

**EXPLICIT READING STRATEGIES INSTRUCTION FOR THE IMPROVEMENT OF  
READING SKILLS OF 11 GRADE LEARNERS**

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## **Abstract**

This study seeks to instruct a group of learners on reading and vocabulary skills through different tasks. The purpose was to implement a course in order to explicitly instruct the students in the application of specific reading and vocabulary strategies to facilitate their reading practice in English.

The research was carried out with a group of 26 eleventh grade students from Camilo Torres School in Santa Marta (Magdalena). Based on the context analysis and the problem definition, it was made the decision to carry out a qualitative action research based upon a Strategy Based Instruction (SBI) intervention to see its influence on the learners' reading skills, to foster their motivation to read in English and to help them become more autonomous and efficient readers.

The data collection was applied in different stages along the process, and according to the instruments which were applied during the inquiry. Preliminary instruments such as an interview, a questionnaire, and a class observation were applied and analyzed at the beginning of the research with the purpose of identifying the problem related to low performance in reading comprehension skills.

Afterwards, a reading strategy course was designed taking into consideration the learners' needs analyzed after the application of the preliminary instruments. This reading course was defined under the foundation of the Strategy Based Instruction (SBI) in which data were collected from a pre and a post-test to determine the impact of SBI in the enhancement of the reading comprehension practice through the effective application of reading comprehension and vocabulary strategies. In addition, the classes during the explicit instruction were recorded to be assessed by a class observation checklist with the

respective conclusions regarding the SBI stages and adequate scaffolding and evaluation of the process.

The final results evidenced that the SBI model and the task-based approach highly contributed with the improvement on reading skills of the students from eleventh grade at Camilo Torres School, the explicit instruction of reading and vocabulary strategies and the continuous scaffolding by the teacher effectively supported students on the reading practice.

**Key words:**

Strategy based instruction (SBI), Task-based approach, action research, scaffolding, sociocultural approach, reading strategies.

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## 1. INTRODUCTION

The following paper contains a research process carried out in a public institution, Camilo Torres School which is located in Gaira, Santa Marta, Colombia. The focus of this research is the analysis of reading comprehension strategies when learning English as a foreign language.

After applying a set of instruments, addressed to create a very specific needs analysis in relation to this context, we could identify the main aspects which were considerable deficiencies in the reading comprehension skills and in the use of proper strategies which limited their understanding of different tasks and texts. Reading in English has been the hardest communicative skill to face and find an appropriate methodology in which students apprehend strategies and may improve their performance. Based on the applied instruments, several problems were detected, such as the fact that the students lacked basic vocabulary to understand simple texts in English.

It was also identified that besides the difficulties regarding vocabulary, students showed a low level of competence according to the use of proper reading comprehension strategies for different types of texts. This research has been carried out to obtain reliable findings which might be useful to draw relevant conclusions regarding to reading comprehension inquiry. Based on this analysis, it is relevant to teach students specific strategies so that they may apply them in order to improve their level of competence in this communicative skill.

Research *can be defined as a systematic approach to finding answers to questions*, hence, our task is to ask appropriate questions, to select the best and optimally the shortest way to find answers and to interpret the findings in a way which we can justify (taken from “The Teacher as Researcher”, Holmes, J. 1996). Based on this definition, being a teacher

researcher is not only important, but absolutely necessary. Within the classroom we have noticed several situations which unfortunately harm any pedagogic process, and that they immediately become objects of research, so as teachers we must be prepared to face such problems and mainly find answers so they can be solved. How should it be done? It is maybe the query most teachers ask themselves, but it is definitely necessary to start doing a well-directed research in the classroom at first. Teachers have been seen as consumers of research carried out by others, but the world is continuously changing the same way educative processes are evolving, therefore teachers need to re-evaluate their role in the school and undoubtedly it has to be related to do research. By researching, the teacher can plan a process based on the particular reality of their students and the results can be interpreted according to this context, thus it is essential to recognize what type of process should be implemented linked to the social reality, define a paradigm, and decide what kind of methods are appropriate to begin an inquiry in the school community.

Every process has a great deal of requirements and research is a serious and continuous procedure which demands self-discipline, lots of time and a state of reflection as a foundation of this topic. Teachers should be prepared to research in the educational institutions and try to help improving the pedagogical processes which are carried out in each school; it is not an easy task, but it can be initiated step by step and with the relevant support by coworkers and directives. Research is a way of involving all participants of the whole educative community; it is also very useful to review and redirect the teaching and learning process in schools.

Camilo Torres School has been doing some adjustments to the curriculum which are important and essential for the academic process of reconstruction required by the Ministry of National Education. This issue affects positively the intention to develop a research

project there, hence it has already been included as part of this scholar transformation. On the other hand, instead of being an arduous work due to the difficult context, it is an imperative issue to develop a pedagogic inquiry in this institution; therefore, it is absolutely necessary to make it possible by planning every stage of the process. Students with different social problems, coming from low social stratum and sometimes without an adequate nutrition, unemployed parents, and social decomposition in their environment are some of the handicaps that may be faced during the research instance.

## **2. RATIONALE**

### **2.1. Context Description**

#### **Target Context**

The research process that will be explained in this document has been carried out with a total group of 37 students at Camilo Torres School. This is a public institution located in Gaira, Santa Marta. It has around six hundred students coming from low social stratum and three English teachers with an academic assignment of a hundred and ten class hours per year. There are not enough English text books articulated to the curriculum and the ones which are available have been donated by the school teachers, and there is also an English room for twenty-five students, a video beam and a mini stereo sound system. These resources demand teachers to be very creative in order to accomplish the Ministry of National Education's requirements and at the same time to offer the students a better class atmosphere so that they could leave problems outside and feel the school like their home.

The purpose of this study is to carry out a research about reading comprehension with learners of a particular group of tenth grade whose students have the lowest results on internal assessment. This class has 37 students integrated by 15 boys and 22 girls, they are

between the ages of 15 and 17 years old. Their school day is from 12-45 pm to 6.15 pm with some limitations such as: classrooms with 1 or 2 fans working under changing temperatures between 36° to 40° Celsius. Most of them do not obtain good grades on the English subject and they are possibly unmotivated to learn a second language due to the low results in internal and external tests, besides the poor performance in communicative skills in regular classes. In recent years, some school policies such as the increase of the number of teachers and arrangement with specialized institutions to prepare students for external tests have been implemented to improve these items and results are expected to become visible in the next two years. The situations which have just been mentioned make more complicated the teaching process and the procurement of the proposed objectives directed to enhance students' performance on internal and external tests. This tenth grade class shows considerable deficiencies in communicative competences and in the apprehension of the communicative skills: listening, speaking, writing and mainly in the application of appropriate strategies in reading comprehension.

In relation to this group within this specific context, it will be our main concern, to identify the problems that may be making more difficult their reading comprehension process, when reading different types of texts in the English class.

### **Context Needs**

In order to identify and address the main problems which may be hindering the development of the reading skills in the English classes at this institution, it was necessary to analyze the context needs, in order to find out relevant aspects regarding how teaching reading and learning processes are held in this context , with the purpose of establishing the source of the students' difficulties and finding out ways in which these difficulties can

be addressed along this initial stage of the project, a variety of techniques such as interviews with a group of four students, questionnaires with the whole group and a class observation were applied to collect data, which led to crucial conclusions about the specific context needs.

It was definitely important to take into consideration different pedagogical aspects, such as teaching techniques, the time and the class management used to apply the instruments, the way students should participate and the confidentiality of this process. It was also demanding to choose the adequate instruments so that the findings might be more reliable as well as make the students to understand the purpose of the research.

It was identified that the poor knowledge of vocabulary is one of the most relevant problems that interfere with a better learning process of the communicative skills. Otherwise, students do not recognize or use proper strategies to the purposes and the type of texts, furthermore, it was evidenced a low level of competence in listening, speaking and writing skills. Regarding the interview, students considered important to have an English text book for the class and use different technological tools to look up unknown words, in addition they think reading should be worked more often in the English class, they suggest other types of readings such as funny stories or tales instead of long and confused literature passages. Students also consider reading relevant to improve vocabulary fluency and the level of texts comprehension; although most students feel satisfied with the English teaching process of the school, a few ones are still expectant of new institutional policies to redefine this topic. On the other hand, in relation to the questionnaire findings, it can be mentioned that the most difficult category students find to understand a text in English language is mostly the *vocabulary*. Nevertheless, they see *technology* as a relevant aspect in which they may support to supply this deficiency and thus improve their reading

comprehension skills. In respect of the class observation, it was detected there was no instruction on reading strategies by the teacher during the class and students used some of them without being aware. Activities carried out in the class seemed not to be enough, it was required more of them mainly to check individual comprehension. Neither definitions of different types of texts were discussed, nor was the number of paragraphs mentioned during the class. Finally, during the middle and the end of the class a considerable number of learners started speaking in Spanish; this aspect definitely summarizes the students' deficiencies regarding the use of reading strategies and the low level of communicative competence in English. They were constant problems highlighted in all data collection findings and the conclusions of every instrument applied throughout this hard and long process. Activation of Prior Knowledge, Scanning, skimming and finding meanings from contexts are strategies required not only in reading standards, but also demanded by the Ministry of National Education through the bilingual Colombia project. Therefore, teaching, modeling and applying these reading strategies have to be included as the core of the English teaching planning in this institution.

It is then our main task to respond to the needs identified in the needs analysis that was carried out, which allowed the identification of vocabulary, level of comprehension and reading strategies deficiencies, so we can help them by designing an intervention which include specific instruction in terms of reading strategies as well as vocabulary addressed to foster reading comprehension in the students of this tenth grade class, and the repetition of activities until strategies become skills.

## **2.2. Problem Definition**

“Readability research suggests that vocabulary plays a crucial role in development of reading”, Anderson (1999). “Giving attention to vocabulary is unavoidable”, Nation (1990).



Reading is an input skill, in which learners meet the most important aspects of language and vocabulary plays an important role in this process. Data analysis shows that students have a highlighted problem to understand vocabulary while reading texts in English, and this aspect is definitely connected to the absence of teaching, learning and use of appropriate strategies which foster simultaneously fluency and comprehension. Vocabulary is really best done by treating words in context, this group has not been taught how to do it and their responses in questionnaires and interviews mostly point at using dictionaries to solve this problem instead of suggesting the context as a better possibility. It has also been identified that the reading materials used in ordinary classes, are not designed to foster properly reading strategies application; they are clearly included in the classroom planning without a previous analysis that may illustrate students on identifying and applying strategies according the texts.

“Strategies are not an isolated action, but rather a process of orchestrating more than one action to accomplish an L2 task”, Anderson (2005). it has been considerably mentioned in this inquiry that strategies are the pillar of the foreign language learning, and they are the basis for a good comprehension of texts, thus it is necessary to teach learners how to use them so that they may have an effective learning process of reading comprehension.

Regarding the findings after the application of the instruments, some specific aspects were identified as the main issues that are hindering the students’ reading process; these are insufficient vocabulary for the level, lack of reading strategies and a low level of reading comprehension competence. These issues were repeatedly mentioned by students as relevant obstacles to achieve a proper reading comprehension level. Additionally, after the application of the pre-test of the English component of Prueba saber 11, that is a mandatory test that students take in 11 grade and the English component is based on reading

comprehension texts, students showed poor reading skills which considerably affected the results; it was also evidenced that these learners do not know how to apply strategies when reading.

Interviews, questionnaires, class observation and a pre-pre-test were applied to define the problem which was lack of instruction on reading strategies to support learners in the improvement of their reading practice; hence it could be established that the central aspect is definitely the low level of reading comprehension competence in English language regarding the standards issued by the Ministry of National Education, in which communicative skills are relevant to a foreign language learning, and these students of 11 grade from Camilo Torres School have continuously presented deficiencies in their poor performance on class/external reading texts and tests, this problem has been reflected on the student's performance not only in the reading comprehension, but also in the other communicative skills. This research is mainly focused on reading skills because considerable topics of learning a language are based on the proper comprehension of texts, additionally most of the external tests have a strong focus on reading. Questionnaires and interviews evidenced that vocabulary has a great incidence on the ineffective understanding of texts presented in the English class or evaluated on external examinations. It is also indicated that reading strategies, such as skimming, scanning or making inferences are not taught explicitly by teachers and they are required to help them become more autonomous and efficient readers. Students should be aware of strategies so that they can take control of their own learning.

On the other hand, the role of the English teachers must be focused on teaching and modeling useful knowledge to increase vocabulary fluency by deciding on specific techniques to support the learning process. This aspect is closely connected to the necessity

of applying and designing strategies to help students become more efficient readers, this must be included in the curricula for this class. Therefore, the fact that reading evidences specific problems in the level of comprehension in the target context leads to the conclusion that there is a need of reformulating the English language techniques instruction so they may suit the needs of this group of students, in order to enhance the application of a variety of proper reading comprehension strategies to different texts purposes, just like it is defined on the basic standards for foreign language competences (English) in Colombia.

### **3. RESEARCH QUESTIONS**

#### **3.1. Research Question**

How does the explicit instruction of reading strategies influence the development of reading skills of eleventh grade students from Camilo Torres School?

##### ***3.1.1. Sub questions:***

- How does the explicit instruction of activation of prior knowledge, skimming, scanning and making inferences strategies help students reach a higher level of comprehension in different reading tasks?
- How does the explicit instruction of vocabulary strategies such as determination, social, memory and cognitive help students improve their understanding of different types of texts?

#### **3.2. Significance of the study**

This proposed study seeks to contribute to the improvement of reading skills to impact positively on Camilo Torres students' reading comprehension level. Previous instruments that were applied with students and teachers, demonstrated that the most

remarkable aspect in which students are failing when reading texts in English and taking external tests is the poor level of competence on reading comprehension.

This proposal shall develop reading comprehension skills in order to get the learners familiarized with these concepts, by providing them with an explicit instruction on cognitive and metacognitive strategies to help students become more effective readers. Furthermore, vocabulary proficiency and reading stages will be also considered for this research.

#### **4. THEORETICAL FRAMEWORK**

It has been difficult to find a single theory which supports or describes a unique method for teaching reading. Much of the research has been carried out on teaching reading, “yet no theories exist which sufficiently describe and explain how people accomplish the complete task of reading real-world texts” (Moorman & Ram, 1994). A relevant aspect of this topic is the adequate instruction of reading strategies, it can be described considerable approaches regarding this issue; however, results may not come up with a pattern to teach effective reading strategies regarding specific topics within the EFL curriculum. For this reason, it is necessary to identify the context in which learning and teaching are occurring.

Camilo Torres School is a public institution located in Santa Marta, Colombia. This research is being done with a particular group of tenth grade, now in eleventh grade. The class has 37 students integrated by 15 boys and 22 girls, in 11 grade the class which has 26 students; they are between the ages of 16 and 18 years old. These students had lower results than the other tenth classes on internal and external tests, mostly those related to reading comprehension. Therefore, this study attempts to instruct learners on reading strategies

which may help this group of students to improve their performance on reading texts, in which eleventh graders are tested on grammatical structures, vocabulary fluency and mainly on reading comprehension of texts in English. After taking Prueba Saber 11, pupils are placed in different levels based on the standards of the Common European Framework of Reference for languages (A 1-2, B 1-2, C1-2). Additionally, it will be described relevant information through the presentation of theories which are surely the foundation of the inquiry.

Several theories have been interested on reading comprehension skills and the general process of how individuals learn. The social cognitive theory is a model of reciprocal causation behavior, cognition and other personal factors in which environmental influences all operate as interacting determinants that affect each other bidirectionally; therefore, what people think, believe and feel influence how they behave (Bandura, 1986). In contrast, Cognitive-developmental theory explains the way learners actively construct knowledge as they manipulated and explore their world. In addition, this model is clearly developed in Piaget's considerations in which learners' knowledge development is centered on different stages within a process, so teachers should plan activities taking into consideration this aspect.

Other theories are definitely connected with this research, for instance Vygotsky's sociocultural theory in which the knowledge process involves the support given to learners while it is occurring that is *scaffolding* what is an essential element of the ZPD. Vygotsky (1978) developed the concept of the *zone of proximal development* related to "the distance between the level of the first stage of learning a concept and the level when the problem is solved under the teacher guidance or in collaboration with more capable peers" (p.98). For the reading comprehension process it is relevant this scaffolding until the learner acquires a

greater level of independence which would allow him or her to confidently assume the challenge. This sociocultural theory defines concepts that may be essential to help us identify and intervene the research target.

Since this study comprises teaching reading comprehension strategies, it is necessary to define topics regarding this aspect; reading has been defined in different ways through history; however, the reading study group RAND (2002) states that reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.11). It is clearly connected with the sociocultural approach in relation with the support on learning strategies until they become skills; additionally, this model provides the process very helpful techniques such as teacher and peer scaffolding (opportunities to correct themselves, to learn the strategic processes needed for the learning of new and difficult skills).

On the other hand, it is crucial to provide some definitions of concepts related to reading strategies which is the ground for this study. “If our goal is to develop readers who are aware of their strategies and readers who are doing everything they can to take control of their own learning, we must have teachers who are guiding them in the initial stages of that awareness. Awareness of reading strategies is part of the group of metacognitive strategies”, (Anderson, 2007). Cognitive and metacognitive strategies are definitely essential in the definition, analysis and solution of this inquiry in order to obtain a higher level on the reading comprehension skill.

#### **4.1. Socio-cultural and Socio-cognitive Approaches**

In recent years, sociocultural theories have provided an important conceptual tool for rethinking much of the practice in early childhood education. They draw heavily on the

work of Vygotsky (1962), and more recently Rogoff (1990). Socio-cultural theories propose that educators need to understand ‘the development of children in the context of their own communities’ (Rogoff et al. 1998, p. 228). Learners are positioned as learning through the belief system to which they are exposed and through their interactions with others. The human necessity of living in community underlies on this Vygotskian theory, it is essential to learn by interacting, and reading strategies require peer collaboration where learners may feel confident during their process of new skills acquisition.

Hedegaard (2004) describes this view of development as the relationship between the child and society. This means viewing a child’s development in the situations of their communities, and as Fler (2006) argues, ‘culture not only determines the principles for defining development but frames the contexts in which the development of children is supported’ (p. 8). Vygotsky saw the social environment as being instrumental to a child’s learning. This means that learning with and from others is prioritized. Expectations of what children can do at certain ages become questionable as different cultural practices are reinforced through a child’s community. So, expectations of children’s development need to be viewed not as universal but interwoven with the social and cultural worlds in which children are raised. As Rogoff (1990) explains ‘Development involves progress towards local goals and valued skills’ (p.57). There are different interpretations of socio-cultural theory discussed in the literature. These discussions center around the degree of influence and impact of socio-cultural contexts on development. The sociocultural perspective has major implications for early childhood education, with a key feature being that higher order functions develop out of social interactions. There are two noteworthy aspects of this theory. First, it is fundamentally cultural – and educators are agents of culture who perceive children’s actions within a setting that is deeply informed by their own cultural knowledge

and beliefs. Children in their turn are viewed as cultural apprentices who seek the guidance of more knowledgeable others. Second, the zone of proximal development (ZPD) reveals how developmental change is generated through adult support or the support of a more knowledgeable other, being experienced over time, followed by independent child accomplishment.

This view of learning is clearly connected with the proper way that need to be run in order to teach learners reading strategies which can support them on the apprehension of helpful skills in test-taking, thus interaction and negotiation should be part of the learning process. Furthermore, the ZPD requires a high level of scaffolding at the beginning where input is being processed on intake; therefore, the teacher takes a relevant role providing learners with meaningful tools to construct an effective and solid knowledge which allows them to face specific challenges, such as reading more confidently different texts in English.

#### **4.2. Socio Cultural Approach applied to Reading Comprehension**

The most relevant constructs to define this study are related to the sociocultural theory which maintains that learning takes place in a sociocultural environment and views learners as active constructors of their own learning environments (Johnson, 2006; Mitchel & Myles, 2004; Williams & Burden, 1997). It is very clear that social factors are put first in this approach, hence reading strategies practice may be properly carried out through specific instruction focused on concepts as scaffolding, negotiation, and the ZPD. The Zone of Proximal Development (ZPD) is a central concept in sociocultural theory that explicates the important role of teachers as mediators and is at the heart of the concept of scaffolding (Clark & Graves, 2004; Huong, 2003; Kozulin, 2004; Lantolf & Poehner, 2008;



Lantolf & Thorne, 2006). ZPD can be a place and an activity; it is an interaction in which an individual achieves more than what he/she could have achieved alone. Besides ZPD is the core of the sociocultural theory, it also provides teachers with relevant issues to make them play an essential role as mediators, thus the concept of scaffolding flows. Vygotsky defined scaffolding instruction as the “role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level” (Raymond, 2000, p. 176). In other words, it is the way to provide support to learners; this stage is temporary. Scaffolding stops when learners are able to manage without it, at this moment it is removed and contingent upon responsiveness.

In this regard, this study is an attempt to show the effectiveness of using sociocultural teaching techniques on EFL learners’ reading comprehension and reading strategy use. ZPD, the mediation in which the social and the individual are connected by teachers’ instruction, and scaffolding given by teachers or peer collaboration; are very important in this process of teaching and learning reading strategies to seek a remarkable improvement on reading skills, thus the process can be supported by a proper and effective background.

### **4.3. Reading Comprehension**

Comprehension is a process which requires considerable stages that are not only connected with the individual awareness, but also with the interaction to construct knowledge, and the use of strategies plays an important role in reading comprehension. In addition, readers have different purposes when reading, hence they face the reading according to their needs. Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). Research indicates that good readers of all ages engage in conscious, active comprehension strategies before, during, and

after reading (Pressley & Wharton-McDonald, 1997). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Since reading is a complex process, Grabe (1991) argues that “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” (p. 379) in reading; consequently researchers proposed at least six general component skills and knowledge areas:

- a. Automatic recognition skills
- b. Vocabulary and structural knowledge
- c. Formal discourse structure knowledge
- d. Content/world background knowledge
- e. Synthesis and evaluation skills/strategies
- f. Metacognitive knowledge and skills monitoring.

Carrell and Eisterhold (1983) outline the processes involved in this interactive process where both bottom-up and top-down processing occur simultaneously at all levels: The data that are needed to instantiate, or fill out, the schemata become available through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader’s conceptual expectations. “Bottom-up processing ensures that the listeners/ readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data” (p. 557). It is important to signal that bottom-up and top-down processes usually occur together in reading comprehension;

vocabulary and grammar structures are linked to background knowledge in understanding the meaning of a text. Hence, the pre-reading, while reading and post-reading sequences may be carried out successfully.

Specific attention is given to interactive approaches to reading, which argue that reading comprehension is a combination of identification and interpretation skills. Grabe (1991) lists the five most important areas of current research which are still prominent: “schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations” (p. 375). These strategies are provided by teachers through intensive scaffolding in the apprehension stage; teaching vocabulary techniques is a relevant issue advocated to this study of instruction on reading strategies.

#### **4.4. Reading as a Process and Stages of Reading**

As mentioned before, reading comprehension is a demanding process that needs to establish effective stages, and for this research foundations on theories as the sociocultural or approaches as task-based instruction, very convenient for the study. Contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: *pre-, while-, and post- reading stages*. Zhang briefs that “comprehension is facilitated by explicitly introducing schemata through pre-reading activities” (1993, p.5). Thus the pre-reading stage helps in activating the relevant schema. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time. In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text. Drucker (2003) suggests the following procedure teachers can take before reading a text: ...relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion

question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information, (p. 23). This instruction may support learners to confidently face reading texts and standardized tests.

