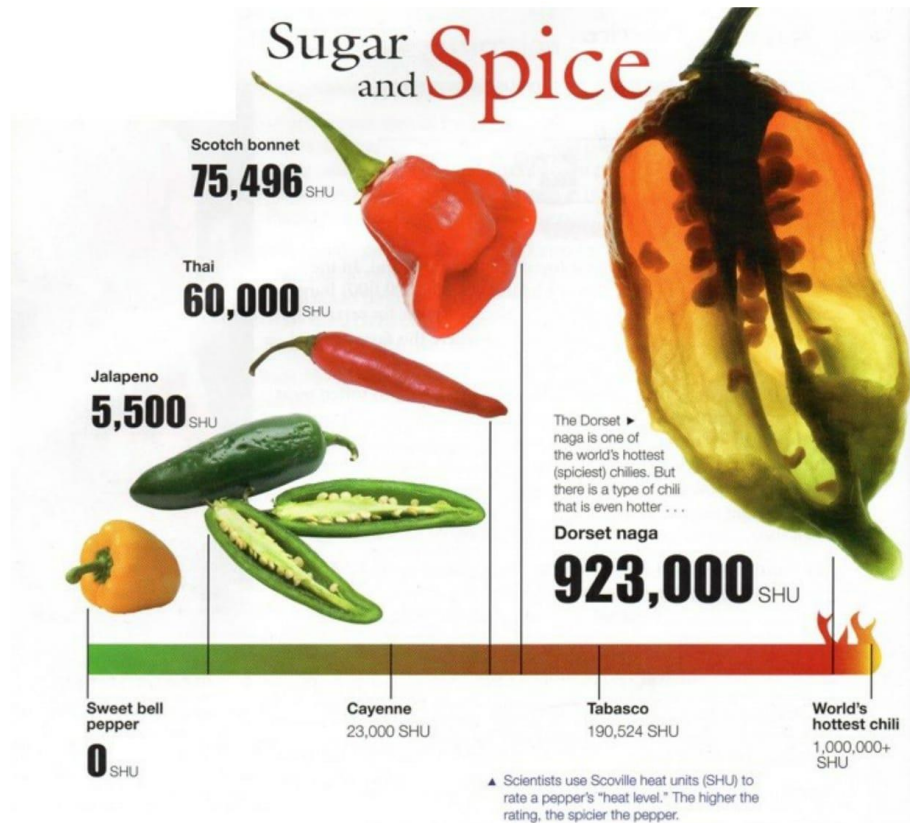


POS – TEST

PROJECT-BASED APPROACH IN READING. An exploratory study



NOVIEMBRE DE 2015
INSTITUCION EDUCATIVA TECNICA TURISTICA SIMON BOLIVAR



- ___ 1. What is the name of the world's spiciest chili pepper?
 - a. Cayenne
 - b. Dorset Naga
 - c. Sweet bell pepper
 - d. Jalapeño

- ___ 2. According to the information we can say that...
 - a. Jalapeño peppers are hotter than Thai
 - b. Sweet bell peppers have a very low heat level
 - c. Tabasco is the world's hottest chili
 - d. Tabasco and Jalapeño have the same heat level

- ___ 3. The expression "SHU" could mean
 - a. the heat level
 - b. the sweet level
 - c. the calories level
 - d. the experience level

- ___ 4. The graphic shows _____.
 - a. types of vegetables
 - b. types of peppers
 - c. types of SHUs
 - d. Types of fruits

Summer Jobs for Students

Many students think about money when looking for a summer job. Money is important, but summer jobs provide other benefits as well. You learn new skills and get a taste of life as a working adult. You can also put some of your classroom knowledge to good use. How about using what you've learned in biology while working as an adventure guide at a nature center? Or maybe you can use your math skills while working at a bank, or your creative skills while working in the media.

