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IMPROVING BASIC READING SKILLS IN TRANSITION GRADE STUDENTS
THROUGH GENRE BASED PEDAGOGY

BY

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AFFIDAVIT

We, (María Claudia Silvera Medina and Kelly Johanna Villegas Gómez), hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.



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Abstract

This study proposes a reflection on the methods on how elementary students are taught to read in a second language and consequently proposes the implementation of Genre-based approach (GBA) designed to teach students to write texts successfully (Martin, 2000) and the literacy program Learning to Read: Reading to Learn, which uses genre as a framework for training teachers in strategies for scaffolding reading and writing across curricula and education sectors (Rose 2004, 2005ab, 2006b). The aim of this intervention was to expose preschoolers to a scaffold step by step process where they were guided to develop their decoding skills, identify word formation, identify simple sentence and text structure, as well as to recognize the lexicon-grammatical aspects in short stories. At the end of the process, students were helped to start their process of writing basic words and sentences in English, by reproducing the type of sentences within the texts that they were guided to read.

This study was carried out as a qualitative research, under the structure of an action research in which the teachers-researchers collected the data using various techniques, at different moments of the research (before, during and after the intervention). Before, interviews and observations, during, observations and a think aloud protocol and after, a reading test. The results showed that the implementation of the genre- based approach pedagogy was very effective to teach students to develop basic reading skills in elementary level. Besides, students learned to take control their process, participated actively, recognized some language patterns and showed engagement in the reading process.

Key words: Genre-based approach, Reading to learn strategy, reading decoding skills, scaffolding, teaching Reading.

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Chapter One

INTRODUCTION

A general description of the English role in Colombia English has become one of the most common spoken languages in the world in different fields such as economic, political, labor and scientific. Considering the necessity of management of this language, there is a motivation in different countries to set educational policies looking forward knowledge of this language at institutions of all grades to improve linguistic and social development, since learning a foreign language allow students to respect the value of others and their culture. (Ministry of National Education, 2006). Common European Framework of Reference for languages (CEFR) has defined some English levels for learning languages, such as A1, A2, B1, B2, C1, and C2 (Council of Europe, 2001).

The story of English in the 20th century has been closely linked to the rise of the US that has spread the English language alongside its economic, technological and cultural influence. In the same period, the international importance of other European languages, especially French, has declined. Gradol (1997). George Steiner has observed “English acted as the vulgate of American power and of Anglo-American technology and finance. In ways too intricate, too diverse for socio-linguistics to formulate precisely, English and American English seem to embody for men and women throughout the world and particularly for the young-the feel of hope, of material advance, of scientific and empirical procedures”. (p. 8)

Nowadays, the importance of English as a second language in Colombia has increased since the world has been characterized for intercultural communication, because of the increasing rates of scientific and technologic progress and internationalization process. These

circumstances lay out the necessity of one language in common, which lets international society to access this new global world. Another important reason is the international relationship of this country with English speaking countries such as USA; these facts motivate Colombia to implement important Bilingualism projects, setting basic standards to develop communicative competence in English language. For this reason, National Education Ministry, through National Bilingualism Plan has the intention to develop educational policies to promote English language learning.

Thus, in our national context English has a vital position as a foreign language. Due to the importance of it as a global language, the National Education Ministry has established into their policies, to improve the quality of English teaching, whose main goal is to increase the level of achievement in this language. Consequently, the objective is that when students finish school, their English level needs to be B1 (intermediate) according to, CEFR.

Description of the context

Since English has a significant role in Education in Colombia, as much in private as in public schools, and considering the importance of this and its continuous impact in this country. It is relevant to describe the status of this language in the school where this project was carried out. The intervention proposed took place at Gimnasio Del Saber School, a private institution located in the south-western part of Valledupar, Colombia. It offers preschool, primary and secondary. This project was applied in Transition grade. In this classroom there were 24 students: 14 girls and 10 boys, their ages ranged from 5 to 6 years old, whose social stratum is middle class. Most of the students of Transition grade learned English for two years in an early

partial immersion program. Besides, English teaching process was characterized for having 14 hours per week, divided in the following subjects: Science 4 hours, Language Arts 8 hours and Social Studies 2 hours. Regarding the development of the communicative competences in English, a student of Gimnasio Del Saber School, requires the impulse of the four abilities: speaking, listening, writing and reading. These abilities are closely related to each other. National Education Ministry classified them in two groups: understanding abilities (listening, reading) and production abilities (speaking, writing).

When the students graduate, their English level must be B1 according to Common European Framework of Reference for Languages of the Council of Europe. Students must take the test Cambridge English Preliminary, Preliminary English Test (PET). This exam certifies students' English level, to help teachers to identify weaknesses and strengths.

The mission of the institution had a concordance with the Institution's PEI and the Bilingual program because one of the intentions of Gimnasio Del Saber School is to educate students with interest in learning English and to be at the vanguard with technology. Furthermore, it was necessary to research aspects related to English teaching methodology and the process of developing of skills such as: listening, speaking, writing and reading; especially reading because this school does not have a program focused on potentiating preschoolers' reading decoding skills.

After having analyzed the context of the institution, we considered that it was important to highlight information extracted from different research instruments used to determine reasons for the lack of English decoding skill of these students.

Chapter Two

RATIONALE

Context needs

Regarding the approach in which Gimnasio Del Saber School based English teaching process in preschool, CLIL and the immersion process in which students are involved. We considered valuable to implement a research project, as an opportunity to offer results that facilitate and increase the bilingualism process at the school, especially in the development of Reading skills of preschoolers. It was essential to recognize this aspect to research in the classroom, since teachers in their role as researchers can analyze different educational aspects, in this case the reading process. Researching is important because, it helps teachers to evaluate something that may affect learning process and provide a solution to improve their practice in the classroom. Besides, teachers gain a broad vision about how inquiry may set a path for clarifying question on how to teach Reading for future teachers. In this case, the researcher can observe aspects such as, students and teachers' behavior, activities and English teaching methodology; and the reasons why these kinds of things occur. Through investigation teachers could find answers to their questioning or find a solution, especially about facts can be found in teaching-learning process.

In addition, researchers should use tools, which will be helpful to know what to observe in the classroom, understand and analyze possible situations in a consciously way. Some useful techniques can be questionnaires, structured interviews, classroom observations, protocol analyses, analyses of material produced (exercises, essays, standard tests). These experiences

orient the researching to carry out each stage of it and to use that reality to establish a scientific knowledge that can be obtained from that fruitful study to provide tools to new researchers.

On the other hand, Allwright (1988) states that, observation could be used as a tool to analyze possible problematic situations, that may affect the learning process. This author suggests that, information can be collected through an observation. In which, the observer can see aspects about learner achievement and teacher behavior. Besides, this tool is essential for teachers to analyze their own practices in the classroom. Then, teachers may change the methodology used to improve learning. We considered this, as a systematic way of everyday reflection to improve or to change educational practices; in this case, if the teaching process is not carrying out in a proper way.

Therefore, considering the importance of inquiring inside the classroom, it was necessary to apply some techniques to gather information and to analyze the aspects researcher wanted to investigate. In this research, instruments used to collect relevant information were interviews and observation (See appendices 1 and 2). These were applied at Gimnasio Del Saber School.

Data collection procedures for needs analysis

In this stage, it was necessary to apply some techniques to collect data to identify the problem in the interest of implementing an intervention to provide a solution for that problem. These techniques were the following:

Observation

To identify some important aspects of teaching reading process in the classroom, it was necessary the use observation. This is an interactive method to collect information, in which researchers do not seek to manipulate the situation or subjects.

Adler & Adler (1994).

One class was observed during a session of 120 minutes. This was applied to an English teacher of Transition grade at Gimnasio Del Saber School; the main purpose of this observation was the collection of data during a Reading class to analyze aspects such as; resources, activities, teacher's methodology and student's attitude toward this class. All the items were written as statements, and the range of scales were, not displayed, apparent and strong. The analysis was focused on the Reading part during the class.

The analysis of the data collected was focused on the methodology used by the teacher to identify if stages of a Reading class or the application of reading activities were appropriately developed. Besides, our main purpose was to analyze if the methodology used by the teacher caused any impact in the student's reading ability. Other aspects were analyzed, the teacher's intervention in the class and students' disposition and attitude.

Interview with teachers

An instrument used to collect information was interview with teachers from Gimnasio Del Saber School at Valledupar. The main purpose was to investigate how Reading was taught in Transition grade at this school. Two teachers were part of these interviews; kinder and First grade, language used during the interview was English. The number of questions was 9;

and most of them were open-ended questions. Average time these interviews took place was 8 minutes taped and transcribed subsequently. We analyzed aspects focused on reading skill, strategies and methodology.

We adopted the concept of interview which DeMarrais (2004) defined as a “process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p.87). This instrument was applied in a specific context, with an intention to have a deep conversation with English teachers of Kinder, and First grade, 1 from each grade. These interviews were applied to consider their opinions about the English learning process; and specifically, on Reading skill, this instrument was an advantage, since in a determined context people who are involved on it, can give different perspectives of the learning process.

Atkinson and Silverman (1997) stated “we live in an 'interview society', where techniques of self-presentation are becoming second nature. Interviews are part of our lives and the research interview is just one among many types. Consider, for example, some of those you may have encountered in your profession so far: job interview, appraisal interview, lesson observation feedback interview, student placement interview and so on” (p. 49).

Needs analysis conclusions

Resources

We could notice that teachers provided to the Reading class Poster and a Big Book used during reading practices; the teacher displayed the book to read aloud with the students and asked questions to receive answers and finally to provide feedback, the main resource that teacher used was the Big Book, the poster was a supporting material that contained a poem

related to the topic developed in the reading. Teacher had access to audio text, but she did not use it during the class observed.

Methodology and activities

After we applied the class observation format, we found that, in the methodology and activities category, the teacher did not teach target vocabulary before the Reading class, which was a disadvantage because students did not have the opportunity to activate their prior knowledge and be engaged with the Reading, besides, it was impossible to analyze, if reading activities were according to the student's level of proficiency in English, because teacher did not provide another activity than reading aloud with students and asking questions. Apparent Reading activities were clearly presented and contextualized to the students; these activities were basically, to recognize main characters, actions, places and vocabulary. This activity was limited, students did not have the opportunity to go beyond Reading and they just stayed in a literal level, something questionable because a successful Reading class should provide all elements that help students to increase knowledge and potentiate English skills and certainly Reading. However, this activity was enjoyable for students because teacher provided mimicry in a funny way, so, as they are children, it is kind of straightforward way to catch their attention.

The teacher did not use a specific methodology to teach Reading in early ages, besides, reading stages were not developed coherently, because the teacher did not establish the purpose of the reading, it was not used a route to develop the reading class, she only read and asked question to students. Something negative because, the teacher needs to follow a structured route to carry out a well-developed reading lesson and help students to comprehend the context of the text, through modeling, demonstrations, and guidance; besides to provide scaffolding in order to

students move toward independent application of reading strategies. The purpose of the Reading was not clearly presented, there is a constraint on this, since, the main component of a Reading class is to establish a purpose. Hedger (2003) stated that in an English language course goals should be included. Apparent whole group exercises were used effectively, and students responded the questions, some students did not understand them. Teacher did not set small groups exercises.

Teacher

In the teacher category we observed that, teacher activated prior knowledge through brainstorming and let students to think and remember the relevant aspects of the previous lesson. The teacher motivated and prompted students in each part of the story displayed. However, teacher did not stimulate small group work. Teacher stimulated students to participate and they responded, but it was difficult to observe if teacher gave clear instructions for the Reading activities because she did not set any activity in the Reading class.

Students

In student category, students participated actively during the Reading class, most of them showed interest and emotion to read and they responded to the teachers' instructions. Students did not work cooperatively, even they enjoyed Reading time, but they did not read. In the resources category, teacher used an appropriate big book and Posters for the reading activities. However, teacher did not provide other resources than the previous mentioned. There was a lack of materials to support reading class. Teacher had access to assistive technology such as, Flip book and audio texts, but the teacher did not use them during the class.

Interviews

The way in which teachers taught reading was through reading stories, recognition of characters, places, title, details, the use of Venn diagrams, compare, I know I predict and emphasizing phonological awareness and phonics. They focused on reading comprehension but not decoding. Teachers coincided that they did not use a specific methodology, because the institution did not have a specific approach to teach reading. Teachers admitted that it is important to teach reading in early ages, but they were conscious that Gimnasio Del Saber School did not have a program or a specific strategy to develop reading skills in students. Teachers used in their reading classes materials such as, big books, slides puppets, flip book (virtual book), phonics cards, photocopies, pictures cards, and flashcards. According to the reading skills developed at elementary level, two teachers answered they did not know which were those reading skills, and one teacher answered that visual discrimination was important to students to read and activities supported by Pearson such as scaffolding methodology. Moreover, teachers recognized that was not clear the methodology to teach reading at Gimnasio Del Saber School, but they considered appropriate the Pearson training to teach reading. They were agreeing to teach in a traditional way because they were not familiar with methodologies to teach reading in early ages. The recommendations to improve how to teach reading were: read short stories, use letters with colors, an everyday reading routine and to establish a connection between English and Spanish teachers, so, students can acquire reading abilities on both languages at the same time.

Bearing in mind the collected information, we analyzed it and noticed that English teachers did not have clarity about the methodology used to teach reading. Considering this, it

was relevant to research deeply in terms of teaching reading and to find the appropriate methodology to enhance this skill in preschool, which is Transition grade at Gimnasio Del Saber School. Reading skill, in early ages help students to be successful during their education process, and it will prepare them for formal education. For this reason, it is important to highlight the implementation of a research to potentiate students decoding reading skills.

Problem Definition

Learning a second language gives opportunities to learners in their cognitive process, regarding the development of speaking, listening, writing and reading skills, these abilities help learners to communicate. Many institutions, most of them private have the concern that there is a necessity of learning another language, because it is very demanding nowadays to speak a second language, in this case English. For that reason, teachers who were part of this research, made the decision to analyze how Reading is taught in the English learning process in Transition Grade of Gimnasio del Saber School.

The methodology to teach English as foreign language was focused on competencies of four basic abilities of communication stated by Ministry of National Education, these are: Listening, Speaking, Writing and Reading these are necessary to develop English language. The teaching process in Gimnasio Del Saber School was described in the Bilingualism project main paper of the school; this was characterized for 8 hours, per week in Language Arts during 4 sessions. According to the curriculum Learning Journeys Pre-K is a comprehensive pre-kindergarten program that will help teachers to create an effective environment for students in the classroom. In learning journeys, Pre-K classroom children are engaged in playful learning experiences. Big books are used in reading class and have a relation with the unit and topics

developed during the week. Skills are not integrated; it means that the skills are taught isolated. In reading, the activities are not sufficient because, it is only focused on prompts and answering literal questions about topic presented in the story (non-fiction tales) during the reading practice. The problematic conditions that led us to this study was the lack of clarity on a specific methodology for teaching Reading to kids of 4-5 years old. According to the results of the data collection techniques such as, interview for teachers and the nonparticipant observation. We found that teachers had not a clarity of a methodology to teach Reading to preschoolers, although they read aloud with them and prompted learners in each part of the story that is displayed, there were not clear stages for reading and activities were not intended to teach children to read, besides, there were no other kind of activities that might help students to develop the ability of Reading for decoding. Reading is constituted by two components: decoding and language comprehension; the first one, which lead this research is the ability to recognize sounds, letter and words in the text, and the second one is the ability to understand text language. In early ages, it is common that children have difficulties to decode and comprehend the text, because these students are in the process of literacy emergence; children are in a process of recognizing written language, which entails the knowledge of a series of elements such as phonemes and graphemes.

This is a constraint, because children at this age are in a process of acquisition of their mother tongue (Spanish) and learning a second language (English) at the same time. This arduous process needs to be well structured and taught; they need support in their learning process, specifically in Reading skills development. Because of this, it is relevant to research deeply of how reading is carrying out in the classroom, and to implement an action research to define the most appropriate methodology to teach it in early ages. Finally, to analyze how this intervention influenced the learners' Reading skills development.

Then, the problem defined in this research was the lack of a methodology to teach Reading to children in Transition grade at Gimnasio Del Saber School. Hence, the objective of this research study was to implement a methodology to teach Reading in early ages to analyze its influence in these children.

Chapter Three

RESEARCH QUESTION

This research process was guided by the following inquiry:

- How does genre based approach instruction for reading facilitate students' basic comprehension of short stories?

Sub questions:

- How does genre based approach instruction help students improve word recognition, spelling and word formation?
- How does GBA reading instruction help students with basic sentence construction?

Chapter Four

THEORETICAL FRAMEWORK

The theoretical framework for this research was centered on two main bodies of literature. These components were Genre based pedagogy and Reading to learn strategy. In this chapter, some viewpoints were provided about each of the different areas of literature. It was discussed how this method to teach Reading was applied in early ages and how Genre-based pedagogy supported the process of learning to Read of preschoolers.

SOCIOCULTURAL AND COGNITIVE THEORIES

Sociocultural theory

There is an important theory about how to teach Reading and the importance of the instruction in early ages develop literacy, since there are some difficulties that learners face during reading such as limited vocabulary and lack of background knowledge (schematic knowledge) Gabb, (2000). It is important that learners develop literacy skills to help them to improve reading decoding texts in English.

Lev Vygotsky and his sociocultural theory of human learning argued that social interaction has an important function in the progress of cognition. According to Vygotsky (1978) "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate an actual relationship between individuals" (p.57). Vygotsky

believed that learning appears in two levels. Thus, according to this theory, learners do not learn in isolation, it means that interaction let them to construct meaningful context. A child realizes his/her understanding internalizing concepts founded in their own interpretation of an activity to take place in a social environment.

This theory is related to reading since, in the Reading process, learners are involved first in a sharing Reading experience with the teacher and their peers, in the practicing of Reading aloud exercises, prompting and fostering participation. Children at early ages participate in Reading with the group in the classroom, they can listen the text first by the teacher, then, the teacher prompts children by asking questions to make them part of the Reading exercise, activating their prior knowledge and creating opportunities to share ideas; every child in the group is involved in a constant interaction as Vygotsky claimed, first children interact and then, they construct their knowledge by themselves.

COGNITIVE THEORIES

Cognitive theory for Learning

Another important theory that supports' learning is Cognitive theory, Cognitive theory concentrates on student's learning processes and the way in which the information is understood and stored by the mind. Jonassen (1991), interested in what the students will know and how it can happen. Knowledge is catalog as a mental activity to implicate internal codes that the student structures making a connection between a previous knowledge or making associations.

In this approach, students are in a process of learning in which they receive the information by the teacher and their minds adjust and put it in order. An important aspect

to highlight in the cognitive approach as a supporting component is the Schema theory by Anderson (as cited in Anderson, Spiro, & Montague 1984), based on ideas of

Piaget (1926). Anderson (1984) stated that, “this learning theory views organized knowledge as an elaborate network or storage system of abstract mental structures that represent an individual's understanding of concepts related to experiences and knowledge”. This means that, prior knowledge of the concept presented is important for the students to be able to make connections between new ideas with built schemata. Teachers have to provide learners of visual aids, pictures, written passages, phrases, listening exercises, graphic organizers, as a technique for them, to connect prior and new knowledge. Information given to learners by the teacher is essential for understanding new knowledge to connect it with the previous information, for that reason reviewing data will help students to build pre-concepts before introducing new reading material.

Cognitive theory for Language Learning

Bearing in mind these key facts about Cognitive approach, which can support language learning process, because an English language teacher provide all the input learners need to learn a new language. This input involves recognition of words, sounds, fluency, etc., learners keep all this information in their minds, and this will help them to the construct the concepts there are experiencing. Therefore, learners will be prepared for the reading process.

As Spencer and Hay (1998) argued:

Word recognition is an essential component in the mastery of readingand considerable evidence suggests that the major difficulty confronting the beginning reader is the development of rapid, automatic word recognition skills.... Efficient readers use a variety of orthographic data to recognize word units, such as individual letters, letter clusters, morphemes, word stems, and word patterns. (p. 222).

This statement supports the idea of developing a very well- structured Reading class and the use of appropriate activities for enhancing Reading skills. When students are exposed to this, they can construct their knowledge, and this allows them to interact with others, and then, they can co-construct knowledge.

Scaffolding for Reading

Scaffolding instruction as a teaching strategy is stated by Lev Vygotsky in his sociocultural theory the Zone of Proximal Development or ZPD. He explained that a student can accomplish tasks under the guidance of an adult or with peer collaboration, more than, what could be performed alone. Therefore, students demand help and social interaction to complete a task successfully. According to Van Der Stuyf (2002), “an important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner’s ability increase, the scaffolding provided by the more knowledgeable other is progressively withdrawn” (p. 2). The idea of scaffolding is that teachers could help learners step by step, providing support structures in their learning process, as they can

reach the next level, teachers empower them to become independent and self-regulate their learning, in a certain way, they can solve problems. Scaffolding has been defined by Wood, Bruner, and Ross (1976) as an “adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting them to concentrate upon and complete only those elements that are within his range of competence” (p. 90). The notion of scaffolding has a relation with the work of Vygotsky. Nevertheless, he never used the term scaffolding but made an emphasis in the importance of social interaction in cognitive development. Coughlan and Duff (1994), suggested a perspective of activity theory, differentiated task from activity and exposed the assumption of task as a unitary fixed construct. In their discussion of how ESL students performed on an oral elicitation task involving a picture as a prompt, Coughlan and Duff (1994) “revealed how factors related to the students’ personal history and the conditions pertaining to the test session itself differentially changed the nature of the task-the behavioral blueprint-as originally conceived by the researchers” (p. 66).

Correspondingly, Ellis (2003) established that “task, in a general sense, is any activity that allows students to focus on a non-linguistic objective, say a debate on moral issues” (p.2). He summarized that while psycholinguistic approach provides teachers sufficient information on planning the task, the sociocultural theory enriches teachers and the students L2 acquisition.