On the other hand, several steps or principles regarding reading comprehension have been presented by theorists; Anderson (2004) introduces the ACTIVE reading approach which is an acronym explained this way:

A: Activate prior knowledge

C: Cultivate vocabulary

T: Think about meaning

I: Increase reading fluency

V: Verify reading strategies

E: Evaluate progress

This is an interesting and really useful process to be applied in the classroom in order to improve the reading comprehension level so that students acquire strategies to be used in different types of texts; in other words, pre, while, and post-reading are very connected with Anderson's approach. Main concepts and theories that support the importance of reading strategies and the relation with these stages (pre, while, post reading) will be discussed in the following subheading.

#### **4.5. Reading Strategies and Strategy Based Instruction (SBI)**

Strategies are defined as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient (Oxford and Crookall, 1989). Strategies that make learning more effective are generally referred to as learning strategies in the second language literature. Comprehension or reading strategies on the other hand, indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand. Grabe (2009), defines a strategic reader as “one who automatically and routinely applies combinations of effective and appropriate strategies depending on reader goals, reading tasks, and strategic processing abilities”. Therefore, both cognitive and metacognitive strategies are essential to apprehend reading skills relevant for English texts comprehension.

Metacognitive theory of reading is one of the most complete models of text processing emanating from cognitive psychology. It argues that metacognitive awareness is essential for skills in the reading comprehension process. The work of Baker & Brown (1984) in particular, highlights the metacognitive process of comprehension monitoring as critical to self-regulation. Learners demand appropriate knowledge of metacognitive strategies when reading in English or take reading tests because they should be engaged on assessing the situation, monitoring or determining which are the proper strategies, self-evaluating to determine how his/her performance was, and self-testing to correct mistakes. Beside cognitive strategies regarding practice, analysis, and reasons; metacognitive strategies as planning, monitoring and evaluating are required to carry out properly this study.

Research has documented that students that perform better on measures of reading comprehension utilize more metacognitive strategies (Risemberg & Zimmerman, 1992; Ruban & Reis, 2006; Schunk, 2005; Vermetten & Lodewiks, 1997). Another aspect to support learners' development of metacognitive knowledge about building main-idea comprehension is the interaction (Baker, 2002; Fitzgerald & Graves, 2004; Pressley, 2006b; Snow, Griffin, & Burns, 2005). In addition to the problems related to reading comprehension, there are other factors that have been demonstrated to have an impact on this issue, such as motivation, domain knowledge, and anxiety (Cantor, Engle, & Hamilton, 1991; Engle, Cantor & Carullo, 1999; Hembree, 1988). In contrast to word recognition or reading speed, vocabulary requires knowledge of word meanings, and considerable techniques are available to set tasks regarding this topic.

Domain knowledge of a foreign language is provided by the appropriate learning of vocabulary, grammar, and the communicative competence in general. This aspect affects learners from Camilo Torres School due to the low level in this competence (communicative competence); at the same time it also generates a weak learners' motivation; item which is the core of the reading comprehension learning process. Besides reading workshops, teachers from Camilo Torres School are advocated to instruct on strategies which can provide students with knowledge and confidence to understand different types of texts. Domain knowledge, motivation and anxiety affect greatly this process; the negative impact of language anxiety on language proficiency has been presented in different studies (Ariza, 2002; Perales & Cenoz, 2002; Sparks et al., 2009). It has been considerably mentioned the word "strategies" in this study, that is why they are definitely the foundation of this research, and their learning and application may provide students with effective tools to enhance the performance on reading comprehension texts;

so it is necessary to provide learners with different types of reading strategies which allow them develop reading abilities such as “summarizing, forming questions, answering questions and elaborative interrogation, activating prior knowledge, monitoring comprehension, using text-structure awareness, using virtual graphic organizers, and inferencing”, (National Reading Panel, 2000; Presley et al., 1989; Trabasso & Bouchard, 2002).

Theory about strategies previously explained and studied leads us to focus this inquiry on strategy-based instruction (SBI) in English language teaching, which “refers to a form of learner-focused language teaching that explicitly combines styles and strategy training activities with everyday classroom language instruction” (Oxford, 2001; Cohen & Dörnyei, 2002). This model supports learners’ decision on which strategies are suitable for a particular text in English, and whether it fits with their knowledge about the topic; Cohen (2007) states that SBI helps students to select, organize and use strategies according their learning preferences so that learners can apply them in different situations. Within SBI model considerable strategies have been explored depending on contexts and learning needs, for this study a set of them was selected to be applied such as: awareness-raising preparation, teacher presentation and modeling, multiple practice opportunities, evaluation of strategy effectiveness, and transfer of strategy to new tasks. Consequently, learners might easily become skilful readers and best-trained for comprehension. The following are some strategies that would be applicable in the research context, which will be explained according to the different stages of the reading process.

#### 4.5.1. Strategies before Reading

##### Activation of Prior Knowledge

To correspond with this issue, it is important to initiate students in the pre reading stage with the presentation of the text by looking at pictures and headings before starting to read; this predictive strategy is usually accompanied with guiding questions. It is important to be included in this pre reading process **the activation of prior knowledge**, a strategy which help readers linking previous and current knowledge together; Chen and Graves (1995) showed that providing specific reading guides for texts improved comprehension for L2 students significantly more than telling personal stories about the general topic of a text. Therefore, it is required a plan to have students relate different type of information through documents which allow learners to obtain a better level of comprehension of the context before they actually read. It is known how demanding may result text comprehension for second language learners, and even it can be more difficult when they do not make use of their previous knowledge. Mayer (1979), states that it is required to use the previous knowledge during information processes to be able to connect this element with the new information; techniques as “mobilization” where students are advocated to remember issues of items of a certain category, and each activated issue seeks to activate similar aspects (Peeck, Van den Bosch & Kreupelin, 1982). Similar studies recognize that students with more prior knowledge improve faster in text comprehension than those who do not utilize this strategy.

For reading comprehension tasks, and it is absolutely necessary to be aware of the suggested reading strategies in this research: *Activating prior knowledge*, *Skimming*,



*Scanning, and Making inferences.* Next session will be focused on studies very connected with this topic.

#### **4.5.2. Strategies while Reading**

##### **Skimming**

Besides activating prior knowledge, learners may be structured on **skimming** the text to obtain the main idea without reading every single word. It usually happens when a newspaper is previewed, skipping considerable information by focusing on headings and first lines of paragraphs (Hedge, 2003, p. 195). Skimming is “glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work...or to keep ourselves superficially informed about matters that are not of great importance to us”, (Nuttal, 1996). This activity requires identifying the text organization, and trying to obtain the author’s intention; so it is important to quickly give an overall view of the text.

##### **Scanning**

This strategy is required to search for numbers, symbols and long words which may help learners find answers in a test; activities which are necessary while reading. It has to do with looking for “specific information, for example, the relevant times on a timetable, items in a directory, or key points in an academic text” (Hedge, 2003, p. 195). Williams (1996) states that “scanning is reading for particular points of information. It is a selective reading, and its purpose is to achieve very specific reading goals” (p. 107). For this strategy is not necessary to read linearly, the essential matter is to find what it is being looking in the text, in other words it is focused on the information which is required to our Reading purpose.

### 4.5.3. Strategies post Reading

#### **Making inferences**

In addition, for post reading it is important to work details in reading what will be relevant in reading questions, mainly those which focus on **making inferences**. Readers are not informed about everything in the text, so they need to use information in there, and guess different aspects about the texts. To make an inference while reading, the reader must pull background knowledge and combine this knowledge with information from a text for the purpose of making predictions, conclusions, judgments, and interpretations (Tompkins, 2007) There is a strong evidence that inference abilities represent a major difference between poor readers and normal readers (Yuil & Oakhill, 1991); synthesis can be also connected with inference to clarify main ideas from a text, and interaction takes a relevant role through scaffolding and involving learners in the process of monitoring and evaluating their own reading comprehension process; It is basically the inclusion of metacognitive strategies in order to enhance reading strategies application.

### 4.6. Vocabulary learning strategies (VLS)

Within the SBI approach vocabulary learning strategies are included, and as it was described in the analysis of previous instruments, one of the major constraints for the students to comprehend texts is definitely the low level of vocabulary proficiency in English language. Therefore, it is relevant to instruct learners on specific strategies which foster recognition and use of new words through different techniques, tasks and activities. Oxford (1990) divided strategies into direct (memory, cognitive, compensation), and indirect or metacognitive strategies (planning, organizing, and evaluating learning); based on this taxonomy considerable skill schemata have emerged, and Schmitt's (1997)

taxonomy may be one of the simplest and most effective to learn new vocabulary, he added to Oxford's model one more strategy named Determination; however affective and compensation strategies are not used in this model.

Schmitt's taxonomy can be applied to different educational backgrounds, so it may be easily adapted to Camilo Torres School context under the intention of getting students familiarized with vocabulary strategies so that they can be used when reading texts in English, and support the comprehension without spending a lot of time on seeking for word meaning. This VLS is categorized into five strategies: Determination, Social, Memory, Cognitive, and Metacognitive. Determination strategies are individual learning strategies used according to the situation, Social strategies are defined by the way learners learn new words through interaction with others, Memory strategies support how learners link their learning of new words to mental processing by associating their background knowledge with the new words, Cognitive strategies do not engage learners in mental processing but is more mechanical means, and Metacognitive strategies which are related to processes involved in monitoring, decision-making, and evaluation of one's progress, (Schmitt, 1997). Thus, besides reading strategies, these vocabulary learning strategies will be present in the instruction derived from the SBI approach in which this study is founded.

## **5. STATE OF THE ART**

Along with this research, other studies have been analyzed in relation to the importance of instructing learners on reading strategies. The following four inquiries are based on reading skills to accomplish tasks or tests, and they showed positive results after applying cognitive and metacognitive strategies regarding the reading practice, which is very connected with the present research.

**5.1. *Reading and Test Taking in College English as a Second Language Students***, by **Kaitlin Mei Hendricks (2013)**, this research is mainly focused on ESL and EFL learners' performance on test-taking in the United States. This study provides the present research relevant considerations regarding the application of reading strategies to enhance the tests' performance; however, it also explains factors which may affect the appropriate decisions when taking standardized tests; for instance anxiety, domain language, motivation, time management, and the lack of engagement in learning or using proper test-taking strategies. This study compared ESL students with native English speakers by measuring reading comprehension, reading speed, word recognition, vocabulary, timed reading test self-efficacy, test anxiety, time management, and strategy. Studies regarding the use of strategies connect them with the English proficiency (Anderson, 1991; Davis & Bistodeau, 1997; Magno, 2010; Taillefer & Pugh, 1998). In general, these studies find that strategy use differentiates proficient from less proficient ESL students. More proficient ESL students utilize more strategies and do so more efficiently; in this research most of ESL learners were native speakers of Chinese, Korean, and Spanish. They were interviewed and encouraged to take a computer-based system named *Test Tracker* to measure behaviors and test taking skills. Despite this research by Hendricks is directed to college students, some implications as the factors mentioned above can be bear in mind to follow the present study.

**5.2. *Metacognitive Online Reading Strategies Among Thai EFL University Students*** by Suphawat Pookcharoen (2009), this doctor of philosophy from the University of Indiana, carried out a study with a group of Thai students in order to investigate what metacognitive online reading strategies use for academic purposes, and to discover how they use the strategies in actual reading tasks; additionally, it was also addressed to find

similarities and differences when using reading strategies between proficient and less proficient readers. The second group reported an overwhelming vocabulary which led them to inaccurate understanding of the online academic texts; they showed a high level of difficulty regarding grammatical structures, text length and organization, and text evaluation; these results are linked with the students' deficiencies at Camilo Torres School which might not allow them to succeed in reading comprehension on standardized tests. Thus, this second study concluded that the role of the teacher is relevant in this process, and regarding my research consideration, it is suggested that they should pay special attention to selecting texts that address students' interests and their English proficiency; it may be applied from easy texts to more challenging ones and attempt to focus on a student-centered approach supported by a collaborative learning approach into instruction.

5.3. Chien-Yu Lin (2011) was another who investigated this topic through the study "*A Multi-Method design to investigate the roles of reading strategy use and reading interest in comprehension of English expository texts for eighth graders in the EFL context (Taiwan)*", in which the kinds of reading strategies that are initiated by eighth graders in Taiwan were analyzed, L2 reading strategies use was assessed, and it was also described the connection between reading strategy use with the reading interest related to reading comprehension. Several reading strategies were studied and applied during the research. Besides this, the Test of English for International Communication (TOEIC) on reading comprehension was also administered, and the analysis determined that strategies such as translation, word-by-word translating and paraphrasing, and determining meanings of words or sentences were frequently applied. Regarding my research, it is relevant the methodological issues of strategy research and the importance of interactions between cognitive processes and motivational processes proposed in Lin's study.

**5.4. A research on reading strategies with a group of students in a selected population at California State University, Los Angeles (CSULA)** by Mamdouh Nathan Abdelmalek (2015), where the relationship between reading ability and the type and number of reading strategies used by this group was explored. Consequently, some conclusions were drawn, for instance the demanding that strategy instruction should be prioritized in reading curricula, the necessity that teachers described what the strategy is, the explanation on how it should be used in different situations, teachers needed to monitor students' performance as well so that they could provide students with strategy-value feedback to evaluate and reorient the process if it was required. This is also a process to be carried out with learners from Camilo Torres School.

**5.5.** Finally, in Colombia little research has been done regarding reading strategies on test-taking. Nevertheless, in 2013 a Master in Economics, Diana Patricia Hincapié investigated about **Education Policy and Student Achievement in Colombia** through two essays submitted to the Columbian College of Arts and Science of the George Washington University in partial fulfillment of the requirements for the degree of Doctor of Philosophy. In this research, she describes considerable factors which may affect Colombian students' performance on standardized tests as Prueba Saber; an important consideration is related to the implementation of the new Teacher's statute (2002) by the Colombian Ministry of Education which attempted to attract the best professionals at the service of the public education, and according to Hincapié's research this issue showed that there was a statically significant effect on the policy on ninth grade test scores, some positive effects on fifth grade test scores, and no effects on eleventh grade test scores (Ome, 2013). Therefore, the demanding is how to enhance prueba saber 11, mainly the English component. Other relevant items on Hincapie's inquiry point to factors that may negatively influence on

students achievement in Colombia; such as: class size, length of the school day, institutional characteristics, and pedagogy and education models. This last item can be closely connected with the necessity to instruct our learners on strategies in order to obtain better results on standardized test; for my study the instruction is focused on the explicit instruction of reading strategies.

## **6. METHODOLOGY**

The data collection process was carried out in two different stages: the first part was the needs analysis in which instruments as an interview, a questionnaire, and a class observation were applied, this needs analysis evidenced learners required explicit instruction on reading strategies in order to improve their reading comprehension skills. Otherwise, the second stage was the implementation of the SBI (Strategy Based Instruction) course where a pre-test, class observations formats analysis based on 7 recorded sections during the intervention were used in this moment of the study.

The methodology used for this study will be explained in the following chapter based on the research questions and sub questions proposed for this inquiry. Regarding this issue, it will be explained the different steps for the methodology stage: the research approach, type of study, and data collection process.

### **6.1. Research Approach: Qualitative research**

This inquiry has been carried out under the qualitative research methodology which facilitates the study of how participants make changes in their knowledge construction or social relationships through the analysis of their behavior, in this study the main concern is the students' learning progress. Qualitative research can also be determining for the "Why"

and “How” participants make decisions when facing the problem what in this inquiry is connected with how explicit instruction of reading strategies impact on students’ performance on reading comprehension. In addition, qualitative methods seek to provide information about real life situations, taking into consideration human attitudes or behaviors in a particular manner or things (Kothary, 2004). The decision to use the qualitative method was made mainly to try to comprehend the data analysis taken from the needs analysis and obtain relevant information which can be described properly based on students’ perceptions, feelings, and opinions, instead of numbers or statistics.

Pernecky (2014) states that a qualitative research can be further thought in terms of “Means” and “Orientation”. The first term may be considered as methods or instruments, and the second relates to instruction or teaching; the most relevant factor in this research approach is determined through the possibility of analyzing processes and drawing conclusions which may help the emergent of a solution.

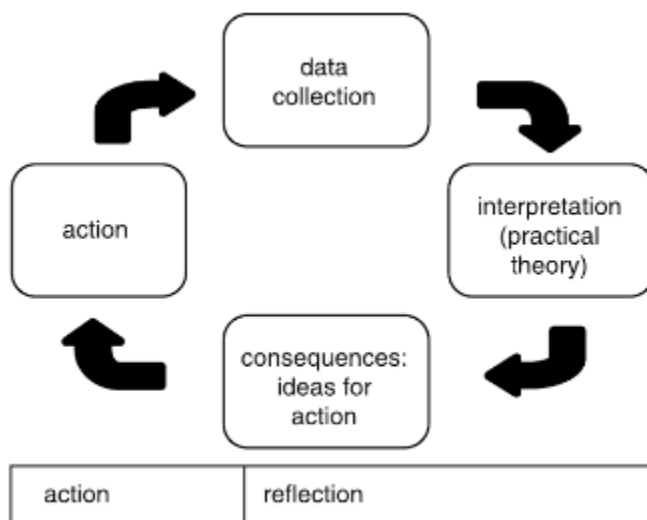
## **6.2. Action Research**

Action research is the underling approach of this qualitative research. “An action research strategy’s purpose is to solve a particular problem and to produce guidelines for best practice” (Denscombe, 2016, p.6). Stringer (2014) states that action research based on reflections and interpretations that a practitioner makes with the intention to comprehend compartments of the target people and their possible responds in a determined situation. It is important to understand that this type of action research requires an intervention in order to attempt the improvement of that situation which hinder the appropriate knowledge, behavior, or social relations of a target group.



Action research is defined by Richards and Richard (2013) as “research that seeks to increase teacher’s understanding of classroom teaching and learning and to bring about improvements in classroom practice” (p.8). This situation is usually presented in the classrooms when the teacher provides their students with strategies to attempt better performances on the different tests or tasks they need to complete within the pedagogical process. For this inquiry, it was taken as reference the action research model proposed by Altrichter et al. (2008); which was developed in this study with the initial data collection during the needs analysis moment, then the SBI course designed for the intervention, and finally the evaluation of the process through the interpretation, analysis and description of the collected data in order to check the impact on learners of the explicit instruction of reading and vocabulary strategies. See the action research cycle in table 1

*Table 1 Action Research Cycle from Altrichter et al., 2008, p. 8*



### 6.3. Data Collection Procedures

Due to the low students’ performance on reading comprehension in English of 10 and 11 grade from Camilo Torres School, it was made the decision to apply some instruments

which might help the identification and definition of the problem regarding the reading practice. Therefore, the following instruments were applied in order to draw conclusions based on the findings:

## **7. INSTRUMENTS**

The interview, the questionnaire, and the class observation were instruments applied along the initial stage for the needs analysis. During the intervention were applied a pre-test, class observations (recorded classes), and a post-test.

### **7.1. Interview with students**

This interview was held at a public school: Colegio Camilo Torres, Gaira, Santa Marta with a group of 37 students, 15 men and 22 women. Four students were chosen to apply the interview. This group of students is part of a number of 105 pupils of tenth grade. These learners are between the ages of 15 and 17 years old and take four English class hours a week. The interview was carried out in the English room, this activity might take around 10 minutes per student and it was absolutely confidential. Interviews were recorded onto a smartphone so that information could be analyzed carefully. This interview was focused on searching for information which may lead us to discover some aspects related to the development of reading comprehension and the possible problems students present in this communicative skill such as the use of inadequate reading comprehension strategies, the misunderstanding of instructions and vocabulary, and the inappropriate use of time when reading any text among others. Finally, it is important to inquire how students perceive the way they have received instructions regarding Reading comprehension within their English classes.

After the application of the interview, it was evidenced that students had preferences for illustrated texts, and they also coincide with the importance of following a textbook; in

addition the learners showed interest for increasing English classes duration in order to have enough time to complete the assigned tasks and work more on reading comprehension texts. Besides this, students find difficult to understand texts in English because of complicated vocabulary or the considerable number of unknown words within the reading; hence they consider relevant to be instructed in vocabulary learning. Finally, they think that English classes have a normal demanding level; however they find that technological resources are not sufficient for an effective EFL learning process.

## 7.2. Questionnaire with students

**Objective:** find factors which can influence the performance in reading comprehension tasks and tests by students of 10-2 from Camilo Torres School in Santa Marta.

<i>Issue</i>	<i>Question focus</i>
It is relevant to know what aspects may affect students of 10-2 in reading comprehension.	Environment, class atmosphere, methods and approaches on teaching.

This questionnaire was held at a public school: Colegio Camilo Torres, Gaira, Santa Marta with a group of 30 students, 11 men and 19 women. This group of students is part of a number of 105 pupils of tenth grade. These learners are between the ages of 15 and 17 years old and take four English class hours a week. The questionnaire was carried out in the classroom, this activity took around 20 minutes and it was absolutely confidential. This questionnaire was focused on searching for information which may lead us to reinforce aspects evidenced in the interview, or to inform about new findings related to the development of reading comprehension and the possible problems students present in this communicative skill.

The students received a questionnaire individually, and after the teacher explanations they answered seven closed questions and three open ones. Students were previously told

about the objective, the confidentiality of their answers and the intention of applying the questionnaire. As remarkable findings, it can be mentioned that the most difficult category students found to understand a text in English language is mostly the *vocabulary*. Nevertheless, they see *technology* as a relevant aspect in which they may support to supply this deficiency and thus improve their reading comprehension skills.

### **7.3. Class Observation for teachers**

This instrument was applied to identify different stages that an English teacher follows when teaching a reading comprehension class, it also supported the comparison with the findings from the interview and questionnaire applied to students. The class observation was applied to an English teacher from 9 grade in a class with 28 students, the topic was about a magazine article: “Top Airports”, the assigned time for this class was 50 minutes.

#### ***Class observation findings:***

- 1- ***Objective of the class:*** The teacher explained the activity and some aspects related to the content, but she did not explain the specific objective for the class or the reading purpose. She mentioned the assessment process and remembered the students the percentage of the activity.
  
- 2- ***Reading strategies:*** Reading strategies were not mentioned during the class. The teacher suggested the students to find key phrases in each paragraph and to take into account the highlighted words in the text. In the previous class she asked the students to bring bilingual dictionaries. Though, the teacher applied some common reading strategies, she did not refer to them as *scanning*, *skimming*...among others.

Students followed the suggestions without being aware of the strategies they were using.

- 3- ***Structure of the text:*** The teacher introduced the topic by asking questions about the type of text, and then explained what a magazine article is. However, the definitions of descriptive or informative texts were not discussed. Introductory paragraph was mentioned to initiate the reading, but the amount of paragraphs was not noticed during the instruction or feedback.
- 4- ***Reading comprehension activities:*** Some activities were used and displayed during the class, for example groups of four students had to look and discuss for the main idea of the text to write it and explain it later. The teacher gave them out a handout with 2 different questions about the article; they answered them and looked for other two questions in other groups. The first group which completed the activity obtained 1 extra mark for the final assessment. These were the most relevant activities, but it is important to prepare other ones, mainly to check individual comprehension.
- 5- ***Classroom interaction in English:*** the first instruction was given in English, but some students who did not understand started asking questions in Spanish. During the practice a similar situation was experienced and there were a few students with a poor level of vocabulary. The class interaction was performed fifty percent in English and fifty percent in Spanish.