- ___ 17. Scan the underlined words. What kind of words are those?
- | | |
|---------------|------------|
| a. Adjectives | c. Verbs |
| b. Nouns | d. Adverbs |
- ___ 18. According to the text the word JOB means
- | | |
|-----------|----------|
| a. skill | c. study |
| b. salary | d. work |
- ___ 19. This text is taken from
- | | |
|-------------------|----------------------|
| a. a short story | c. an magazine |
| b. a history book | d. a literature book |
- ___ 20. This text will be read mostly by
- | | |
|-------------|-------------|
| a. students | c. children |
| b. parents | d. babies |

Appendix E.
COLLABORATIVE SCORING TASKS

Collaborative scoring tasks

Puntaje de tareas colaborativas

THAT'S ENTERTAINMENT

SKILLS	TASKS			TOTAL SCORE
	HARD	MEDIUM	EASY	
VOCABULARY Vocabulario	Organización de tarjetas de vocabulario Vocabulary worksheet Reading 1 MY GRIZZLY SUMMER JOB Reading 2 THE MASTER OF ANIME			5 points
	Vocabulary Practice (book)			5 points
GRAMMAR Gramática	Identificación de tiempos verbales usados en textos NARRATIVOS e INFORMATIVOS (highlight)			10 points
	Comparación Textos Narrativos e Informativos Lectura adicional			10 puntos
LISTENING Escucha	Video & hoja de trabajo 10 puntos	Podcasts & hoja de trabajo 6 puntos	CD del libro & hoja de trabajo 3 puntos	10 puntos
READING Lectura	Usa organizador gráfico para mostrar ideas principales y detalles 10 puntos	Reconoce ideas principales y detalles. Subráyalas en el texto 6 puntos	Describe el tema global del texto en una oración. 3 puntos	10 puntos
	Reading Comprehension (Book)			10 puntos
MONOLOGUE Monologo	Organiza una presentación sobre un género de cine. 10 puntos	Organiza una presentación sobre dos películas y establece relaciones 6 puntos	Organiza una presentación sobre una película de cine. 3 puntos	10 puntos
DIALOGUE Dialogo	Grupo de discusión 10 puntos	Mini-Drama 6 puntos	Info Gap 3	10 puntos
WRITING Escritura	Elabora una presentación Power Point sobre el tema ENTERTAINMENT a partir de las lecturas trabajadas en clase.			20 points
<p style="text-align: center;">0 - 59 POINTSI 60 - 79 POINTSB 80 - 89 POINTSA 90 - 100 POINTSS</p>				100 puntos

Appendix F. THINK ALOUD PROTOCOL GUIDE

Think aloud crib sheet

Step	Script
1. Choose task	After reading a text students will answer a reading comprehension questionnaire. They will apply some reading strategies to find out the answer. The purpose of this technique is to know how the student come to this answer asking to verbalize his/her thoughts
2. Think aloud	
2.1 Setup	Record voice equipment, Good setting & Task instructions
2.2. Prepare	
2.3 Warm up	<p>Para realizar la siguiente actividad me gustaría que pensaras en voz alta. Lo que quiero decir es que deseo que me digas todo lo que piensas desde el momento en que inicia la actividad hasta que la termina.</p> <p>Por ejemplo, para resolver la operación 12×12 mi mente haría lo siguiente.</p> <p>"multiplico 12 por 2 y me da 24 luego sumo 12 porque 12×1 es igual al mismo número. Entonces luego sumo y el resultado es 144</p> $\begin{array}{r} 12 \\ \times 12 \\ \hline 24 \\ + 12 \\ \hline 144 \end{array}$ <p>Ahora quiero que resuelvas la siguiente actividad y hables constantemente mientras resuelves la tarea</p> <p>Te daré un juego de 4 letras y tú me dirás cuantas palabras es posible formar con ellas</p> <p>Good!</p>