Bearing in mind the idea of scaffolding, in the process of learning to read in early ages, an appropriate instruction is essential because children need a lot of support from teacher and interact with others, since, social interaction is the basis of learning development. When children are involved in a peer-peer reading, this exercise will help

them to internalize the language and this knowledge enter to a cognitive plane, so, they will be able to read. The first step in which children are involved with written language is when teacher provides the text, or any activity related to Reading such as words patterns, passages, books and any other written material. Teacher chooses the appropriate material and it is showed to the children, providing them with activities such as prompt, discussion, visual and oral interaction, which must be laddered by the teacher, within the process of scaffolding that allow children to be involved in the use language as a vehicle of thought, in this case, language is the mediation to accomplish the final task that is reading. Each activity children should accomplish involves interaction, if children receive scaffolding, they will accomplish a task successfully later by themselves.

In addition, the reading to learn scaffolding cycle changes the roles of teachers and learners. Learning activities are organized in cycles, which constitutes three main steps: preparing, learning task and elaborating; in each step teachers and learners have a role. This task will be successful when teachers support learners, then they are more likely to succeed. The first step is *preparing*, in which teachers provide the appropriate support, then they hand control to the learners to do the task by themselves. There are two roles in teacher-learner interaction; preparing for the task is the role of the teacher and the learning task is the role of the learner. The second step is *learning task*, this is the central step of the learning cycle, in which learning happens through any kind of task. Only the learner can do this task, a teacher is only a guide to accomplish it, and they cannot do the learning for learners. And, finally the third step is *elaborating*, this contains the goal of each learning activity. Elaborations involve teachers and learners, since teachers can provide new knowledge, or learners can discuss or apply new

knowledge. In this step learners can show the successful, after the accomplishment of a learning task. Martin, 2006; Rose & Martin, 2012; Rose; 2016a). The concept of scaffolding has been reinterpreted as a sequence shown in Figure 1.

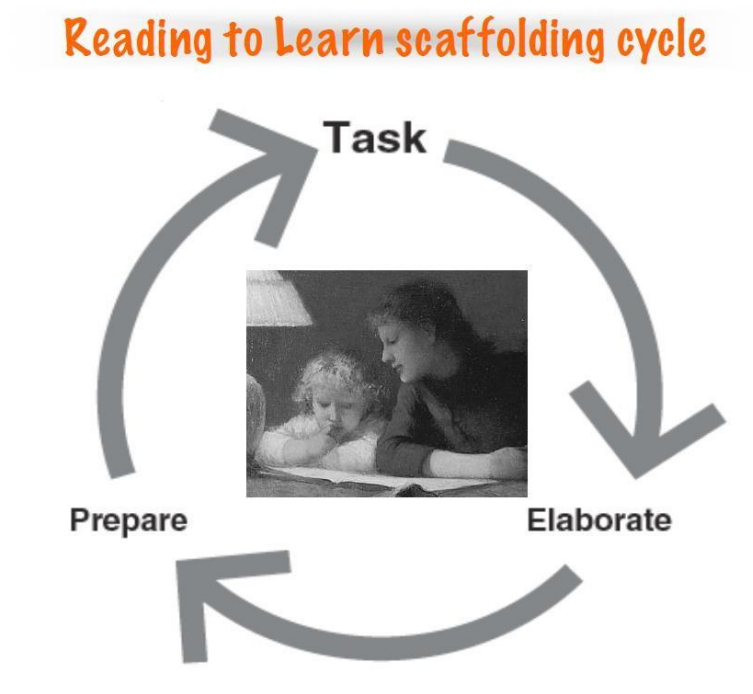


Figure 1. Reading to Learn scaffolding cycle.

Methods to teach reading in early ages

According to Frances (2005), the study of teaching of Reading in English has the initial process in 19th and early 20th centuries, many interested people in this field considered that simple literacy skills were not enough; learners should be able to read and write. Experts have been constantly debating to choose the most appropriate method to teach Reading (p. 87). Frances (2005), states that there are three different methods to

teach Reading to early ages. The first of these is the alphabetic method, which refers to traditional theory, by which children must know letters of the alphabet by memorizing them and then they must recognize them in simple words that follow a pattern, teacher present first simple words (one or two syllable words) to finally move to longer words (three syllables or compound words). The second theory is the phonic method in which letters are grouped according to sounds and taught to children for them to recognize the relationship between letters and sounds. And, the ‘look-and-say’ method, which taught children to recognize simple words as whole units (sometimes, but not always, read in meaningful sequences of written language), later teaching them to recognize the individual letters.

During the 20th century, the phonic and alphabetic methods took relevance and experts in these methods considered that learners should recognize the sound and the letter before reading, now, some contemporary trends and critics consider that these do not focus on meaning and it does take into consideration the students ‘previous knowledge and experiences, as well as does not consider the social context in which children are developed. According to Lipski (1995), “sounded out letter by letter, and then read as CAT, is the foundation of all learning, the key to the glories of the English language” (p. 89). This journalist considered that the learning of these patterns was an indispensable tool for a literate public. Clay & Cazden (1992) disagree with this statement since the reading process implies more than recognizing sounds and letters, besides in the reading practice these kinds of exercises lack of any sense of purpose.

An innovative approach that appeared in the last 30 years of the 20th century, known as the “whole language” approach, in which learners are involved in the exercise of understanding whole written passages before focusing in words.

According to Goodman 1982; Cambourne 1988, “children learn language because it serves important human purposes in building relationship with others and learning about their world” (p. 89). In this method, the main authors defined the importance of starting the Reading process in young children bearing in mind “meaning” and to motivate learners to work in texts in an integrated way, besides, they highlighted the relevance of the interests of children when they are involved in Reading. Some authors consider a negative aspect of this method is that there is lack of teaching basics elements such as spelling, writing and organization. However, we consider this happens in a different process: but these basic elements are developed within the whole language approach in a different stage, it means that these are not being ignored, these are developed in different stages. These aspects of the Reading process are very important, even, if learners can learn how to read with this method, it is relevant they can discriminate words, sounds and letter, and be aware of how language works.

Bearing in mind, in the first years of school children are in a process of literacy development, it is important that they develop some skills such as phonemic, grapheme and lexical; these skills are referred to the ability of recognizing sounds, phonemes and the structure of words that can be read in a text. Teaching reading activity must be focused on meaning of texts, while these engage the interest of children, reading activities should have a meaningful purpose, and then they can acquire the awareness of how the texts work and are constructed.

Finally, the method used in this intervention was Genre Based Pedagogy, which basically consists of developing a cycle of three main stages: *Joint deconstruction*, teacher models the text focusing on the structure, features and content. *Joint construction*, the students deconstruct sentences and words. *Independent construction*, the students write a text. Children were involved in a reading instruction that supported them to become independent readers and to write short texts, they acquired some basic reading and writing skills, such as the comprehension of stories, recognizing of words, its spelling, how to form words and sentences and writing. The type of text used in this intervention were narrative texts (short stories), specifically a fable, because this is a simply recount of a series of events, but in a narrative the central characters resolve a complication, these kinds of texts contains a series of language patterns which were meaningful for the activities children were involved in this intervention.

Genre Based Pedagogy for Reading

As an approach to teaching, genre-based approach is based on the idea of helping students to learn a foreign language. This approach is basically supported on some principles that attempt texts and their communicative purpose. The main goal of this approach is to allow students to perform a task and to show their communicative competences in any context, after being involved in a process of reading to learn.

The term of genre first appeared as (ESP) English as Specific Purpose and then it has been supported by different authors. According to Hyland (2007), “genre refers to an abstract and socially recognized way of using language” (p. 149). Richards and Schmidt

(2002), “a genre can be defined as: a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions” (p. 224).

Martin (1992), states that Genre in SFL emphasizes on various genres and their relationship between language and context. This author focused his theory on the conception of genre is within a language structure, genres are characterized by a language pattern such as narratives, recounts, arguments, and expositions. Genre is related to language and context. Language in the way to develop communicative skill to foster interaction, and context refers to, understand the meaning. Genre Based provide learners the ability to comprehend the purpose of the text and recognize the language pattern.

Other authors, as Osman (2004) argued:

“Basically, GBI (Genre Based Instruction) is teaching language based on results of genre analysis. Genre analysis is the study of how language is used within a setting and is concerned with the form of language use in relation to meaning. Genre analysis is a tool used to examine the structural organization of texts by identifying the moves and strategies and to understand how these moves are organized to achieve the communicative purpose of the text” (p. 2).

In this way, Genre Based provides children useful tools to foster their communicative and language skills. It also promotes the interaction among students and the teacher. Since, Genre Based approach gives the opportunity to students to be involved in reading environment with different texts, students would be familiarized with

these texts, it is essential that children receive the teacher's support in this process, since scaffolding promotes independently work. Furthermore, GBA offers a connection with the socio-cultural theory of Vygotsky (1978) because students construct their knowledge in a collaborative way, bearing in mind their environment and the participants to interact.

Genre Based Approach consists of some phases; Deconstruction, Joint construction and Individual construction, each one refers to some activities in which students build the context of the text. According to Rothery (1994), "Deconstruction phase foregrounds modelling establishing one genre or another as the goal for the cycle as a whole; the Joint Construction phase involves scribing another example of the genre based on suggestions from students; and the Individual Construction stage hands over responsibility to students for writing a further text in the genre on their own" (p. 1-2).

Moreover, genre families are an important aspect to highlight because children need to know what kind of sets the story belongs to. Each set refers to stories, factual and evaluating. However, Narrative/short stories only will be explained in the following:

Genre and Type of Text - Narrative/Short stories

Narrative texts consist of in the narrating a series of events to engage inform readers (may be fiction or fact), stories (recount of simply recounts a series of events, but in a narrative the central characters resolve a complication). Usually, a short story will focus on only one incident, has a single plot, a single setting, a limited number of characters, and covers a brief period. Within the structure of short stories are:

- Create a narrative lead: show the main character in action, dialogue, or reaction.

- Introduce the main character's character.
- Introduce the setting: the time place, and relationships of the main character's life.
- Introduce and develop the problem the main character is facing.
- Develop the plot and problem toward a climax: e.g. a decision, action, conversation, or confrontation, or confrontation that shows the problem at its height.
- Develop a change in the main character: e.g. an acknowledgement of understanding of something, a decision, a course of action, regret.
- Develop a resolution: how does the main character come to terms – or not – with his or her problem.

Finally, it is important to highlight that for EFL readers as it is in our context case we are using only Narrative/Short stories because short stories are essential in the first years of school of children, this kind of stories are related to their context and their interest, the elements of these stories will help them to support their creativity and imagination, beside, this kind of stories have a structure that will help children in their writing process, in its structure are a series of language pattern will be part of the teaching points of the course design of this intervention, which is relevant to accomplish the goal of this research project.

Reading to Learn

Reading to learn is a program based on genre approach that consists of a process in which the readers interact with the text to understand not only words, but, comprehend the whole text; learners comprehend when they make significance from text. Reading is constituted by two components: decoding and language comprehension; the first one is the ability to translate text and the second, is the ability to understand text language. In

early readers is common that learners have problems to decode and comprehend the text because they are in the process to literacy emergence.

Some experts have defined the importance of language in the first years of children's life, in which children create a relationship with others, constructing their own vision of their world, create meanings and understand the context. Language helps children to learn. Then, when children go to school the bridge of communication with teachers is language, in this way teachers and children can work. In the formal education children start receiving instruction and to know how language works, even if they are not aware how the information is being organized in their memories. At that moment, children are part of culture of a formal knowledge, something relevant for their learning process. Language will help children to acquire the basic things to learn other areas of knowledge; besides oral language is as important as written language in the processes of school learning, and this actively promotes learning in talk as well as in reading and writing.

According to Ehri (2005), "during learning to read, children first acquire elementary decoding skills, and then gradually apply these skills with greater accuracy and speed, leading to an increasingly automated process that recognizes multi-letter units (consonant clusters, syllables, and morphemes) and whole words" (p. 128). In the process of Reading in early ages is important the use of visual aids as pictures that help children to understand better the reading, some books combine the pictures and verbal texts. This tool helps students to increase the ability of imagination and creativity when they are part of an interaction with the teacher and peers.

Reading to learn has the fundamental principle of allowing children to learn a determined topic, since learning is centered in Reading and Writing. The idea is that children experience reading and writing at the same time they are learning any specific topic, and then there is a development of Reading and Writing skills. There is a reciprocal relation of benefits in the use of spoken language into Reading and vice versa because, the interaction with the text and the teacher guidance help children to learn to Read, when they are ready for Reading they can participate successfully.

The reading to learn program is composed by six stages teaching cycle. Prepare before reading, detailed reading, preparing for writing, joint rewriting, individual rewriting, independent rewriting, see in Figure 2.

1. *Preparing before reading:* Teacher models the reading. Teacher elicits students to previous knowledge, he/she explains how that knowledge is related to the story, review the sequence in which is carried out the story and all the students can understand it. Therefore, students are prepared for understand the text.
2. *Detailed reading:* Teacher supports reading in short passages. Students follow reading and point each word. Teacher models the type of text and deconstructing it by identifying its parts the language features and pattern.
3. *Joint construction:* The students can read a passage, then they are prepared to write a new text following language pattern provided by the teacher. Teacher writes phrases and expressions and takes notes on the board bearing in mind the student's ideas. It means that teacher guides them by using the modelled texts in the previous stage.

4. *Joint rewriting*: The notes serve as a supporting for writing a new text with the guidance of teacher.
5. *Individual rewriting*: the students have two models: the initial text and the collective or joint text, to practice writing using the same pattern.
6. *Independent rewriting*: previous stages empower students to accomplish this stage. Students write their own text, using the same pattern and genre as they practiced in Joint construction.

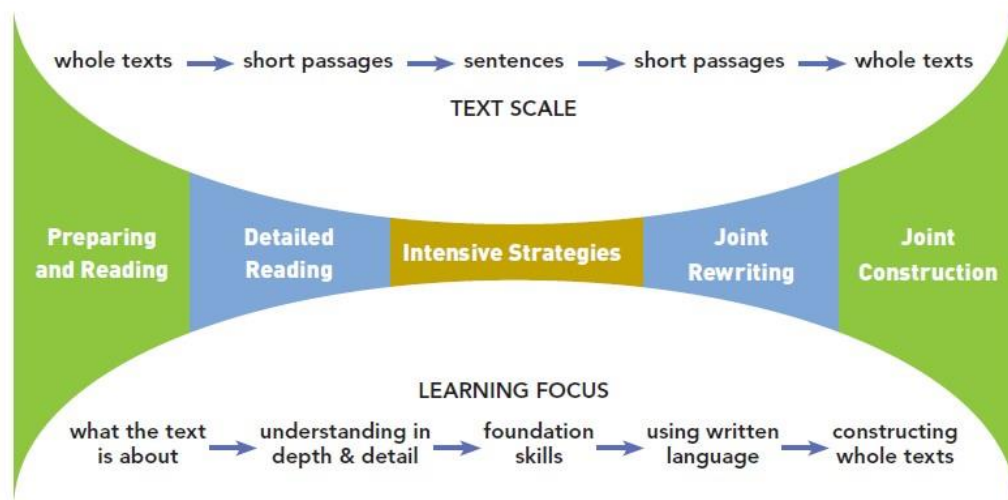


Figure 2. Sequence of GBA steps.

Chapter Five

METHODOLOGY

In this chapter, we will present the methodology used for this research. The aspects to address in this section are: research approach, type of study, participants, and data collection procedure and instruments.

Research Paradigm: Qualitative Research

The proposal conducted in the present study is embedded in qualitative research methodology. Qualitative research involves an interpretative and naturalistic approach to the world. Qualitative research studies things in their natural settings, attempting to make sense of, or interpret, and the phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005, p.3).

According to Creswell (2007) “qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37). According to Taylor y Bogdan (2000), this study is based on a systematic activity, guided to the comprehension of educational and social phenomena, to transform teaching practices and education, to make decisions and to discover new organized knowledge that may impact future researching. As a result, it is important to highlight factors such as the goal of this inquiry, the participants and the context of the study, which, were relevant aspects to carry out this research.

Type of Study - Action Research

This study is embedded into an action research to head toward a qualitative research. Burns (1999) found that doing action research enabled teachers “to engage more closely with their classroom practice as well as to explore the realities they faced in the process of curriculum change” (p. 14). According to Lewin (1947), “action research has three steps spiral process of (1) planning that involve reconnaissance: (2) taking action: and (3) fact finding about the result of the action” (p. 261).

Based on the authors cited before, it was relevant to highlight that in this proposal to search a depth understanding of a problem situation and needs, which were identified after a data collection, then, we designed an intervention using action research to analyze the impact and finally, to provide an effective solution to the problem identified.

Research Participants

The participants in the present study were Transition grade students from Gimnasio Del Saber School, a private school located in Valledupar-Cesar. The students in mention were 14 girls and 10 boys, in total 24 children in a range of 5 to 6 years old; whose social stratum is middle class. Most of the students of Transition grade had learned English for two years in an early partial immersion program. These students were in a process of exploring the language in basic level. Considering the results obtained from the need analysis, it was determined the necessity for teaching children to read short stories in English. As a result, it was designed an intervention using GBA and Reading to Learn strategy to reach basic decoding skills.

The English teacher of this group was one of the researchers of the proposal and, she was the person who applied the intervention. She was who detected, in first moment, the problem situation in the classroom, fact that was confirmed through the applications of instruments for collecting data in the stage of need analysis. After that, this teacher with a colleague decided to implement the intervention, which was also analyzed and evaluated through a sort of instruments.

Data collection procedures after the intervention

In this stage, during the implementation of the course design, we applied some techniques to collect necessary data as it is required in qualitative research, to analyze the impact of our intervention had in the reading decoding skills in pre-schoolers, such as observation, think aloud protocol and reading test. Subsequently, based on these instruments or sources of data collection, we applied a triangulation to describe the data of the inquiry and summarize them, to find a conclusion, which was the main goal of this research. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999).

The purpose of these data collection instruments was to determine the impact of GBA and Reading to learn strategy in the development of students' reading decoding skills, and to establish how the intervention provide teachers an appropriate and effective strategy to teach reading.

These techniques are defined in the following:

Observation

Observation is often used in action research studies for acquiring primary data. Merriam (2009) stated that observation is the best technique to use when an activity, event, or situation as it is happening, this tool let observer to obtain real findings and uses his/her own expertise in interpreting what is observed. This author also drew attention to the importance of observation conducted to triangulate emerging finding, this being used in conjunction with other techniques.

The class observation used in the intervention of this researching was recorded through videotaping to gather crucial data about the students' performance. This tool was an effective resource when researchers analyze carefully what happened during the intervention was done, a lot of details were detected, and this information was a key to define main findings and to evaluate this inquiry. The class observation format was designed bearing in mind the three steps of the Reading to Learn strategy within the GBA instruction, in the first part of the class observation format was focused on Sentence Making that is compound by Prepare before Reading and Detailed Reading. Sentence Making has three broad functions:

- It intensifies the discussion of meanings and wordings from Detailed Reading.
- It enables learners to manipulate wordings to create meaningful sentences without the added load of hand writing.
- As individual words are cut out they can be used to practice spelling.

Think aloud protocol

Think aloud protocol consists of selecting a group of people who are part of a research to ask them some questions about what is happening and talk aloud while solving a problem, it means that the questioner keep a conversation with the participant selected, about what s/he is doing or thinking in a determined moment. One advantage of this technique for collecting oral data is that the questioner is not interrupting the activity the participant is doing; there is a synchronic response and explanation about their thoughts. Think-aloud as originally developed by Newell and Simon (1972, cited by Block, 1986) to study problem solving strategies. "One way for teachers to know what reading strategies students are using and help them use effective strategies in their reading is to engage them in think-aloud protocols. With think-aloud protocols, students verbalize, in an interview context, how they are processing the text they are reading" (Jacobson, 1998). The Think aloud protocol format was designed bearing in mind the same 3 stages of the Reading to learn process: Sentence Making, Spelling and Sentence Writing, and focused on the cognitive process is happening in each activity proposed for those stages. The questions were asked in Spanish to facilitate the understanding of these and to bring students the opportunity to express what they thought and did without a language limitation.

Reading test

Reading tests are often used to measure reading skills with different purposes; therefore, the choice of test depends on its aimed use. There are some kinds of evaluation, such as diagnostics, screening, progress monitoring, and outcome (NRP,

2000). The reading test used for this intervention was outcome assessment, because, this offers information on the effectiveness of the reading program in relation to established performance levels (Kame'enui & Simmons, 1990; Kame'enui & Simmons, 2000; The Access Center, 2005).

Chapter Six

INTERVENTION - COURSE DESIGN

For this research, it was necessary to focus on the main problems identified within the English class, specifically associated to the difficulties that children must decode an English text and the lack of a consistent methodology to teach Reading to these children in Transition grade at Gimnasio Del Saber School. Then, it was our concern to design an intervention which may help these children to improve their decoding Reading skills through the application of a course design, which contained three lesson plans (See appendices 3, 4 and 5). In these lesson plans, teacher used Reading to learn strategy, applied activities and a specific text; the use of these elements may influence these children's abilities.

The decisions regarding this intervention were made based on the results of the application of instruments to collect data such as, personal interviews with English teachers and class observation (non-participant observation). The results found in the analysis of the data obtained through these instruments helped us to settle the appropriate intervention to generate a positive impact in children at this school. This intervention helped us enrich the learners' reading skills through the engagement of children in a well-structured Reading class with an appropriate methodology, to develop specific reading stages and activities that may influence their Reading and Writing process at their early ages.

Focused on Gimnasio Del Saber School Transition children's needs, it was necessary to design a course based on Genre Based Pedagogy would allow children to improve their Reading skills through appropriate texts and activities that may help them to learn to read English texts. Genre Based Pedagogy objective is to involve children in constantly reading exercises, which provide learners the opportunity to relate themselves with others.