- 6- ***Checks comprehensions:*** The teacher initiated with some pre-reading questions and during the presentation supported the students' answers with at least another question per group. She reinforced the main topic of the text by asking a couple of questions and insisted on vocabulary. When students answered, she paid more attention to fluency than accuracy. Nevertheless, a few corrections were displayed on the board. Real or authentic interactions were absent in the production stage, for example.
  
- 7- ***Motivation and class atmosphere:*** The topic of the reading was interesting for the students and the group activities provoked a good class atmosphere. The class ended with a role-play activity in which the students participated, even those who did not understand the task completely. It is possible that the frequency the Spanish was used made the foreign language learning less effective.
  
- 8- ***Materials:*** The teacher used two different types of photocopied materials: a reading guide and a workshop handout. She also used a stereo to play a track with the reading, but technology was not present and though it is not the most important in language learning, nowadays it may be a motivator item for students and a facilitator in some cases.
  
- 9- ***Level of competence:*** In spite of the activities which encouraged the students to read the text, during the middle and in the end of the class things changed notoriously when a considerable number of learners started to speak in Spanish.

Most of them were a bit confused with some vocabulary and structures including *be going to*, the class topic.

10- *Assigned time for the class*: The time assigned for each activity was accomplished almost with accuracy and it helped to keep the students organized and expectant during the class. The three moments of the lesson were identified very clearly (beginning, middle and end).

## **8. INTERVENTION AND EXPECTED RESULTS**

### **8.1. Main Problem, Needs and constraints and Type of intervention**

For this issue it is absolutely necessary to take into consideration the main problems identified within the English class, mainly regarding the poor reading skills showed by students in pre-tests applied in 10<sup>th</sup> graders because they did not know how to use reading strategies in texts in English displayed to work in class, or even in the pre-tests which are based on the reading section from the English component of Prueba Saber 11 mock exam. It was also evidenced with these students at the beginning of eleventh grade, when solving a reading comprehension subtest of the English component from Prueba Saber 11 and the lack of reading strategy awareness regarding inferences and prior knowledge significantly affected the results; beside this, teachers do not provide learners with explicit instruction of reading strategies, and materials are not designed to foster these topics in regular classes. It is our intention to design a course which can be focused on how to instruct learners on reading strategies which may help this group of students improve their performance on reading texts through making proper decisions on applying these strategies in different tasks and tests.

These decisions concerning the intervention and the resultant application of pre-tests yielded the implementation of the intervention which will consist of a set of reading activities registered on the lesson plans designed with specific contents and activities on reading strategies addressed to facilitate students' learning and the later application on different texts in English. Furthermore, different strategies will be considered on the assessment of this process, for instance the application of a post-test in order to check the students' progress and some instruments such as personal interviews with the learners involved in the inquiry, structured surveys with both close-ended and open-ended questions



that is the combination of survey, contact, and observation methods. As a result of this intervention, learners will probably be provided with essential tools in order to enhance the comprehension skills through properly differentiate the reading stages, and improving their analysis and performance on strategies as vocabulary recognition, activating prior knowledge, skimming, scanning, and making inferences; thus, students are instructed on specific strategies to be applied on the current texts proposed in the lesson plans.

Regarding Camilo Torres School eleventh graders' needs, it is relevant to design a course based on reading strategies instruction which enables them to perform better in different types of reading tasks. Previous to the reading tests application, it was detected the lack of specific strategies when reading related to the use of prior knowledge, vocabulary proficiency, skimming, scanning, and making inferences or others; therefore, the lessons are mostly addressed to prioritize these topics first. Due to one of the limitations is that the school does not have internet connection for the classrooms (Wi-Fi), lessons in which technology will be used, need to be planned with applications, documents or programs that do not require internet connection; so PDF files and downloaded videos may be available for these issues.

Koda (2005) states that “comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known”. This clearly explains how important is the prior knowledge, vocabulary recognition and other factors that are closely linked with this research purpose which points to make students properly apply the skills learned during the instruction when reading different types of texts in English. The lessons designed are focused on the reading comprehension strategies exposed in the last paragraph, “if one of the long-term curricular goals is to build Reading to Learn Skills, then tests and tasks need to center around this purpose”, (Van Den

Broek, Risdén, & Husebye-Hartmann, 1995). Therefore, it is necessary to align curriculum with lesson planning in order to provide learners with appropriate knowledge which allow them to face confidently reading comprehension texts.

Expectations about this intervention are definitely addressed that students may become more skillful on reading comprehension, in other words, after being instructed on specific reading strategies, they should apply them so that their performance on tests and other activities regarding this topic can be improved. These lessons are basically structured to present brief concepts, concrete examples and a number of exercises that may help learners use strategies after an effective process of apprehension, thus it will be easier to obtain better results and hopefully develop strategic readers.

To conclude, this intervention requires a pre-instruction to encourage students in working hard topics such as grammar structures and vocabulary fluency in which they will be directly or indirectly involved along the different stages of this process of instruction. Furthermore, it is essential to have learners explore descriptive, narrative and expository texts which may support them on their learning process, and the acquisition of reading strategies which becomes an efficient and beneficial step not only important for school tasks, but for their life.

## **8.2. Course Design**

It is definitely necessary to find elements which support the intention of enhancing students' learning strategies and hence developing their reading skills, therefore, based on this research foundation it is urgent to design a course in order to find solutions for a specific pedagogic problem; additionally, it is important to take into account the advantages

and constraints of our specific context, in order to define the approaches to education, learning and language learning.

Therefore, the focus of this course is the explicit instruction of reading comprehension strategies when learning English as a foreign language, and the Strategy-Based Instruction (SBI) is definitely a convenient approach to foster Camilo Torres students in the proper application of reading strategies on texts in English. For the adoption of this system, it will be taken into a consideration the model proposed by Chamot, Barnhardt, EI-Dinary, and Robbins (1999) with the following structure: Preparation (activate background knowledge), Presentation (explanation), Practice (strategies application), Evaluation (assessment), Expansion (new tasks). On the other hand, it will be included Vocabulary Learning Strategies (VLS) based on the taxonomy by Schmitt (1997) in which determination, social, memory, cognitive , and metacognitive strategies are identified. The foundations of this course are definitely based on autonomy by thinking differently, construction of knowledge from the previous one, formation with different skills to be applied in a person's life.

In order to start the design of a course that would meet the students 'needs and that would take into consideration the situational constraints, it was necessary to carry out a needs analysis of our particular context, as it is explained in the following chapter:

### **8.2.1. Needs Analysis**

After analyzing data from interviews and questionnaires, it was concluded that the target need of this study focuses on some specific social and environmental situations very connected with our students, for instance a few students seek to obtain a good English level

in order to have a better performance on the university admission tests. In contrast, most students aim to start working to help support their families, and the majority of these jobs are usually related to tourism issues due to the location of the school, near the tourist center “Rodadero”, hence English is definitely necessary so that they may communicate with a considerable number of foreign visitors who are coming every year. Moreover, it was also identified as the main students’ Learning Need the apprehension of communicative skills in English so that they can use these competences when taking standardized tests required to enter the university, however; a group of learners need English to work in hotels, or just selling stuffs around the Rodadero beach. Because of these factors, The Sandwich Approach emerges as the appropriate process to design a course in order to help learners improve on their reading practices, and thus context, students’ knowledge, and theory may be taken into consideration. In fact, the research question seeks to expand these aspects: **“¿How does the explicit instruction of reading strategies influence the development of reading skills, of eleventh grade students from Camilo Torres School?”**. This project is focused on these issues: explicit instruction of reading strategies and development of reading skills, it is possible to add some sub-questions along this course design.

### **8.2.2. Target Needs and Situational Constraints**

The following table will explain the necessity of the improvement of reading skills in English, due to the low level of comprehension students have when reading English texts which is the main aspect to take into consideration in the course design.

*Table 2 Target needs/situational constraints*

<b>Specific Needs</b>	<b>Situational Constraints</b>
<p><b>Necessities:</b> the school requires a structured plan which permits learners to have better results on reading practice. It is also needed effective instruction on strategies which can be applied when reading.</p> <p><b>Lacks:</b> students lack of specific reading strategies, proper location to receive instruction, internet service, specific material for EFL students</p> <p><b>Wants:</b> students want to read and understand better texts in English, they also want to obtain better results on standardized tests, besides this, they demand available material to do their English tasks.</p>	<p>Students of eleventh grade between the ages of 16 and 17 years old with different interests including working instead of studying, furthermore, they face some school limitations such as:</p> <ul style="list-style-type: none"> <li>- Technology cannot be used very often, inadequate classrooms.</li> <li>- Low grades in English subject.</li> <li>- General demotivation to learn a second language due to the low results in internal and external tests.</li> </ul> <p>Finally, most of eleventh graders are in A1 English level in spite of the government demanding to be at least in B1 level in this stage.</p>

Some difficulties have been identified in the target context, however the most relevant is related with the reading comprehension skills because of the lack of instruction on specific strategies, the low level on English domain, the scarce resources for EFL learning, including the absence of material designed for reading comprehension purposes. This course will be designed to address learners' needs in order to achieve a higher level of text comprehension by teaching effective reading strategies which they can use

appropriately in different types of texts in English. With high and effective support, learners can succeed with tasks like being better at reading comprehension. This course is focused on the instruction of reading skills because considerable topics of learning a language are based on text comprehension, moreover most of the external tests are structured under reading texts. Another factor to take into account in this course is the vocabulary input which needs to be increased since it has been detected that eleventh graders present a limited range of vocabulary, thus the SBI approach will definitely help enhance this aspect through providing learners with skills such as Schmitt's (1997) taxonomy of vocabulary learning strategies (VLS) which is defined by five categories: Determination, Social, Memory, Cognitive, and Metacognitive, as it was mentioned in the introduction of this proposal. This does not mean that the other communicative skills will not be important in the construction of the lesson planning for this course design.

### 8.2.3. Specific Needs and Course Approaches

*Table 3 Needs and approaches*

Specific Needs	Course Approaches
<ul style="list-style-type: none"> <li>- Develop students' vocabulary in order to improve these reading skills.</li> <li>- Get familiarized with different types of texts in English so that they understand better the information.</li> <li>- Obtain good results on standardized tests.</li> </ul>	<p><b>Approach to Education:</b></p> <p>Hermeneutic: autonomy, construction of knowledge, formation and human development.</p>

<ul style="list-style-type: none"> <li>- Understand differences between the English and Spanish language system.</li> <li>- Explore prior knowledge so that it can be integrated to the new concepts learned in English.</li> <li>- Apply reading strategies when taking standardized tests in order to improve their performance.</li> </ul>	<p><b>Approach to Language:</b></p> <p>Functionalist: meaning-making resource.</p> <p>The fact that reading evidences specific problems in the level of comprehension in the target context leads to the conclusion that there is a need of reformulating the teaching of reading skills in English so they may suit the needs of this group of students, in order to enhance the application of a variety of proper reading comprehension strategies to different texts purposes. Communicative functions and skills will be relevant to enhance the communicative competence level of this group of learners.</p>
<ul style="list-style-type: none"> <li>- To foster Learning through interaction.</li> <li>- Develop an awareness of effective strategies to improve their reading</li> <li>- Facilitate the use of reading strategies in different situations.</li> </ul>	<p><b>Approach to Learning:</b></p> <p>The sociocultural approach, which is definitely an important factor to focus this course, as it emphasizes the interdependence of social and individual processes in the construction of knowledge, this approach is also connected with the cognitive specifically through the same process of constructing knowledge. It means that cognitive and sociocultural approaches will be integrated in this course as complementary aspects.</p>

### **8.3. Theoretical Approaches Embedded in the Course Design**

#### **8.3.1. Approach to Education**

This course will be designed under hermeneutic approach to education since our English teaching process aims to orient students so that they can be responsible and autonomous with their tasks, which are mostly related with vocabulary and reading skills. In this course learners are the main actors in the construction of their own knowledge by taking decisions which address them to reflect on their English learning process, and thus aptitudes can be supported with the apprehension not only of cognitive and metacognitive strategies, but socio-affective skills. In this approach, teachers will be facilitators within the process of knowledge acquisition.

#### **8.3.2. Approach to Language**

This course design will be carried out under the functionalist approach to language since the main purpose of this course is to instruct students on reading strategies they may use to understand better texts in English, consequently it is required an approach that integrates language, texts, contexts and users. Hence, communicative functions will be essential to perform our instruction due to the demanding of working on this aspect rather than forms or isolated meanings. Learning will be contextualized through authentic reading materials, including very local information in material designed for this course. This process should help us enhance students' autonomy when expressing opinions or through deciding the proper strategies to use for specific texts.



### 8.3.3. Approaches to Learning

This course will be developed according to a socio-cognitive approach to learning in which cognitive and sociocultural foundations can be combined in order to support learners by instructing them on the proper use of reading strategies, so they may be aware of the construction of their own knowledge, and in addition they assume interaction with others as a means of reinforcing or assessing their learning process, being that interaction is a relevant factor when learning a second language, and the fact of instructing learners on reading strategies require continuous peer-working in order to share information for the construction of knowledge. The process of learning and interaction are not specifically given in between learner-learner, but learner-teacher, learner-materials or learner-context. This previous step provides students with tools that will be used later in individual tasks.

### 8.3.4. Goals and Objectives

*Table 4 Goals*

<b>Goals</b>	<b>General Objectives</b>
<b>Target:</b> Development of reading comprehension skills.	Students should be able to read and understand different types of texts in English.
<b>Learning:</b> Encouragement of autonomous application of reading strategies.	Students should be able to apply learned strategies to improve their reading comprehension performance.

<p><b>Human:</b> Autonomy of the student to effectively face reading practice through using the comprehension strategies learned in the course.</p>	<p>Students should be able to support each other by helping to apply reading strategies to the ones with highlighted deficiencies.</p>
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### 8.3.5. Syllabus Focus

The syllabus focus I find more suitable for my specific context needs, is the learning-centered because it is focused on cognitive processes and the development of learning strategies which is our main purpose in this course. Furthermore, it is also a task-based syllabus due to in this approach, task is considered as a unit of analysis and emphasizes on meaning without any prior attention to forms; additionally, collaborative learning is defined as a relevant issue to develop autonomous learning from interaction.

The main reasons for choosing this syllabus are explained in the following table:

*Table 5 Syllabus focus*

Syllabus Focus	Points For
Learning-centered (task-based)	<ul style="list-style-type: none"> <li>- Focused on cognitive processes</li> <li>- Fosters learning skills and strategies</li> <li>- Prioritize collaborative learning</li> </ul>

#### 8.3.5.1. Syllabus Focus: learning-centered; Task-oriented

It is a significant matter to define the kind of syllabus that may work as this is a task-oriented process in which learning of the language takes place through using the language

in order to carry out a task or project. In this approach, task is considered as a unit of analysis and emphasizes on meaning without any prior attention to forms. Task based language teaching (TBLT) emerged as a reaction against grammar translation, direct method, and other traditional approaches; Rahimpour (2008) states that TBLT is a response to a better understanding of a language learning process. This concepts related to task oriented syllabus may positively influence on learners' performance, it can be reflected on the tests eleventh grade students take to be able to enter to the superior education, and they are also demanded to obtain a level B1 (pre-intermediate) according to the ECFR (European Common Framework) to pass the English component on Prueba Saber 11, which is mostly based on reading comprehension of texts.

#### **8.3.5.2. Syllabus Sequence and Structure.**

**Sequence – Syllabus: Sequenced importance:** In the case of the course designed for the purpose related to reading strategies, Importance or Urgency Frequency sequencing might be the proper option for this syllabus, it will be sequenced according to the foundations of strategy based instruction (SBI) with specific instruction on activation of prior knowledge, skimming, scanning, making inferences, and vocabulary learning strategies.

#### **8.3.5.3. Syllabus Structure:**

A Matrix structure would give a greater clarity and organization of contents, since it can support the description of the reading strategies which are part of the teaching and learning process in the course. This syllabus structure also facilitate the arrangement of the particular instruction that will accompany each reading strategy display through the representation with columns and rows within a table.

This syllabus structure is explained in more detail in the table number 6.

*Table 6 Syllabus Structure*

<b>Task Structure</b>	<b>Language Aspects</b>	<b>Communicative Intention</b>
<p><b>TASKS</b></p> <p><b>Task 1</b>  <u>Text 1</u>: students use their background information to predict information or form a hypothesis about the text.</p> <p><b>Task 2:</b>  The text is given to the pupils without paragraphs, they need to divide it into paragraphs and assign appropriate subheading for each one.</p> <p><b>Task 3:</b>  Learners are required to find information which is</p>	<p><b>READING STRATEGIES</b></p> <p><b><u>Pre-reading:</u></b></p> <p><b>Activation of Prior Knowledge.</b>  <u>DART 1 Predicting:</u> based on open-ended questions, learners predict specific information from the text. <i>What do you think the text is about?...</i></p> <p><b><u>While reading:</u></b></p> <p><b>Skimming, Scanning.</b></p> <p><u>DART 2 Segmenting:</u> students are asked to divide the text into paragraphs and decide a subheading for them. It is required to quickly identify main ideas and topic sentences.</p> <p><u>DART 3 Diagram completion:</u> students find for specific information to complete a diagram. <i>Dates, names, and places.</i></p> <p><b><u>Post reading:</u></b></p>	<p><b>VOCABULARY STRATEGIES</b></p> <p><b>Determination:</b></p> <p>From a text students will get familiarized with cognates (literature, discovery...), guessing from context so that vocabulary can be learned.</p> <p><u>DART 1 Highlighting the text:</u> students highlight words they do not understand in a text and find the meanings from context or checking for L1 cognates.</p> <p><b>Social:</b></p> <p>Peer learning through finding synonyms for unknown words. Use of flashcards to facilitate the cooperative learning. Through using DART 1, learners discuss in group the meaning of the highlighted words and match them with synonyms. The teacher also may be asked for words with similar meanings, or even for translations to L1.</p> <p><b>Memory:</b></p>

<p>not explicit in the text through marking or highlighting key points to support their answers.</p>	<p><b>Making inferences.</b></p> <p><u>DART 4 Text marking:</u> students are asked to gather information in order to support some questions or statements, they can highlight relevant information with colors or markers. <i>Author's intention, another heading, possible conclusions.</i></p> <p><u>DART 5 Summarizing:</u> identify the most relevant information and express them by synthesizing the topics.</p>	<p>Relating new words with previous knowledge, or even visual representations. Students associate words with their synonyms or antonyms in order to connect them with personal experiences and transfer the new words to new clauses.</p> <p><b>Cognitive:</b></p> <p>Creating a list of words from notes taken in class, and grouping them to make their own vocabulary file.</p> <p><u>DART 2 Deletion (single words):</u> learners are given a copy of the text, some words have been deleted and they are asked to work in pairs in order to agree the correct replacement.</p> <p><b>Metacognitive:</b></p> <p>Reading a more complex text and test the progress of vocabulary acquisition. The second part of DART 2 requires that students justify their decisions so that they can assess their advances.</p> <p><u>DART 3 Substitution:</u> students are given a text in which some words have been replaced by less effective alternatives, they need to decide on the more effective to complete the activity.</p>
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### 8.3.6. My Teaching Points

In the following chart we will talk about the specific teaching points will let us meet the target, learning and human goals of this course:

Table 7 Teaching Points

GOALS	GENERAL OBJECTIVE	COMPETENCES
<b>TARGET</b> Development of reading comprehension skills.	Students should be able to read and understand different types of texts in English.	Reading competence
<p>What do learners need to know in order to understand different types of texts in English?</p> <p><i>Structures of texts in English.</i> <i>Prior knowledge, scanning, skimming, making inference, and vocabulary strategies.</i> <i>Saber 11 Test structure: English component regarding reading texts.</i></p>		
<p>What do learners need to be able to do in order to understand different types of texts in English?</p> <p>To connect previous knowledge with the new topic. To identify ideas and details in texts in English. To identify words expressions by scanning the text. To make inferences about the text. To recognize meanings by using VLS. To analyze information and ideas from texts and standardized tests.</p>		

GOALS	GENERAL OBJECTIVE	COMPETENCES
<b>LEARNING</b> Encouragement of autonomous application of reading strategies.	Students should be able to apply learned strategies to improve their reading comprehension performance.	Strategic competence
<p>What do students need to know in order to apply reading strategies?</p> <p><i>That there are Reading strategies.</i> <i>That there are different types of reading strategies for different texts.</i> <i>That there exist lexicon grammatical elements.</i> <i>That there is a structure in texts in English.</i> <i>That there is a text deconstruction</i> <i>That there exist strategies to apprehend new vocabulary.</i></p>		
<p>What do students need to be able to do in order to apply strategies to improve their reading?</p> <p>To identify main ideas and details in expository texts. To apply prior knowledge, skimming, scanning, and inference strategies in different types of texts in English. To understand grammar rules and vocabulary strategies for different types of text in English. To identify the structure of different texts.</p>		

GOALS	GENERAL OBJECTIVE	COMPETENCES
<b>HUMAN</b> Autonomy of the student to effectively face reading practice through using the comprehension strategies learned in the course.	Students should be able to support each other by helping to apply reading and vocabulary strategies to the ones with highlighted deficiencies.	Collaborative competence
<p>What do learners need to know in order to respect individual learning paces?</p> <p><i>That there exist different learning paces.</i>  <i>That all individuals have both strengths and weaknesses.</i>  <i>That collaboration is essential in learning process.</i>  <i>That peer work is beneficial for both learners and teachers.</i>  <i>That class atmosphere is adequate when everybody has the same goal.</i>  <i>That reading comprehension is essential in learning.</i></p>		
<p>What do learners need to be able to do in order to respect individual learning paces?</p> <p>To respect others learning paces.            To listen carefully to others to understand them.            To respect others view's.            To express our views without offending others.            To share knowledge and experiences with others.            To recognize the importance of reading comprehension in learning a language.</p>		

On the next session, the teaching points are presented based on the constituent analysis displayed above:

**a. Reading Strategies when reading different types of Texts in English**

- To instruct learners on Reading Strategies to improve comprehension levels in different texts (**literal, inferential, and critical**)
- Encourage students to Select the most suitable Reading Strategies to be applied **before, while and after reading**

**Before Reading:**

- **Predicting** through activation of students' prior knowledge by asking open-

ended questions to predict information about the text.

- **Previous knowledge connection** strategy to link the prior with the current knowledge by explaining or paraphrasing.
- **Questioning** before reading to set a purpose for reading

**While Reading:**

- **Confirming Predictions** during reading
- **Skimming** for the main topic of the texts without reading each word.
- **Scanning** for specific information and supporting details, it is very connected with the reading purpose.
- Making **Inferences** to identify aspects beyond the lines. This strategy combines the background knowledge with information from a text in order to issue judgments or conclusions.