2.4 Instructions	<p>A continuación te proporcionaré un texto en idioma Inglés. Te daré tiempo para que lo leas en voz alta. Luego deberas resolver un cuestionario de comprensión. Mientras hallas las respuestas tu podrás hacer preguntas pero debes tener en cuenta que yo no podré responderlas. Sin embargo realiza las preguntas que quieras ello me ayudará a entender qué requieres para resolver la tarea. Yo responderé las preguntas al final de la sesión. Si olvidas pensar en voz alta yo te lo recordaré diciéndote “ Por favor sigue hablando”</p> <p>[Se le facilita al estudiante una lectura y un cuestionario de preguntas]</p> <p>Por favor resuelve el siguiente cuestionario y mientras lo haces di todo lo que viene a tu mente</p>
2.5 Prompt	Por favor continua hablando
3. "Transcribe"	
4. Code	
5. Reference Evidence	
6. Describe Insight	

Retrieved from <https://loft.io/guide/eeole/expert-think-aloud/#section-examples>

Appendix G.
TRANSCRIPTION OF THINK ALOUD PROTOCOL (STUDENT 1)

Turn	Person	Questions and Answers
1	Researcher	<p>Bueno... Eh? Hola Valeria. Esta es una actividad que vamos a hacer. Se llama Think aloud protocol quiere decir una prueba de Protocolo de Pensar en voz alta. Esto consiste en que tú vas a hacer unas actividades que yo te voy a solicitar y a medida que las vas haciendo vas a pensar en voz alta. O sea lo que llegue a tu mente tu lo vas a decir.</p> <p>Mira este ejemplo: Tengo 12 por 12 ¿Cómo lo resolverías? Para resolver esta operación tú... eh? Me explicas lo que harías en tu mente. Por ejemplo: multiplico el 12 por el 2, me da veinticuatro. Luego sumo 12 porque 12 por uno es igual al mismo número. Entonces luego sumo y el resultado es 144.</p> <p>Lo mismo, por ejemplo, hagamos... Esta act... Yo te doy cuatro letras y te solicito Arma palabras. Qué palabras podrías armar con R M O A</p>
2	Student	Mora... amor... Omar? Ramo, roma... mar... je je... ya
3	Researcher	<p>No más? OK</p> <p>A continuación vamos a cambiar un poco la dinámica. Vamos a trabajar con textos en idioma Inglés. Yo te daré un tiempo para que revises el texto y luego me respondes una pregunta. Eh... esa pregunta tu la respondes sin leer totalmente el texto. Luego mientras hallas la respuesta. Tú podrás hacer preguntas. Verdad? Ello me va a dar idea de lo que tú necesitas entender, pero yo no te voy a responder enseguida. Lo voy a hacer al final de la sesión.</p> <p>Y si por casualidad se te olvida que debes verbalizar lo que estas pensando. Yo te recordaré, “Por favor, sigue hablando”</p> <p>Entonces te voy a entregar este texto. Toma unos minutos para revisar...</p>
4	Student	No lo leo, cierto?
5	Researcher	<p>NO sólo revisado (pausa de 2’20’’ aprox)</p> <p>Listo? OK La pregunta es What is the passage mainly about? Debes escoger una de estas tres opciones. Revisa A, B y C</p>

6	Student	Un lugar famoso de los avistamientos de UFO. Los avistamientos de UFO alrededor del mundo. Las películas... definitivamente no son las películas. Ehm? Creo que sería... la A. Un lugar famosos de avistamientos de Ufo porque vi que nombran el Area 51
7	Researcher	Correcto... Muy bien Ahora vamos si, te doy más tiempo a hacer la lectura del documento. A partir de la lectura del documento yo voy a hacer tres preguntas. Puedes empezar a leer. (2 minutos) Bien. Ahora vamos a esta segunda actividad. Tengo dos preguntas para ti. Puedes tomar la hojita (hoja de lectura) para resolverlas. Whose names can you find in the passage?... names... nombres
8	Student	Eeeeh? Judy Varns y también está un Travis.. Ah Pat Travis y creo que nombran a uno de la.. de la fuerza... James Mac Cagan... Bill Fox. Ya.
9	Researcher	Uhum. Mira la segunda Which places are mentioned in the passage? ...places
10	Student	El área 51... eeeeeeh...¿Dónde está? En Nevada. Nevada, también. Eeeeeeh y ya. Creo que ya.
11	Researcher	OK. Vamos a pasar a esta siguiente actividad. Sería, la tercera. Vamos a tratar de relacionar las palabras de la izquierda con las de la derecha. Eh? La idea de la relación es que tengan significados parecidos. O reales? Cuales... cuáles relacionarías como parejas?
12	Student	Área con espacio
13	Researcher	Uhummm
14	Student	Build con make
15	Researcher	Uhummm
16	Student	Real con true y objective con purpose.
17	Researcher	Muy bien acertado. Vamos a la última pregunta... de esta parte
18	Student	Uhum
19	Researcher	Quiero que mires estas portadas de revistas. What magazine will publish this text?... El texto que leíste. Cuál de estos magazines crees que publicaría este texto?