In addition, in this method, the main authors defined the importance of starting the Reading process in young children bearing in mind "meaning" and to motivate learners to work with texts in an integrated way besides, they highlighted the relevance of the interests of children when they are engaged in Reading it is essential to consider this idea to apply the intervention, the texts used in this intervention should be related to children's interest. Genre Based approach was essential for our intervention because, it provided the opportunity for the students to be involved in reading environment with different texts, where students were familiarized with different genres with the teacher's support. It was relevant that children who are in a process of learning a foreign language, develop basic Reading skills, since, this is a way in which they can understand their context and help them interact with peers. Certainly, we could enhance Transition grade children's Reading skills, not only for decoding texts, but also to support their lifelong learning process.

Our expectations about this intervention were that children had the opportunity to be engaged in a well structure Reading class and they were able to perform tasks that help them to develop their Reading skills. The lesson plans applied within the intervention were basically structured to provide appropriate texts, activities children

could perform effectively and materials they would be able to manipulate; hence, it helped these children become Basic English texts readers.

To conclude, this intervention required the selection and adaptation of a text whose topic was related to the students' interest, besides, the application of the three stages of the methodology Reading to learn for early ages. These lessons were applied in centers of some students to allow the participation of all students in the classroom, since, it was important to engage all children in activities that let them to use English language in a functional way to help them to improve their Reading skills.

This chapter comprised all pertinent information to create a course design aimed to solve a pedagogical situation in our context, in this case Transition grade. In this paper, it was highlighted all the main aspects that support this course design project, such as: the context, the approaches to education, learning, and language learning. Besides, it was important to know about the needs of the students, the school's policies, the situational constraints of the institution and the class, the goals of the course design, and what the students needed to know and do to achieve those goals, which may be in terms of course objectives and competences.

This course design was guided by an approach to education known as hermeneutic approach, whose main idea was related to how people develop themselves as critical ordinary citizens, Rorty (1980); this approach included the ideas of cognitive and sociocultural approaches to learning because, there are some elements that keep relation with the hermeneutic, such as, how the knowledge should be meaningful and help learners to organize and relate new information to existing knowledge in memory, something relevant, due to fact that the main purpose of this approach is to help students

become critical humans, additionally, sociocultural approach highlight the importance of learning and how the society change child's behavior in a determined situation in a community (Hedegaard, 2004).

The vision of learning that supported this course design consisted of two approaches to learning: cognitive and sociocultural. Cognitive theories focused on the conceptualization of students' learning processes, this theory stated that learning occurs when the students are engaged and participate in the process, when it is meaningful to everyone. According to Vygotsky (1978), sociocultural theory emphasizes on the influence of social interaction in the progress of cognition. Sociocultural theory was important to understand the development of children in the context and in their communities, skills they need to be exposed and interact with others.

The approach to language that guided this course design was functionalist that it is supported by Halliday (1978); this theory is focused on communication skills and the idea of how some linguistic elements contribute to the function of language. Halliday conceived that the relationship between language and social context is important as a reciprocal one, because the way in which people conceive the context, determines how to act and use language in a situation. It means that children interpret and interact through meaningful experiences, to achieve real communicative process that promotes other skills as Reading.

Target needs and Situational Constraints

The target needs can be defined in terms of what the students will need to know and to be able to do with their English after they have finished the course, which constitute the main aspect to address.

Table 1. Needs and situational constraints

Specific Needs	Situational Constraints
<p>Necessities: Decoding and comprehension of basic texts in English.</p> <p>Lacks: A consistent methodology to teach Reading.</p> <p>Wants: Read several types of texts in English.</p>	<p>Students use English for communicate simple necessities.</p> <p>Teachers do not provide meaningful activities.</p> <p>Teachers do not have a specific methodology to teach reading.</p>

To address the difficulties identified in the target context: students' problems in Reading skills development and the lack of provision of a methodology to teach Reading

to children, it was necessary to provide a solution, this course design was proposed for implementing Genre Based Pedagogy to teach children how to read English texts.

Specific Needs and Course Approaches

Table 2. Specific needs and course approaches

Specific Needs	Course Approaches
Construction of knowledge	Approach to Education: Hermeneutic
Learning to read English texts	Approach to Language: Functionalist
Students develop Reading skills, then they can share ideas with others	Approach to Learning: Sociocultural approach

Theoretical Approaches embedded in the Course Design

Approach to Education: Hermeneutic

This course was designed under Hermeneutic approach to education, Rorty (1980), since, the main purpose is of this approach is to help students became critical humans; within the ideas of these approach are, help students to think differently and independently, students were able to make any decision and accept the responsibility for the consequences of that, besides, it highlights the importance of the experiential knowledge to enhance students' learning process. In addition, the importance of formation of human being in terms of cognitive, metacognitive and socio-affective skills, and finally, human development, that consider human talent, interest and interpersonal skills.

Approach to Language: Functionalist

This course was designed under functionalist approach to language since Halliday (1978), highlights communication skills and the idea of how some linguistic elements contribute to the function of language. Halliday conceived that the relationship between language and social context is important as a reciprocal one, because the way in which we conceive the context, determines how we act and use language in a situation.

Approach to Learning: Cognitivist / Sociocultural

This course was designed under Cognitivist and Sociocultural approaches to learning since Cognitive theories are focused on the conceptualization of students' learning processes and understanding the information assumes that learning occurs when

the students are involved and participate in the process, when it is meaningful to everyone (Jonassen, 1991b).

On the other hand, according to Vygotsky (1978), sociocultural approach focuses on the construction of knowledge as a social and an individual process. Sociocultural theory is important to understand the development of children in the context and in their communities, they need to be exposed and interact with others. It means that sociocultural theory, learning is happening and can be interpreted individual and then in context in contact with others.

Goals and Objectives

Table 3. Goals and objectives

Goals	General Objectives
<p>Target:</p> <p>Development of basic reading skills in English.</p>	<p>Student should be able to decode words to comprehend basic texts in English.</p>
<p>Learning:</p> <p>Awareness of learning through written language.</p>	<p>Student should be able to recognize written language through the deconstruction of English text.</p>

Human: Development of the autonomy for Reading.	Students should be able to develop the autonomy for reading.

My Teaching Points

The following list is the teaching points, derived from the skills that students need to develop.

1. Sound-letter
2. Onset and Rhyme
3. Compound words
4. Word endings and beginnings (prefixes and suffixes)
5. Multiple syllables (multisyllabic words)
6. Adjectives and Nouns
7. Parts of the sentence (article, subject, verb, complement)

8. Stages in a story (Exposition, complication, rising action, crisis, climax, resolution, moral).
9. Phases in a story (Setting, description, problem, resolution).
10. Value of benefits of Reading
11. The acceptance of diverse ways to work and think

Syllabus focus

The syllabus focus we found more suitable for our specific context needs, was *skills-based* syllabi emphasize the acquisition of one or more skills, usually one or more of the four-macro language skills: reading, writing, listening and speaking. Skills-based courses may emphasize learning skills as well as language skills, focusing on the development of cognitive, metacognitive and socio-affective strategies for learning as well as the ability of learners to choose and apply those strategies, which are best suited to their cognitive style and the learning task in hand. The syllabus that guides this course design is skills-based since the main need of our context is the acquisition of Reading skill, also, bearing in mind the theoretical considerations of approaches to education, language and learning, besides regarding target needs and situational constraints of Gimnasio Del Saber School context.

In addition, the syllabus sequencing that guided this course design was *importance*, since, this was very closely based on the results of need analysis compiled in our context, with this syllabus students should be able to carry some activities, these

occur very frequently in the types of text which the students need to read and/or produce. Many academic or technical courses may benefit from this kind of sequence because the topics establish a connection to each other and it reaches effective for students.

The syllabus structure that embedded this course design is *matrix*; because it is well structured and organized in columns and rows. Regularly, the rows refer to units or chapters and the columns specify aspects to practice. In our case, the rows refer to skills that students need to develop, and the columns present the stages to the Reading to learn cycle and the description of each one.

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

Table 4. Syllabus focus

Syllabus Focus	Points For
Skills-based	✓ Sound-letter Onset and Rh
	✓ Compound w
	✓
	✓ s and beginnings (prefixes and suffixes)

- ✓ Multiple syllables (multisyllabic words)
- ✓ Adjectives and Nouns
- ✓ Parts of the sentence (article, subject, verb, complement)
- ✓ Stages in a story (Exposition, complication, rising action, crisis, climax, resolution, moral).
- ✓ Phases in a story (Setting, description, problem, resolution).
- ✓ Value of benefits of Reading
- ✓ The acceptance of diverse ways to work and think

Syllabus Focus: skills-based

After having chosen the approaches to education, language and learning, and having made the decision about the intervention regarding this project, we selected the syllabus focus that embedded the course design. It was analyzed each approach to decide which of them was the most appropriate for our context and bearing in mind its characteristics that may support in a better way our course. After this analysis, we decided to choose *Skill-based approach*. This approach emphasizes the acquisition of one or more skills, usually one or more of the four-macro language skills: reading, writing, listening and speaking. According to McDonough, 1984; Robinson, 1991; Swales, 1988, “in the

1980s, this type of syllabus became very popular in English for Specific Purposes and English for Academic Purposes” (p. 42). This approach suits ideally to this course because the main goal of this was to teach children how to read, Skills-based support this project due to fact that in Gimnasio del Saber school bilingualism project there was not an objective to teach Reading skill, so this course design was looking for encouraging students to decode English short texts. This was innovative and supported English teacher process in the institution. Furthermore, Skills-based focused on the target students’ needs since this approach prompts the use of English reading texts as one of the main sources of information children need to develop Reading skill. In addition, Skills-based courses may emphasize learning skills as well as language skills, focusing on the development of cognitive, metacognitive and socio-affective strategies for learning (see, for example, Oxford, 1990). This characteristic was relevant for this project, since the main goal of this course design was to develop cognitive strategies in children, because they were involved in aspects related to reading and writing, such as basic comprehension of short stories, word recognition, spelling, word formation, sentence construction and story writing. These abilities are part of the process of cognition of students, because teachers provide them all the input they need to learn a new language. The process that involves recognition of words, sounds, fluency, etc., all this information learners keep in their minds will help them to the construct the concepts there are experienced, then learners will be prepare for the reading process.

Syllabus Sequence and Structure.

Sequence - Importance:

We decided to apply skill-based syllabus focus, because, it refers to the acquisition of one or more skills, in our case Reading and Writing. Skill-based was designed bearing in mind the needs of students and to promote meaningful and contextualized learning. The content of teaching and the set of skills play a key role in the use of language. The following step was selecting the syllabus structure, the options for choosing a syllabus focus include linear or step by step, spiral or cyclical, matrix, modular, storyline, and proportional. We selected a matrix structure because, it looks organized and the relevant information to be taught was systematized in columns and rows. In terms of structures, we considered matrix syllabus convenient for the design of this course. Therefore, matrix establishes the connection between the elements and the skills that students need to develop.

This syllabus structure was explained in more detail in the following table:

Table 5. Syllabus structure

	Sentence Making		Spelling		Sentence Writing	
Text Type /Genre Theme	Prepare before reading	Detailed Reading	Joint Rewriting	Joint Construction	Individual Rewriting	Independent Writing
Structure Genre Type text: Short Stories Stages: Exposition, complication, rising action, crisis, climax,	Basic comprehension of short stories -Talking through the pictures - Highlighting important elements -What happening in each step of	Context -Paragraph (type of text) pattern. -Beginning -Middle -End Word recognition -Adjectives to describe characters.	Spelling -Sound-letter -Onset and Rhyme - Compound words -Word endings and beginnings (prefixes and	Word formation -Jointly write new text. - Recognize words -Practice writing of letter pattern -Practice	Sentence construction -Practice rewrite the same text. -Write sentences -Follow sequence of words -Use language	-Use the same language pattern. -Start reading independently -Write new stories with the whole class

resolution, moral.	the story	Examples: wise, clever, etc.	suffixes) -Multiple syllables	writing of words -	patterns	
Phases: Setting, descripti on, problem , resolutio n.		-Nouns to refer to places. Ex: Woods, forest, etc.	(multisyllabic words. - Brainstorm s new	Differentiate words		
		-Sentence patterns	context for a text.			

Class Methodology

In the first years of school, the reading instruction within genre pedagogy supports all children to become independent readers and to write short texts. They use the illustrated story books that teachers read in their classes, to teach all the skills involved in reading and writing, such as basic comprehension of short stories, word recognition, spelling, word formation, sentence construction and story writing. Because, these skills are learnt in the meaningful, engaging context of shared reading books, children can acquire them much faster than through traditional early year's activities such as alphabet, phonics and sight word drills.

Specifically regarding to the development of reading comprehension and reading strategies, within a **genre-based approach (GBA)**, it was vital to mention some

methodological aspects that were carried out along this course. Reading to Learn program, emerges from genre-based approach (GBA). The genre-based approach is composed by three stages: *Joint deconstruction*; in which teacher models the text focusing on the structure, features and content. *Joint construction*; consist of the students write a text, using some language features but with new content. *Independent construction*; refers to students write their own text by themselves, using genre, and follow the activities practiced in the previous stage.

Reading to learn has the purpose to integrate literacy and subject in the curriculum. A fundamental principle of this method is that children learn and determine topics, since learning is centered in Reading and Writing. The idea is that children experience reading and writing at the same time, they are learning any specific topic, and then there is a development of Reading and Writing skills. There is a reciprocal relation of benefits in the use of spoken language into Reading and vice versa because, spoken interaction with the teacher help children to learn to Read, when they are ready for Reading they can participate. The reading to learn approach is proposed to orient students to accomplish a six-stage teaching cycle.

1. *Preparing before reading*: Teacher models the reading. Teacher elicits students to previous knowledge, he/she explains how that knowledge is related to the story, review the sequence in which is carried out the story and all the students can understand it. Therefore, students are prepared for understand the text.

2. *Detailed reading*: Teacher supports reading in short passages. Students follow reading and point each word.
3. *Joint construction*: The students can read a passage, then they are prepared to write a new text following language pattern provided by the teacher. Teacher writes phrases and expressions and takes notes on the board bearing in mind the student's ideas.
4. *Joint rewriting*: The notes serve as a supporting for writing a new text with the guidance of teacher.
5. *Individual rewriting*: the students have two models: the initial text and the collective or joint text, to practice writing using the same pattern.
6. *Independent rewriting*: previous stages empower students to accomplish this stage. Students write their own text, using the same pattern as they practiced in Joint construction.

Teacher's Role

The role of the teacher in a course design depends on the selection of methodology and syllabus focus. Since our syllabus is skills-based and genre oriented, the teacher provided a lot of modelling, which is the essence of Reading to learn approach, also scaffolding which helped students and facilitated their learning process. The teacher gave students opportunities to interact with the text as spoken and written form with a specific purpose on each step of the method. For this course, the teacher guided students in each step, which included the use of collaborative work of students were part of a group. Moreover, the teacher was a permanently guide and evaluator of

each action students do in each activity; teacher checked all the time student's performances to encourage them to correct any mistake they made without emphasizing on it. This role was very important in this course design since the interaction of the students with the text was mediated by the intervention of the teacher who facilitated the text decoding.

Besides, in this course the teacher was a scaffolder who helped students enhance their learning, in this case their reading decoding. The teacher was in control in almost all the process by providing a lot of support to their students. Then, teacher by degrees let students be involved in the process and activities. The teacher supplied students with models in each step of the method, what they had to do in and how to do it by themselves progressively. In addition, the teacher of this course was a planner. The teacher planned the class and included the most appropriate materials and activities that helped students reach the objectives.

Learner's Role

Since the teacher was viewed as a leader, planner, scaffolder, and provider of knowledge, then the students should be active participants and takers of the control in the activities teacher provides. Students should be active readers of the different texts they were in contact with. In addition, in this course students took over the knowledge both cooperatively and individually and they also should be active readers and self-users of decoding reading strategies. In addition, the role of the students should be interactive in various aspects. For example, students should interact with their teachers, and the

material; they learnt in the interaction which was one of the main assumptions of the sociocultural theory.

Methodology of the Intervention

For the implementation of Genre based approach to foster reading decoding skills in the present proposal, the teacher guided the practice through three lesson plans based on the application of Reading to learn strategy. The lessons were designed to help students to develop basic reading skills which let them to be immersed in the process of reading and afterwards the written one. Through the stages of the lesson plans, students were guided and supported by the teacher to establish a basis for Reading.

The first lesson plan covered was contextualization. Here the teacher introduced the topic (Narrative Genre: Fable). Also, the teacher involved students in three stages of the Reading to learn strategy and they took control over their process; the teacher stated the purpose for each activity during the class, and provided the scaffolding that students needed to reach the final goal. The second lesson plan consisted of students being able to recognize parts of a sentence, differentiate words (Adjectives and nouns), identify multisyllabic words, identify onset and rhyme of words and demonstrate understanding of sound letter. The third lesson plan purpose was that students could recognize short sentences, write and read them, besides, to write and read short narrative text and finally, to write narrative text by using language patterns.

Chapter seven

RESULTS AND ANALYSIS

Once the course design has been presented with the main educational tenets to reach the goals and objectives of this research, we continued with the results and analysis section focused on the implementation. As we mentioned in the methodology chapter, during the piloting of the present study we collected data through the class observation technique (see appendix 1). In the same way the application of a Think Aloud Protocol (see appendix 6) applied to the students with the purpose of knowing their learning process during the implementation and the third instrument a Reading test (See appendix 7) with an outcome purpose to evaluate the effectiveness of the intervention of this study and to establish performance level.

This chapter, Results and Analysis, reflected one of the most crucial and satisfactory time in this inquiry experience. For its implementation three lesson plans were developed. The first one was done in five sections of classes and took 10 hours; the second one was performed in eight hours during 4 sections, the third one in 6 hours and 3 sections, for twenty-four hours in total. We consider that the implementation of the GBP and Reading to Learn strategy gave us enough references to state the efficacy of using this kind of pedagogy, where teacher provided enough scaffolding to let students develop decoding reading skills.

Bearing in mind the results of data collections after intervention, we could defined in the observation that students were prepared to understand the text in general terms, after provided them the background knowledge they needed to understand it, explaining them what the text was about and summarizing the sequence in which it unfolds, in terms that

all students can all understand. We could analyze that teacher contextualized the topic students would learn during the intervention by using varied materials, what was positive at this stage of the intervention, since, Sentence Making phase was essential that teacher provide the background knowledge, and then students can understand better what they are learning. She activated prior knowledge by questioning them, and in turn most of the students payed attention and participated actively, others, only listened and a few were distracted during the lesson, it was apparent observed that teacher provided appropriate feedback, she corrected some students' responses by motivating them to find the correct answer, however she did not clarify enough information; other aspect could be evident was a target vocabulary during the reading classes, the teacher constantly questioned students to verify if they learned the words; at the same time teacher invite students to participate to check if they understood. The following chart from the lesson / transcriptions reflect this moment:

Actor	Discourse	
Teacher	Good morning sts, today I am going to present a new topic. Narrative Genre, specifically short stories: fable.	
Teacher	Ok guys, look at this graphic now, this is a mountain in which we can find the five	

	<p>stages of a short story.</p> <p>Orientation: the introduction of setting situation and main characters.</p> <p>Complication: the event of the story that introduces the conflict.</p> <p>Rising action: the moment for the protagonist and their commitment to a course of action.</p> <p>Climax: the point of highest interest in terms of the conflict and the point of the story with the most action. Resolution: the point of the story when the conflict is resolved; and moral.</p>	
Teacher	What do you think orientation is?	
Student	La orientación mrs	

Teacher	In Spanish is orientación. In the orientation are shown the setting and the characters of the story. In the fable characters are animals.	
Teacher	What are the characters in a story?	
Students	Los personajes mrs	
Teacher	Very good! Characters. Repeat character.	
Student	Character	
Teacher	Now, What about the complication?	
Student	La complicación mrs	
Teacher	Complication. Reapeat please!	
Student	Complication	

Teacher	Excellent! Complication is the moment in which the character is involved in the conflict. In a problem.	
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Student	Mrs un problema?	
Teacher	Yes, a problem. What do you think a problem is?	
Student	Mrs algo malo	
Teacher	Yes, a bad situation. Now the rising action. This means that the main character is involved in all events that happen in the story. What is an action?	
Students (whole)	Acción mrs.	
Teacher	Yes, it's action. But, what an action is?	
Students (whole)	No sabemos mrs.	

Teacher	Action is a verb. For example, run, walk, eat, dance, cry, play, sing, and swim.	
Student	Mrs dance es bailar.	
Teacher	Off corss, dance is an action. Now, climax. What a climax	

	is?	
Students (whole)	Mrs clima	
Teacher	Climax, not clima. It is not about the weather. It is climax, a stage of the short story. Climax is the part of the story in which the conflict or problem is the highest interest.	
Students (whole)	Mrs no entendemos.	
Teacher	Ok, it is the moment in which the problem is very evident. Finally, resolution.	
Students (whole)	Resolución mrs.	