**After Reading:**

- Drawing **conclusions** about the reading by checking notes and marked statements in the text.
- **Summarizing** and **paraphrasing** to restate the main idea of the text through questions which need to be answered in pairs so that discussion should be produced.
- **Reading Critically**, to make students read between the lines, identify the writer's intention or purpose, possible headings and construction of views to be shared with peers.

**b. Text deconstruction to identify the different ways authors display**



**meaning through texts.**

- Deconstruct the texts to facilitate the reading comprehension by demonstrating wordings and author's intention in different types of texts in English.

**c. Vocabulary strategies to understand a text while reading for comprehension.**

- Analyze the texts and identify the unknown vocabulary which is relevant for the text comprehension in order to apply specific strategies for the appropriate apprehension of these words or expressions within narrative, descriptive or expository texts.

**d- Reading and vocabulary strategies**

- Develop students' reading and vocabulary skills such as activation of prior knowledge, skimming, scanning, making inferences, determination social, memory, cognitive, and metacognitive strategies when reading different types of texts in English.

#### **8.4. Methodology of the Intervention**

Mostly regarding to the development of reading comprehension, reading and vocabulary strategies, within a **strategy based instruction (SBI)**, it is relevant to explain some methodological aspects that will be carried out along this course design.

These reading activities will be based upon the SBI program which is an essential factor for the enhancement of reading comprehension by using effective strategies and Directed Activation Related to Texts approach (DARTS). DARTS are a set of activities designed to encourage learners in reading and understanding texts, they also help learners



<p>Making inferences strategy</p>	<p>symbols (/) and assign appropriate subheadings for the text. This activity is really important to identify main ideas and topic sentences.</p> <ul style="list-style-type: none"> <li>➤ Objective of the dart: To foster reading understanding of the structure of the text and the topics of the material to look for and identify general or specific information within the different types of texts worked in the course.</li> </ul> <p><b>C. Diagram completion activity</b></p> <ul style="list-style-type: none"> <li>➤ Definition: given a text, learners are trained with skills as gather information, generate and develop ideas, establish cause and effect, think logically, seek patterns and form opinions.</li> <li>➤ Objective of the dart: find specific information from the text to complete a diagram so that students process the information of the reading for themselves.</li> </ul> <p><b>II. Specific Darts to be applied for interrogating or transforming texts :</b></p> <p><b>A. Text marking</b></p> <ul style="list-style-type: none"> <li>➤ Definition: questions, inferences, evidence help students see the key points and find the meaningful topics in a text. Text manipulation through underlining, taking notes, highlighting and color</li> </ul>
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coding are useful tools to support inferences from the text.

- Objective of the dart: encourage learners in the improvement of text analysis in order to obtain the substance by gathering key points in chunks of available material to make inferences within the text.

### **B. Summarizing**

- Definition: in this activity learners select the key points of a text and express them as briefly as possible. If the summary is really concise the task is effectively done. Marking or highlighting the text may contribute to an efficient process of drawing meanings and complete the task successfully.
- Objective of the dart: develop the ability to identify the relevant information and to communicate it in a summarized and way that enable the text comprehension.

### **III. Specific Darts to be applied for vocabulary learning strategies:**

#### **A. Highlighting the text**

- Definition: this activity promotes the peer learning, students underline or highlight the words they do not understand and ask the teacher or their classmates for the

<p>Vocabulary strategies: determination, social, mental, cognitive, metacognitive.</p>	<p>meaning. They also associate words with others similar in L1, these words are named “<i>Cognates</i>”. The words can be highlighted in different colors to organize them according to specific categories: cognates, synonyms and antonyms; thus the learning process will surely be more effective and adequate.</p> <ul style="list-style-type: none"> <li>➤ Objective of the dart: improve students’ learning of new vocabulary through getting meaning from context, identifying cognates or peer collaboration when asking to classmates.</li> </ul> <p><b>B. Deletion (single words)</b></p> <ul style="list-style-type: none"> <li>➤ Definition: in this activity learners are given a copy of the text with some lacking words which are very important for the meaning of the reading. They are asked to work in pairs to replace the missing words, so it is necessary to justify the decisions. Finally, answers are compared to the original text in order to check students’ progress.</li> <li>➤ Objective of the dart: develop mental and cognitive strategies so that students can apply them when making decisions on the use of proper words within different contexts.</li> </ul> <p><b>C. Substitution activity</b></p> <ul style="list-style-type: none"> <li>➤ Definition: for this activity students are given a text in which some words have been substituted by less</li> </ul>
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	<p>effective alternatives, they are in a different typeface.</p> <p>In pairs learners discuss what words should be replaced and which ones are the proper to be chosen as an improvement.</p> <p>➤ Objective of the dart: foster metacognitive strategies in students' reading practices in order to evaluate their own progress in the performance of this communicative skill.</p>
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*Table 9 Reading and Vocabulary Strategies*

<b>TYPES OF TASKS / TYPE OF TEXTS</b>	<b>READING STRATEGIES</b>	<b>VOCABULARY STRATEGIES</b>
<p><b><u>TASKS</u></b></p> <ul style="list-style-type: none"> <li>• Filling blanks</li> <li>• Matching</li> <li>• Open-ended questions</li> <li>• Closed-ended questions</li> <li>• Getting topic sentences or main ideas</li> <li>• Getting meanings from context</li> <li>• Diagram completion</li> </ul> <p><b>TEXTS:</b></p>	<p><b><u>Pre-reading:</u></b></p> <p><b>Activation of Prior Knowledge.</b>  <u>DART 1 Predicting:</u> based on open-ended questions, learners predict specific information from the text “Spider Web”</p> <p><b><u>While reading:</u></b>  <b>Skimming, Scanning.</b></p> <p><u>DART 2 Segmenting:</u> students are asked to divide the text into paragraphs and decide a subheading for them. It is required to quickly identify main ideas and topic sentences. Text: “Monarch</p>	<p><b><u>Determination:</u></b>  From a text students will get familiarized with cognates (literature, discovery...), guessing from context so that vocabulary can be learned.  <u>DART 1 Highlighting the text:</u> students highlight words they do not understand in a text and find the meanings from context or checking for L1 cognates.</p> <p><b><u>Social:</u></b>  Peer learning through finding synonyms for unknown words. Use of flashcards to facilitate the cooperative learning.  Through using DART 1, learners discuss in group the meaning of</p>

<ul style="list-style-type: none"> <li>- Robots</li> <li>- Materials</li> <li>- Spider Web.</li> </ul>	<p>Butterflies”</p> <p><b><u>Post reading:</u></b> <b>Making inferences.</b></p> <p><u>DART 3 Text marking:</u> students are asked to gather information in order to support some questions or statements, they can highlight relevant information with colors or markers. <i>Author’s intention, another heading, possible conclusions.</i></p>	<p>the highlighted words and match them with synonyms. The teacher also may be asked for words with similar meanings, or even for translations to L1.</p> <p><b>Memory:</b> Relating new words with previous knowledge, or even visual representations. Students associate words with their synonyms or antonyms in order to connect them with personal experiences and transfer the new words to new clauses.</p>
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The lesson planning structure with the lesson plans, the pre-test, and the post-test can be seen in the appendices session: appendix 6, 7, 8, 9, 10, and 22.

## 9. RESULTS

In this chapter, it will be explained the students' progress after the application of each instrument, and the implications in their level of reading comprehension. The pre-test demonstrated the deficiencies in reading comprehension

### 9.1. Pre-test (see appendix 6)

As it was explained in item 7.4.4, this pre-test was applied to determine possible deficiencies of test-takers in reading comprehension and vocabulary proficiency. It was based on six parts from the English component of Prueba Saber 11 with a total of 35 questions. In the following section the conclusions and data about this instrument will be displayed.

#### *Conclusions:*

Students from 11-2 and 11-3 presented a very low level of reading skills application not only in making inferences, but also in scanning, skimming or synthetizing, therefore it is required a meaningful instruction on reading strategies concepts and proper application. During the activation of prior knowledge students were asked about some words or expressions to link with the new concepts; however they could not perform this task successfully because they exhibited a limited repertoire of vocabulary.

25 students of 11-2 displayed this performance in the pre-test, it is a summary of the percentage of correct answers they obtained in each question:

*Table 10. Pre-test summary chart target group*

QUESTIONS → STRUCTURE ↓	0	1	2	3	4	5	6	7	8
Part 1 vocabulary	0%	8%	4%	52%	28%	8%			
Part 2	32%	28%	0%	4%	0%	36%			



vocabulary									
Part 3 functions	4%	20%	16%	36%	16%	8%			
Part 4 vocabulary	4%	8%	16%	20%	4%	8%	8%	4%	28%
Part 5 paraphrase	8%	12%	24%	12%	12%	8%	0%	24%	
Part 6 inferences	16%	24%	20%	16%	20%	4%			

In parts 1, 2, and 4 which are related to vocabulary proficiency, students present a low average regarding the amount of vocabulary they should have in a level B1 according to the common European framework of reference for languages which is the pattern for foreign language teaching in Colombia. Parts 3, 5 and 6 based on reading comprehension items the highest level of correct answers are displayed within the range of 1 to 3 questions what clearly presents the learners' low level in this skill, and the limited awareness of reading comprehension strategies. It can be seen in the table 1 that making inferences strategy is definitely the one where students exhibit the lowest performance due to the complex these types of questions may be for learners with poor level of vocabulary proficiency and reading skills.

24 students of 11-3 displayed this performance in the pre-test, it is a summary of the percentage of correct answers they obtained in each question:

*Table 11. Pre-test summary chart control group*

QUESTIONS →	0	1	2	3	4	5	6	7	8
STRUCTURE ↓									
Part 1 vocabulary	4,16%	0%	16,6%	50%	29,16%	0%			
Part 2	29,16%	20,8%	29,16%	4,16 %	0%	16,6%			

vocabulary									
Part 3 Functions	25%	8,33%	33,33%	20,8%	12,5%	0%			
Part 4 vocabulary	0%	4,16%	20,8%	33,33%	25%	16,6%	0%	0%	0%
Part 5 paraphrase	16,6%	29,16%	37,5%	12,5%	0%	0%	4,16%	0%	
Part 6 inferences	33,33%	33,33%	16,6%	4,16%	12,5%	0%			

This chart of table 2 shows a descriptive pre-test performance of the control group 11-3. It is seen a tendency of correct answers between 0 and 3 questions in most of six parts which suggests a very low level of vocabulary and reading skills. The two groups share the drawback regarding making inference strategy being 11-3 in a lower stage than 11-2.

## **9.2. Class Observation for intervention. (See appendix 21)**

During the intervention which was only applied to 11-2 students, 7 sessions were recorded to analyze the process of instruction and the students' progress. Along this step reading skills were the main focus, and the first four sessions were mainly addressed to instruct learners on the activation of prior knowledge, scanning, and skimming strategies; furthermore, students had to develop some tasks (see appendix...) to check the progress in the application of these strategies. Learners performed better on each activity and were more confident when finding dates, numbers, the association of previous knowledge, and specific details while reading. The following three sections permitted to reinforce the strategies mentioned above besides the vocabulary strategies which allowed students understand better the different texts they were exposed to. Also, Making Inferences was included in the process of reading strategies implementation; this section was not as productive as the previous ones; nevertheless a group of learners did the tasks well and

helped the others through peer working (results can be seen in charts...). After the class observation, it can be concluded that considerable issues regarding reading comprehension and vocabulary skills were improved; therefore the performance of students from the target group 11-2 in the post-tests was definitely higher than in pre-tests and displayed a significant advance in the application of reading comprehension and vocabulary strategies. Scanning, skimming, activation of prior knowledge, and making inferences strategies instruction contributed to make learners skillful when reading texts in English. Additionally, the instruction on specific vocabulary items such as determination, social or mental strategies helped learners understand word meanings better than before, this issue was reflected on the results of pre and post-tests.

In spite of the results related to Making Inferences were better than in the pre-test, the enhancement of students' performance did not present a significant increasing which clearly reflects a very poor level in this reading skill; this deficiency is not only with reading practice in English, but also with the L1 reading texts. Hence, it is recommended working in this issue in further inquiries.

### **9.3. Post-test (see appendix 22)**

This post-test was applied under the same structure as the pre-test, but with different questions addressed to verify if learners applied the specific reading and vocabulary strategies which were studied along the explicit instruction during the performance of the unit designed for this course. Next session explains the results and conclusions about this post-test.

#### ***Conclusions:***

Students from 11-2 presented a better performance when finding specific details, ideas, dates, new vocabulary and associated prior knowledge with the new one before,

while and after reading a text in English. However, when students had to make inferences from the texts, presented a low level of effectiveness and the improvement in this skill was limited.

22 students of 11-2 displayed this performance in the post-test, a summary of the percentage of correct answers they obtained in each question is presented below:

*Table 12. Post-test summary chart target group*

# QUESTIONS → STRUCTURE ↓	0	1	2	3	4	5	6	7	8
Part 1 vocabulary	0%	4,54%	36,36%	27,27%	18,18%	13,63%			
Part 2 vocabulary	27,7%	22,72%	40,90%	4,54%	4,54%	0%			
Part 3 functions	9,09%	9,09%	22,72%	45,45%	4,54%	9,09%			
Part 4 vocabulary	0%	9,09%	9,09%	18,18%	31,81%	18,18%	9,09%	4,54%	0%
Part 5 paraphrase	0%	4,54%	13,63%	18,18%	22,72%	27,27%	13,63%	0%	
Part 6 inferences	9,09%	36,36%	18,18%	22,72%	13,63%	0%			

In parts 1 and 2 (task 5) the strategy required to apply was Determination strategy to discover meanings, the average of correct answers increased in most of the questions which represents an improvement in this item after the implementation of the vocabulary strategy regarding guessing meanings from textual context or through analyzing parts of the speech. In parts 3 and 4 where task 1 and 3 were used to answer questions and match and complete phrases or words, the strategies suggested to solve these activities were Activate prior knowledge and Scanning to get specific information; the results were much better than in pre-test supported by a good application of the strategies in the majority of the questions. Part 5 required the application of the reading strategies Scanning and Skimming through

the tasks 2, 3 to answer questions and get topic sentences or main ideas; the performance on this activities was significantly better than in the pre-test in spite of none of the students answered correctly the seven questions, they obtained a higher average answering 4, 5, and 6 questions which indicates an appropriate application of the reading strategies. Finally, in part 6 making inferences strategy was required to be applied by using the task 4 related to answer inferential questions. This activity did not present a significant progress, and the improvement was very low, the most relevant aspect was that students answered correctly at least one of the questions, different from the pre-test where 16% of them were wrong in all questions.

23 students from 11-3 (control group) displayed a low performance compared to the pre-test, in reading strategies results it is evidenced that there was not progress in any of the application of activation of prior knowledge, skimming, scanning or making inferences strategies. Regarding the vocabulary, students did not present a good performance when using different strategies such as determination, social and cognitive in this task. Control group's performance can be analyzed in this summary of the percentage of correct answers they obtained in each question:

*Table 13. Post-test summary chart control group*

QUESTIONS → STRUCTURE ↓	0	1	2	3	4	5	6	7	8
Part 1 vocabulary	17,39%	26,08%	39,13%	0%	8,69%	8,69%			
Part 2 vocabulary	60,38%	13,04%	21,73%	0%	4,34%	0%			
Part 3 functions	13,04%	39,13%	30,43%	13,04%	4,34%	0%			
Part 4	0%	4,34%	21,73%	43,47%	21,73%	8,69%	0%	0%	0%

vocabulary									
Part 5 paraphrase	0%	17,39%	21,73%	17,39%	8,69%	26,08%	8,69%	0%	

Data collection from needs analysis evidenced a strong wish by students of 11-2 to be instructed on strategies to enhance their reading practice, and after the process of intervention they showed an improvement in their performance of the different tasks they were required to complete. The final moment with learners to assess the process of intervention, reflected similar views of students regarding the importance of learning reading skills in order to have better results in reading tasks and tests.

## 10. DISCUSSION

After the implementation of the course design, it can be deduced that the methodology proposed for the study definitely supported the process of application of instruments and findings which were the foundation for the intervention. Both the instruments applied for the needs analysis moment and those for the intervention were carefully analyzed based on students' answers, impressions and opinions from the first stage (needs analysis), and the second step (intervention). The main purpose of the research question and sub questions which focused on the explicit instruction on reading and vocabulary strategies to develop skills and help learners to improve their performance on the understanding of different types of texts in English, was satisfactorily reached after the intervention where students of 11-2 demonstrated an improvement in the application of reading and vocabulary strategies in the DARTs and Prueba Saber 11 mock exams worked along this final stage.

Data collection of the intervention demonstrated in contrast with the control group (eleventh graders - group 3), students of target group (eleventh graders – group 2) enhanced their performance on reading tasks through the application of reading and vocabulary strategies; even when applying inference strategies a lower level of improvement was evidenced. This factor clearly shows the intervention was a fruitful procedure for this group of learners, qualitative approach definitely permitted to know learners' opinions, and impressions in some cases, regarding the process and the way they were perceiving progress or obstacles along the process; including the needs analysis stage. Students' interaction, teacher's scaffolding, and different elements from sociocultural theory (Vygotsky) mostly appeared during the implementation stage where each lesson plan intended to instruct learners on specific reading strategies and

they responded not only through the completion of tasks, but also by interacting with the classmates (peer working), and taking Camilo Torres School Context into consideration for the feedback moment with the teacher. The mediations implemented in the intervention which were based on SBI (Strategy Based Instruction) for the instruction of reading and vocabulary strategies facilitated students' learning and made them feel more confident by giving them the most effective cognitive tools to achieve a better comprehension of the specific type of texts they are usually exposed to in classes and assessments. One evidence of this improvement was that students showed an enhancement in their reading performance in the activities and tests applied during the implementation. Next session explains how the triangulation process support this data collection stage.

Analysis and combination of instruments' findings are the basis of what is known as triangulation (Denzin, 1970), this method supports the reliability of data and avoids any type of researcher's bias. This inquiry had four moments to collect data after the application of the different instruments; the first step was to define the need analysis and an interview with students, a questionnaire with a students, and a class observation with a teacher were applied. Afterwards, a pre-test to check the student's problems with the reading comprehension and vocabulary proficiency; the third step was the implementation stage in which classes were recorded to analyze the process and students' performance. The final step was a post-test which helped us to determine the level of progress in the application of each reading and vocabulary strategy.

*Table 14 Research Data Collection Instruments*

<b>Instrument</b>	<b>Research Moment</b>	<b>Objectives</b>
<ul style="list-style-type: none"> <li>✓ Interview</li> <li>✓ Questionnaire</li> <li>✓ Class observation</li> </ul>	Need Analysis	To define the need analysis regarding students of 11 grade from Camilo Torres



		School in Santa Marta.
✓ Pre-test	Pre-implementation	To analyze students reading comprehension and vocabulary proficiency
✓ Class observation (recorded classes)	Implementation	To check the explicit instruction on reading and vocabulary strategies through following specific steps of SBI model
✓ Post-test	Post-implementation	To check how learners have been influenced on their reading skills after the intervention

After the instruction process, learners were more interested in reading diverse types of texts in English, different from what they showed at the beginning of the process (needs analysis). They also improved their level of vocabulary proficiency based on the strategies learned from the Schmitt's taxonomy (determination, social, memory, cognitive) which were instructed under the SBI model and helped students considerably in the understanding of words and expressions within the reading texts taken as tasks or activities for the application of learned skills. This vocabulary improvement was evidenced in the results of the post-test in the vocabulary section.

Students' improvement in reading skills and vocabulary proficiency was definitely the most relevant factor that showed an improvement in this inquiry which was an essential tool for the intervention and the findings of solutions to the problems emerged along the process. Furthermore, results and considerations before, while and after the instruction and application of reading and vocabulary strategies, yielded considerable changes in the school curriculum and particularly in the English Language Planning, where teaching strategies for the different communicative skills are now a mandatory topic in secondary section (from sixth to eleventh grades); consequently, this factor may positively affect the EFL teaching and learning process in my context.

## 10.1. CONCLUSIONS

This study initiated by finding possible causes why students of 11 grade from Camilo Torres School did not have a good performance on reading comprehension tasks and tests, after this needs analysis stage the main objective of the research was set as checking if explicit instruction on reading and vocabulary strategies could influence on the reading practice of this group of students (11-2), and it was appropriate to propose an intervention through designing a course under the foundations of SBI (Strategy Based Instruction) in order to explicitly instruct students on reading and vocabulary strategies.

After the implementation of this course, it can be concluded that students of 11-2 grade from Camilo Torres School could improve their reading comprehension and vocabulary proficiency if they are explicitly instructed on specific strategies, which provided them with efficient techniques in order to enhance their reading and vocabulary skills. Task-based instruction and SBI were essential to facilitate learner's comprehension and application of reading strategies which made students feel more confident when reading text in English, and this factor also influenced on their understanding of the new vocabulary.

Different views can be considered regarding this study; however I suggest taking into account students' answers along the interview and questionnaire application in which they demanded authentic texts with illustrations and the use of technology to reinforce their learning process. Therefore, these types of texts may be used in combination with those which are required in external texts such as prueba saber so that they can be able to comprehend contextualized texts and also which may help them to perform efficiently in external texts. For future studies I recommend the use of more authentic texts in which they may activate their prior knowledge easily, and thus apply the other strategies appropriately.

Additionally, future studies can use authentic materials through technology, which may support not only the students' learning, but the motivation for the foreign language acquisition and particularly, for the reading practice. It was important to see along this intervention, how learners felt comfortable with different types of materials such as videos, texts worked with video beam, and DARTS with photocopies or slides projection; they were able to apply prior knowledge, skimming, scanning, making inferences, determination and social strategies in order to better comprehend descriptive, narrative, and expository texts.

Besides, this study helped me get involved in my first research project, in which I understood the relevance of the analysis of context needs, target needs so that the design of the course for the intervention was convenient and proper to focus on the specific problems learners were presenting. I successfully discovered how students, after this process, could enhance their level of understanding when reading texts in English, and the way learners applied properly the reading and vocabulary strategies in which they were explicitly instructed during the development of the course.

On the other hand, target students definitely improved the application of strategies when reading texts in English; however making inferences was the strategy with lower performance during and after the intervention, aspect that should be taken into consideration for further studies in foreign language learning, and even in the mother tongue interventions in which the core of this deficiency may be rooted. Finally, the institution was benefited with this research at the extent of the directives may continue with the process with the other classes and teachers in order to instruct students on reading strategies to understand texts in English, and additionally to improve their performance on

reading tasks and tests. There is a course designed for this purpose, so it will be easy to take it, enhance it, and include it as an important component of the English curriculum.

## 11. APPENDICES

### Appendix 1

#### 1- REPORTE DE HALLAZGOS

#### ENTREVISTA ESTUDIANTES

#### HABILIDAD DE LECTURA EN LAS CLASES DE INGLES

<b>Grupo entrevistado</b>	Cuatro estudiantes del curso 10-2
<b>Fecha de Aplicación de la entrevista</b>	14 de abril de 2016

De conformidad a una entrevista realizada a un grupo focal de cuatro estudiantes del curso 10-2, con el propósito de permitirles expresar sus puntos de vista relacionados con el grado de satisfacción y dificultades que evidencian con la comprensión lectora de textos en inglés. Se utilizó un formato que les permitió mayor amplitud en sus ideas y con el objetivo de analizar de manera más profunda los aspectos descritos en la encuesta e incluso establecer nuevos aspectos que puedan ser identificados una vez aplicada la entrevista. El siguiente es el reporte de hallazgos de la entrevista:

1. ¿Qué tipo de lecturas te gusta trabajar en la clase de inglés? ¿Por qué?