20	Student	El de ciencia porque yo creo que vas más adecuado con la información que se da en el texto. (pausa) Si porque eso no es arte y tampoco creo que sea un tema que le... que le interese a los niños, ...ni mucho menos Ahí hasta que parece de como de fashion... I don't know.
21	Researcher	Muy bien, Gracias. Vamos por esta parte a suspender (pausa de 5 minutos) Bueno, en esta segunda parte voy a proporcionarte un texto muy diferente al revisado anteriormente. Hagamos la misma operación. Solo te lo doy para que lo revises.
22	Student	O sea, no lo leo?
23	Researcher	No solo vamos a un ... un hacer una ojeada
24	Student	OK
25	Researcher	Recuerda SKIMMING
26	Student	Uhummm Creo que ya
27	Researcher	OK Pregunta What is the passage mainly about? Sobre qué es principalmente el pasaje?
28	Student	Héctor camina en el parque, Héctor va en el bus. Creo que la B no es porque definitivamente... ahí no hay ningún bus, y tampoco se ve el estadio... así que sería la A
29	Researcher	La A. Muy bien. Ahora sí, toma unos minutos para leerlo. (pausa de 2 minutos y 30 segundos) Bueno... Ahora que has leído el texto, mira esta instrucción. Look for the answer of these questions? Vamos a buscarlas What activities does Hector do in the park? What activities?
30	Student	En el parque?
31	Researcher	Yes.
32	Student	Ehhh... en el parque nada más atrapa un disco volador. Un freesby.
33	Researcher	Qué palabra
34	Student	En el parque aca es... catch

35	Researcher	Catch... La segunda What does he pick out at the store?
36	Student	Eeeeehmmm... Una naranja, an orange
37	Researcher	An orange... OK Pasemos a este
38	Student	Dos
39	Researcher	Una o dos
40	Student	Dos dos
41	Researcher	Busca la palabra...
42	Student	Picks out an orange and then want more
43	Researcher	An orange. Ahora...mira este otro fragmento "Hector skips along the street He think this city is so neat Too lots people on his way He says Hola, How is your day?" By guessing the meaning from the context, the word skip
44	Student	Uhum
45	Researcher	Skip, in its closest... means
46	Student	...
47	Researcher	Skip What is the closest meaning? El significado más cercano a la palabra
48	Student	(repite) El significado más cercano a la palabra
49	Researcher	Walk, jump, run
50	Student	Creo que... Creo que sería... Eh... walk, porque, me imagino uno no saluda cuando está corriendo o cuando esta saltando

51	Researcher	OK, Thank you. Vamos a esta. How many Hector pay for an orange? How many will Hector pay for an orange?
52	Student	Eh.... Puedo mirar el tex...
53	Researcher	Si... oranges
54	Student	Ehmmm. Sería la B porque aquí dice que cinco naranjas por un peso... dólar... pero el nada más cogió dos. Entonces sería menos de un dólar.
55	Researcher	Bien Valeria. Muchas gracias por tu colaboración. Has sido de mucha ayuda.