Teacher	<p>Resolution. At this moment of the story, the conflict or the problem is resolved. It is mean that we can see the final and moral of the story. Now, I am going to ask some question about a fable.</p> <p>What is a Fable?</p>	
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Students (whole)	No sabemos!	
Teacher	Ok, don't worry! A fable is a short story, typically with animals as characters, conveying a moral. What do you think is a moral?	
Student	Es una mora!	
Students	Mrs es una mora	

Teacher	<p>It's not a mora guys. Look at this picture; and answer some questions I am going to ask.</p> <p>-What would happen to the shepherd if he lies to people about the wolf?</p>	
Student 3	Mrs se lo come el lobo	
Student 4	Mrs es malo decir mentiras	
Student 5	Si uno dice muchas mentiras, cuando digas la verdad no le creen	
Teacher	Very good Mathias, The shepherd boy and the wolf is a fable whose moral is. A	

	<p>liar's truth is seldom believed.</p> <p>The moral is what we can learn of a mistake. Now, what is the purpose of a Fable?</p>	
Students	Mrs No sabemos	

Teacher	<p>Ok, let me explain you. The purpose of a fable is to convey a moral. It is mean that people can learn from a mistake. In a fable the characters are animals and these have human characteristics.</p> <p>Now, let's watch a video of a fable. The shepherd boy and the wolf. After that, I am going to ask some questions. It's clear.</p>	
Students	Yes mrs.	
Teacher	<p>✓ Ok, now. What was the video about?</p>	

	<p>✓ Where did the story take place?</p> <p>✓ What are the characters of the story?</p> <p>Question 1. What was the video about? Who wants to participate? Raise your hand.</p>	
Student	Yo mrs. Yo.	
Teacher	Ok, go ahead.	
Student	Mrs. En el video había un niño con unas ovejas y un lobo.	
Student	Mrs el pastorcito mentiroso.	
Student	El pastorcito decía mentiras y por eso el lobo se lo comió.	
Teacher	Very good guys. The shepherd boy lied several times for that reason he did not receive help when he	

	<p>needed it.</p> <p>Question 2. Where did the story take place? The place in which characters were during the story. For example: a river, forest, lake etc.</p>	
Student	Mrs forest.	
Teacher	<p>Excellent. In the forest.</p> <p>Question 3. What are the characters of the story?</p>	
Student (whole group)	El lobo, el pastorcito y las personas.	
Teacher	The Wolf, the shepherd and People. Repeat aloud please!	
Students	The wolf, the shepherd and people.	

Also, the teacher modeled the Reading text several times and students followed it by pointing each word while the teacher reads, they felt happy because, this exercise was new for them and they were motivated to practice Reading in L2, they followed instruction, some of them felt confused at the beginning of the modelling because, they

did not identify the format of the written text. During subsequently sessions, some students felt bored and tired, and they expressed reading was not relevant for them. This was a negative aspect we could observe in the implementation, however, the teacher continued motivating and encouraging students to be involved in their own process; so in the final stage of the intervention, students were able to be completely committed in the project, so, most of them were able to reach the main goal of this intervention, which was to read English texts. The following charts from the lesson / transcriptions reflect this moment:

Actor	Discourse	
Teacher	Hello guys. Today we are going to read the fable: The frog, the mouse and the hawk. First, I am going to read the text several times. And then, you will read with me by pointing out with your index finger in a piece of paper that I will give you.	
Student	Mrs que vamos hacer?	
Teacher	We are going to read. Leer. Read.	

Student	Mrs no entiendo.	
Student	¿Qué señalo mrs?	
Teacher	Ok, guys. We are going to	
	point out each word. Recuerden que cada espacio les indica que sigue otra palabra. When I read and point out a word, you have to point out and repeat the same word. You have to pay attention, focus on the text. Be careful. Little by little.	
Students	Bueno mrs.	
Teacher	Ok. Let's do it again. Are you ready?	
Students	Yes...	
Teacher	Very good guys. You are doing well.	
Students	Mrs nos gusta esto.	
Teacher	Excellent. Now we will learn about sentences in a text.	

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Regarding to Detailed Reading in which teacher have to guide students to understand the whole sentence and successfully identified the meaning of words, and students have to show they can control over their process; we could observe that teacher guided students to read the sentences by pointing word by word, then they did the exercise by themselves, the rest of the students were observing attentively waiting their turn to read the text correctly; also the teacher guided students to cut out each word of the sentence, students did the exercise correctly and organized the words to complete the sentence by themselves, besides, the teacher guided them to recognize letter pattern by teaching them onset and rhyme, initial and ending sound. This exercise was very interesting for students, most of them demonstrated understanding about what they had to do in each phase of the class, they accomplished each one of the task proposed. We have defined this process positive, because, students reached the goals for this stage, it was evidenced that students took control over their learning process and it could be observed a development of decoding Reading skills; some students felt confused, which is negative during the intervention, since the main goal of this study was that all the students develop reading skills.

Actor	Discourse	
Teacher	Ok guys. Let's read sentence by sentence, by pointing out.	

Student	A mouse by an unlucky chance, formed an intimate acquaintance with a frog.	
Teacher	¿Estás leyendo la oración	

	completa del texto?	
Student	Si, leí una por una cada palabra.	
Student	Leo una palabra la señalo y después leo la otra.	
Student	No puedo leer casi no se Inglés.	
Teacher	Puedes intentararlo. Presta atención y sigue la lectura como tus compañeros.	
Teacher	Ok, excellent. Now, we will cut each word of the sentence. We mix the words and reorganize the sentence.	
Teacher	¿Qué estas haciendo ahora?	
Student	Corto el papel con las palabras.	

Student	Cortar las oraciones y hago picadillo el papel.	
Student	Corto y acomodo las palabras para leerlas.	
Teacher	¿Estas cortando la primera palabra?	

Student	Si, estoy cortando cada palabra.	
Student	Si, estoy cortando cada palabra. ¿Mrs me das un premio?	
Student	Corto las palabras para señalarlas.	
Teacher	Si claro tomen un sticker lo están haciendo muy bien. Congratulations. ¿Qué tienes que hacer ahora?	
Student	Ahora tengo que organizar las palabras.	
Student	Tengo que leer rápido.	

Student	Cortar y leer lo del papel.	
Teacher	Very good. ¿Tienes que cortar el teto la siguiente palabra y la última?	
Student	Si, las corto una a una.	
Student	Si, tengo que cortar las palabras y las uno.	

Student	Las acomodo, después que las corto, no se me pueden perder.	
Teacher	¿Qué estás haciendo ahora?	
Student	Estoy leyendo.	
Student	Estoy leyendo la fábula.	
Student	Leyendo lo de arriba, pero no lo de abajo.	
Teacher	¿Estas poniendo las palabras juntas?	
Student	Si, las pongo una y una.	
Student	Si, junticas todas como un rompecabezas.	

Student	Si las pongo juntas.	
Teacher	¿Estas mezclando las palabras?	
Student	Si, las mezclo, no las puedo organizar.	
Student	Si, las mezclo y luego las pongo aquí.	
Student	Si, las mezclo y las ordeno.	
Teacher	¿Puedes leer las oraciones?	
Student	Si, puedo leer por que las organizo.	
Student	Leí esta de arriba pero esta no.	
Student	Si un poquito leo.	
Teacher	¿Puedes revisar si el orden es correcto?	
Student	Si, yo sé que está bien.	
Student	Esta va aquí y esta va acá.	
Student	No, no sé cómo ayúdame mrs.	

Teacher	Debes intentarlo es muy fácil, sigue el patrón de lectura y las instrucciones.	
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In the Spelling stage, students can read a passage with fluency and comprehension, and prepare to write a new text that is patterned closely on it, modelled and guided by the teacher. In the observation we interpreted that teacher modelled writing and students practice it twice, they participated actively during this exercise, teacher motivated them by giving them extra points in their grades; however, it was not displayed a peer-to-peer interaction during this stage, which is negative, bearing in mind this aspect it is very important for relationship between students, they only interact with the teacher and the text. Additionally, the teacher provided the appropriate scaffolding during each exercise they must do to accomplish the final goal of the intervention; during the teacher-student interaction, teacher accepts students' ideas, teacher wrote the ideas on the board, finally students voted to decide which information would be used for the new text, they were attentive to the activities, showing a good attitude and joy. During this stage, students also practice several times the written text; they enjoyed the activities provided by the teacher to practice words and sounds, since these activities were fun. When students work independently, in some moments, most of the students could work by themselves; however, others need the teachers' guidance. In general terms the teacher provided appropriate scaffolding during this stage. The following chart from the lesson / transcriptions reflect this moment:

Actor	Discourse	
Teacher	¿Puedes leer las palabras y después escribirlas?	
Student	Si las leo y las escribe. Pues solo tengo que mirar y copiar.	
Student	Si las leo.	
Student	No se leer.	
Teacher	Estoy escribiendo el texto.	
Student	Si, escribo todas las palabras.	
Student	No sé como hacerlo.	

Teacher	¿Puedes recordar las palabras?	
Student	Si las recuerdo mrs.	
Student	Si lo puedo hacer.	
Student	Algunas las recuerdo, las que no se te pregunto mrs.	
Teacher	¿Puedes escribirlas?	
Student	Si, porque ya practique.	
Student	Si las escribo.	

Student	Si puedo con mi lápiz nuevo.	
Teacher	¿Qué estás haciendo ahora?	
Student	Escribiendo.	
Student	Solo escribo lo que me mandaste.	
Student	Escribiendo unas palabras.	
Teacher	¿Etas escribiendo una palabra o una oración entera?	
Student	Estoy escribiendo varias palabras.	
Student	Si, escribo las palabras para	

	que sean una oración.	
Student	Sólo las escribo aquí.	
Teacher	¿Estas identificando los verbos, adjetivos y sustantivos?	
Student	Si, ya yo se cuales son porque me explicaste.	

Student	Si, aquí las veo y las escribo.	
Student	Solo se los verbos.	
Teacher	¿Cómo puedes distinguir cada oración?	
Student	Porque tiene un punto y comienza otra.	
Student	Porque esta es una y esta otra.	
Student	Aquí comienza esta y aquí la otra.	
Teacher	¿Cómo puedes diferenciar el sonido inicial y el resto de la palabra?	
Student	Porque el sonido inicial es la primera y el resto es lo que	

	me queda.	
Student	Porque eso ya lo vimos, encierro con verde este y con rojo el otro	
Student	Porque es fácil de hacer	

Teacher	¿Puedes diferenciar cada tipo de palabra? ¿cómo?	
Student	Si, mouse es un sustantivo porque es un animal, correr es un verbo porque la mrs Stephany me dijo que los verbos son acciones.	
Student	Si, son diferentes cada uno hace algo.	
Student	No se muy bien.	
Teacher	¿Cómo haces para distinguir cada palabra?	
Student	La leo para saber cual es.	
Student	No se como hacerlo tan fácil, tengo que leer.	
Student	Porque eso ya tú lo explicaste ayer y me diste un ejemplo.	

Teacher	¿Cuántas silabas tiene esta palabra?	
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Student	Mouse es un verbo y tiene dos sílabas.	
Student	Monkey tiene dos sílabas.	
Student	Unhappy tiene tres sílabas.	
Teacher	Mouse tiene dos sílabas pero es un sustantivo no un verbo. ¿Cuántas silabas tiene esta palabra?	
Student	Si lo puedo hacer, mouse tiene dos.	
Student	Tiene una pool.	
Student	Water tiene tres, nooo tiene dos.	
Teacher	¿puedes decire la parte inicial y el resto de la palabra?	
Student	La f es la inicial y la oot es el resto.	
Student	Unlucky, la u y este es el resto (el niño señalo).	

Student	La i es la que empieza y ntimate es el resto.	
Teacher	¿puedes subrayar la parte inicial y el reto de la palabra?	
Student	Si puedo, lo hago con dos colores.	
Student	Si, es fácil este tema mrs.	
Student	Si, aquí es una y aquí va la otra.	
Teacher	¿Cuál es el sonido inicial de esta palabra?	
Student	La m (mouse).	
Student	La u (unhappy).	
Student	Mrs. En esta (amazingly) la a.	
Teacher	¿Es este el sonido inicial de esta palabra?	
Student	No, el sonido inicial es la o (observed).	
Student	Si, este es el sonido inicial la m de mamá (mouse).	

Student	Mrs. No se. ¿cuál es? Dime.	
Teacher	en la palabra suffocated el sonido inicial es el que está en el comienzo es decir la s.	

Finally, in Sentence Writing is embedded Joint construction and Independent writing, we observed that teacher and students work cooperatively during the writing of the text, teacher modeled writing, she rewrote the text on the paper, while students dictated it, she also, encouraged them to write the text by telling them, they would be able to write their own text in English, they felt motivated to practice writing of the text, they showed interest and joy, besides they showed understanding of word pattern, however, at the time they had to write the text, they needed the teachers' guide, she helped all students when they required it, and she wrote any word students did not recognize or remember. In the Independent writing part, teacher guided students to write the text by showing them original text and explain the structure and the words they could replace; students apparently show writing skills developed, even though, they tried to write their own text, but they only replace nouns, adjective and some verbs, when the teacher modelled on the board by showing them the pattern. They did not write their own text as the teacher expected. This aspect may not be considered negative, since the main goal of this study was to impact in the students reading decoding skills; we found that they did not developed writing skill.

In addition, the Think Aloud Protocol, we applied it focused on the three stages of Reading to learn strategy, the first stage was Sentence Making, in this part, students demonstrated understanding of each question and answered when the teacher asked it.

They recognized cognates and associate English words with Spanish. Most of the students demonstrated understanding to organize the sequence of a sentence, at the beginning was difficult because they did not know the difference between an article, noun, adjective and verb, when they felt familiarized with the vocabulary; it was very easy for them to recognize the sequence. Others felt confused about the sentence structure, because they did not understand which word was a noun, an article or adjective, however, they did identify a verb, we have analyzed that the prior knowledge and the type of instruction that they received in previous classes, helped them to do it. The students were very sincere about the process, if they did not understand the question, or felt uncomfortable they mentioned it; they recognized to need more practice to be able to read. They enjoyed the modeling part because teacher read in different voices or singing. They followed the reading and had fun. They felt excited because the activities were very fun, and they interacted with their partners, they enjoyed when they cut off the words and put them back together, they could read the sentences by themselves. In percentage, 13 students read independently, 8 students read some structure of the text by themselves, but they need teachers' support, and 3 students showed difficulties to read. It is important to highlight that the 3 students that could no read, had difficulties to read and write in their mother tongue. (See previous charts).

During the second stage spelling, the activities were focused on practice vocabulary and elicit students to recognize the structure of the word: onset and rime,

multisyllabic words and the kind of words. All the students participated in these activities actively, because the previous Language arts classes were focused on this topic.

They identified onset as the initial sound and rhyme as the rest of the word. They differentiated multisyllabic words, and practiced the division of the syllables by clapping. Besides, they felt confident to write the word in small boards. Most of the students recognized the article, nouns, and adjectives. But, others were not able to recognize words. In each question they answered what they thought and did, they said: the teacher explained which words were the article, noun, adjective, and verb. They enjoyed the activity with the dice, in which they practiced with the vocabulary of the fable and discriminated the onset and rhyme in a word, and connected each dice to build a word, then they wrote the word in a piece of paper. Students felt anxious to write a new text with the teacher guidance, because, they expressed that they did not know how to do it, but the teacher reduced anxiety explaining that they needed to follow the language pattern of the original. Students practiced writing of the original text and the joint construction several times.

The third stage Sentence Writing, most of the students were familiarized with the language pattern of the text, but others did not recognize the language pattern. As they practiced several times writing the original and new text, some of them were tired to rewrite the text and denied to create a new story, even when the teacher afforded supporting. In this stage, the intention was that they were able to write the text individually, but they were not able to write independently, they needed to observe the original pattern language to create the story some of them replace the nouns, adjectives and Verbs but it means that they were aware to create the story because they replaced

some of the words in the sentence structure. Some of them respond that they did not understand what they did but, it was changing because the students were conscious about what they did and what the teacher asked.

TAP sample

Actor	Discourse	
Teacher	¿Qué estás haciendo ahora?	
Student	Estamos dando ideas para hacer una nueva fable.	
Student	Yo le digo a la mrs un animal.	
Student	Estoy participando y gano puntos.	
Teacher	¿Estamos nosotros escribiendo un nuevo texto?	
Student	Si, lo escribimos pero ya tenemos uno, el del sapo.	
Student	Si, lo estamos escribiendo.	
Student	Si, lo estamos haciendo. Todos ayudamos.	
Teacher	¿Cuáles son los personajes de nuestra historia?	

Student	El saltamontes, la Paloma y el león.	
Student	El saltamontes, dove y lion.	

Student	El brincador, la Paloma y cayon. (león).	
Teacher	¿Qué están haciendo ahora?	
Student	Escribiendo una fábula en la hoja.	
Student	La lectura del lobo y la culebra.	
Student	Copiando la lectura de los animales.	
Teacher	¿Estas leyendo o escribiendo?	
Student	Escribiendo todo.	
Student	Escribiendo las palabras	
Student	No se escribir, pero miro las palabras y lo hago.	
Teacher	¿Sabes cómo escribir el texto?	
Student	Más o menos, tú me dijiste que lo intentara.	

Student	No sé, pero miro la otra historia y escribo la mía.	
Student	No puedo hacer nada.	
Teacher	¿Necesitas algo de ayuda?	
Student	Sí, me ayudas mrs.	
Student	Solo dictame unas palabras.	
Student	No sé qué animales escoger, son los de la selva.	
Teacher	¿Qué consideras que fue fácil?	
Student	Recortar fue fácil.	
Student	Leer fue fácil.	
Student	Dibujar y leer la fábula.	
Teacher	¿Qué consideras que fue difícil?	
Student	Escribir porque me demoro.	
Student	Lo que tengo que escribir aquí, no se mucho.	
Student	Escribir y leer un poquito.	

Furthermore, the Reading test was designed bearing in mind, what the teacher taught during the intervention, and how effective was the implementation of Reading to

Learn within GBA in students' decoding reading skills; this tool was an effective resource when researchers analyze the development of Reading skills, many details were detected, and this information was relevant to define main findings in this study.

The reading text was taken by 23 to the 24 students because one student was missing during the text application. The exam was compound by six points, which were: read the text aloud, join each letter to the picture with the same beginning sound, read and circle the name of three animals that appeared in the previous paragraph, match to complete the following words; use different colors and organize the sequence of the sentences; look at the picture, read and select the best answer. We could analyze that, 16 students read appropriately the extract of the text used during the intervention, 3 students need teacher's guidance to understand the questions and 4 students did not read, something negative, since the main goal of this intervention was that students could develop basic reading skills. In the writing part, 8 students organized the sequence of the sentences without any problem, 3 students tried to organize the sentences, but they were not able to do it, and 12 students said that they did not know how to do it. In the point in which they had to discriminate sounds, 18 students were able to connect the initial and its corresponding ending sound to form a word, 5 students were not able, and they only connected in the word they preferred. Finally, the points focused on the contextualization of the story, in which they should choose the characters of the fable; 20 students recognized them, and 3 students could not do it well.

Based on these results, we could determine that, most of the students were able to take the test and passed it. Also, we could establish that this intervention impacted on students basic reading skills. Something relevant to highlight, is that Reading to learn

strategy is an appropriate methodology to teach reading to preschoolers, since Reading skill is important to develop English language.

CONCLUSIONS

The implementation of this research was a meaningful experience as teacher-researcher in English teaching. It is important to highlight the essential role of teacher and students plays in the teaching and learning process, this study let us to analyze if Genre Based Pedagogy and Reading to learn strategy may impact basic reading skills in preschoolers.

With the implementation of GBP and Reading to learn strategy, the teacher had enough support to succeed in the guidance and development of basic reading skills in preschool students, as well as it provides the teachers with a variety of strategies to teach reading. Genre based pedagogy makes a difference in the process of teaching and learning, because this is a well-structured methodology that let teachers to engage and support students to read and learn from Reading.

Based on the results of the analysis of the data during and after the intervention, we could determine that Reading to learn strategy and Genre Based Pedagogy fostered students' engagement in reading activities, motivation, and improving students' construction of prior knowledge since these are crucial aspects in the process of learning to read, besides, students showed they were able to take control of their own learning process. In terms of recognition of written text pattern, students were able to accomplish the goal of this intervention, which was to develop basic reading skills, since they recognized the words and the pattern of a text; however, in the writing process they were not able to write independently, students needed constant support of the teacher.

We could conclude that this intervention had a positive impact on these preschoolers positively, because, Gimnasio Del Saber School did not have a specific methodology to

teach students to read, when the teacher in charge of the intervention used GBP and Reading to learn strategy allow students to be involved in reading activities in an innovative and in a dynamic way, bearing in mind this positive impact, we think, this approach to teach reading was effective for developing basic reading skills, and it will be relevant continue using it to reach better results.

Some relevant findings after intervention of GBA and Reading to learn strategy are the following:

- ✓ Students become aware their own Reading learning process.
- ✓ Development of basic reading skills in most of the students.
- ✓ Students' recognition of written text pattern.
- ✓ Students recognized the importance of Reading in a second learning process.
- ✓ Students were in charge of their own learning process.
- ✓ Student's motivation.
- ✓ The importance of a structured methodology to teach Reading.
- ✓ The importance of support and feedback in students' learning process. ✓ Use of authentic materials and appealing activities

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APPENDIX A

CLASS OBSERVATION FORMAT

Objective: To observe a reading class to analyze how reading in English is taught in Transition students, to identify the methodology, class environment, resources, activities, teacher and students' interaction. This observation will be applied by Angeliny Tobacía to Miss María Claudia Silvera during 1 hour in the language arts class.

RESOURCES	1. Not displayed	2. Apparent	3. Strong	4. Comments
The course has appropriate resource books for the Reading activities.				
Teacher uses extra materials to teach Reading				
Teacher implements useful materials in a Reading class				
Teacher has access to assistive technology (object books,				

software, audio texts, hardware during a Reading class.				
METHODOLOGY AND ACTIVITIES	1. Not displayed	2. Apparent	3. Strong	4. Comments
There is a target vocabulary taught during the Reading class.				
Reading Activities are according to the students' level of proficiency in English				
Reading activities are clearly presented and contextualized				
Teacher uses a consistent methodology to teach Reading				
The purpose of the Reading class is clearly presented				
Reading stages are developed coherently				

Whole group Reading exercises are used effectively				
Small group Reading exercises are used effectively				

TEACHER'S INSTRUCTION	1. Not displayed	2. Apparent	3. Strong	4. Comments
Teacher activates prior knowledge before Reading				
Teacher distributes time effectively during a Reading class				
Teacher motivates students to Read				
Teacher stimulates pair and group work during Reading activities				
Teacher encourages students to participate during the Reading class				

Teacher gives clear instructions for the reading activities				
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STUDENT	1. Not displayed	2. Apparent	3. Strong	Comments
STS participates actively during a Reading class				
STS show interest towards a Reading class				
STS follow teachers' instructions during the Reading class instructions				
STS work cooperatively during Reading activities				
Reading				

activities are enjoyable for students				
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STS evidences a development of reading skills				
RESOURCES	Not displayed	2. Apparent	3. Strong	Comments
The course has appropriate resource books for the Reading activities.			X	Teacher provides class Poster and a Big book to use in the reading class.
There are materials available for the teacher's use.	X			Teacher uses big book the poster is a supporting material to have a Poem according to the reading.
There is assistive technology (object books, software, audio texts, hardware	X			Yes, she has access to book, audio text, but she didn't use during the class

during a Reading class.				
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METHODOLOGY AND ACTIVITIES	1. Not displayed	2. Apparent	3. Strong	Comments
There is a target vocabulary taught during the Reading class.	X			Teacher did not teach target vocabulary before the reading exercise.
Reading Activities are according to the students' level of proficiency in English	X			Teacher did not provide other activity than reading exercise.