Conclusiones:

Todos los estudiantes coincidieron en el tipo de lectura que les gusta, pero algunas razones fueron enfocadas de diferente manera.

**Tendencia 1:** Los dos estudiantes con desempeños superiores manifiestan que los textos que más les agradan son las historias divertidas como los cuentos porque el contenido es fácil de comprender y trae ilustraciones que les ayudan en ese propósito.

**Tendencia 2:** Los dos estudiantes con desempeños inferiores manifiestan que los textos de lectura que les gusta trabajar más en clase son los cuentos porque son divertidos y pueden ver los personajes y lugares (cuando son ilustrados).

2. ¿Consideras que la lectura es importante para el aprendizaje del inglés? ¿Por qué?

Conclusiones:

Los estudiantes coinciden en la importancia que tiene la lectura en el aprendizaje del inglés, pero lo sustentan con hechos diferentes.

**Tendencia 1:** dos estudiantes consideran la lectura importante para aprender palabras (vocabulario)

**Tendencia 2:** los otros dos explican que leyendo continuamente se mejora la comprensión y la pronunciación.

3. ¿Qué aspectos pueden dificultar la comprensión de textos en inglés?

Conclusiones:

Las repuestas de los estudiantes estuvieron principalmente enfocadas en la dificultad de entender las palabras o expresiones desconocidas y dos estudiantes mencionaron la pronunciación.

4. ¿Qué haces cuando no entiendes palabras o expresiones de un texto en inglés?

Conclusiones:

Los estudiantes tuvieron respuestas diferentes:

**Estudiante 1:** Le pregunta a un compañero.

**Estudiante 2:** La lee hasta entenderla (por contexto).

**Estudiante 3:** Le pregunta al profesor.

**Estudiante 4:** Busca en el diccionario o en el traductor.

Esto supone el uso de diferentes estrategias de acuerdo a distintas formas de asumir necesidades para solucionar una dificultad.

5. ¿Qué opinas del nivel de exigencia de las actividades de lectura trabajadas en la clase de Inglés?

Conclusiones:

Se observa una coincidencia en la respuesta. Todos perciben el nivel de exigencia de lectura en la clase de inglés como **normal**, lo explican diciendo que por lo general se pueden entender debido a que no están por encima de su nivel de comprensión.

6. ¿Consideras importante tener un libro guía para las clases de inglés o te gustaría otro tipo de materiales? ¿Cuáles?

Conclusiones:

La tendencia generalizada es que se necesita un texto guía porque se pueden encontrar las lecturas, practicar la pronunciación, buscar palabras desconocidas y se aprende más. Consideran que el libro les facilitaría el aprendizaje del inglés.

7. ¿Te sientes satisfecho(a) con la enseñanza del inglés que has recibido en el colegio hasta ahora? ¿Por qué?

Conclusiones:

Tres estudiantes están de acuerdo que han aprendido más porque manejan estructuras y vocabulario nuevo.

Un estudiante considera que todavía falta más. Esto es relacionado con lo que el espera del colegio.

8. ¿Crees que el colegio cuenta con los recursos suficientes para la enseñanza y aprendizaje del inglés? ¿Por qué?

Conclusiones:

En este caso los estudiantes muestran dos tendencias diferentes

**Tendencia 1:** Dos estudiantes piensan que se cuenta con los recursos necesarios para llevar a cabo el proceso de enseñanza y aprendizaje del inglés.

**Tendencia 2:** Dos estudiantes coinciden en que faltan algunos elementos tecnológicos y profesores.

9. ¿Crees que el tiempo dispuesto para los ejercicios de lectura en la clase de inglés es suficiente? ¿Por qué?

Conclusiones:

La tendencia generalizada es que se necesita más tiempo para completar y practicar los ejercicios de lectura en la clase de inglés porque de esta forma aprenden y trabajan mejor.

Un estudiante dice que los bloques (80-85 minutos) son suficientes.



10. ¿Qué propondrías mejorar en tu clase para que la comprensión de lectura en inglés fuera más eficaz?

Conclusiones:

Hay tres tendencias marcadas en esta pregunta:

**Tendencia 1:** Dos estudiantes proponen que se preste más atención a las clases para comprender los textos y obtener mejores resultados en las evaluaciones.

**Tendencia 2:** Un estudiante expresa que deberían trabajarse más clases de comprensión de lectura en la clase de inglés.

**Tendencia 3:** Otro estudiante propone usar más la ayuda tecnológica porque a través de videos se puede ver, leer y pronunciar mejor.

## Appendix 2

### 2- FINDING REPORT

#### QUESTIONNAIRE.

En las preguntas de selección múltiple usted puede marcar únicamente una opción, en caso de elegir 'Otro', por favor escriba a cual se refiere y justifique su respuesta. En las preguntas abiertas (2, 3,4) exprese su opinión del tema mencionado.

1. ¿Qué tipo de textos prefieres leer en la clase de Inglés

**Textos científicos**

**Textos literarios**

**Revistas**

**Textos tecnológicos**

**¿Otro?      ¿Cuál?**


\_\_\_\_\_ **¿Por qué?**

- 
- 
- 2- ¿Cuál de los tipos de lectura mencionados en el punto anterior consideras sería de mayor provecho para el aprendizaje del inglés y por qué?

--

- 3- ¿Cuándo estás leyendo un texto en inglés qué te resulta difícil comprender, el vocabulario, la gramática, o el tema presentado en el texto? ¿Por qué?

--

- 4- ¿Cuáles sitios webs (duolingo, babbel, busuu...) visitas para mejorar tu comprensión lectora en inglés?

--

- 5- ¿Cuáles de los siguientes aspectos consideras esencial para la comprensión de textos en inglés?

**Uso de diccionarios**

**Predicción de acontecimientos**

**Preguntar a un compañero**

**Indagar información específica del texto**


**¿Otro?    ¿Cuál?**

\_\_\_\_\_ **¿Por qué?**

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6- ¿Qué materiales consideras deben trabajarse en clase para mejorar la comprensión lectora en inglés?

**Videos relacionados con el texto**

**Reproducción de la lectura en audio**

**Lectura del texto en voz alta**

**Dramatización del texto**

**¿Otro?    ¿Cuál?**

-


\_\_\_\_\_ **¿Por qué?**

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7- ¿Cuáles aspectos pueden resultar difíciles para la comprensión de un texto en inglés?

**A- Falta de imágenes** \_\_\_\_\_

**B- Vocabulario complicado** \_\_\_\_\_

**C- Explicación insuficiente de la actividad** \_\_\_\_\_

**D-¿Otro?** \_\_\_\_\_

**¿Cuál?** \_\_\_\_\_ **¿Por qué?**

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8- ¿Qué recursos piensas hacen falta para mejorar la comprensión lectora en inglés?

A- Textos guías \_\_\_\_\_

B- Salón de inglés dotado con nuevas tecnologías \_\_\_\_\_

C- Mayor número de docentes de inglés \_\_\_\_\_

D- Material fotocopiado \_\_\_\_\_

E- ¿Otro? \_\_\_\_\_

¿Cuál? \_\_\_\_\_ ¿Por qué?

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9- ¿Qué tipo de actividades relacionadas con la comprensión lectora te agradan más en la clase de inglés?

A- Diálogos \_\_\_\_\_

B- Canciones \_\_\_\_\_

C- Videos \_\_\_\_\_

D-¿Otro? \_\_\_\_\_

¿Cuál? \_\_\_\_\_ ¿Por qué?

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10- ¿Cuál de los siguientes aspectos consideras esencial en la comprensión de textos en inglés?

**Textos interesantes**

**Metodología del profesor**

**Aula de clase adecuada con nueva tecnología**

**Actitud de los estudiantes**

**¿Otro? ¿Cuál?-**


¿Por qué?

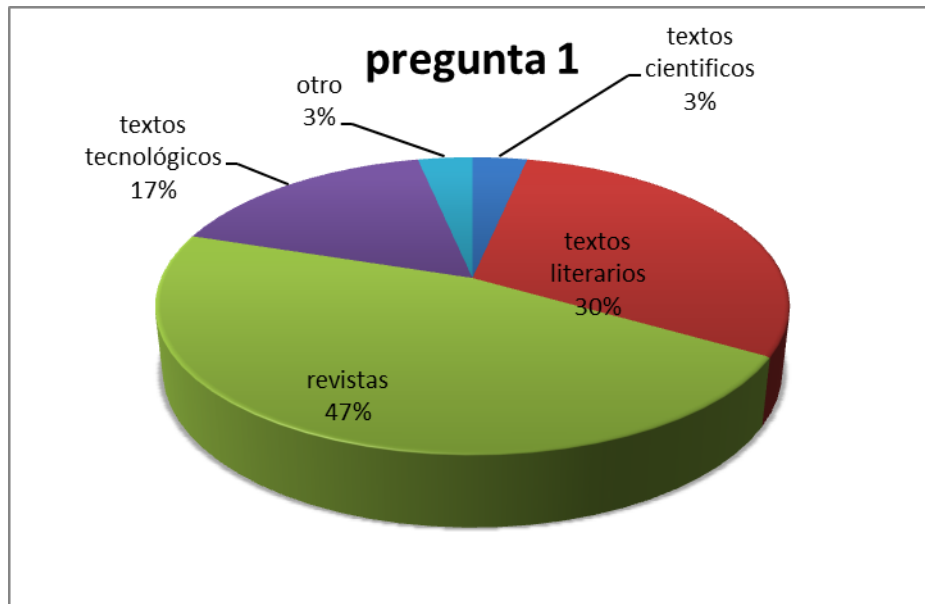
### ANALYSYS OF READING COMPREHENSION SKILLS

<b>Issue</b>	<b>Question focus</b>
It is relevant to know what aspects may affect students of 10-2 in reading comprehension	Environment, class atmosphere, methods and approaches to teach

The students received a questionnaire individually, and after the teacher explanations they answered seven closed questions and three open ones. Students were previously told about the objective, the confidentiality of their answers and the intention of applying the questionnaire. These are the findings after analyzing the questionnaire:

1. What type of texts do you prefer reading in the English class?
2. What type of texts mentioned in last question do you consider more relevant in the English learning? Why?

Scientific texts	Literary texts	magazines	Technological texts	others
1	9	14	5	1



**CONCLUSION:**

It is clearly seen in the graphic above that the students' tendencies are on number 3 (magazines). They supported their choices by stating that *magazines* were a good text to increase the vocabulary proficiency and a way to be informed with the latest news. The second voted question was *literary texts* which help them to improve their vocabulary and their knowledge on literature according to the reasons they gave in question two. A few of the students chose *technological texts*, explaining that it was an opportunity not only to learn vocabulary, but also to be aware of new inventions. It is interesting that the student, who selected *other*, mentioned "sports texts" supporting that considerable students are interested in this topic.

3. When you are reading a text in English language, which of these are more difficult for you to understand: vocabulary, grammar, or the topic presented on the text?

**CONCLUSION:**

In this question most of the students (20) think that *vocabulary* is the most difficult

category to understand because they do not know enough words or expressions from the English language. A student stated that **pronunciation** was very difficult, therefore it should be included as a category on reading, he may refer to loud reading.

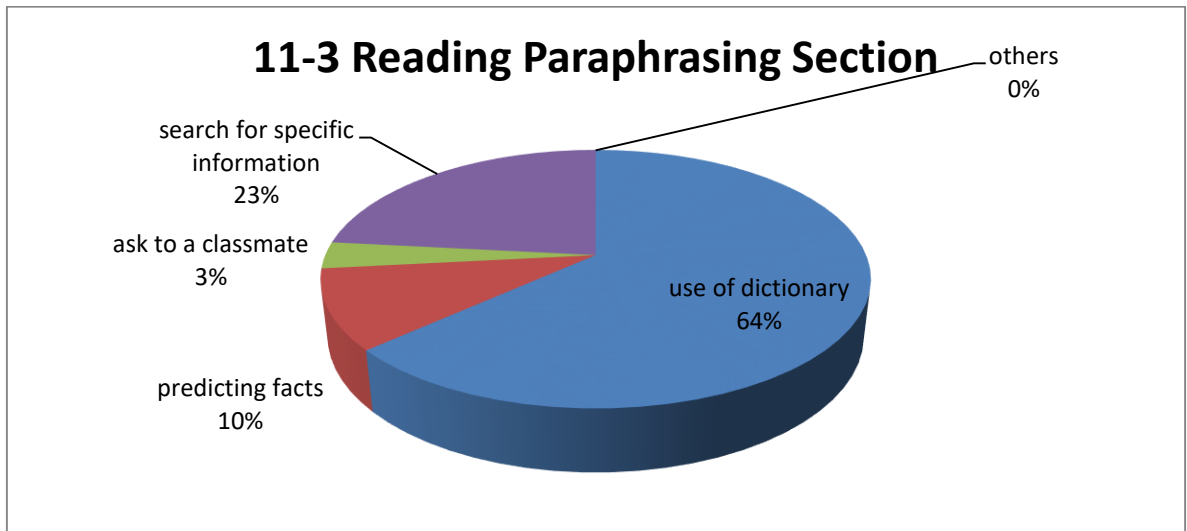
4. Which websites do you usually visit to improve your reading comprehension in English?

**CONCLUSION:**

Seven students did not answer the question. However, twelve chose *translator* and eight *duolingo*, the other students selected you tube and babbel. The tendency in this question is linked to the lack of vocabulary students has mentioned in the last answers, thus they prefer the translator applications to find unknown words or expressions.

5. Which of the following aspects do you consider most relevant when reading texts in English language?

Use of dictionary	Predicting facts	Ask to a classmate	Search for specific information	others
19	3	1	7	0



**CONCLUSION:**

The use of dictionaries had a remarkable difference among the students' preferences. It is continuously highlighted the poor vocabulary proficiency by students, therefore they insist on signing instruments which allow them to solve this problem temporarily.

6. What type of material do you think should be used or applied in the English class to improve the reading comprehension?

videos about the text  
10

Reading track playback 12      Reading loudly 6      Playing roles on the text 2      Others 0



**CONCLUSION:**

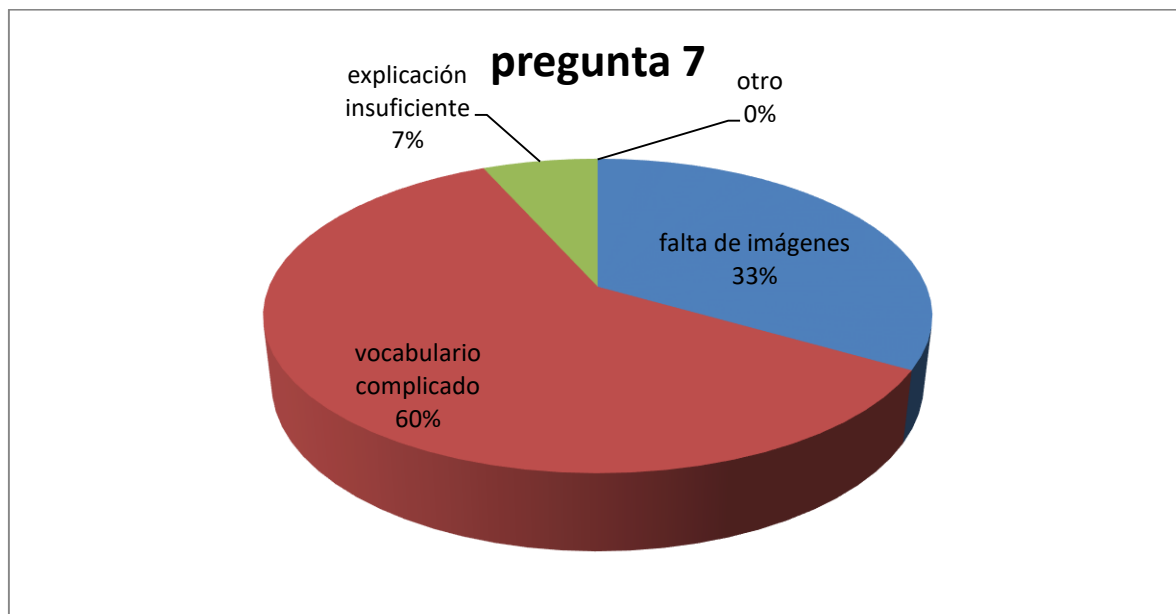
Students' tendencies are mainly focused on *reading playback* and *videos about the*



*text*, these preferences definitely confirm how technology and audiovisual resources are involved in their lifestyle and even in their foreign language learning process. The 20% who preferred *reading loudly*, supported their choice by including “pronunciation” as a basic issue in reading comprehension and English learning, which may be a belief, but it is strongly true for them. *Playing roles* was considered for a few students as a complementary activity during the second language learning process.

7- Which of these aspects may hinder a better reading comprehension in English ?

Lack of images	Complicated vocabulary	Insufficient explanation	Others
10	18	2	0



#### CONCLUSION:

The *complicated vocabulary* is a recurrent choice by students at the moment of giving their opinions about the most difficult aspects they find to understand texts in

English language. It clearly shows the problem with the vocabulary proficiency and the tendency to express it in each question related to this aspect. On the other hand, students, as a second option, included the *lack of images* supporting their choices on the concept that illustrations may supply the lack of vocabulary in some cases.

8- Which resources do you think are needed to enhance the reading comprehension in English?

Books	English room with new technologies	More English teachers	Photocopied material	Others
5	22	0	1	2



**CONCLUSION:**

Tendency 1 is the *English room with new technologies* and it is supported by students' preferences regarding technology and online activities. Tendency 2 is directed to the use of *text book* though the average does not reach half of the

percentage of tendency 1 at least. The two students who selected *others* mentioned as essential extra classes of pronunciation, they really consider this category relevant for the English language learning.

9- What kind of activities related to reading comprehension in the English class do you enjoy most?

Dialogues	Songs	Videos	Others
5	12	13	0



#### CONCLUSION:

In this question, students highlighted two tendencies:

**Tendency 1:** 43% of students considers *videos* as an important tool to complement the reading comprehension in English classes. It is seen again the influence of technology in this choice.

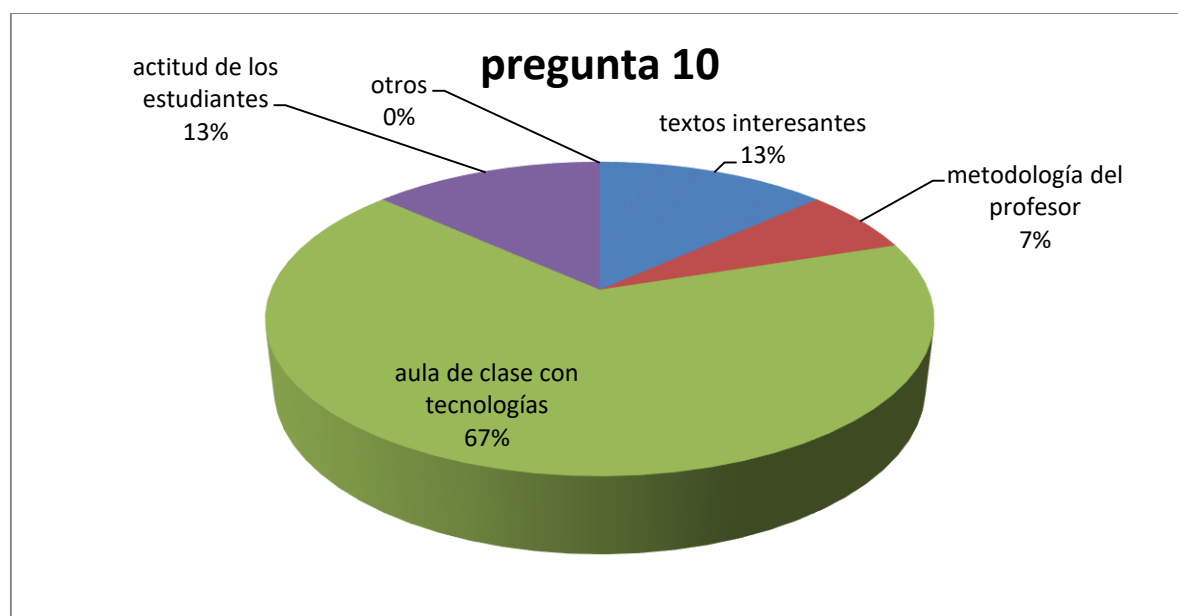
**Tendency 2:** 40% of students complements the tendency 1 by choosing *songs* which may indicate the type of videos they would like to see. They supported this

choice with names of songs they would prefer to work in class.

It is important to take into a count the five students who chose *dialogues* as their favorite activity in reading comprehension classes. They suggested that readings may be represented by dialogues for a better comprehension just as it was referenced by two students in question six.

10- Which of these aspects do you consider essential for the reading comprehension of texts in English language?

Interesting texts	Teacher's methodology	Classroom with new technologies	Students' attitude	Others
4	2	20	4	0



#### CONCLUSION:

Students are definitely identified with technology that is why they chose *the classroom with new technologies* which connects this tendency with the question eight where the “English room with technologies” was the most voted, confirming

this way that students' preference.

It is interesting to see the 26% of students' view about their *attitude* and *interesting texts* linking these two topics as complementary categories for a good reading comprehension. Finally, two students chose *teacher's methodology*, but none of them supported their election.

## Appendix 3

## CLASS OBSERVATION FORMAT

<i>Criteria</i>	<i>Total ly agree</i>	<i>Agre e</i>	<i>Parti al ly agree</i>	<i>Disa gree</i>	<i>Comments</i>
The teacher explains the objective of the class.					
The teacher encourages students to use reading strategies.					
The teacher explains the structure of the text					
Different types of activities are used to trigger an effective reading comprehension					
The classroom interaction is in English					
The teacher uses checks comprehension to verify understanding					
Students are motivated with the activities and the class atmosphere					
The materials are useful for the development of the class and the reading comprehension.					
The text and the activities are according to the level of competence of the students					
The time assigned for each activity is enough to develop the class successfully.					

## Appendix 4

## CLASS OBSERVATION CONCLUSION

<i>Criteria</i>	<i>Total ly agree</i>	<i>Agre e</i>	<i>Parti al ly agree</i>	<i>Disa gree</i>	<i>Comments</i>
The teacher explains the objective of the class.		x			The teacher talked about grades and how the activity will be developed.
The teacher encourages students to use reading strategies.			x		Students were not told about reading strategies they should use. The teacher talked to the students about using dictionaries to look up unknown words.
The teacher explains the structure of the text			x		Students were asked about the type of text they were reading. They stated it was a newspaper or magazine article. The teacher did not mention narrative, descriptive, informative or other types of text
Different types of activities are used to trigger an effective reading comprehension		x			Some activities were developed during the class, but a few of them were mostly directed to the organization of work and not to reinforce the reading comprehension. Nevertheless, activities were varied and useful to understand general topics.
The classroom interaction is in English			x		Half of the class was possibly in English. However, Spanish was present in the other half. Students did not ask many questions in English.
The teacher uses checks comprehension to verify understanding		x			Students were asked about prior knowledge, the reading text, besides they were engaged to play roles.
Students are motivated with the activities and the class atmosphere		x			Students were interested in the topic and this issue facilitated motivation.
The materials are useful for the development of the class and the reading comprehension.		x			Stereo, handouts and copies were used. Video beam, computers, internet were not used. Technology was not part of this class.
The text and the activities are according to the level of competence of the students			x		Although the text was for learners of level A2, students were confused about some structures and vocabulary. A lot of them started speaking in Spanish.
The time assigned for each activity is enough to develop the class successfully.	x				The different moments of the class were clearly identified. The time assigned for the class was accomplished.