Reading activities are		X		Activities are basically for
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<p>clearly presented and contextualized</p>				<p>students like recognize main characters, actions, places and vocabulary.</p>
<p>Teacher uses a consistent methodology to teach Reading</p>	<p>X</p>			<p>We consider that, the teacher does not use merely a specific methodology to teach reading in early ages.</p>
<p>The purpose of the Reading class is clearly presented</p>	<p>X</p>			<p>Teacher did not set a purpose for the reading.</p>

<p>Reading stages are developed coherently</p>	<p>X</p>			<p>No, teacher did not follow reading stages.</p>
<p>Whole group Reading exercises are used effectively</p>		<p>X</p>		<p>Whole group responds to the questions, some student's don't understand the questions.</p>
<p>Small group Reading exercises are used effectively</p>	<p>X</p>			<p>Teacher did not set small group exercises.</p>

TEACHER	1. Not displayed	2. Apparent	3. Strong	Comments
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<p>Teacher activates prior knowledge before Reading</p>		<p>X</p>		<p>Teacher make a brainstorm and elicit students remember the relevant aspects to the last class.</p>
<p>Teacher distributes time effectively during a Reading class</p>		<p>X</p>		<p>Teacher distributes a good time 15 minutes during the reading class to avoid stress and distraction to the children.</p>

Teacher motivates students to Read			X	Teacher encourage students to
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				read, she prompt
Teacher stimulates pair and group work during Reading activities	x			Teacher did not stimulate group work

<p>Teacher encourages students to participate during the Reading class</p>			<p>x</p>	<p>Teacher encourages students to participate and they respond.</p>
<p>Teacher gives clear instructions for the reading activities</p>	<p>x</p>			<p>Teacher did not set any activity in the reading class.</p>
<p>STUDENT</p>	<p>1. Not displayed</p>	<p>2. Apparent</p>	<p>3. Strong</p>	<p>Comments</p>
<p>STS participates</p>		<p>x</p>		<p>The majority of students participate.</p>

actively during a Reading class				
STS show interest towards a Reading class			x	The majority of students show interest and emotion to read.
STS follow teachers' instructions during the Reading class		x		Students' response to the teachers' instructions
STS work cooperatively during Reading activities	X			They did not work cooperatively

<p>Reading are for activities enjoyable students</p>		<p>x</p>		<p>Students enjoy reading time</p>
<p>STS evidences development a of</p>	<p>x</p>			<p>Students did not read</p>

<p>reading skills</p>				
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APPENDIX B

INTERVIEW FORMAT

TEACHER'S INTERVIEW 1

1. How do you teach reading?

I teach reading by writing a story every day, I try to teach characters, places, title.

2. Do you use any specific methodology to teach reading? Which one?

No, I don't use any specific methodology.

3. Should teachers teach reading in English in early ages?

Yes, it is very important through these strategies or methodologies student learn vocabulary, characteristic and sentences in English at the same time they read a story that they know in Spanish.

4. What kinds of texts/materials do you use in the reading class?

I use in reading class big book, images, slides puppets, flip book that is a virtual book.

5. What reading skills are developed at elementary level?

I don't know.

6. What is the institutional methodology to teach reading in English in early ages at Gimnasio del Saber School?

Using activities supported by Pearson such as scaffolding methodology.

7. What is your opinion on the effectiveness of the current methodology to teach reading? I think that is effective because students can learn so fast

8. What are some suggestions to improve how reading is taught?

Teachers should read all days; they should teach vocabulary using long sentences, teaching the places the characteristic of the characters.

TEACHER'S INTERVIEW 2

1. How do you teach reading?

I teach reading using different strategies like: Venn diagram, compare and contrast, I know

I predict.

2. Do you use any specific methodology to teach reading? Which one?

No, I don't use a methodology to teach reading.

3. Should teachers teach reading in English in early ages? Yes, they need reading because they can improve new vocabulary.

4. What kinds of texts/materials do you use in the reading class?

Complete sentences; write some words, copies, cards, and flashcards.

5. What reading skills are developed at elementary level?

I don't know.

6. What is the institutional methodology to teach reading in English in early ages at

Gimnasio del Saber school?

Use a specific strategy like comparative chart, KWL chart, I Know I predict chart.

7. What is your opinion on the effectiveness of the current methodology to teach reading?

I think we use traditional method are not okay for children.

8. What are some suggestions to improve how reading is taught?

We need use pictures, many colors little letters, short stories.

TEACHER'S INTERVIEW 3

1. How do you teach reading?

I teach reading, through phonological awareness and phonics.

2. Do you use any specific methodology to teach reading? Which one?

I consider that I did not use a methodology to teach reading.

3. Should teachers teach reading in English in early ages?

Yes, is very important that in early ages teachers worries about teach reading.

4. What kinds of texts/materials do you use in the reading class?

I use flashcards, Phonics, pictures cards, Big books.

5. What reading skills are developed at elementary level?

I think that visual discrimination is important to students can read.

6. What is the institutional methodology to teach reading in English in early ages at

Gimnasio del Saber school?

I don't know what is the methodology because I am new at school but, teachers said that institution don't had a methodology.

7. What is your opinion on the effectiveness of the current methodology to teach reading?

I can answer because I doesn't know current methodologies.

8. What are some suggestions to improve how reading is taught?

An appropriate instruction for teachers about how to teach reading and, establish a connection between how teachers read in Spanish to they can associate and read in English.

APPENDIX C

LESSON PLAN FORM N° 1

UNIT 1

General Objectives of the Unit:

1. Student should be able to decode words to comprehend simple short stories in English.
2. Student should be able to use spoken and written language.
3. Students should be able to read short stories autonomously.

Specific Objectives of the Unit:

Specific Objectives to develop Reading Comprehension and Critical Reading, when approaching short stories:

a. Sentence making - Type of text analysis

1. Identify what is a short story.
2. Distinguish each step in short stories. (Beginning, middle, end).
3. Identify the main elements in short stories. (Characters, setting, time).
4. Recognize the stages in short stories. (Exposition, complication, rising action, crisis, climax, resolution, moral).

b. Spelling

1. Differentiate words (Adjectives and nouns).
2. Identify multisyllabic words.
3. Demonstrate understanding of sound letter.

4. Recognize parts of a sentence.

c. Sentence writing

1. Recognize short sentences.
2. Write and read short sentences.
3. Write and read short narrative text.
4. Write narrative text by using language patterns.

Teacher: María Claudia Silvera Medina School Name: Gimsaber
UNIT OVERVIEW
Unit Title: Unit 1 – Short stories Grade Level: Transition Approximate time needed for the development of the unit: TWENTY FOUR HOURS
UNIT FOUNDATION
Goal (s) or Standards (Write here the Goals/Standards/competences to be developed in the unit) Goals: <ol style="list-style-type: none">1. Target Goal: Decode words to comprehend basic texts in English.2. Learning Goal: recognize written language through the deconstruction of English text.

3. Human Goal: Develop the autonomy for reading a variety of short stories and share with others.

STUDENT OBJECTIVES/LEARNING OUTCOMES

General Objectives of the Unit:

1. Read and understand short stories.
2. Apply reading to learn strategies to foster reading decoding.
3. Share ideas with others by showing respect and sensitivity after reading short stories.

Specific Objectives of the Unit:

Sentence making - Type of text analysis

1. Identify the main elements in short stories. (Characters, setting, time).
2. Recognize the stages and steps in short stories. (Exposition -beginning, complication - middle, rising action, crisis, climax, resolution - end, moral).

ASSESSMENT PLAN

Learning will be assessed on the notion of effectiveness of reading decoding throughout a process in which the development of reading skills and effective application of reading to learn strategies will be evaluated and evidenced through reading tasks at literal, inferential and critical level, as well as learning will be evidenced through the process of independent construction (writing) of the type of text under analysis.

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

Topic	Genre and text	Linguistic features (grammar, vocabulary, text features/structure)	Strategies
Fable	Narrative texts: Short stories ➤ Text 1: The shepherd's boy fable. An Aesop's fable with a moral.	<ul style="list-style-type: none"> ✓ Short Paragraph (type of text) pattern. Beginning, middle, end ✓ Highlighting essential elements ✓ Stages: exposition, complication, rising action, crisis, climax, resolution, moral. 	Strategies: Sentence making

Name of the teacher: María Claudia Silvera Medina	
Class / grade: Transition	Number of students: 24
Average ages of students: 5-6	
Unit/Topic: Fable	Level of students: Beginners
Allotted time: 10 hours	
Goals:	
<ol style="list-style-type: none"> 1. Target Goal: Development of basic reading skills in English. 2. Learning Goal: Awareness of learning through written language. 3. Human Goal: Development of the autonomy for Reading. 	
At the end of this lesson, students will be able to:	
<ol style="list-style-type: none"> 1. Identify the main elements in short stories. (Characters, setting, time). 2. Recognize the stages and steps in short stories. (Exposition -beginning, complication - middle, rising action, crisis, climax, resolution - end, moral). 	
<p>Assumed Knowledge: students are assumed to know what a story, characters and setting is. They distinguish a few that story has a beginning and end.</p> <p>They are expected to have poor or no knowledge about stages in short stories.</p>	
Linguistic features and skills that will be developed in this class:	
<ul style="list-style-type: none"> ✓ Short Paragraph (type of text) pattern. Beginning, middle, end ✓ Highlighting essential elements ✓ Stages: exposition, complication, rising action, crisis, climax, resolution, moral. 	
Materials and resources that will be used in this class: video bean, exemplary text,	

board.

<p>Class Stage</p> <p>(Presentation, practice, evaluation). Please, specify what kind of practice (controlled/guided/free)</p>	<p>Objective</p> <p>(Specify which specific objectives you are aiming at)</p>	<p>teacher's procedure and Activities students will perform (Specify in detail the teacher's procedure and activities students need to perform)</p>	<p>Materials</p> <p>(Specify the material you will use (if any) with the activities).</p>	<p>Allotted time and Type of interaction</p> <p>(Specify the time the activity will take and type of interaction required)</p>
<p>Before</p> <p>Preparing Reading</p>	<p>1. To recognize text genre and field of short stories</p>	<p>To recognize text genre and field and to understand the context:</p> <p>The teacher introduces the topic on Narrative Genre, making an emphasis on Short Stories Specifically</p>	<p>Materials:</p> <p>- Computer/video beam</p>	<p>2 hours 60 minutes</p> <p>Teacher/Student interaction</p>

	<p>(fable).</p> <p>2. To understand the idea of a Fable with the purpose of recounts some events and with a moral.</p>	<p>Fables. Teacher explains the stages in a story using pictures. Then, teacher use a graphic to simplify the information about each stage. (See Graphic mountain attachment 1 and 2)</p> <p>She activates students' prior knowledge by asking them some target questions, such as:</p> <ol style="list-style-type: none"> a. What is a Fable? b. What is the purpose of a Fable? c. What kinds of elements are found in a Fable? d. Which kinds of characters are found in a Fable? 		
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<p>Modelling</p>	<p>3. To prior knowl activate dents` Fable.</p>	<p>After students' response, teacher will provide explanation about any wrong response.</p> <p>To activate the students' prior knowledge and introduce relevant vocabulary before reading:</p> <p>Students watch a video: https://www.youtube.com/watch?v=ZcVJp2dwo7k, and Then students share their background knowledge about Fables and build up a relevant vocabulary related to the topic. (See video attachment 2)</p> <p>After watching a video, teachers ask students</p>		
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		<p>some questions:</p> <ul style="list-style-type: none"> - What is the video about? - Where the story does takes place? - What are the characters of the story? <p>Teacher models reading aloud many times pointing out each word in the text and students follow the text with a general understanding of it. (See text attachment 3)</p> <p>Teacher will introduce sentence structure with a game, in which students will choose the correct</p>	<p>Web page:</p> <p>http://www.eslgamesplus.com/adjectivesand-antonymssentences-eslinteractive-fun-</p>	
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	<p>4. To introduce relevant vocabulary before reading Fables. (Article, subject, verb, adjective, noun)</p>	<p>adjective for the sentence. Teacher will show slides to explain through pictures each kind of word. Then, teacher will reinforce the structure of the sentence and the kind of words within a sentence, though Who, action, where, and when cards. After, teacher will provide students some cards with distinct colors that represent each kind of word, students must organize them according to structure of a sentence.</p> <p>(See attachment 4, 5, 6 y 7)</p>	<p>game/</p>	
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		Detailed	Reading	Materials:	
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<p>Detailed Reading</p> <p>Text deconstruction</p>		<p>process (second stage)</p> <p>The teacher guides students to read a sentence of the story by pointing out each word, two or three times, and then students read by themselves pointing out each word.</p> <p>Teacher guides students to cut the first word in the sentence and read it again pointing out each word, then, cut off the next word and then the last word. Then put them back together. Students will read each word, and then they can read the whole sentence by themselves. Then, they mix up the words and put them back together again,</p>	<p>Text 1.</p> <ul style="list-style-type: none"> - Narrative text sample Fable: The mouse, the frog and the hawk <p>From Aesopo</p> <p>Cards, small boards,</p> <ul style="list-style-type: none"> - markers 	<p>3 hours 30 minutes</p> <p>Teacher/Student interaction.</p> <p>Student/Student interaction.</p>
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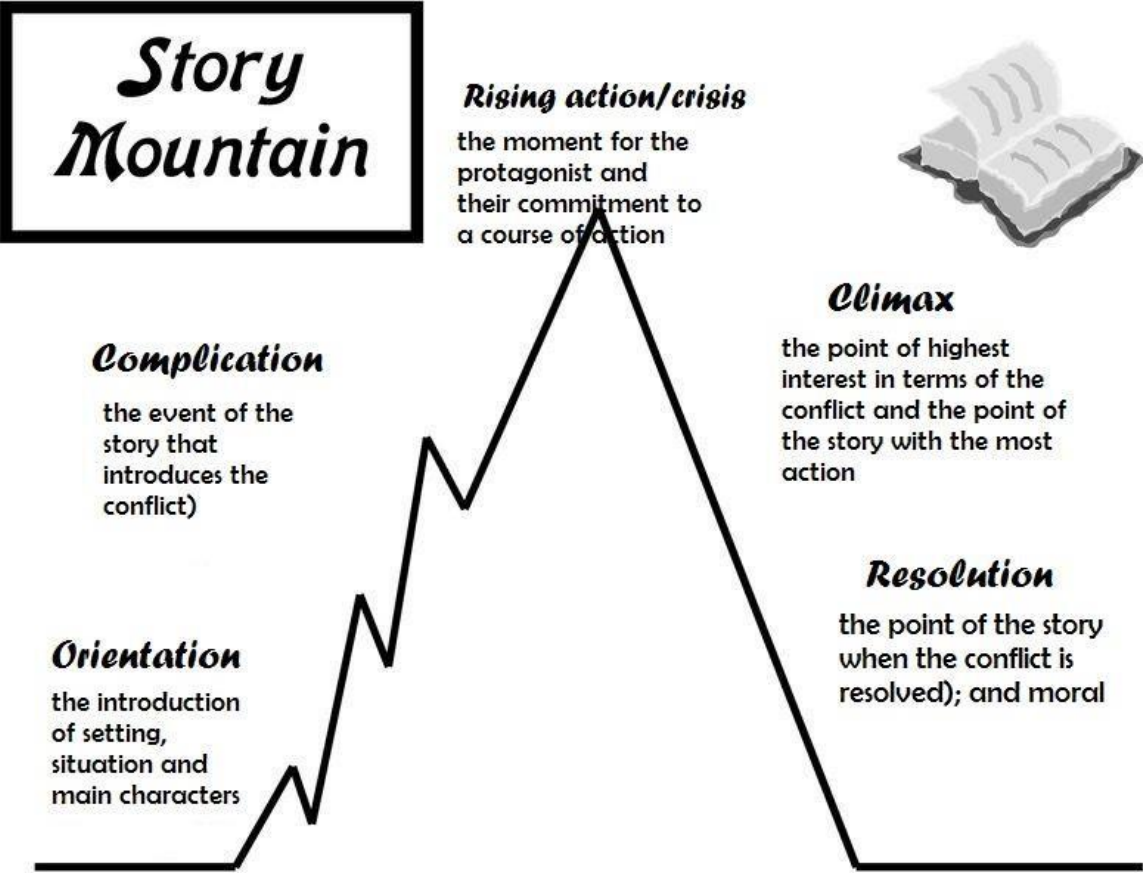
		<p>read again to check the meaning and check if the order of the sentence is correct. Third stage: (spelling) Finally, teacher cut the words into letter pattern and students write words in a small board and practice the onset many times, then teacher erase the word, students remember the word and write it again, then students check if the word is correctly written. Students must practice the words many times. Teacher writes the whole word in a board and students follow the model. Finally, students write the whole sentence</p>		
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		with teacher guidance.		
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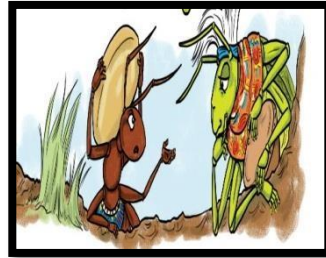
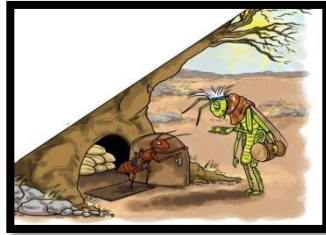
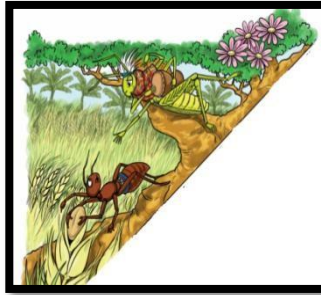
LESSON PLANNING ATTACHMENTS FOR LESSON PLAN 1

Detailed Reading attachments

Attachment 1 Graphic



Attachment 2



Attachment 3

The screenshot shows a web browser window with multiple tabs. The active tab is a YouTube video titled "The mouse the frog and the hawk". The video player shows a title card with a cow print background and the text: "Animated by Anthony .B", "The Mouse, the Frog, and the Hawk", and "An Aesop's Fable". The video has 3,581 views and is from the channel VIZNTV. To the right of the video player is a "Siguiente" (Next) section with a "Reproducción automática" (Autoplay) toggle. It lists several recommended videos, including "The Mouse and The Frog - Aesop's fables" (1:48), "Isapniti | The Mouse Who Swam and the Frog who Flew | Moral Stories for Children" (4:53), "The Gingerbread Man - Fairy Tales - Bedtime Stories - 4K UHD - My Pingu Tv" (6:10), "Rumpelstiltskin - Bedtime stories and Fairy tales for kids - animation - My Pingu Tv" (12:48), and "The Town Mouse And The Country Mouse - Bedtime Stories - Fairy Tales - 4K UHD - My Pingu Tv" (8:09). The Windows taskbar at the bottom shows the time as 9:21 p.m. on 28/07/2017.

Attachment 4

The Mouse, the Frog, and the Hawk Fable

An Aesop's Fable

With a Moral

A Mouse, by an unlucky chance, formed an intimate acquaintance with a Frog.

The Frog one day, intent on mischief, bound the foot of the Mouse tightly to his own.

Thus joined together, the Frog led his friend toward the pool in which he lived, until he reached the very brink, when suddenly jumping in, he dragged the Mouse in with him.

The Frog enjoyed the water amazingly, and swam croaking about as if he had done a meritorious action.

The unhappy Mouse was soon suffocated with the water, and his dead body floated about on the surface, tied to the foot of the Frog.

A Hawk observed it, and, pouncing upon it, carried it up aloft.

The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

Attachment 5

The screenshot shows a web browser window with several tabs open. The active tab is titled "Adjectives and Antonyms" and displays a game interface. The URL in the address bar is "www.eslgamesplus.com/adjectives-and-antonyms-sentences-esl-interactive-fun-game/".

The game interface includes a header with the text: "There are images and in some cases audio in these types of games. Drag and drop the words into the correct spaces to complete the sentence. After that, click SUBMIT. If you are correct, the monkey will get a banana." Below this is a "more games? click here" link.

The main area features two images: a monkey on the left and a muscular man on the right. Below the images are four adjectives in colored boxes: "weak" (red), "small" (green), "big" (orange), and "strong" (brown). At the bottom, a dark green box contains the sentence "You're weak. I'm []" with a grey input field for a word.