## Appendix 5

### PRE-TEST ENGLISH COMPONENT PRUEBAS SABER 11

This pre-test was applied to two groups to specifically analyze students reading comprehension proficiency and the appropriate use of reading strategies, so part 5 (paraphrasing) and part 6 (inferences) were selected. Strategies such scanning, skimming and making inferences could be applied to solve the test. In part 5 there is a reading with 7 questions to paraphrase and answer, part 6 has 5 questions to make inferences and solve them.

The test was applied to 24 students of 11-2 grade. The part 5 showed only 2 students who correctly answered 5 questions; this is the same number for the ones who did not have any right answer. In this course nobody responded correctly the 7 questions, or even 6. The part 6 showed 5 students responding well 3 questions, and 2 without any right answer. Nobody answered 5 or 4 questions appropriately.

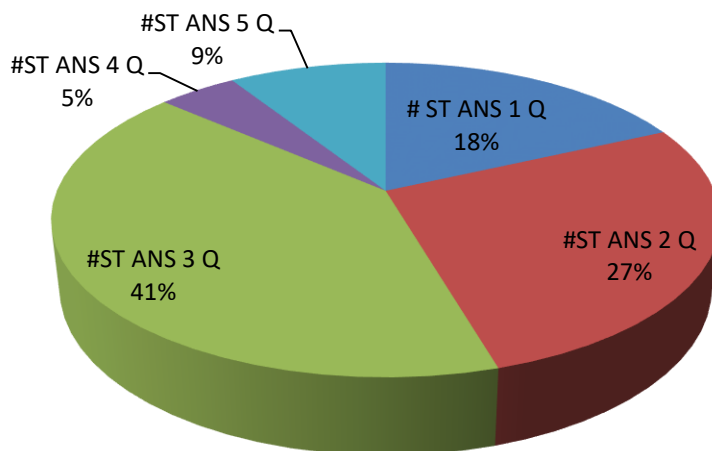
26 students of 11-3 took the pre-test, in part 5 nobody responded well the 7 questions and only 3 students answered correctly 6 of the questions; 3 students did not have any right answer. In part 6 no one answered correctly nor 5, nor 4 questions. 6 students did not have any right answer and only 5 students answered correctly 3 of the questions.

To conclude, students from 11-2 and 11-3 presented a very low level of reading skills application not only in making inferences, but also in scanning, skimming or synthesizing, therefore it is required a meaningful instruction on reading strategies concepts and proper application.



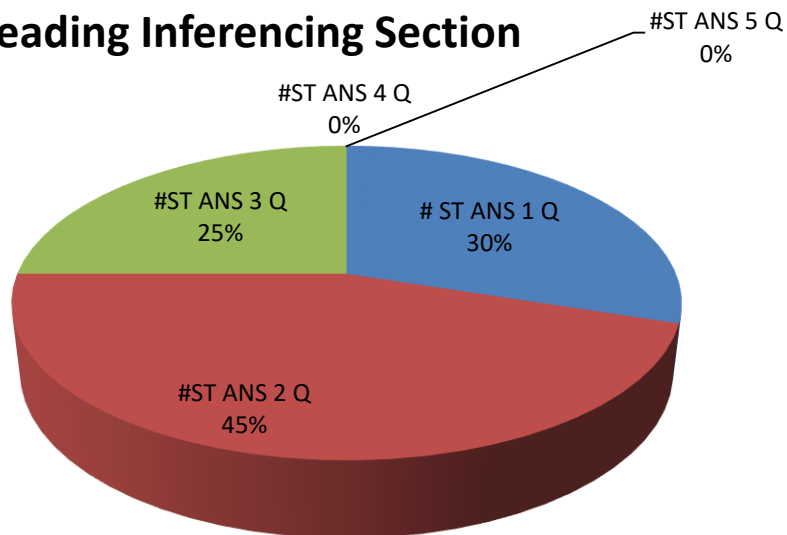
Q1	Q2	Q3	Q4	Q5	Q6	Q7	ANY
4	6	9	1	2	0	0	2

### 11-2 Reading Paraphrasing Section



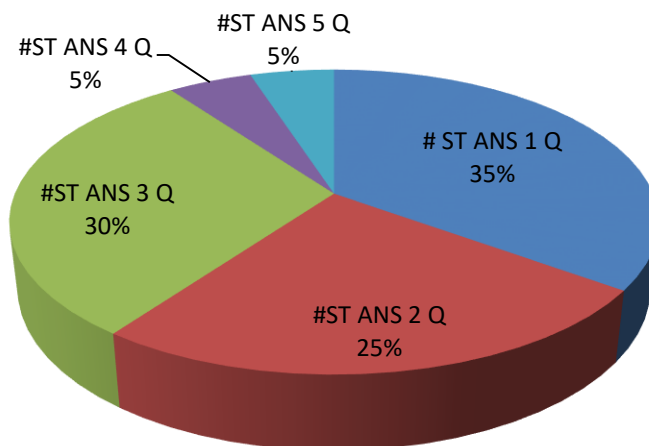
# ST ANS 1 Q	#ST ANS 2 Q	#ST ANS 3 Q	#ST ANS 4 Q	#ST ANS 5 Q	ANY
6	9	5	0	0	4

### 11-2 Reading Inferencing Section



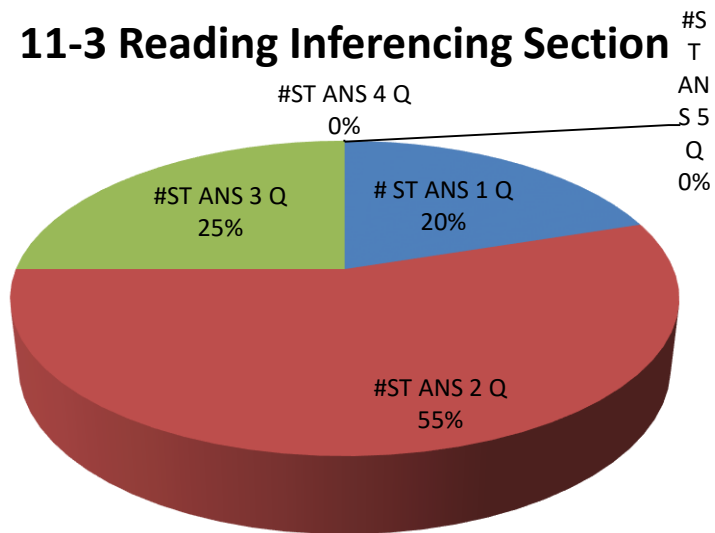
Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
7	5	6	1	1	3	0

### 11-3 Reading Paraphrasing Section



# ST ANS 1	#ST ANS 2 Q	#ST ANS 3 Q	#ST ANS 4 Q	#ST ANS 5 Q	ANY
4	11	5	0	0	6

### 11-3 Reading Inferencing Section



## Appendix 6

### **PRE-TEST ENGLISH COMPONENT PRUEBAS SABER 11 (Intervention)**

**OBJECTIVE:** This pre-test will be applied to specifically analyze students reading comprehension and vocabulary proficiency and if any reading strategies were applied unconsciously.

**CONTENT:**

The test is based on a Prueba Saber 11 mock exam, it consists of six parts with 35 questions.

**Part 1:** (vocabulary and comprehension) students decide on where to go based on five notices and three options.

**Part 2:** (vocabulary) students need to match five words with some specific information or questions about them included in eight options.

**Part 3:** (functions and comprehension) students have to complete 5 short conversations through selecting among three options for each question.

**Part 4:** (grammar and vocabulary) students need to complete a paragraph with eight blanks by selecting the appropriate word of three options.

**Part 5:** (reading comprehension, paraphrasing) students are required to answer seven questions with three options about a text.

**Part 6:** (reading comprehension, inferences) students need to answer five inferential questions based on a text. Strategies such as activating prior knowledge, scanning, skimming and making inferences, among others, could be applied to solve the test more effectively.

**TEST-TAKERS:**

The test will be applied to 25 students of 11-2 grade and 24 students of 11-3 (control group), a total of 49 test-takers.

**ALLOTTED TIME:** 60 minutes

En las preguntas 1 – 5, marque A, B o C en su hoja de respuestas.

Ejemplo:

0.  A. on milk  
B. on bread  
C. on ice cream

Respuesta: 

0	A	B	C
---	---	---	---

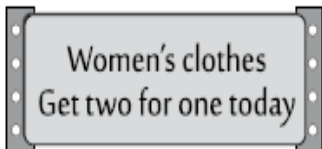
---

1.  A. in a school  
B. in a playground  
C. in a bathroom

---

2.  A. on a boat  
B. in a house  
C. in the street

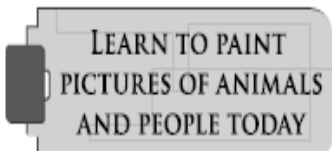
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3.  A. on a train  
B. in a park  
C. in a shop

---

4.  A. in a hall  
B. in a flat  
C. on a beach

---

5.  A. in a soccer class  
B. in a drawing class  
C. in a computer class

---

**Ejemplo:**

0. Many people go to this building to watch games.

Respuesta:

0

A

B

C

D

E

F

G

H

6. All members of the same team wear this.

A. ball

B. bike

7. You need this if you want to play tennis.

C. competition

D. field

8. At the end of this there is usually one winner.

E. player

9. This is a place outdoors where you can play sports.

F. prize

G. stadium

10. If you travel on it, you will do exercise and save time.

H. uniform

En las preguntas 11 - 15, marque A, B, o C en su hoja de respuestas.

Ejemplo:



11. Be careful!

- A. Yes, I do.  
B. I will.  
C. What a pity!
- 

12. Who's that girl?

- A. Yes, she is.  
B. That's right.  
C. My sister.
- 

13. What do you think of the teacher?

- A. Great school!  
B. I think so.  
C. I love his class.
- 

14. Do you know Martha?

- A. Who?  
B. Which?  
C. How?
- 

15. Can you pass me the salt?

- A. Here you are.  
B. I like it.  
C. It's all right.
-



## The Ozone Hole

The Ozone Layer is a 'blanket' (0) \_\_\_\_\_ the earth. It protects (16) \_\_\_\_\_ from the sun's ultraviolet (UV) rays. The problem is that there is a hole in the Ozone layer over Antarctica. Humans made that hole (17) \_\_\_\_\_ people use some products (18) \_\_\_\_\_ have terrible effects on the ozone.

Scientists say that this year (19) \_\_\_\_\_ hole broke all records: it is the (20) \_\_\_\_\_ in history. It is 27.4 million km<sup>2</sup>. Why is this hole (21) \_\_\_\_\_ big?

One reason is that the clouds over the South Pole carry chlorine (Cl) and that gas slowly eliminates the ozone.

Now people are thinking more about the ozone. They are (22) \_\_\_\_\_ other substances and in some years, (23) \_\_\_\_\_ will remember what the 'ozone hole' was.

0. A. around B. through C. between

Respuesta:

0

A

B

C

---

16. A. ours B. us C. our

---

17. A. while B. but C. because

---

18. A. which B. who C. where

---

19. A. one B. a C. the

---

20. A. large B. larger C. largest

---

21. A. such B. so C. too

---

22. A. use B. using C. used

---

23. A. nobody B. anybody C. somebody

---



## THE EUROTUNNEL



In 1957, an engineering company started studying the possibility to join Britain and France through a tunnel under the sea. It would have two trains for passengers as well as a small service train. In 1973 the ideas went into action and the hard work began. A short time later, they were stopped because there wasn't enough money to complete the project.

In 1984, several companies showed their ideas to re-start the project: two variations of railway, a road and a big bridge over the English Channel. The chosen project was the railway solution that was very similar to the one presented back in 1973. This time with help from both the British and French, a private company began the construction.

On January 20th 1986, the company TransMancheLink (TML) said that a long tunnel would be constructed. They chose a route from Folkestone in England to Calais in France. This wasn't the shortest possible way and the company needed to work harder than 13 years before.

It took seven years to complete the Eurotunnel and about 13,000 people worked on it.

The two ends of the smallest platform met on December 1st 1990 and lots of journalists and photographers went to the opening ceremony. Later, in 1991 the two long trains met. The hard work continued and three years later the project was completed.

Respuesta:

0	A	B	C
---	---	---	---

- 
24. They first started to build the Eurotunnel in
- A. 1957.  
B. 1973.  
C. 1984.
- 
25. Some time after starting the construction, the company building Eurotunnel
- A. finished the tunnels.  
B. had problems with time.  
C. couldn't continue.
- 
26. What did companies want to do in 1984?
- A. build more tunnels  
B. continue building the project  
C. change the project
- 
27. The way in which the company built the tunnel was
- A. a long one.  
B. completed in 13 years.  
C. impossible to build.
- 
28. Compared to what the first company did, TLM's work was
- A. easier.  
B. shorter.  
C. more difficult.
- 
29. There was a ceremony when the
- A. smallest platform was completed.  
B. travelers' train met.  
C. project was completed.
- 
30. When was the Eurotunnel project finished?
- A. in 1990  
B. in 1994  
C. in 1991
-

## Janet's Experience

When the opportunity to work in Japan for 8 months took place, I decided to register. I did not realize the impact it would have on my life and me. The people who know me well all thought that I would not last the three months away from home and in a very different culture. How wrong they were!



On arriving in Tokyo, I immediately liked the new environment. I surprised myself with how much I enjoyed my new way of life.

Three colleagues from the UK joined me. We lived in the same house in an area of Tokyo called Komagome. We did not speak the Japanese language and this led to many interesting times in restaurants, on train journeys and generally getting around in Japan. Our first glance of a menu found it impossible to read so we just pointed to a few things and sat in hope. Our food arrived...and kept on arriving. Unknown to us, we had ordered enough to feed 20 people; there were only 4 of us!

One morning I decided to go for a run before work. I took a different way from my known route to extend the run and after 2 hours of running and trying to find my way home, I had to stop a taxi to help me get home. I told the driver I wanted to go to Komagome Station, knowing I could direct him to the house from there. I then had to try to explain that I had no money with me and had to go in to the house first to get some money to pay the taxi driver!

---

31. What is the writer trying to do in this article?

- A. encourage tourists to visit Japan
  - B. invite colleagues to learn Japanese
  - C. describe her job in Japan
  - D. share her curious experiences in Japan
- 

32. What can the reader find in this article?

- A. facts about Japanese culture
  - B. ways to take a taxi in Tokyo
  - C. an amusing story about a foreigner
  - D. how to order food in restaurants
- 

33. One of the ideas presented in the text is that

- A. it is difficult to share a house with colleagues.
  - B. she quickly felt comfortable with the culture.
  - C. Japanese taxi drivers can speak English.
  - D. she got to work on foot because she likes running.
- 

34. The writer's family and close friends thought that she

- A. would be treated badly by colleagues.
  - B. would enjoy the Japanese culture and way of life.
  - C. would not be able to make friends.
  - D. would miss them and would return before time.
- 

35. The most suitable note for the writer's employers would be:

A.

B.

C.

D.

## Appendix 7

### Lesson Planning

#### **UNIT 1: “A STRATEGIC READER”**

##### **General Objectives of the Unit:**

1. Read and Understand descriptive, narrative and expository texts.
2. Apply reading strategies and skills to improve comprehension of different types of texts.
3. Share information with classmates to foster collaborative learning before, while, and after reading different types of texts in English.

##### **Specific Objectives of the Unit:**

Specific Objectives to develop Reading Comprehension strategies when reading descriptive, narrative or expository texts in English:

##### **a. Reading Strategies**

- 1 Apply **reading strategies** such as Activation of Prior Knowledge when pre-reading descriptive, narrative or expository texts.
- 2 Use skimming and scanning strategies during the reading process of descriptive, narrative or expository texts.
- 3 Make inferences after reading descriptive, narrative or expository texts.

##### **b. Vocabulary Strategies**

- 1- Apply vocabulary strategies to understand words or phrases within the different types of texts.
- 2- Use metacognitive strategies to monitor and evaluate the vocabulary learning process.

**Teacher: Alberto Barrios Núñez**  
**School Name: IED Camilo Torres**

### UNIT OVERVIEW

**Unit 1 – A STRATEGIC READER (Descriptions, stories and expository texts)**

**Grade Level: 11**

**Approximate time needed for the development of the unit: TEN HOURS**

### UNIT FOUNDATION

Goal (s) or Standards (Write here the Goals/Standards/competences to be developed in the unit)

**Goals:**

1. Target Goal: Development of reading comprehension skills.
2. Learning Goal: Autonomous application of reading strategies.
3. Human Goal: Collaborative learning activities with students to effectively face reading practice through using cooperative strategies learned in the course.

### STUDENT OBJECTIVES/LEARNING OUTCOMES

**General Objectives of the Unit:**

1. Read and Understand descriptive, narrative and expository texts.
2. Apply reading strategies and skills to improve comprehension of different types of texts.
3. Share information with classmates to foster collaborative learning before, while, and after reading different types of texts in English.

**Specific Objectives of the Unit:**

Specific Objectives to develop Reading Comprehension and vocabulary strategies when reading descriptive, narrative or expository texts in English:

**a. Reading Strategies**

- 1 Apply different activities in order to complete the tasks regarding the reading comprehension strategies or assigned DARTs.
- 2 Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.
- 3 Find specific information in a text through highlighting words or expressions to complete

a chart.

- 4 Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions
- 5 Make inferences from a passage through answering a set of questions and drawing conclusions about the text.

**b. Vocabulary Strategies**

- 6 Identify new vocabulary from an advert through associating words with cognates or asking to classmates.
- 7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.

**ASSESSMENT PLAN**

The assessment process will be carried out through the revision of different tasks regarding reading comprehension and vocabulary strategies as activation of prior knowledge, scanning, skimming and making predictions. Additionally, two mock exams will be assessed one before the instruction, and another after the development of the course; this factor can help us properly verify the level of the students' learning.

## Appendix 8

### Lesson Plan 1

<b>LESSON PLAN 1</b>	
Name of the teacher: Alberto Barrios	
Class / grade: 11	Number of students: 28
Average ages of students: 16-18	
Unit/Topic: <b><u>Reading Comprehension</u></b>	Level of students: A1 - A2
Allotted time: 4 hours	
<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Target Goal: Development of reading comprehension skills.</li> <li>2. Learning Goal: Autonomous application of reading strategies.</li> <li>3. Human Goal: Collaborative learning activities with students to effectively face reading practice through using cooperative strategies learned in the course.</li> </ol>	
<p><b>At the end of this lesson, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. <b>Apply different activities in order to complete the tasks regarding the reading comprehension strategies or assigned DARTs.</b></li> <li>2. Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.</li> <li>3. Find specific information in a text through highlighting words or expressions to complete a chart.</li> <li>4. Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions</li> <li>5. Make inferences from a passage through answering a set of questions and drawing conclusions about the text.</li> <li>6. Identify new vocabulary from an advert through associating words with cognates or asking to classmates.</li> <li>7. Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</li> </ol>	
<p><b>Assumed Knowledge:</b> students are assumed to know some reading strategies such as getting information based on headings or specific questions before reading, ask their classmate for the meaning of unknown words, types of texts such as: narrative, expository and descriptive. They do not have a high level of vocabulary proficiency or other types of reading strategies.</p>	
<p><b>Linguistic features and skills that will be developed in this class:</b></p> <ul style="list-style-type: none"> <li>➤ Activation of prior knowledge</li> <li>➤ Predicting through questions</li> <li>➤ Vocabulary: cognates, guessing meanings from context</li> <li>➤ Finding synonyms of unknown words</li> </ul>	
<p><b>Materials and resources that will be used in this class:</b> board, photocopies, video beam, laptop, students' hand-outs.</p>	



Class Stage	Objective	teacher's procedure and Activities students will perform	Materials	Allotted time and Type of interaction
<p style="text-align: center;"><b>Preparation</b></p>	<p>1 Apply different activities in order to complete the tasks regarding the reading comprehension strategies or assigned DARTs.</p> <p>2 Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.</p> <p>3 .Find specific information in a text through highlighting words or expressions to complete a chart.</p> <p>4 Get specific information by finding topic</p>	<p><b>To activate background knowledge:</b></p> <p><b>Before reading,</b> The teacher introduces the text by asking questions such as:</p> <ol style="list-style-type: none"> <li>a. Is it a narrative, descriptive or expository text? Explain your answer.</li> <li>b. What do you understand for “Spider Webs”?</li> <li>c. What do you think the text is about?</li> <li>d. Can you relate the word “Web” to other words or expressions in English? Give examples, please.</li> </ol> <p>In this activity to activate the students` prior knowledge, they participate through answering the questions and identifying some key vocabulary before reading, they also are required to watch a video:</p> <p>Students watch a video:  <a href="https://youtube.com/watc">https://youtube.com/watc</a></p>	<p><b>Materials:</b></p> <p>-Computer/video beam, notebooks, dictionaries.</p>	<p>45 minutes  Teacher/Student interaction</p>

	<p>sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions.</p> <p>5 Make inferences from a passage through answering a set of questions and drawing conclusions about the text.</p> <p>6 Identify new vocabulary from an advert through associating words with cognates or asking to classmates.</p> <p>7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</p>	<p><a href="https://www.youtube.com/watch?v=2WBln5ID42Y?t=47">h?v=2WBln5ID42Y?t=47</a></p> <p>Students check their assumed knowledge about the answers and vocabulary.(See Preparation Activity attachment)</p>		
<p><b>Presentation</b> Explanation</p>	<p>2 Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.</p>	<p><b>Explain the model:</b> <b>Reading Strategies</b> The teacher explains how Reading Strategies may help students to become more effective readers and presents the students specific reading strategies to be studied during the unit: a. Anticipating prior</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Text 1. text sample: “Spider Webs” Copyright Read Theory LLC, 2012. All rights reserved.</li> <li>- Worksheets</li> </ul>	<p>1 hour</p> <p>Teacher/Student interaction.</p> <p>Student/Student interaction.</p>

		<p>knowledge</p> <p>b. Scanning</p> <p>c. Skimming</p> <p>d. Making Inferences</p> <p>Students are asked for the type of strategy they used in <b>Preparation</b> section so that they identify the Activation of Prior Knowledge.</p> <p>Then, teacher shares a set of hand-outs with the text “Spider Web” with the students to check their predictions and discuss their previous answers with their classmates, they also ask information to the classmates about the new vocabulary.</p>	- Computer/video beam	
<p><b>Practice</b></p> <p>Prompt strategies</p> <p>Give feedback</p>	<p>3 .Find specific information in a text through highlighting words or expressions to complete a chart.</p> <p>4 Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions.</p> <p>5 Make inferences from a passage through answering a</p>	<p><b>Prompt strategies and give feedback:</b></p> <p>The teacher explains the strategies <b>while reading</b>, students quickly read the text and try to get the information for questions 3, 5 and 6 by highlighting key words or expressions, in this activity, students apply <b>scanning</b> strategy to find the required information. Then, they get specific details to answer questions 1, 2, and 4; in this activity students are applying <b>skimming</b> strategy to obtain</p>	- Text 1	<p>1 hour</p> <p>Teacher/student</p> <p>Student/student</p>

	set of questions and drawing conclusions about the text.	relevant information to answer the questions. <b>After reading</b> , students answer questions 7 and 8 to check their understanding, ability of drawing conclusions and inferring author's intention, in this part of the activity they are applying <b>Making Inference</b> strategy.		
<b>Evaluation</b> Assess strategies <b>Expansión</b> Support transfer	<p>2 Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.</p> <p>3 .Find specific information in a text through highlighting words or expressions to complete a chart.</p> <p>4 Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions.</p> <p>5 Make inferences from a passage through answering a set of questions and drawing conclusions about the text.</p>	<p><b>Assess Strategies:</b></p> <p>Students are given a new text “Robots” where they have to apply the reading strategies studied during the “Practice” section: Activation of Prior knowledge, Scanning, Skimming, and Making Inferences.</p> <p>Given the text they will work in pairs to complete the task, students are required to discuss and share ideas, this a collaborative activity.</p> <p><b>Support/transfer</b></p> <p>Students are asked to discuss the answers with different pairs and check if they were right or wrong. Learners need to correct the wrong ones and ask for support to the teacher if necessary.</p>	<ul style="list-style-type: none"> <li>- Text 2 “Robots” Copyright Read Theory LLC, 2012. All rights reserved.</li> <li>- Worksheets</li> <li>- Computer/vi deo beam</li> </ul>	1 hour and 15 minutes

	<p>6 Identify new vocabulary from an advert through associating words with cognates or asking to classmates.</p> <p>7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</p>	<p><b>(see attachment 2)</b></p>		
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## Appendix 9

### Lesson Plan 2

<b>LESSON PLAN 2</b>	
Name of the teacher: Alberto Barrios	
Class / grade: 11	Number of students: 26
Average ages of students: 16-18	
Unit/Topic: <b><u>Reading Comprehension</u></b>	Level of students: A1 - A2
Allotted time: 3 hours	
<b>Goals:</b> <ol style="list-style-type: none"> <li>1. Target Goal: Development of reading comprehension skills.</li> <li>2. Learning Goal: Autonomous application of reading strategies.</li> <li>3. Human Goal: Collaborative learning activities with students to effectively face reading practice through using cooperative strategies learned in the course.</li> </ol>	
<b>At the end of this lesson, students will be able to:</b> <ol style="list-style-type: none"> <li>1. <b>Apply different activities in order to complete the tasks regarding the reading comprehension strategies or assigned DARTs.</b></li> <li>2. Find specific information in a text through highlighting words or expressions to complete a chart.</li> <li>3. Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions</li> <li>4. Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</li> </ol>	
<b>Assumed Knowledge:</b> students are assumed to know types of texts such as: narrative, expository and descriptive. They do not have a high level of vocabulary proficiency or other types of reading strategies.	
<b>Linguistic features and skills that will be developed in this class:</b> <ul style="list-style-type: none"> <li>➤ Finding specific information</li> <li>➤ Getting main ideas or details</li> <li>➤ Vocabulary: cognates, guessing meanings from context</li> <li>➤ Finding synonyms or antonyms of unknown words</li> </ul>	
<b>Materials and resources that will be used in this class:</b> board, photocopies, video beam, laptop, students' hand-outs.	