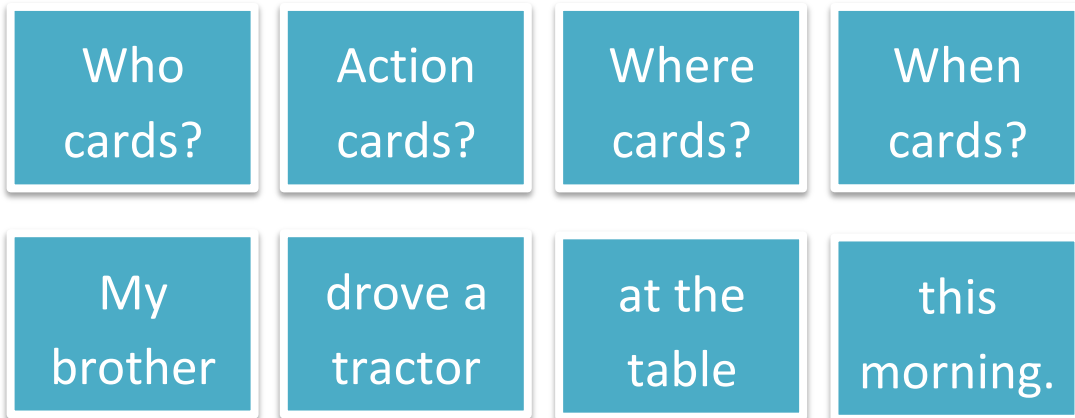
On the right side of the browser, there is a sidebar with navigation buttons for "4th Grade", "5th Grade", "Geometry", and "Precalculus". Below these is a LATAM Airlines advertisement with the text "Descubre las 4 nuevas tarifas de LATAM y vuela pagando solo por lo que usas" and a video player.

The Windows taskbar at the bottom shows the time as 9:38 p. m. on 28/07/2017.

Attachment 5 Slides



Attachment 6



My mother cooks a delicious cake.

The cat chases an unlucky mouse.

My sister is a happy person.

The clown gives a red balloon.

Cathy takes an amazing picture.

The dog finds a large stick.

My mom is a pretty lady.

I like to read interesting books.

APPENDIX D

LESSON PLAN FORM N° 2

Teacher: María Claudia Silvera Medina School Name: Gimsaber
UNIT OVERVIEW
Unit Title: Unit 1 – Short stories Grade Level: Transition Approximate time needed for the development of the unit: TWENTY FOUR HOURS
UNIT FOUNDATION
Goal (s) or Standards (Write here the Goals/Standards/competences to be developed in the unit) Goals: <ol style="list-style-type: none">4. Target Goal: Decode words to comprehend basic texts in English.5. Learning Goal: recognize written language through the deconstruction of English text.6. Human Goal: Develop the autonomy for reading a variety of short stories and share with others.
STUDENT OBJECTIVES/LEARNING OUTCOMES
General Objectives of the Unit: <ol style="list-style-type: none">4. Read and understand short stories.5. Apply reading to learn strategies to foster reading decoding.

6. Share ideas with others by showing respect and sensitivity after reading short stories.

Specific Objectives of the Unit:

Spelling

1. Differentiate words (Adjectives and nouns).
2. Identify multisyllabic words.
3. Demonstrate understanding of sound letter.
4. Recognize parts of a sentence

ASSESSMENT PLAN

Learning will be assessed on the notion of effectiveness of reading decoding throughout a process in which the development of reading skills and effective application of reading to learn strategies will be evaluated and evidenced through reading tasks at literal, inferential and critical level, as well as learning will be evidenced through the process of independent construction (writing) of the type of text under analysis.

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

Topic	Genre and text	Linguistic features (grammar, vocabulary, text features/structure)	Strategies

		-Multiple syllables (multisyllabic words)	Strategies:
Fable	<p>Narrative texts: Short stories</p> <p>➤ Text 1: The shepherd's boy fable.</p> <p>An Aesop's fable with a moral.</p>	<p>-Sound letter</p> <p>-Differentiate words</p> <p>-Parts of a sentence</p>	Spelling

LESSON PLAN FORM N° 2

Name of the teacher: María Claudia Silvera Medina

Class / grade: Transition

Number of students: 24

Average ages of students: 5-6

Unit/Topic: Fable

Level of students: Beginners

Allotted time: 8 hours

Goals:

4. Target Goal: Development of basic reading skills in English.
5. Learning Goal: Awareness of learning through written language.
6. Human Goal: Development of the autonomy for Reading.

At the end of this lesson, students will be able to:

1. Recognize parts of a sentence.
2. Differentiate words (Article, pronouns, verbs, adjectives, nouns).
3. Identify multisyllabic words.
4. Identify onset and rhyme of words.
5. Demonstrate understanding of sound letter.
6. Write jointly a new text.

Assumed Knowledge: students are assumed to know parts of the sentence, kind of words, sounds of letter and onset and rhyme of words. They distinguish a few about identifying syllables.

They are expected to have poor or no knowledge about using language pattern to write a text.

Linguistic features and skills that will be developed in this class:

- ✓ Parts of a sentence.
- ✓ Words (Adjectives and nouns).
- ✓ Multisyllabic words.
- ✓ Onset and rhyme of words.
- ✓ Sound letter.

Materials and resources that will be used in this class: video bean, exemplary text, board, cards, worksheets, dice

Class Stage	Objective	teacher's procedure and Activities students will perform	Materials	Allotted time and Type of interaction
(Presentation, practice, evaluation). Please, specify what kind of practice (controlled/guided/free)	(Specify which specific objectives you are aiming at)	(Specify in detail the teacher's procedure and activities students need to perform)	(Specify the material you will use (if any) with the activities). Not all activities require materials.	(Specify the time the activity will take and type of interaction required)

<p>Spelling (Preparing for writing)</p>	<p>1. To write jointly ideas for the new text.</p>	<p>Teacher will elicit students to talk about the fable. Teacher writes brainstorm of the student's ideas on the board for creating a new text by using the same</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Markers, worksheets, cards, video bean, small boards. 	<p>2 hours 60 minutes Teacher/Student</p>
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	<p>2. To recognize parts of the sentences.</p> <p>3. To differentiate words</p>	<p>language pattern they have read.</p> <p>Teacher will provide and guide students some worksheets in which they will circle each kind of words. (See worksheet attachment 1)</p> <p>Students play a matching game of kind of words. (See matching game attachment 2)</p> <p>Teacher will show students a video to explain how to</p>	<p>- Text 1. Narrative text sample Fable: The mouse, the frog and the hawk From Aesopo</p> <p>-</p>	<p>interaction</p>
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	<p>4. To identify multisyllabic words</p> <p>5. To onset and rhyme words</p>	<p>differentiate words by syllables. Then, they will practice the words by clapping. After, they will read the words to identify its syllables and to rewrite them segmented in their small boards.</p> <p>(See a video and list of words attachment 3)</p> <p>Teacher will explain student how to onset and rhyme nouns, adjectives, and verbs. Teacher will show the reading machine video to students to show them how to onset and rhyme words. Teacher will</p>		
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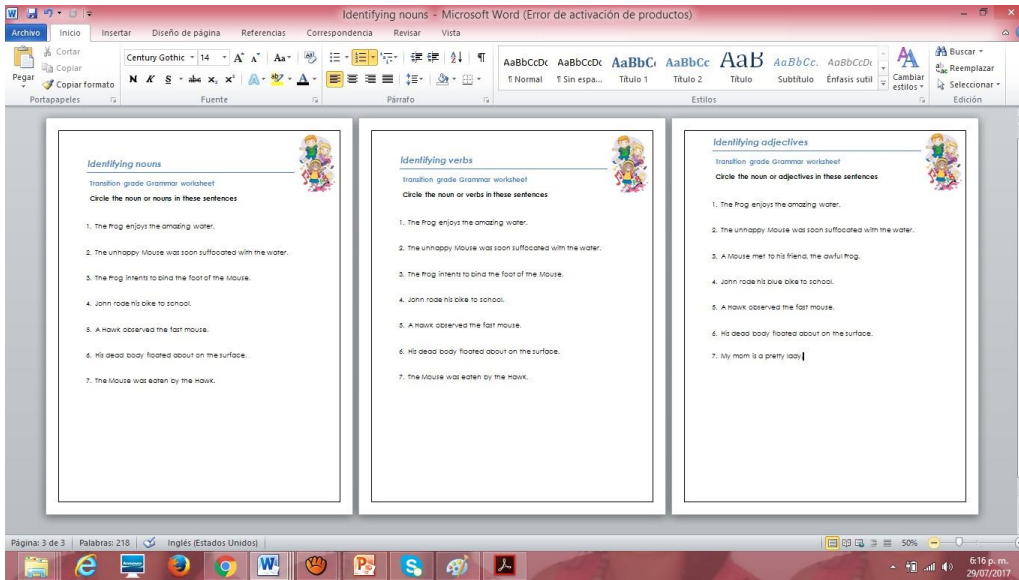
	<p>6. To demonstrate understanding of sound letter</p>	<p>provide some dice with different kind of words and they will practice its onset and rhyme in groups of some students.</p> <p>(See a video and cards words attachment 4)</p> <p>Teacher and students will sing the song “phonic song”. Then, teacher will show students some pictures and she will ask them for saying the correct initial sound of the word. Finally, Teacher will provide students a worksheet, students must discriminate each sound and circle the correct</p>		
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one.

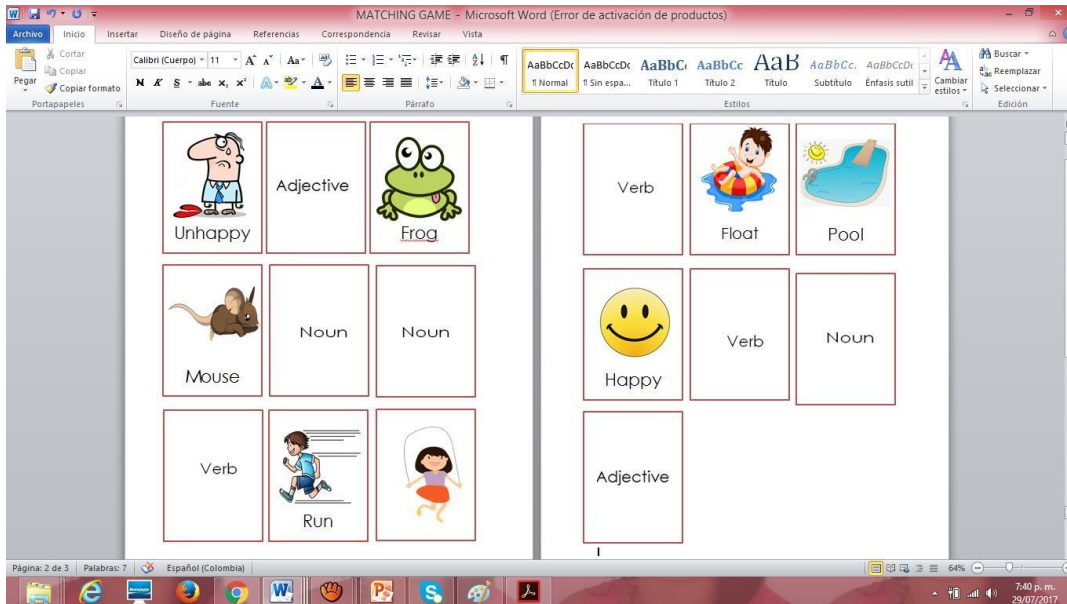
(See pictures and
worksheet attachment 5)

<p align="center">(Joint</p> <p>Spelling</p> <p>Construction)</p>	<p>1. To write jointly a new text.</p>	<p>Teacher and students will write the text with a different field with the same language pattern of</p>	<p>Materials:</p> <p>- Text 1. Narrative text sample</p>	<p>2 hours</p> <p>Teacher/Student</p>
		<p>the original text.</p>	<p>Fable: The mouse, the frog and the hawk From Aesopo</p> <p>Cards, small boards, markers</p>	<p>interaction.</p> <p>Student/Student interaction.</p>

Attachment 1 Worksheets



Attachment 2





List of words

Nouns	Adjectives	Verbs
Mouse Frog Foot Friend	Unlucky Unhappy amazingly	Intimate Croaking Enjoyed Observed

Attachment 4 Video



Dice

List of words



Mouse

Frog

Foot

Friend

Day

Soon

Body

Leg

Led

Attachment 5 Pictures



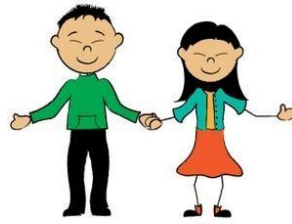
Mouse



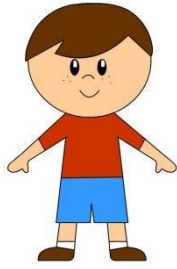
Frog



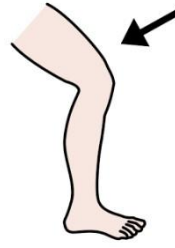
Sun



Friend



Body



Leg



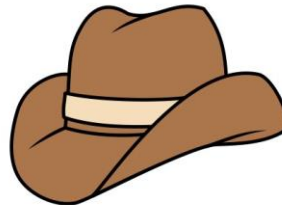
Tie



Jet



Lion



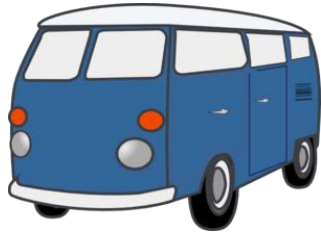
Hat



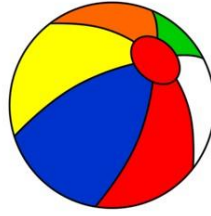
Mug



Cat



Van



Ball




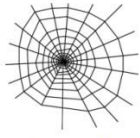


Van







Rat





Circle the letter that each picture starts with.

 b f z	 b s q
 l y p	 t w h





Circle the letter that each picture starts with.

 b s r	 l w b
 m a f	 q b c

Circle the letter that each picture starts with.

 d g v	 e i o
 m u z	 o x b

Circle the letter that each picture starts with.

 b a t	 h f p
 t d h	 r x s

APPENDIX E

LESSON PLAN FORM N° 3

Teacher: School Name: Gimsaber
UNIT OVERVIEW
Unit Title: Unit 1 – Short stories Grade Level: Transition Approximate time needed for the development of the unit: TWENTY-FOUR HOURS
UNIT FOUNDATION
Goal (s) or Standards (Write here the Goals/Standards/competences to be developed in the unit) Goals: <ol style="list-style-type: none">7. Target Goal: Decode words to comprehend basic texts in English.8. Learning Goal: recognize written language through the deconstruction of English text.9. Human Goal: Develop the autonomy for reading a variety of short stories and share with others.
STUDENT OBJECTIVES/LEARNING OUTCOMES
General Objectives of the Unit: <ol style="list-style-type: none">7. Read and understand short stories.8. Apply reading to learn strategies to foster reading decoding.

9. Share ideas with others by showing respect and sensitivity after reading short stories.

Specific Objectives of the Unit:

Sentence writing

- 5. Recognize short sentences.
- 6. Write and read short sentences.
- 7. Read short narrative text.
- 8. Write narrative text by using language patterns.

ASSESSMENT PLAN

Learning will be assessed on the notion of effectiveness of reading decoding throughout a process in which the development of reading skills and effective application of reading to learn strategies will be evaluated and evidenced through reading tasks at literal, inferential and critical level, as well as learning will be evidenced through the process of independent construction (writing) of the type of text under analysis.

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

Topic	Genre and text	Linguistic features (grammar, vocabulary, text features/structure)	Strategies

<p>Fable</p>	<p>Narrative texts: Short stories</p> <p>➤ Text 1: The shepherd's boy fable.</p> <p>An Aesop's fable with a moral.</p>	<p>-Practice rewrites the same text.</p> <p>-Write sentences</p> <p>-Follow sequence of words</p> <p>-Use language patterns</p> <p>-Start reading independently</p> <p>-Write new stories with the whole class</p>	<p>Strategies:</p> <p>Sentence writing</p>
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<p>LESSON PLAN 3</p>	
<p>Name of the teacher: María Claudia Silvera Medina</p> <p>Class / grade: Transition Number of students: 24</p> <p>Average ages of students: 5-6</p> <p>Unit/Topic: Fable Level of students: Beginners</p> <p>Allotted time: 6 hours</p>	
<p>Goals:</p> <p style="text-align: center;">7. Target Goal: Development of basic reading skills in English.</p>	

8. Learning Goal: Awareness of learning through written language.

9. Human Goal: Development of the autonomy for Reading.

At the end of this lesson, students will be able to:

1. Identify the main elements in short stories. (Characters, setting, time).
2. Recognize the stages and steps in short stories. (Exposition -beginning, complication - middle, rising action, crisis, climax, resolution - end, moral).

Assumed Knowledge: students are assumed to recognize and read short sentences, read short narrative texts. They are expected to have poor or no knowledge about using language pattern to write a text.

Linguistic features and skills that will be developed in this class:

Sentence writing

1. Recognize short sentences.
2. Write and read short sentences.
3. Write and read short narrative text.
4. Write narrative text by using language patterns.

Materials and resources that will be used in this class: board, markers,

Class Stage	Objective	teacher's procedure	Materials	Allotted time
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<p>(Presentation, practice, evaluation). Please, specify what kind of practice (controlled/guided/free)</p>	<p>(Specify which specific objectives you are aiming at)</p>	<p>and Activities students will perform (Specify in detail the teacher's procedure and activities students need to perform)</p>	<p>(Specify the material you will use (if any) with the activities). Not all activities require materials.</p>	<p>and Type of interaction (Specify the time the activity will take and type of interaction required)</p>

<p style="text-align: right;">writing</p> <p>Sentence (Individual rewriting)</p>	<p>7. To practice rewriting of the original text</p> <p>8. To write whole sentences</p>	<p>Teacher will write the original text on the board word by word and students must follow the pattern in a piece of paper to practice rewriting of the text.</p> <p>Teacher will help students to write whole sentences of the original text, by showing them</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Text 1. Narrative text sample Fable: The mouse, the frog and the hawk From Aesopo - Board, paper, pencil 	<p>4 hours 50 minutes</p> <p>Teacher/Student interaction</p> <p>-Studentstudent interaction</p>
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	<p>9. To write a text with the whole class</p>	<p>the other words in the board.</p> <p>Teacher also, will write new words and students must copy them in their own boards. If students have trouble remembering a spelling word, teacher can give more help by showing them the beginning of the word, and letting them write the rest.</p> <p>Students start writing a new story together with teacher's careful guidance. Teacher and students will use the patterns of the short reading book that they have learnt to write, with new content. Teacher elicits students to</p>	<p>Text 1.</p> <p>- Narrative text sample Fable: The mouse, the frog and the hawk From Aesopo</p> <p>Board, markers</p> <p>-</p> <p>Paper, pencil</p> <p>-</p>	
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		<p>brainstorm new characters, events and setting for the story, that will fit into the patterns of the short story. Teacher puts the short story as a model, on an easel.</p> <p>Then, the teacher starts writing sentences on the board. Students come to the board and write words that they know. The teacher can write words they do not know, to practise spelling later. As the class writes, they can keep brainstorming new elements to fit into the patterns of the shared short story.</p> <p>This activity must be practised several times.</p>		
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<p>Sentence Writing (Independent writing)</p>	<p>2. To write new text.</p>	<p>Students will start writing their own short story, following the patterns and include new characters and events. write the text with a different field with the same language pattern of the original text.</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Paper, pencil 	<p>90 minutes</p> <p>Teacher/Student interaction.</p>
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Attachment 1

The Mouse, the Frog, and the Hawk Fable

An Aesop's Fable

With a Moral

A Mouse, by an unlucky chance, formed an intimate acquaintance with a Frog.

The Frog one day, intent on mischief, bound the foot of the Mouse tightly to his own.

Thus joined together, the Frog led his friend toward the pool in which he lived, until he reached the very brink, when suddenly jumping in, he dragged the Mouse in with him.

The Frog enjoyed the water amazingly, and swam croaking about as if he had done a meritorious action.

The unhappy Mouse was soon suffocated with the water, and his dead body floated about on the surface, tied to the foot of the Frog.

A Hawk observed it, and, pouncing upon it, carried it up aloft.

APPENDIX F

GIMSABER SCHOOL

DATE:

TRANSITION GRADE

TEACHER: MARIA CLAUDIA SILVERA

24 STUDENTS

LANGUAGE ARTS

CLASS OBSERVATION FORMAT

Objective: To observe a reading class to analyze how genre-based approach and reading to learn can impact student's motivation to Read and potentiate their Reading skills. This observation will be applied by

_____ to Miss María Claudia Silvera during 90 minutes daily during 3 weeks.

SENTENCE MAKING				
Prepare before Reading	1. Not displayed	2. Apparent	3. Strong	Comments
The teacher is explaining the meaning of Narrative text.			X	Teacher explained the meaning of narrative text, fable, and the stages of a story.
The teacher is using an extra material to explain the topic.			X	Videos, slides and flashcards.
Students show interest towards the Reading class.			X	They payed attention and participate actively.
The teacher activates prior knowledge. How?			X	The teacher activates students' prior knowledge by questioning and students responded appropriately
Students participate actively during the Reading class.			X	Some of them participates constantly by rising their hands to show teacher they understand what she explains during the class. Others only listened attentively, a few were distracted.
The teacher provides feedback.		X		The teacher corrected some students' responses by motivating them to find the correct answer, however she had to clarify more the information.
There is a target vocabulary taught during the class.			X	The teacher taught the target vocabulary and she constantly question students to verify if they learned the words.
The teacher checks students' understanding. How?			X	The teacher checked students' understanding by asking questions and elicit students to participate.

The teacher models Reading. How?			X	The teacher modeled the Reading text several times and
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Students follow teacher's instruction.			X	students follow it by pointing each word while the teacher reads.
The teacher explains sentence structure.			X	Most of the students followed teachers' instructions, some of them feel confused at the beginning of the modelling because they did not identify the format of the written text.
It is evidenced teacherstudent interaction during the class.			X	The teacher uses slides, online game and Wh- flashcards to explain the structure.
			X	During the class the st-t interaction was evident, when teacher asked questions and students participated actively.
Detailed Reading	1. Not displayed	2. Apparent	3. Strong	Comments
The teacher guides students to read the sentences of the text.			X	The teacher guided students to read the sentences by pointing word by word, and then they did by themselves, the rest of the students were observing attentively to give them opportunity to do the reading exercise correctly.
The teacher guides students to cut out each word of the sentence			x	Teacher gave the first instruction of how they would cut each word in the sentence; they cut them and finally organized them to read the complete sentence.
Students take control over their process.			X	Most of the students demonstrated understanding about what they had to do in each phase of the class, they accomplished each one of the task proposed. Others felt confused.