Class Stage	Objective	teacher's procedure and Activities students will perform	Materials	Allotted time and Type of interaction
<b>Preparation</b>				

	<p>1 Apply different activities in order to complete the tasks regarding the reading comprehension strategies or assigned DARTs.</p> <p>2 Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.</p> <p>3 .Find specific information in a text through highlighting words or expressions to complete a chart.</p> <p>4 Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions.</p>	<p><b>Before reading,</b> The class starts with the socialization of the text “Robots” and the conclusions about when and how strategies were used. Each question is analyzed.</p> <ol style="list-style-type: none"> <li>What type of text is it?</li> <li>What strategies are applied in each question?</li> <li>How do you know? Explain.</li> <li>In what way will robots help us in the future?</li> </ol> <p>In this activity to activate the students` prior knowledge, they participate through answering the questions, supporting their answers, and recognizing relevant vocabulary.</p> <p>Students check their assumed knowledge about the answers and vocabulary.(See <b>Preparation Activity attachment 1)</b></p>	<p><b>Materials:</b></p> <p>-Computer/video beam, notebooks, dictionaries.</p>	<p>30 minutes</p> <p>Teacher/Student interaction.</p>
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	<p>5 Make inferences from a passage through answering a set of questions and drawing conclusions about the text.</p> <p>6 Identify new vocabulary from an advert through associating words with cognates or asking to classmates.</p> <p>7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</p>			
<p><b>Presentation</b> Explanation (pre-reading)</p>	<p>The text “The Monarch Butterfly” is presented to the students.</p>	<p>Students work the Dart “segmenting” and organize the text in appropriate paragraphs with subheadings for each one.</p> <p>The teacher explains the activity and the Reading Strategies which will be applied pre, while, during and post reading:</p> <ol style="list-style-type: none"> <li>Anticipating prior knowledge</li> <li>Scanning</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Text 3. “The Monarch Butterfly”</li> </ul> <p>Tomado de:  <a href="http://s28.photobucket.com/user/psychiatrics/media/070124022840_butterfly_animation.gif.html">http://s28.photobucket.com/user/psychiatrics/media/070124022840_butterfly_animation.gif.html</a>.          Simulacro Saber 2016</p> <ul style="list-style-type: none"> <li>- Worksheets</li> </ul>	<p>45 minutes</p> <p>Teacher/Student interaction.</p> <p>Student/Student interaction.</p>



		<p>c. Skimming</p> <p>d. Making Inferences</p> <p>Students use prior knowledge of lesson one and link it with the new text.</p>	- Computer/video beam	
<p><b>Practice</b></p> <p>Prompt strategies</p> <p>Give feedback (while Reading)</p>	<p>3 Find specific information in a text to answer some questions.</p> <p>4 Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions.</p> <p>7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</p>	<p><b>Prompt strategies and give feedback:</b></p> <p>After finishing the Segmenting Dart, the teacher encourages the students to read the questions first and then the text. <b>While reading</b>, students are asked to check 10 underlined words within the text to get the meanings through associating them with Synonyms, Antonyms or previous knowledge. This Mental strategy is specifically related to vocabulary recognition. Then, they read the text and highlight the required information to answer the questions from 1 to 7. The first 2 questions require the application of <b>scanning</b> strategy to find the specific information, and in questions 3 to 7 is necessary the application of <b>skimming</b> strategy to obtain relevant information to answer the</p>	- Text 3	<p>1 hour</p> <p>Teacher/student</p> <p>Student/student</p>

		questions. <b>.(See Practice Activity attachment 2)</b>		
<b>Evaluation</b> Assess strategies <b>Expansión</b> Support transfer	2 Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.  3 Find specific information in a text through highlighting words or expressions to complete a chart.  4 Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions.  5 Make inferences from a passage through answering a set of questions and drawing conclusions about the text.  6 Identify new vocabulary from an advert through associating words with cognates or	<b>Assess Strategies:</b> The text is presented to the students through video beam and the class is divided in groups of 4 students. Each group is assigned a question and after a few minutes of discussion, they present the answer and support it by indicating reasons and type of reading strategy applied.  <b>Transfer</b> Students are presented a text (video beam) with an answer sheet “The Eurotunnel” (Icfes Saber 11 samples) to complete a task regarding to the previous activity. They need to work in pairs.  <b>(see attachment 3 for Evaluation and Expansion)</b>	Complementary text “The Euro tunnel” <b>SABER 11o. 2012 Cuadernillo de pruebas Saber 11o.</b>  - Worksheets  - Computer/video beam	45 minutes  Teacher-student  Student-student

	<p>asking to classmates.</p> <p>7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</p>			
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## Appendix 10

### Lesson Plan 3

<b>LESSON PLAN 3</b>	
Name of the teacher: Alberto Barrios	
Class / grade: 11	Number of students: 26
Average ages of students: 16-18	
Unit/Topic: <b><u>Reading Comprehension</u></b>	Level of students: A1 - A2
Allotted time: 3 hours	
<b>Goals:</b>	
<ol style="list-style-type: none"> <li>4. Target Goal: Development of reading comprehension skills.</li> <li>5. Learning Goal: Autonomous application of reading strategies.</li> <li>6. Human Goal: Collaborative learning activities with students to effectively face reading practice through using cooperative strategies learned in the course.</li> </ol>	
<b>At the end of this lesson, students will be able to:</b>	
<ol style="list-style-type: none"> <li>5. <b>Apply different activities in order to complete the tasks regarding the reading comprehension strategies or assigned DARTs.</b></li> <li>6. Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.</li> <li>7. Find specific information in a text through highlighting words or expressions to complete a chart.</li> <li>8. Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions</li> <li>9. Make inferences from a passage through answering a set of questions and drawing conclusions about the text.</li> <li>10. Identify new vocabulary from an advert through associating words with cognates or asking to classmates.</li> <li>11. Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</li> </ol>	
<b>Assumed Knowledge:</b> students are assumed to know types of texts such as: narrative, expository and descriptive; besides this, they have been instructed in grammar tenses as simple, continuous and perfect tenses so they have a basic knowledge about these topics. Students do not have a high level of vocabulary proficiency or other types of reading strategies.	
<b>Linguistic features and skills that will be developed in this class:</b>	
<ul style="list-style-type: none"> <li>➤ Finding specific information</li> <li>➤ Getting main ideas or details</li> <li>➤ Vocabulary: cognates, guessing meanings from context</li> <li>➤ Finding synonyms or antonyms of unknown words</li> </ul>	
<b>Materials and resources that will be used in this class:</b> board, photocopies, video beam, laptop, students' hand-outs.	

Class Stage	Objective	teacher's procedure and Activities students will perform	Materials	Allotted time and Type of interaction
<p style="text-align: center;"><b>Preparation</b></p>	<p>1 Apply different activities in order to complete the tasks regarding the reading comprehension strategies or assigned DARTs.</p> <p>2 Anticipate content from a given text by answering a set of open-ended questions in order to predict information about the passage.</p> <p>3 .Find specific information in a text through highlighting words or expressions to complete a chart.</p> <p>4 Get specific information by finding topic</p>	<p><b>To activate background knowledge:</b></p> <p><b>Before reading,</b> The class starts with the socialization of the text “The Eurotunnel” and the conclusions about when and how strategies were used. Each question is analyzed.</p> <p>e. What type of text is it?</p> <p>f. What strategies are applied in each question?</p> <p>g. How do you know? Explain.</p> <p>h. What other similar building projects do you know? What happened?</p> <p>The teacher checks students’ progress and have the students discuss and clear their answers. Reading and Vocabulary strategies instruction is reinforced: activation of prior knowledge, scanning, skimming, making inferences for reading practice; determination, social and</p>	<p><b>Materials:</b></p> <p>-Computer/video beam, notebooks, dictionaries.</p> <p>- text “Great 20<sup>th</sup> century actors”</p> <p><a href="http://www.colombiaprende.edu.co/html/mediateca/1607/articles-209075_recurso_1.pdf">www.colombiaprende.edu.co/html/mediateca/1607/articles-209075_recurso_1.pdf</a></p>	<p>30 minutes</p> <p>Teacher/Student interaction</p>

	<p>sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions.</p> <p>5 Make inferences from a passage through answering a set of questions and drawing conclusions about the text.</p> <p>6 Identify new vocabulary from an advert through associating words with cognates or asking to classmates.</p> <p>7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</p>	<p>mental for vocabulary recognition.</p> <p>Complete the task about the text “Great 20<sup>th</sup> century actors” to review reading strategies studied in lesson 2.</p> <p>.(See Preparation Activity attachment 1)</p>		
<p><b>Presentation</b> Explanation</p>	<p>The text “Janet’s experience” is presented to the students.</p>	<p>Students work the Dart “text marking”. They are asked to find vocabulary from context and information to answer the questions. They can highlight or mark the text with different colors in order to infer relevant</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Text 4. “Janet’s experience”</li> </ul> <p>SABER 11o. 2012 Cuadernillo de pruebas</p>	<p>45 minutes</p> <p>Teacher/Student interaction.</p> <p>Student/Student</p>

		<p>information which clearly support the appropriate selection of answers.</p> <p>The teacher explains the activity and the Reading Strategies which will be applied during and post reading:</p> <ol style="list-style-type: none"> <li>Scanning</li> <li>Skimming</li> <li>Making Inferences</li> </ol> <p>Students use prior knowledge acquired in the text “Great 20<sup>th</sup> century actors” and use it to understand the new text.</p> <p>See attachment 2 presentation</p>	<p>Saber 11°</p> <ul style="list-style-type: none"> <li>- Worksheets</li> <li>- Computer/video beam</li> </ul>	interaction.
<p><b>Practice</b></p> <p>Prompt strategies</p> <p>Give feedback (while Reading)</p>	<p>5 Make inferences from a passage through answering a set of questions and drawing conclusions about the text.</p> <p>7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</p>	<p><b>Prompt strategies and give feedback:</b></p> <p>After marking the information and vocabulary, the teacher presents the text through video beam to check whether the details gathered in the photocopies are relevant for the vocabulary and information required in the questions, students compare the information with the questions in the text. <b>While reading,</b> students are asked to apply the vocabulary</p>	<ul style="list-style-type: none"> <li>- Text 4 “Janet’s experience”</li> </ul>	<p>1 hour</p> <p>Teacher/student</p> <p>Student/student</p>

		<p>strategies learned in lesson 1 and 2 (determination, social and memory) so that they can get the meanings from context and understand well the text. They are asked to highlight and find the meaning of six expressions from the text: <i>took place, realize the impact..., how wrong they were, train journeys, sat in hope, and kept on arriving.</i> They have associate expressions with prior knowledge, cognates, synonyms, and the context itself. <b>After reading,</b> Students are clearly required to get information between lines and use the marked details to <i>Make inferences</i> about author's intention or other relevant features for the text comprehension and successfully complete the task.</p> <p><i>.(See Practice Activity attachment 3)</i></p>		
<p><b>Evaluation</b> Assess strategies</p> <p><b>Expansión</b> Support transfer</p>	<p>2 Anticipate content from a given text by answering a set of open-ended questions in order to</p>	<p><b>Assess Strategies:</b> Students join in groups to discuss the answers and check the reading and vocabulary strategies applied in the two texts</p>	<p>- Worksheets - Computer/vi</p>	<p>45 minutes  Teacher-student</p>



	<p>predict information about the passage.</p> <p>3 Find specific information in a text through highlighting words or expressions to complete a chart.</p> <p>4 Get specific information by finding topic sentences or main ideas in a given text to answer a group of open-ended and closed-ended questions.</p> <p>5 Make inferences from a passage through answering a set of questions and drawing conclusions about the text.</p> <p>6 Identify new vocabulary from an advert through associating words with cognates or asking to classmates.</p> <p>7 Find synonyms or antonyms to words within an expository text in order to understand the vocabulary and enhance the comprehension.</p>	<p>worked in class. They socialize the answers after 15 minutes of analysis. Each group expose their considerations and complement other groups' ideas.</p> <p><b>Transfer</b> Students are presented the second mock exam to check the progress they have made after the instruction of the three lessons. They work it individually, and then results and answers will be shared with the whole class.</p> <p><b>(see attachment 4 for Evaluation and Expansion)</b></p>	deo beam	Student-student
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## Appendix 11

### LESSON PLANNING ATTACHMENTS FOR LESSON PLAN 1

#### Attachment 1

#### PRIOR KNOWLEDGE

#### BEFORE READING ACTIVITY

*Directions: Read the passage. Then answer the questions below.*

#### Spider Webs



All spiders spin webs. That's because webs help spiders. Webs help spiders do three things. Webs help spiders hold eggs. Webs help spiders hide. And webs help spiders catch food.

Webs help spiders hold eggs. Many spiders like to lay their eggs in their webs. The webs help keep the eggs together. Webs help spiders keep their eggs safe.

Webs help spiders hide. Most spiders are dark. They are brown, grey, or black. But spider webs are light. They are white and cloudy. When spiders hide in their webs, they are harder to see.

Webs help spiders catch food. Spiderwebs are sticky. When a bug flies into the web, it gets stuck. It moves around. It tries to get out. But it can't. It is trapped! Spiders can tell that the bug is **trapped**. That's because spiders feel the web move. And the spider is hungry. The spider goes to get the bug.

As you can see, webs help spiders hold eggs. Webs help spiders hide. And webs help spiders catch food. Without webs, spiders would not be able to live like they do. Spiders red their webs to **Survive!**

1) This passage is mostly about:

- A. spider colors
- B. spiderwebs

C.spider eggs

2) Spiderwebs help spiders

I.hold eggs

II.catch food

III. find water

A.I only

B.I and II only

C.I, II, and III

3) As used in paragraph 4, the word **trapped** most nearly means

A.stuck

B.hidden

C.eaten

4) How can spiders tell when something is trapped in their web?

A.They hear it.

B.They smell it.

C.They feel it.

5) As used in the last sentence of the passage, the word **survive** means to stay

A.alive

B.hidden

C.caught

6) The passage lists three reasons why spiders spin webs. Find them and list the reasons below:

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7) Which reason do you consider the most important? why?

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**8) Are spiders good? Do we need them in our world? Why or why not?**

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## Appendix 12

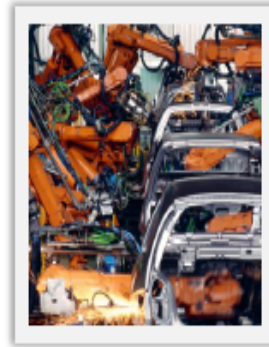
### Attachment 2

Now Read the following model text and apply reading strategies:

#### Robots

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to!

Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines.



Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm.

In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.

1) As used in paragraph 1, we can understand that something special is NOT

- A. normal
- B. expensive
- C. perfect
- D. tired

2) According to the author, robots may be used to

- I. make cars
- II. explore volcanoes
- III. answer telephone calls

- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

- 3) What is the main purpose of paragraph 2?
- A. to show how easy it is to make a robot
  - B. to tell what a robot is
  - C. to describe the things a robot can do
  - D. to explain the difference between a robot and a machine
- 4) According to the passage, when was the first real robot made?
- A. 1961
  - B. 1900
  - C. 2003
  - D. 2000 years ago
- 5) Using the information in the passage as a guide, which of these gives the best use of a robot?
- A. to help make a sandwich
  - B. to help tie shoes
  - C. to help read a book
  - D. to help explore Mars
- 6) Which of these statements correctly summarizes how the author of this passage feels about robots?
- A. Robots are old.
  - B. Robots are confusing.
  - C. Robots are helpful.
  - D. Robots are dangerous.
- 7) Near the end of the passage, the author says that "In the future, we will have even more robots." The author concludes by telling us that robots "will help make life better." What do you think about this? Do you think this is true? Will robots help make life better? Why or why not? Explain.

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**Appendix 13**

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**Attachment 3****Reading Strategies**

<b>Reading Strategy</b>	<b>Definition</b>
Activation prior knowledge:	A strategy which help readers linking previous and current knowledge together.
Scanning:	This strategy is required to search for numbers, symbols and long words which may help learners find answers in a text.
Skimming:	This strategy help us to obtain the main idea from a text without reading every single word.
Making inferences	A strategy which allows us to use information in a text, and guess or infer different aspects about it.

## Appendix 14

### Attachment 4

#### READING AND VOCABULARY SKILLS SUMMARY

<i><b>EVALUATED READING SKILLS</b></i>	<i><b>TYPE OF TASK</b></i>	<i><b>STRATEGY</b></i>
Activate previous knowledge	<b>Type 1:</b> open-ended questions, closed-ended questions	Preview the heading from a text
Identify main ideas	<b>Type 2:</b> getting topic sentences or main ideas	Skim the text to get main ideas or topic sentences
Identify specific details	<b>Type 3:</b> matching, completing texts, open-ended questions	Scan the text to get specific information
Make inferences	<b>Type 4:</b> reading texts including inferential questions	Making inferences of author's intention or information not specified in the text
Vocabulary 1: discovering a new word's meaning	<b>Type 5:</b> guess from textual context, analyze part of speech	Determination strategy to discover words' meanings
Vocabulary 2: getting meanings through interaction.	<b>Type 6:</b> discover new meaning through interacting	Highlighting and finding meaning through group activity from a text, Finding synonyms of words in the text



## Appendix 15

### LESSON PLANNING ATTACHMENTS FOR LESSON PLAN 2

Attachment 1 (See attachment 2, lesson 1)

Attachment 2

#### The Monarch Butterfly



This amazing butterfly is easily seen by its orange and black colors. Unfortunately, one of the last areas of the monarch butterfly may soon be gone. The place is in Pacific Grove, California. That **town** calls itself Butterfly U.S.A. **In this town**, there is a woman who has a **wild** garden where the butterflies like to live. She wants to sell it to a building company that is interested in building homes, but the **city** doesn't want her to do this, because the butterflies will not have a home. **Instead**, people from the town would like to make it a place just for butterflies, but they cannot do this because they don't have money to **pay for** it. **Millions of butterflies** have followed the same **paths** for thousands of years. They start their **trip** in Mexico and return to California to leave their eggs in the trees. They go to Pacific Grove to find the right temperature and **stay warm**. **The monarch butterfly** is the **symbol** of Pacific Grove. Many people come to the city each year to see them. The money these visitors bring is very important for the town. Some people say that more butterflies used to come; **not as many** come now, so they think all of the new buildings will make the monarch butterflies disappear from this area.

Tomado de:

[http://s28.photobucket.com/user/psychiatrics/media/070124022840\\_butterfly\\_animation.gif.html](http://s28.photobucket.com/user/psychiatrics/media/070124022840_butterfly_animation.gif.html). Prueba saber samples

- 1- In Pacific Grove there's a woman who
  - A. likes building houses.
  - B. looks after butterflies.
  - C. has a natural field.

- 2- People from the city worry about the
- A. butterflies leaving town.
  - B. size of buildings.
  - C. money to pay bills.
- 3- What have the butterflies been doing for a long time?
- A. visiting the city center
  - B. making the same journey
  - C. leaving California
- 4- For the butterfly to be able to leave its eggs, it must
- A. get very cold.
  - B. have plants around.
  - C. return to Mexico.
- 5- Butterflies chose to stay in Pacific Grove because
- A. it's called Butterfly USA.
  - B. it's beautiful.
  - C. it has good weather.
- 6- The number of butterflies in the city is now
- A. larger than before.
  - B. less than before.
  - C. the same as before.
- 7- People think the new construction will
- A. make butterflies die.
  - B. make butterflies sick.
  - C. make butterflies move.

**Attachment 16****Vocabulary attachment**

Word/Expression	Associated Word or Expression (synonym, antonym)
Town	City...
Wild	
City	Town ...
Instead	
Pay for	
Path	
Trip	
Stay warm	
Symbol	
Not as many	

## Appendix 17

### Attachment 3, Evaluation and Expansion

#### THE EUROTUNNEL



In 1957, an engineering company started studying the possibility to join Britain and France through a tunnel under the sea. It would have two trains for passengers as well as a small service train. In 1973 the ideas went into action and the hard work began. A short time later, they were stopped because there wasn't enough money to complete the project.