Students evidence a development of reading skills.			X	Most of the students demonstrated development of reading skills.
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Teacher guides letter pattern.			X	Teacher explained students how to recognize letters in a text, such as, onset and rhyme, initial and ending sound.
SPELLING				
Preparing for Writing	1. Not displayed	2. Apparent	3. Strong	Comments
The teacher models writing.			X	Students practice writing of the original text twice.
Students understand the modelling of the writing.			X	Students modeled writing the text.
Teacher will encourage students to participate.			X	Teacher encouraged students by giving them extra points for participating in the activity.
The teacher brings students opportunities to interact.	X			It was not evidence an interaction with other peers, only with the text.
The teacher provides appropriate scaffolding during the reading process.			X	The teacher presented each step of the methodology to provide students step by step what they had to do to accomplish the final goal.
The teacher accepts students' ideas.			X	Students provides the information to write the text, then teacher wrote on the board, finally students voted to decide which information would be used for the new text.

Students show interest towards the activities proposed.			X	Students were attentively to the activities showing a good attitude and joy.
The teacher brings students opportunities to practice.			X	Teacher provides students the opportunity to practice by themselves once they

The teacher proposes activities to work words and sounds.			X	understand the instruction. Teacher provides activities such as; worksheets, clapping, playing with dice.
Students work independently.		X		In some moments, most of the students could work independently, others need the teachers' guide.
SENTENCE WRITING				
Joint construction	1. Not displayed	2. Apparent	3. Strong	Comments
The teacher and student work cooperatively to write a text.			X	Teacher and students worked cooperatively during the writing of the text.
The teacher models writing.			X	Teacher rewrote the text on the paper, while students dictated it.
The teacher encourages students to practice writing.			X	Teacher encourages students to write the text by telling them, they will be able to write their own text in English and getting extra points in grades.
Students practice rewriting the text.			X	Students were motivated to practice writing of the text, they showed interest and joy.

<p>Students show understanding of following word pattern to write a text.</p> <p>The teacher helps students if they show any trouble in writing process.</p>		X		<p>Students showed understanding of word pattern, however, at the time they had to write the text, they needed the teachers' guide.</p> <p>Teacher helped all students when they needed guide, teacher wrote any word students did not recognize or remember.</p>
Independent writing	1. Not displayed	2. Apparent	3. Strong	Comments
<p>The teacher guides students to write a text.</p> <p>Students show writing skills developed.</p>		X	X	<p>Teacher guided students to write the text by showing them original text and explain the structure and the words they could replace.</p> <p>Students tried to write their own text, but they only replace nouns, adjective and some verbs, when the teacher modeled on the board by showing them the pattern. They did not write their own text as teacher expect</p>

APPENDIX G

THINK ALOUD PROTOCOL

THINK ALOUD PROTOCOL

STAGE	PROCESO COGNITIVO	PREGUNTAS	COMMENTARIOS
Sentence Making (Preparing before Reading 1)	Organizing the sequence of events.	<p>¿Puedes reconocer la secuencia de los eventos en la historia?</p> <p>¿Cuáles tu parte favorita?</p>	<p>• Si, primero el saltamontes no quería trabajar luego el invierno y no tenía comida.</p> <p>• Los personajes salen bonitos y luego se acabó.</p> <p>• Si, cuando vi los personajes y luego estaba triste el saltamontes.</p> <p>• Mi parte favorita es cuando salió el lobo y se comió al niño.</p> <p>• Cuando el saltamontes le pidió comida a la hormiga.</p> <p>• Todo me gustó.</p>
Sentence Making (Modelling 4)	Organizing a sentence.	<p>¿Puedes reconocer la estructura de la oración?</p> <p>¿Cómo puedes reconocer la estructura de la oración?</p>	<p>• Si cuando comienza y termina.</p> <p>• Si hay artículos, sujetos y verbos.</p> <p>• No se.</p> <p>• Porque la miss me la explicó con el sustantivo.</p> <p>• No se</p> <p>• No se</p> <p>• Si por que tienen varios colores.</p>
Sentence Making (Detailed Reading Stage 2)	Reading sentences.	<p>¿Estas tu leyendo la oración completa del texto?</p> <p>¿Qué estás haciendo ahora?</p>	<p>• Leí una por una cada oración.</p> <p>• Leo una palabra la señalo y despues leo la otra.</p> <p>• Casi no puedo leer, nose ingles.</p> <p>• Corto el papel con las palabras.</p> <p>• Cortar las oraciones haciendo picadillo el papel.</p> <p>• Corto y acomodo las letras para leerlas.</p>

<p>¿Estás tú cortando la primera palabra?</p> <p>¿Qué tienes que hacer ahora?</p>	<ul style="list-style-type: none"> • Si, estoy cortando cada palabra. • Si estoy cortando cada Palabra me dámiss me das un premio? • Corto las Palabras para señalarlas.
<p>¿Tienes que cortar el texto y la siguiente palabra y la última?</p> <p>¿Qué estás haciendo ahora?</p>	<ul style="list-style-type: none"> • Ahora tengo que organizar las palabras. • Tengo que leer rápido. • Cortar y leer lo del papel. • Si las corto una a una. • Si tengo que cortar las palabras y las uno. • Las acomodado despues que las corto, no seme Pueden perder.
<p>¿Estás poniendo las palabras juntas?</p> <p>¿Estás tú mezclando las palabras?</p> <p>¿Puedes tu leer las oraciones?</p>	<ul style="list-style-type: none"> • Estoy leyendo. • Estoy leyendo la fábula. • Leyendo lo de arriba pero no lo de abajo. • Si, las pongo una y una. • Si juntas todas como un rompecabezas. • Si las pongo juntas. • Si las mezclo no las puedo organizar. • Si las mezclo y luego las pongo aquí. • Si las mezclo y las ordeno. • Si puedo leer porque las organizo. • Leer esta de arriba pero esta no. • Si un poquito leo. • Si yo se que esta bien. • Esta va a gir y esta va acá. • No se como ayudame mis.
<p>¿Puedes revisar si el orden correcto?</p>	<p>COMENTARIOS</p> <p>THINK UPON PROLOGOS</p>

<p>Read and Writing words</p> <p>¿Puedes tu leer las palabras y después escribirlas?</p> <p>¿Estás tú escribiendo palabras?</p> <p>¿Puedes tu recordar las palabras?</p> <p>¿Puedes tu escribirlas?</p> <p>¿Qué estás haciendo ahora?</p> <p>¿Estás tú escribiendo una palabra o una oración entera?</p> <p>¿Estás tú identificando los verbos, adjetivos, y sustantivos?</p>	<p>• Si las leo y las escribo. Pues solo copiar.</p> <p>• Si las leo.</p> <p>• No se leer.</p> <p>• Estoy escribiendo el texto.</p> <p>• Si las escribo todas las palabras.</p> <p>• No se como hacerlo.</p> <p>• Si lo puedo hacer.</p> <p>• Algunas las recuerdo las que no se te pregunto más.</p> <p>• Si, por que ya practique.</p> <p>• Si las escribo.</p> <p>• Si puedo con mi lápiz nuevo.</p> <p>• Escribiendo.</p> <p>• Solo escribo lo que me mandaste.</p> <p>• Escribiendo unas palabras.</p> <p>• Estoy escribiendo varias palabras.</p> <p>• Si escribo las palabras para que sea una oración.</p> <p>• Solo las escribo aquí.</p> <p>• Si ya yo se cuales son por que me explicaste.</p> <p>• Si aquí las leo y las escribo.</p> <p>• Solo se los verbos.</p>	<p>tengo que mirar y</p>
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<p>Lesson Plan 2: Spelling (Preparing for writing 2)</p>	<p>Identifying kind of words.</p>	<p>¿Cómo puedes distinguir cada tipo de oración? ¿Cómo puedes diferenciar el sonido inicial la palabra del resto de la palabra?</p>	<ul style="list-style-type: none"> • Porque tiene un punto y comienza otra. • Porque esta es una y esta otra. • Aquí comienza esta y aquí la otra. • Porque el sonido inicial es la primera y el resto es lo que me queda. • Porque eso ya lo vimos lo enciero con verde este y con rojo el otro. • Porque es fácil de hacer.
<p>Spelling (Preparing for writing 3)</p>	<p>Identifying kind of words</p>	<p>¿Puedes tu diferenciar cada tipo de palabra? ¿Cómo? ¿Cómo haces para distinguir cada palabra?</p>	<ul style="list-style-type: none"> • Si, Mouse es un sustantivo porque es un animal. correr es un verbo porque la miss stephany me dijo que los verbos son acciones. • Si, son diferentes cada uno hace algo. • No se muy bien. • La leo para saber cual es. • No se como hacerlo tan fácil, tengo que leer. • Porque ya eso tu lo explicaste ayer y me diste un ejemplo.
<p>Spelling (Preparing for writing 4)</p>	<p>Identifying multisyllabic words</p>	<p>¿Cuántas sílabas tiene esta palabra? ¿Puedes aplaudir y mostrar cuántas sílabas tiene esta palabra? ¿Puedes decirme la parte inicial y el</p>	<ul style="list-style-type: none"> • mouse es un verbo y tiene dos sílabas. • monkey tiene dos sílabas. • unhappy tiene tres. • si lo puedo hacer mouse tiene dos. • Tiene una pool. • water tiene 3, nooo tiene 2. • La f es la inicial y la oot es el resto. • unlucky la u y este es el resto (senaió). • La I es la que empieza y ntimate es el resto.

<p>Spelling (Preparing for writing 5)</p>	<p>Identifying onset and rhyme of the words</p>	<p>resto de la palabra? Puedes subrayar la parte inicial y el resto de la palabra?</p>	<ul style="list-style-type: none"> • la m y ouse. • fr es el sonido inicial y og el resto de la palabra. • fri es el comienzo y end es el resto.
<p>Spelling (Preparing for writing 6)</p>	<p>Demonstrate understanding of letter sound</p>	<p>¿Cuál es el sonido inicial de esta palabra? ¿Es este el sonido inicial de esta palabra?</p>	<ul style="list-style-type: none"> • Si Puedo lo hago con dos colores? • Si es facil este tem a miss. • Si aqui es una y aqui va la otra. <ul style="list-style-type: none"> • la m. (mouse) • la u (unhapply) • miss en esta (amazingly) la a. • No, el sonido inicial es la o (observed). • Si, este es el sonido inicial la m de mamá (mouse). • Miss no se, ¿cuál es? Dime.

Spelling (Joint constructio n)	<p>¿Qué estás haciendo ahora? ✓</p> <p>¿Estamos nosotros escribiendo un nuevo texto?</p> <p>¿Cuáles son los personajes de nuestra historia?</p>	<ul style="list-style-type: none"> • Estamos dando ideas para hacer una nueva fable. • Yo le digo a la miss un animal. • Estoy participando y gano puntos. • Si, lo escribimos pero ya tenemos uno el del sapo. • Si, lo estamos escribiendo. • Si, lo estamos haciendo todos ayudamos. • El saltamonte, la paloma y el león. • El saltamonte, dove y lion. • El brincarador, la paloma y cayón → (león).
Sentence Writing (Individual rewriting)	<p>¿Qué están haciendo ahora?</p> <p>¿Estas tu leyendo o escribiendo?</p> <p>¿Sabes cómo escribir el texto?</p> <p>¿Necesitas algo de ayuda?</p> <p>¿Qué consideras que fue fácil?</p> <p>¿Qué consideras que fue difícil?</p>	<ul style="list-style-type: none"> • Escribiendo una fábula en la hoja. • La lectura del lobo y de la culebra. • Copiando la lectura de los animales. • Escribiendo todo. • Escribiendo las palabras. • No se escribir pero miro las palabras y lo hago. • Mas o menos, tu me dijiste que lo intentara. • No se, pero miro la otra historia y escribo lamir • No puedo hacer nada. • Si, me ayudas miss. • Solo dictame unas palabras. • No se que animales escoger son los de la selva. • Recortar fue facil. • Leer fue facil. • Dibujar y leer la fábula. • Escribir por que me demoro. • Lo que tengo que escribir aqui, no se mucho. • Escribir y leer un peguito.

APPENDIX H

READING TEST

Name: _____

Grade: _____

1. Read the text aloud.

The unhappy Mouse was soon suffocated with the water. A Hawk observed it, and, attacking it, carried it up in the air. The Frog, tied to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

2. Join each letter to the picture with the same beginning sound.



d

p

j

f

h

3. Read and circle the name of three animals that appeared in the previous paragraph.

Mouse

Cat

Rabbit

Hawk

Car

Lamb

Frog

Pan

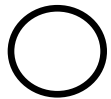
4. Organize the sequence of the each sentence.

with a Frog. / formed/ A Mouse, / by an unlucky chance,/ an intimate acquaintance/

the water /amazingly. /enjoyed/ The Frog/

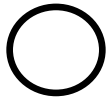
intent on mischief,/ bound the foot/ The Frog one day, /of the Mouse

5. Look at the picture, read and select the best answer.

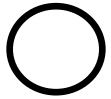


unhappy Mouse was soon suffocated with the water.

The



The Mouse formed an intimate acquaintance with a Frog.



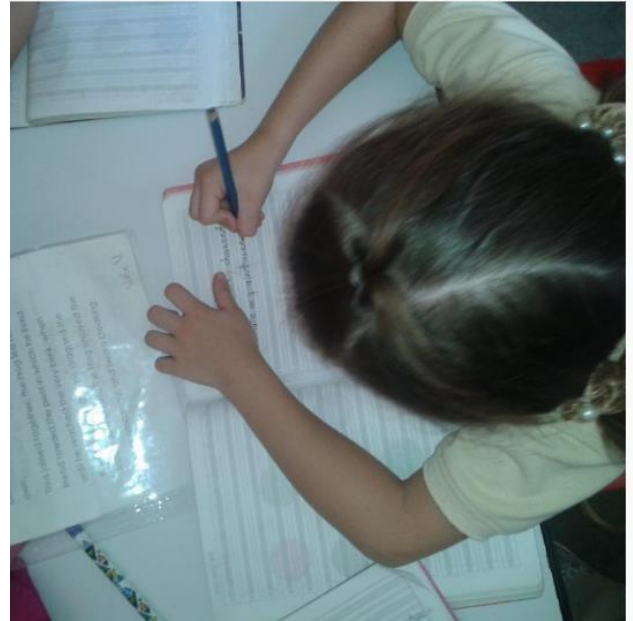
A Hawk observed it, and, attacking it, carried it up in the air.

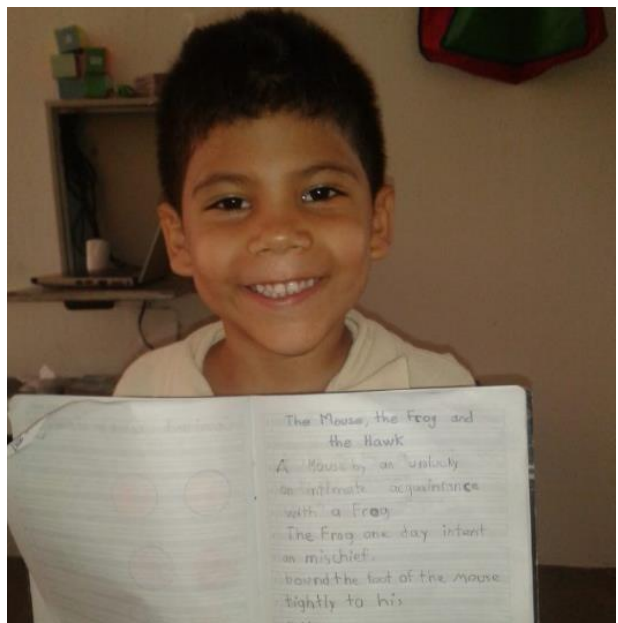
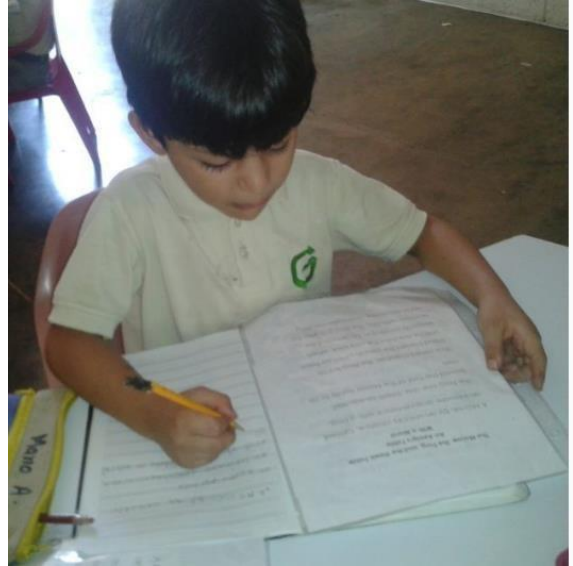
6. Match to complete the following words. Use different color

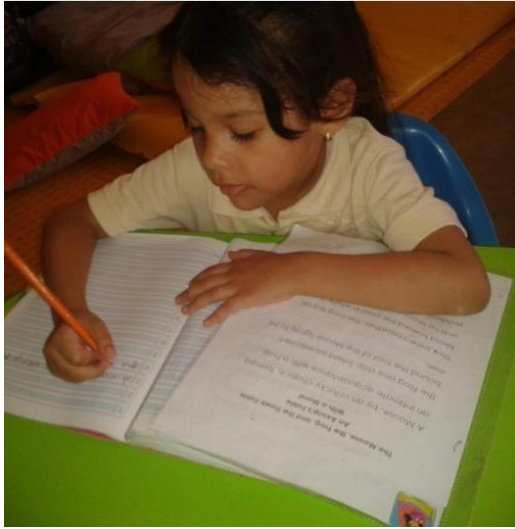
Fr	ay
M	nd
s	og
w	offocated
a	ied
t	ntimate
i	ouse
d	ater

APPENDIX I

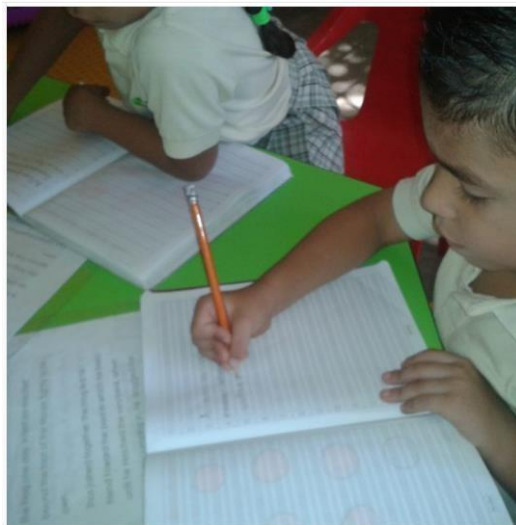








The Mouse, the Frog and
the Hawk
A Mouse by an unlucky
on intimate acquaintance
with a Frog
The frog one day intent
on mischief,
bound the foot of the mouse
tightly to his
own.
Thus joined together the
Frog led his friend toward
the well in which he lived.



APPENDIX J

TEXT SAMPLES

Ju qh Este bqh



The fish, snake, the fox.

A fish by an unlucky chance formed an intimate acquaintance with a snake. The snake one day intent on mischief bound the foot of the foot of the fish tightly to his own.

Thus joined together the snake led his friend toward the fire and he reached the very brink when suddenly jumping in he pulled the fish from water. The unhappy fish was soon suffocated with the water. A fox observed it, and attacking it carried it up in the water. The snake tied to the leg of the fish was also carried out a prisoner and was eaten by the fox.

Matias



The horse, the cow and the sheep

A Horse by an unlucky chance formed an intimate acquaintance with a cow. The cow one day, intent on mischief, bound the foot of the horse tightly to his own.

Thus joined together the cow led his friend toward the beach in which he lived.

The good horse was soon suffocated with the water. A sheep observed it and, attacking it,

The cow tied to the leg of the horse was also carried off a prisoner, and was eaten by the sheep.

Alejandro



The cat, The bat, and The cow

A cat by an unlucky chance, formed an intimate acquaintance with a bat

The bat one day, intent on mischief, bound the foot the cat tightly to his own.

Thus joined together, the bat led his friend toward the forest in which he lived.

The unhappy cat was soon suffocated with the air. A cow observed this and, attacking it, the bat tied to the leg of the cat was also carried off a prisoner, and was eaten by the cow.

Valeria.6



the spider, the cat and the puma

A spider by an unlucky chance formed an intimate acquaintance with a cat.

The cat one day in the afternoon mischievously bound the mouse tightly to his own tail.

Thus joined together the cat led his friend toward the forest in which he lived.

The unhappy spider was soon suffocated with the sun.

A puma observed it and

observed

attacking it, the cat tied to the leg of a prisoner and was eaten by the puma.

karla

Kardu



A Elephant by an u on intimate
acquaintance with a cat.

The cat one day intent on mischief
bound the foot of the Elephant tightly
to his own. The cat led his friend
toward the forest.