In 1984, several companies showed their ideas to re-start the project: two variations of railway, a road and a big bridge over the English Channel. The chosen project was the railway solution that was very similar to the one presented back in 1973. This time with help from both the British and French, a private company began the construction.

On January 20th 1986, the company TransMancheLink (TML) said that a long tunnel would be constructed. They chose a route from Folkestone in England to Calais in France. This wasn't the shortest possible way and the company needed to work harder than 13 years before.

It took seven years to complete the Eurotunnel and about 13,000 people worked on it.

The two ends of the smallest platform met on December 1st 1990 and lots of journalists and photographers went to the opening ceremony. Later, in 1991 the two long trains met. The hard work continued and three years later the project was completed.

24. They first started to build the Eurotunnel in
- A. 1957.
  - B. 1973.
  - C. 1984.
- 
25. Some time after starting the construction, the company building Eurotunnel
- A. finished the tunnels.
  - B. had problems with time.
  - C. couldn't continue.
- 
26. What did companies want to do in 1984?
- A. build more tunnels
  - B. continue building the project
  - C. change the project
- 
27. The way in which the company built the tunnel was
- A. a long one.
  - B. completed in 13 years.
  - C. impossible to build.
- 
28. Compared to what the first company did, TLM's work was
- A. easier.
  - B. shorter.
  - C. more difficult.
- 
29. There was a ceremony when the
- A. smallest platform was completed.
  - B. travelers' train met.
  - C. project was completed.
- 
30. When was the Eurotunnel project finished?
- A. in 1990
  - B. in 1994
  - C. in 1991
-

## Appendix 18

LESSON PLANNING ATTACHMENTS FOR LESSON PLAN 3

## Attachment 1

## PREPARATION

(See attachment 3, lesson 2)

## Attachment 2

## Reading strategies:

### 1- Scanning

*Scanning* a text is a reading technique where the reader looks for specific information rather than trying to absorb all the information. If you're reading a timetable, say, you want specific information usually and so look for something that is convenient for your journey plans- when you do this, you are *scanning*.

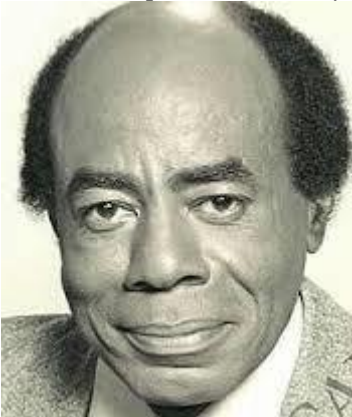
### 2- Skimming

*Skimming* is reading a text to get the gist, the basic overall idea, rather than concentrating on absorbing all the details. For instance, many people skim read a newspaper article just to get a quick overview, or a text could be skimmed to see whether it's worth reading in detail.

## 3- **Making inferences**

We learn about some things by experiencing them first-hand, but we gain other knowledge by inference — the process of inferring things based on what is already known. When you make an inference, you're reading between the lines or just looking carefully at the facts and coming to conclusions. You can also make faulty inferences. If you hear a person's weight is 250 pounds, you might make the inference that they're overweight. But what if they're seven feet tall?

**Task:** Complete a chart by explaining items related to the text.



**ROSCOE LEE BROWNE**

*Roscoe Lee Browne is a large man with a pleasant, friendly face. He has worked in the theater and also in movies and TV. He can play many different people – good, bad, happy or sad. He was born in 1925 in New Jersey. After school, he studied at Lincoln University, where he taught French before becoming an actor. When he was a student, he was excellent at running. In 1951, he won an important 800-meter race in Paris.*



**PETER USTINOV**

*Peter Ustinov's father was Russian and his mother was French, but Peter was born in England. He went to an expensive school, but he was not happy there. He quit at 16 and joined the London Theater Studio. Two years later, he got his first acting job. After that, he was in many plays and movies, but he also found time to write stories, to travel and paint.*



**ED WYNN**

*Ed Wynn was a star in the theater first and then moved to TV and radio shows. Later, he also acted in in movies. Many people remember his name because he knew to make them laugh. He was born in Pennsylvania and went to school there. His father had a hat store and Ed liked to put the hats on and make the customers laugh. Ed's father told him not to become an actor, but Ed always knew it was what he wanted to be.*

### **ACTIVITY 1: Scanning**

*Find the following numbers and words, and then write about their meaning in the text:*

1925 \_\_\_\_\_



1951 \_\_\_\_\_

800 \_\_\_\_\_

16 \_\_\_\_\_

England \_\_\_\_\_

Russian \_\_\_\_\_

French \_\_\_\_\_

Pennsylvania \_\_\_\_\_

### **ACTIVITY 2: Skimming**

a. *Read quickly and write **T(true)** or **F(false)** for each one of the next statements:*

- 1- Lee Browne's father wanted him to act \_\_\_\_\_
- 2- Wynn's father didn't want him to act \_\_\_\_\_
- 3- Ustinov had a different job before he began acting \_\_\_\_\_
- 4- Lee Browne was a teacher at Lincoln University \_\_\_\_\_
- 5- Wynn wanted to be a runner \_\_\_\_\_

b. Discuss with a classmate the right information about the **False** statements and correct them.

c. *Underline the best heading for this text*

1. Excellent 21<sup>st</sup> century actors
2. Great 20<sup>th</sup> century actors
3. Actors and teachers of 20<sup>th</sup> century

## Appendix 19

### Attachment 3

#### Janet's Experience

When the opportunity to work in Japan for 3 months took place, I decided to register. I did not realize the impact it would have on my life and me. The people who know me well all thought that I would not last the three months away from home and in a very different culture. How wrong they were!



On arriving in Tokyo, I immediately liked the new environment. I surprised myself with how much I enjoyed my new way of life.

Three colleagues from the UK joined me. We lived in the same house in an area of Tokyo called Komagome. We did not speak the Japanese language and this led to many interesting times in restaurants, on train journeys and generally getting around in Japan. Our first glance of a menu found it impossible to read so we just pointed to a few things and sat in hope. Our food arrived...and kept on arriving. Unknown to us, we had ordered enough to feed 20 people; there were only 4 of us!

One morning I decided to go for a run before work. I took a different way from my known route to extend the run and after 2 hours of running and trying to find my way home, I had to stop a taxi to help me get home. I told the driver I wanted to go to Komagome Station, knowing I could direct him to the house from there. I then had to try to explain that I had no money with me and had to go in to the house first to get some money to pay the taxi driver!

---

31. What is the writer trying to do in this article?

- A. encourage tourists to visit Japan
  - B. invite colleagues to learn Japanese
  - C. describe her job in Japan
  - D. share her curious experiences in Japan
- 

32. What can the reader find in this article?

- A. facts about Japanese culture
  - B. ways to take a taxi in Tokyo
  - C. an amusing story about a foreigner
  - D. how to order food in restaurants
- 

33. One of the ideas presented in the text is that

- A. it is difficult to share a house with colleagues.
  - B. she quickly felt comfortable with the culture.
  - C. Japanese taxi drivers can speak English.
  - D. she got to work on foot because she likes running.
- 

34. The writer's family and close friends thought that she

- A. would be treated badly by colleagues.
  - B. would enjoy the Japanese culture and way of life.
  - C. would not be able to make friends.
  - D. would miss them and would return before time.
- 

35. The most suitable note for the writer's employers would be:

A.

I am very grateful for the amazing experience you gave me. I will tell people all about Japanese culture!

B.

Thank you very much! I would appreciate living in a more comfortable house next time.

C.

It was a pleasure to work for your company. Next time, I suggest providing a map for foreign employees.

D.

I am really happy because it is time to leave Japan. I hope you are satisfied with my work.

## Appendix 20

### Attachment 4

#### Breaking the Ice

##### Michael Sharp visits an outdoor pool

It's just before 7 a.m. and I'm at an outdoor swimming pool in London, where the temperature of the water is only 11degrees above freezing! Amazingly, there are already eight people swimming.

I had intended to discover, by taking a swim myself, why anyone would want to swim in such cold water. However, in the end, I decided to ask people instead. Peter Smith has been a swimmer here for three years, coming every morning before work. 'It's wonderful on a cold winter morning,' he says. 'I thought it would make me healthier and I haven't been ill once since I started.'

All the swimmers here say the same thing. They all feel fitter. However, not everyone agrees with them. Some doctors say it helps fight illness, while others say it could be dangerous, especially for your heart.

I asked Peter what they did on the days when the pool was frozen. 'That's easy,' he said. 'There's a place in the middle where the ice is thin and easy to break. You have to avoid the sides where the ice is thicker. I did try to swim there once just to see what it was like, but I found that it was impossible to break through the ice.'

I would like to be able to say that I too dived happily into the water and swam a couple of hundred metres. But the truth is, fearing the worst, I walked very carefully into the pool, stood there almost in shock and then got out again after 30 seconds before I became a block of ice!

**1** What is the writer trying to do in this text?

**A** explain why some people like swimming in the cold

**B** prove an idea he has had about keeping fit

**C** warn people not to go swimming in cold water

**D** advise people on ways to stay healthy

**2** What can a reader find out from this text?

- A** where to go swimming in London
- B** what happened to the writer at the pool
- C** how to keep warm in cold water
- D** how often the writer goes swimming

**3** What does Peter Smith say about his morning swim?

- A** It has helped him recover from a recent illness.
- B** He enjoys it when the pool is covered in ice.
- C** It is the reason why he keeps well all year.
- D** He thinks it makes him work better.

**4** What did the writer feel about swimming at the pool?

- A** It was as cold as he expected.
- B** He did not like the ice.
- C** It made him feel healthier.
- D** He enjoyed swimming up and down.

**5** What do you think the writer would say to his friends?

- A.** My doctor has advised me not To go swimming there
- B.** It's amazing how the pool stays clear of ice all Winter.
- C.** I really enjoyed my early
- D.** I was surprised at morning swim at the outdoor pool.

## Appendix 21

### Class Observation for the intervention

#### OBJECTIVE:

To observe a reading class to analyze how the application of reading and vocabulary strategies have influenced the student's reading comprehension skills of texts in English.

#### CONTENT:

This class observation is based on the stages proposed within the SBI (Strategy Based Instruction) which are *Preparation and Presentation, Practice, Evaluation and Expansion*. Each step is related to the different reading and vocabulary strategies, and is also analyzed from three perspectives: Teacher, Student, and the use of Materials.

#### Class observation (recorded classes from intervention)

	<i>Total ly agree</i>	<i>Agre e</i>	<i>Parti al ly agree</i>	<i>Disa gree</i>	<i>Comments</i>
<b>TEACHERS (teaching)</b>					
<b>PREPARATION AND PRESENTATION</b>					
The teacher activates prior knowledge	X				Through videos and questions the teacher fostered students association between previous and new knowledge.
The teacher explains the reading strategies	X				Using video beam, copies and the board, the teacher explained each reading and vocabulary strategy.
The teacher EXPLICITLY models the strategies instruction.		X			Most of strategies were successfully modeled; however the vocabulary determination strategy, and making inferences from reading texts were explained instead. The teacher instructed them about what strategies are ( declarative knowledge)
<b>PRACTICE</b>					
The teacher motivates students to use reading strategies	X				Regulation of cognition was given through charts, videos and reading to motivate students' performance.
The teacher guides the students to apply		X			The teacher facilitated the material to apply the reading strategies, but some students could not do it

the reading strategies autonomously.					without help at first.
The teacher gives feedback to students within the process	X				After each activity, the teacher gave feedback and encouraged students to correct mistakes and fostered the conditional knowledge (Why and When to apply strategies).
<b>EVALUATION AND EXPANSION</b>					
The teacher promotes self-assessment through peer working	X				Most of activities were designed to be worked in pairs or group of three students, then they discussed and socialized answers.
the teacher assesses strategies and promotes their application		X			During and after each activity, the teacher checked students' performance and supported them in the application of strategies; nevertheless, a few students presented problems while performing in the texts.
The teacher supports students in the application of reading strategies	X				The teacher continuously encouraged learners and supported them in applying reading and vocabulary strategies.
The teacher promotes the use of reading strategies in different texts or topics		X			The teacher presented a variety of texts during the instruction, but some students needed continuous scaffolding in each stage.
<b>STUDENTS (learning)</b>					
<b>PREPARATION AND PRESENTATION</b>					
Students are active part of the prior knowledge stage		X			Most of students participated in the warm-up activities to activate the prior knowledge.
Students ask questions and actively participate in the modeling process		X			Most of students participated during the presentation and of the activities. A small group was expectant.
Students show an appropriate level of comprehension regarding the topic		X			A number of students were motivated to complete the tasks and showed a good level of comprehension of the given instructions.
<b>PRACTICE</b>					
Students recognize what strategies to use		X			At first, some students identified the strategies to use in the texts, then the number increased along each stage.
Students apply the instructed reading	X				Students followed instruction to successfully apply reading and vocabulary strategies.

strategies with guidance					
Students apply reading strategies by themselves			X		Some students applied the strategies by themselves, but others needed teacher's guidance to do it.
<b>EVALUATION AND EXPANSION</b>					
Students reflect on and share with peers the application of strategies		X			Most of students share ideas with others about the appropriate answers and possible strategy to apply.
Students use strategies independently			X		Learners required considerable scaffolding to use strategies independently. Some of them did it.
students apply learned strategies in different texts			X		Students applied reading and vocabulary strategies under teachers' guidance in the different texts presented for the activities.
<b>MATERIALS</b>					
<b>PREPARATION AND PRESENTATION</b>					
The material used in this stage was appropriate for the modelling of the proposed strategies	X				Photocopies, videos, charts and explicit instruction on the board were effectively used to support the whole process.
<b>PRACTICE</b>					
the material used for the practice stage fostered the autonomous application of reading strategies		X			The slides with readings, handouts, and DARTS contributed to the understanding and application of reading and vocabulary strategies. More technological material was required to complete some tasks.
<b>EVALUATION AND EXPANSION</b>					
The material used in this stage was appropriate to evaluate the process of improvement on reading skills	X				Additional material such as mock exams, pre and post-tests facilitated the process of assessment of the reading and vocabulary strategies implementation.



**Appendix 22****POST-TEST ENGLISH COMPONENT PRUEBAS SABER 11****OBJECTIVE:**

This post-test will be applied after an intervention which attempts to improve students' reading skills based on the explicit instruction on reading strategies. The intention is to check how learners have been influenced on their reading skills after this intervention, the students' progress when applying reading and vocabulary strategies in different types of texts in English, mostly in readings taken from prueba saber mock tests.

**CONTENT:**

The test is based on a Prueba Saber 11 mock exam, it consists of six parts with 35 questions.

**Part 1:** (vocabulary and comprehension) students decide on where to go based on five notices and three options.

**Part 2:** (vocabulary) students need to match five words with some specific information or questions about them included in eight options.

**Part 3:** (functions and comprehension) students have to complete 5 short conversations through selecting among three options for each question.

**Part 4:** (grammar and vocabulary) students need to complete a paragraph with eight blanks by selecting the appropriate word of three options.

**Part 5:** (reading comprehension, paraphrasing) students are required to answer seven questions with three options about a text.

**Part 6:** (reading comprehension, inferences) students need to answer five inferential questions based on a text. Strategies such as activating prior knowledge, scanning,

skimming and making inferences, among others, could be applied to solve the test more effectively.

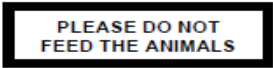
### TEST-TAKERS:

This test will be taken by 50 students of the groups 11-2 and 11-3 to specifically analyze students' progress in reading comprehension and vocabulary proficiency.

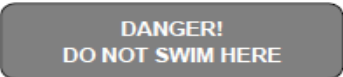
**ALLOTTED TIME:** 60 minutes

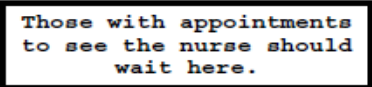
### POST-TEST (Intervention)

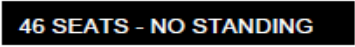
EVALUATED READING SKILL	TYPE OF TASK	STRATEGY
Discovering words' meanings	<b>Type 5:</b> Analyze part of speech	Determination strategy to discover meanings

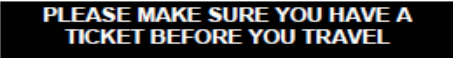
0  A in a station  
B in a café  
C in a zoo

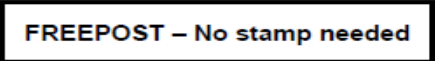
Respuesta:  0  A  B  C

1  A on a hill  
B in a forest  
C at a beach

2  A in an office  
B in a hospital  
C in a bank

3  A on a bus  
B in an elevator  
C in a park

4  A in a train station  
B in a parking lot  
C in a library

5  A on a book  
B on an envelope  
C on a newspaper

EVALUATED READING SKILL	TYPE OF TASK	STRATEGY
Discovering a new word's meaning	<b>Type 5:</b> Guessing from textual context	Determination strategy to discover words' meanings

0 We usually put food on this before we eat.

Respuesta:

0	A	B	C	D	E	F	G	H
---	---	---	---	---	---	---	---	---

6 People often keep things like cups here when they're not using them.

7 You cut food into small pieces with this.

8 It is difficult to keep food cold without this.

9 You need this if you want to make food hot.

10 When you drink juice, you can use this.

A coffee pot

B stove

C cupboard

D fork

E fridge

F glass

G knife

H plate

EVALUATED READING SKILL	TYPE OF TASK	STRATEGY
Identify specific details	<b>Type 3:</b> Matching texts <b>Type 1:</b> Open-ended questions, closed-ended questions	Scan to get specific information. Activate previous knowledge.


Where do you come from?


**A** New York.  
**B** School.  
**C** Home.

Respuesta:  0  A  B  C

- 11 We're from London.
- A Not at all.  
B Yes, please.  
C How interesting.
- 12 I hate basketball.
- A You are, too.  
B I do, too.  
C It can, too.
- 13 I hope Andrew will get here soon.
- A I hope he hasn't.  
B He usually gets it.  
C I'm sure he will.
- 14 John's broken this plate.
- A It doesn't matter.  
B Here you are.  
C That's very good.
- 15 When do you study?
- A At school.  
B In the evenings.  
C In the library.



EVALUATED READING SKILL	TYPE OF TASK	STRATEGY
<ul style="list-style-type: none"> <li>- Identify specific details</li> <li>- Identify main ideas</li> </ul>	<p><b>Type 3:</b> Close-ended questions</p> <p><b>Type 2:</b> Getting topic sentences or main ideas</p>	<ul style="list-style-type: none"> <li>- Scan the text to get specific information</li> <li>- Skim to get main ideas</li> </ul>

### Great 20<sup>th</sup>-Century Actors

#### Roscoe Lee Browne



Roscoe Lee Browne is a large man with a pleasant, friendly face. He has worked in the theater and also in movies and TV. He can play many different people – good, bad, happy or sad. He was born in 1925 in New Jersey. After school, he studied at Lincoln University, where he taught French before becoming an actor. When he was a student, he was excellent at running. In 1951, he won an important 800-meter race in Paris.

#### Peter Ustinov



Peter Ustinov's father was Russian and his mother was French, but Peter was born in England. He went to an expensive school, but he was not happy there. He quit at 16 and joined the London Theater Studio. Two years later, he got his first acting job. After that, he was in many plays and movies, but he also found time to write stories, to travel and to paint.

#### Ed Wynn



Ed Wynn was a star in the theater first and then moved to TV and radio shows. Later, he also acted in movies. Many people remember his name because he knew how to make them laugh. He was born in Pennsylvania and went to school there. His father had a hat store and Ed liked to put the hats on and make the customers laugh. Ed's father told him not to become an actor, but Ed always knew it was what he wanted to be.

- 
- 0 Whose father didn't want him to act?
- A Roscoe Lee Browne  
B Peter Ustinov  
C Ed Wynn

Respuesta:

0	A	B	C
---	---	---	---

- 
- 24 Who began acting when he was still a teenager?
- A Roscoe Lee Browne  
B Peter Ustinov  
C Ed Wynn
- 25 Who had a different job before he began acting?
- A Roscoe Lee Browne  
B Peter Ustinov  
C Ed Wynn
- 26 Who worked in TV before becoming a movie actor?
- A Roscoe Lee Browne  
B Peter Ustinov  
C Ed Wynn
- 27 Who did not like his school?
- A Roscoe Lee Browne  
B Peter Ustinov  
C Ed Wynn
- 28 Who was famous for being funny?
- A Roscoe Lee Browne  
B Peter Ustinov  
C Ed Wynn
- 29 Who was in a sports competition when he was a young man?
- A Roscoe Lee Browne  
B Peter Ustinov  
C Ed Wynn
- 30 Who had several hobbies?
- A Roscoe Lee Browne  
B Peter Ustinov  
C Ed Wynn

EVALUATED READING SKILL	TYPE OF TASK	STRATEGY
Make inferences	<b>Type 4:</b> Reading texts including inferential questions	Making inferences of author's intention or information not specified

### Michael Sharp visits an outdoor pool

It's just before 7 a.m. and I'm at an outdoor swimming pool in London, where the temperature of the water is only 11 degrees above freezing! Amazingly, there are already eight people swimming.

I had intended to discover, by taking a swim myself, why anyone would want to swim in such cold water. However, in the end, I decided to ask people instead. Peter Smith has been a swimmer here for three years, coming every morning before work. 'It's wonderful on a cold winter morning,' he says. 'I thought it would make me healthier and I haven't been ill once since I started.'

All the swimmers here say the same thing. They all feel fitter. However, not everyone agrees with them. Some doctors say it helps fight illness, while others say it could be dangerous, especially for your heart.

I asked Peter what they did on the days when the pool was frozen. 'That's easy,' he said. 'There's a place in the middle where the ice is thin and easy to break. You have to avoid the sides where the ice is thicker. I did try to swim there once just to see what it was like, but I found that it was impossible to break through the ice.'

I would like to be able to say that I too dived happily into the water and swam a couple of hundred metres. But the truth is, fearing the worst, I walked very carefully into the pool, stood there almost in shock and then got out again after 30 seconds before I became a block of ice!

31 What is the writer trying to do in this text?

- A explain why some people like swimming in the cold
- B prove an idea he has had about keeping fit
- C warn people not to go swimming in cold water
- D advise people on ways to stay healthy

32 What can a reader find out from this text?

- A where to go swimming in London
- B what happened to the writer at the pool
- C how to keep warm in cold water
- D how often the writer goes swimming



33 What does Peter Smith say about his morning swim?

- A It has helped him recover from a recent illness.
- B He enjoys it when the pool is covered in ice.
- C It is the reason why he keeps well all year.
- D He thinks it makes him work better.

34 What did the writer feel about swimming at the pool?

- A It was as cold as he expected.
- B He did not like the ice.
- C It made him feel healthier.
- D He enjoyed swimming up and down.

35 What do you think the writer would say to his friends?

A

My doctor has advised me not to go swimming there.

B

It's amazing how the pool stays clear of ice all winter.

C

I really enjoyed my early morning swim at the outdoor pool.

D

I was surprised at the number of people in the pool – they must be crazy.

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