The cat led to the leg of the

M a r a p p a v i a

Mariapaula



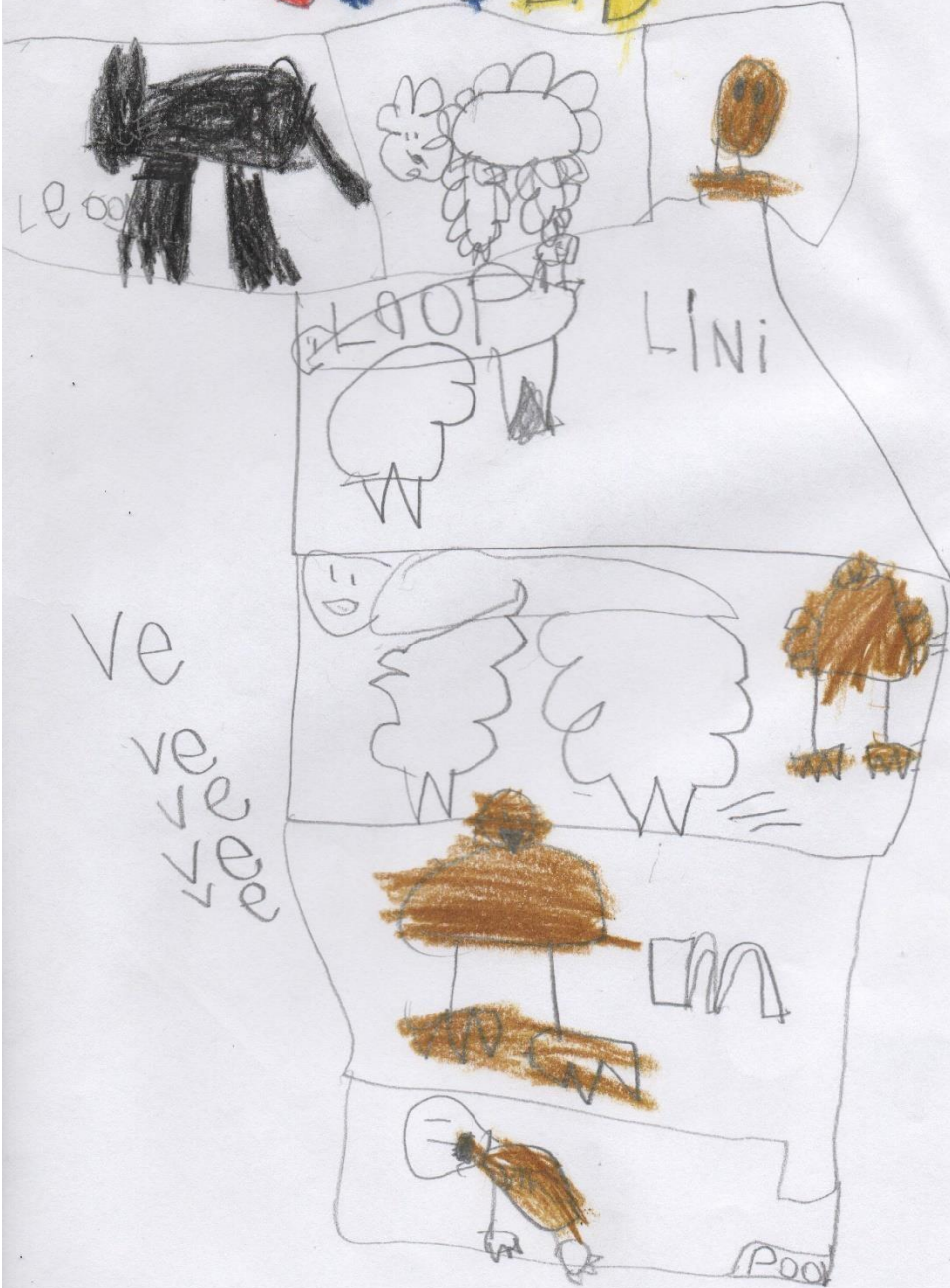
A Gheep owl and puma.

A Sheep by a terrible chance formed an intimate acquaintance with an owl. The owl one day intent intent on mischief bound the foot of the mouse tightly to his own. Thus joined together the owl led his prey he lived. The unhappy sheep was soon suffocated with the tree. A puma observed it and attacking it carried it up in the gri.

The owl tied to the leg of the sheep was also carried off a prisoner and was eaten by the puma.

RONALD

MONMARD



ve
ve
ve
ve
ve

FIN

Ant, tiger, fish.

A ant by an unlucky chance,
An intimate acquaintance with a fish ^{formed}
bound the foot of the Ant tightly to his own. ^{The fish}
Thus joined together, the fish led his friend
toward the river in which he lived,
The fish enjoyed the water amazingly,
The sad Ant was soon suffocated with the water.
A Tiger observed it, and attacking it.

The fish tied to the leg of the Ant was
also carried off a prisoner, and was eaten
by the Tiger.

Valentina



Valentina

The Kangaroo, turtle and Lion.

A turtle by an unlucky chance formed an intimate acquaintance with a kangaroo. The kangaroo one day in a mischievous bound bound the foot of the turtle tightly to his own thus joined together, the kangaroo led his friend toward the forest in which he lived.

The sad turtle was soon suffocated with the water. A Lion observed it and, attacking it, attacking it.

The Kangaroo tied to the leg of the turtle was also carried off a prisoner, and was eaten by the Lion.

Gerónimo



bénouimo

the Dove, the Grasshopper and, Tiger

A Dove by an unlucky chance formed an intimate acquaintance with a Grasshopper. The grasshopper one day, intent on mischief, bound the foot of the Dove tightly to his own.

Thus joined together, the grasshopper led his friend toward the forest in which he lived suddenly jumping in he dragged the in with him.

The sad Dove was soon suffocated with the water. A Tiger observed it, and, attacking it carried it up in the air. the grasshopper tied to the leg of the Dove, was also carried off a prisoner, and was eaten by the Tiger.

Aleph



The Dove, the snake and the wolf.

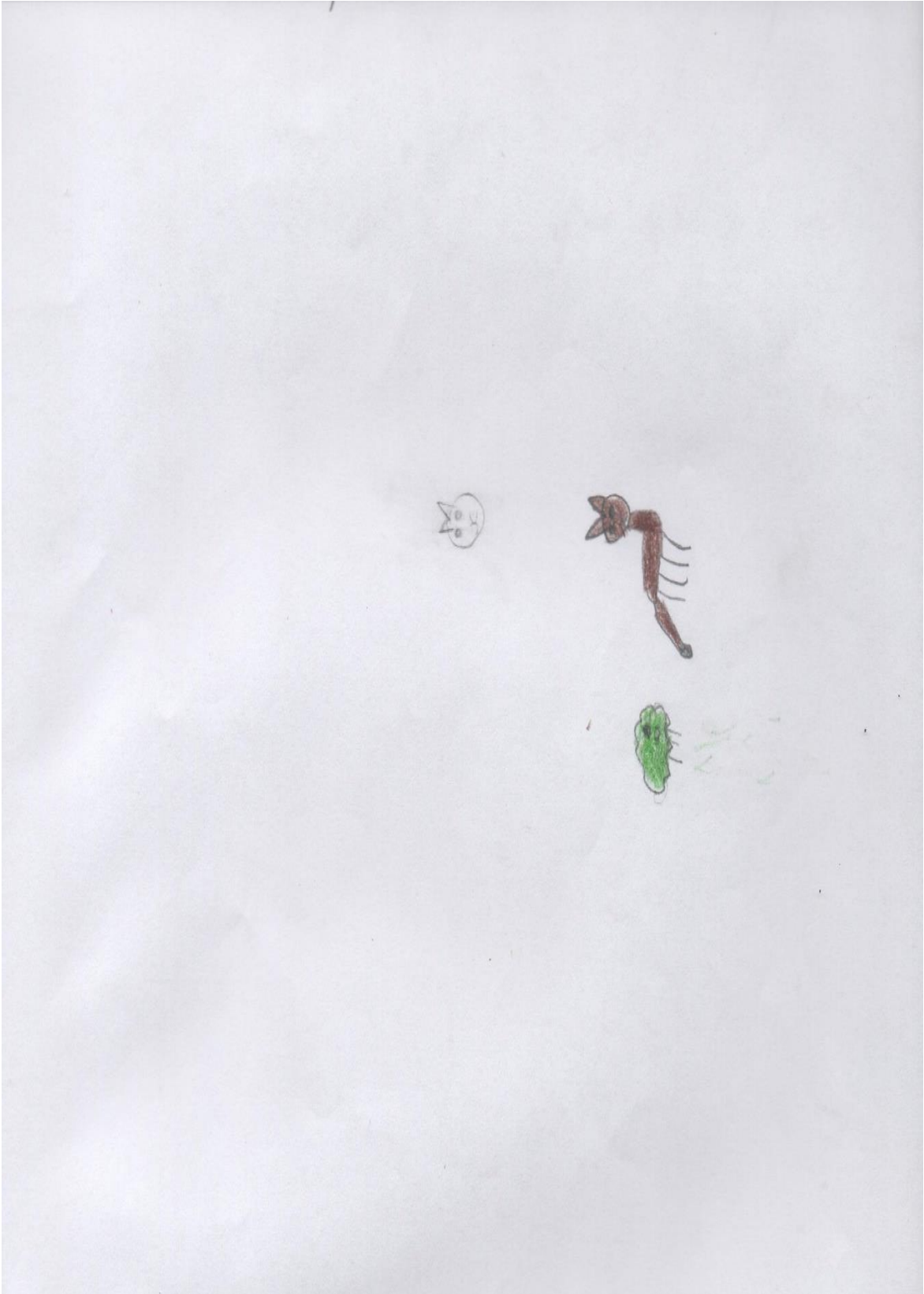
A Dove by an unlucky chance formed an intimate acquaintance with a snake. The snake one day intent on mischief, bound the foot of the Dove tightly to his own.

Thus joined together, the snake led his friend toward the beach in which he lived until he reached the very brink, when jumping in, he pushed the Dove in with him. The snake enjoyed the water amazingly,

The sad Dove was soon suffocated with the water. A wolf observed it and attacking it,

The snake, tied to the leg of the dove was also carried off as a prisoner and was eaten by the wolf.

Alexander.



Hen - wolf - lion fable.

The hen by an unlucky chance formed an intimate acquaintance with a wolf. The wolf one day intent on mischief, the foot of the hen. Thus join together, the wolf is friend toward the forest in which he lived, until he reached, suddenly jumping in, he run. The hen enjoyed the water amazingly and swam croaking. The happy hen was soon suffocated. The Lion observed and attacking it, and attacking it in the air. The hen tied to the leg of the hen, was eaten by the Lion.

Carlos José



THE MONKEY, THE GORILLA AND THE LION

A monkey by an unlucky chance, formed an intimate acquaintance with a gorilla one day, intent on mischief, bound the foot of the monkey tightly to his own.

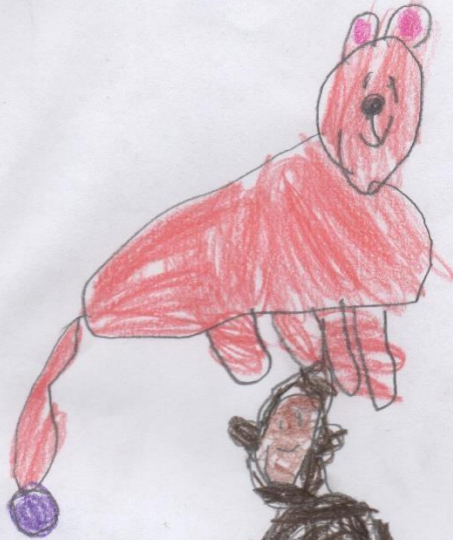
Thus joined together, the gorilla led his friend toward the beach, in which he lived, until he reached the very brink, when suddenly jumping in, he pulled the monkey in with him.

The unhappy monkey was soon suffocated with the water.

The gorilla tied to the leg of the monkey was carried prisoner, and was eaten by the lion.

Laura

Laura

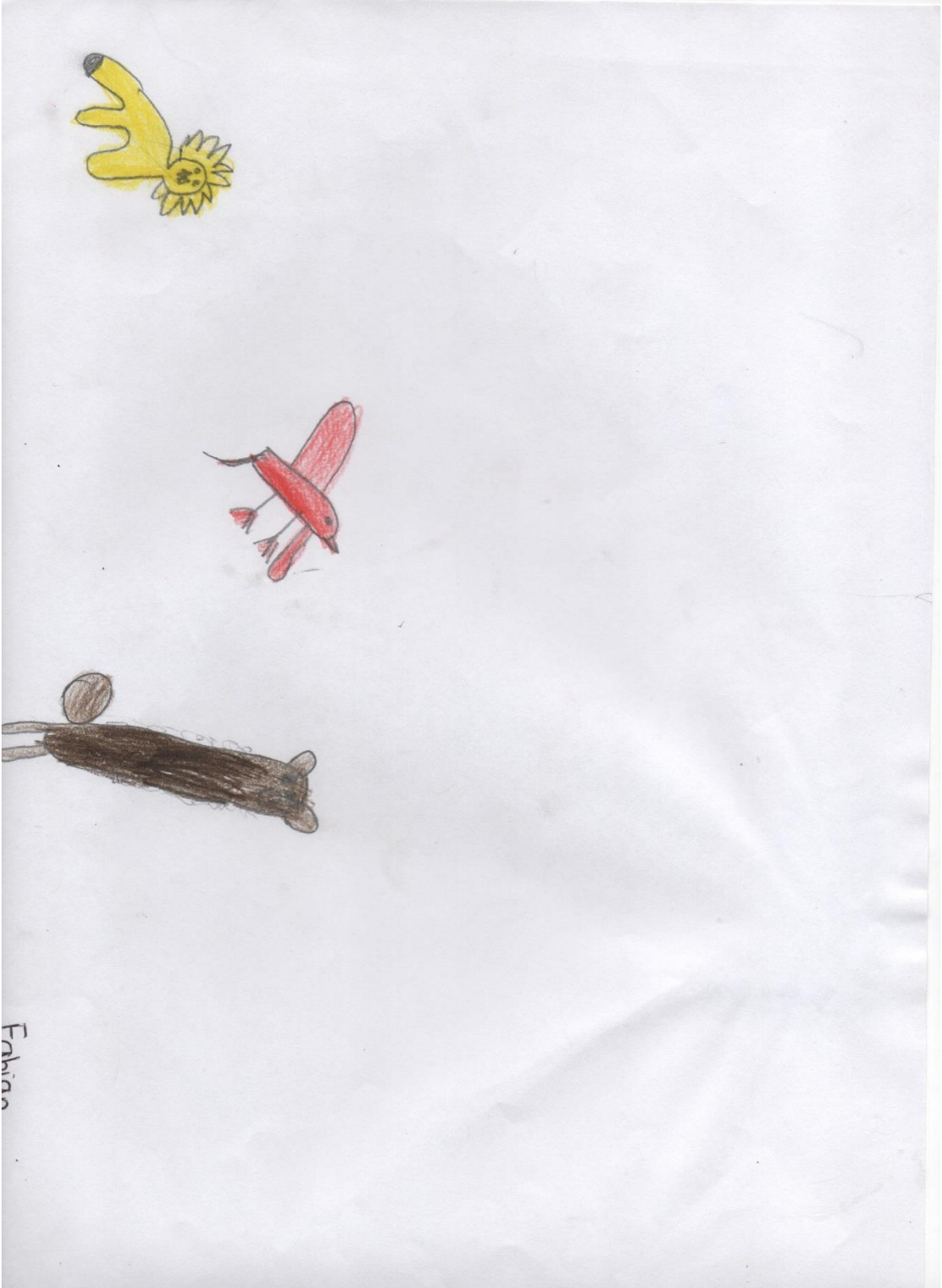


THE DOVE, BEAR AND THE FOX

The dove, Bear and the fox

A Dove by an unlucky chance, formed an intimate acquaintance with a bear one day, intent on mischief bound the foot of the dove tightly to his own. Thus joined together, he led his friend toward the forest which he lived. The unhappy Dove was soon suffocated with the sun. A bear observed it the bear tied to the leg of the dove was also carried off a prisoner, and was eaten by the bear.

Fabian



Fahina

The dog, cat, butterfly.

A dog by an unlucky chance formed an intimate acquaintance with a cat. The cat one day, intent on mischief, bound the foot of the dog tightly to his own. Thus joined together the cat led his friend, river he lived. The unhappy dog was soon suffocated with the water. A butterfly observed it and attacking it, carried it up in the air. The cat tied to the leg of the dog was also carried off a prisoner, and was eaten by the butterfly.

Mathilde Canales



Monkey, tiger and Rabbit.
A Monkey by an unlucky chance, formed
an intimate acquaintance with a Rabbit.
The Rabbit one day, intent on mischief,
bound the foot of the Monkey.
Thus joined together, the Rabbit led
his friend toward the forest in which
he lived. When suddenly jumping he
pulled the Monkey.
The Rabbit drank the water.
The sad Monkey was soon suffocated
with the tree.
The Rabbit tied to the leg of the
Monkey was also eaten by the
tiger.

Anny Sofia.

Anny.

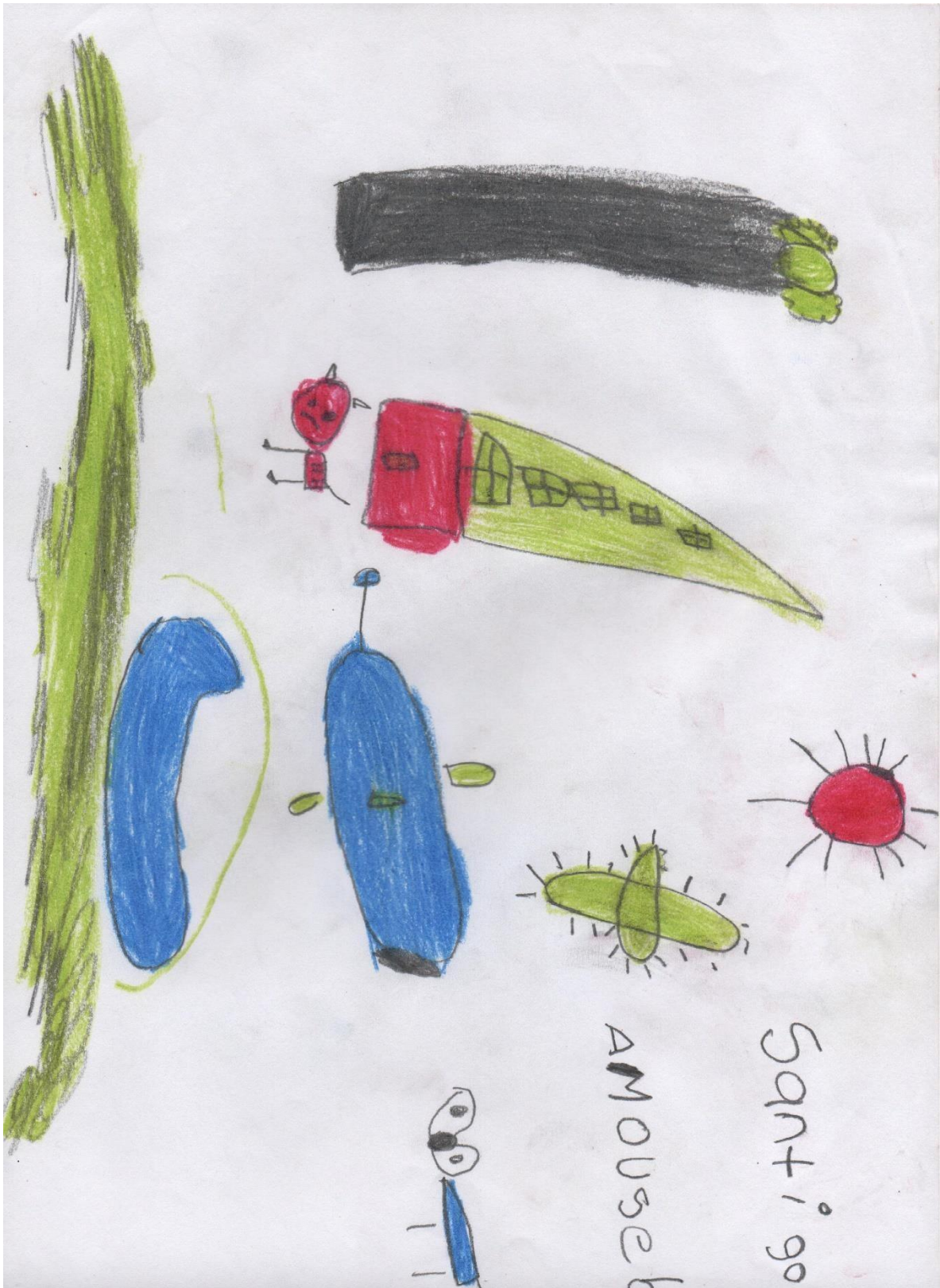
Sofia Anny



The following three pictures were or students who denied to create or write the new story but they draw.

A dove by an unlikely chance formed
an intimate





Jaasiel Ascstal Gimster



Author's/Authors' Biography

María Claudia Silvera Medina

I was born on August 12, 1987 in Valledupar City and now currently living in this City, my parents are Rafael Silvera and Denis Esther Medina. My sisters are Liliana and Marcela. When I was child, I used to play with my neighborhoods to the teacher.

I took primary at Sagrado Corazón de Jesús school, when I was child, I had an English teacher whose inspired me to become a teacher, I remembered that I used to play with my friends and I played a role as a teacher.

and secondary education at Sagrada Familia school and I studied a bachelor in English and Spanish at Universidad Popular of Cesar. I got married to Arley Troya Toloza. I work at Gimnasio del Saber school for 6 years in preschool. My expectations before to MA in English at Universidad del Norte were learn, change my perspective as a teacher and interchange experience with other people.

Kelly Johnna Villegas Gómez

I was born on August 5, 1989 in Valledupar City and now currently living in this City, my parents are Maribel Gómez Nieto and Domingo de Jesús Villegas López. My brother Jadir and my sister Yoleinis. They have been important in my life.

I took secondary education at José Eugenio Martínez and I studied a bachelor in English and Spanish at Universidad Popular of Cesar. I proceeded to work at Gimnasio del Saber school for three years in preschool

I got married to Architect Emerson Gámez Baquero and we have a daughter of 3 years old Mia Valentina.

Passionate about English teaching I studied MA in English at Universidad del Norte, with the purpose of continuing my learning process in this area. Being a teacher has been a great experience as a person and professional.

I work at Fundación Colegio Bilingüe de Valledupar in preschool, which has received an accreditation by AdvancED Education. It has been an excellent learning process.