A Genre Based Reading Program to Improve Reading

Comprehension in 8th Grade Students at Institución Educativa

Distrital Marie Poussepin in Barranquilla – Atlántico

BY

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AFFIDAVIT

We, María Victoria Nieto Torres y Janett Tapias González, 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 points out to the implementation of a Genre Based Approach (GBA) to develop reading comprehension, bearing in mind the social and functional purpose of the language. This qualitative study was carried out in a context of 38 students from 8th   grade at IED Marie Poussepin, a school in Barranquilla, Colombia. the adopted structure of this study was an action research cycle that involved its four stages (plan, act, observe and reflect) in the deep analysis developed where the performers teachers assumed a role as teachers researchers.

Data   was collected through observations, interviews and document analysis. Results demonstrated that the genre based approach encouraged students to improve their reading comprehension and raised their awareness of their learning process. They considered the teacher's scaffolding as a meaningful strategy of mediation that helped them during the different stages of the class, besides the interaction with their partners during the group works and their teachers allowed them an actively participation in the class and a strengthening of their reading comprehension.

To

All English teachers and students in the Colombian public context who consider education as the path to get a better life, and reading as the means to expand knowledge and achieve proposed goals. Just believe in yourself and be better every day. It is never late!

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Table of contents

List of tables

List of Graphic

1.Introduction

Nowadays, we are immersed in a globalized world where the learning of a foreign language is a requirement to obtain an effective communication that allows us to interact and exchange information with others. Thomas Friedman in his book The World is Flat (2005, p.9) argues that "at the beginning of the current millennium we entered a third era of globalization that is reducing the size of the world". In this sense, language will not be a barrier that reduces the possibilities of exchanging cultural, labor and academic relations in the so-called global village.

In Colombia the importance of learning a foreign language has grown lately. Therefore, there is a need to prepare citizens so that they can learn at least one foreign language. In this sense, the Colombian government has issued educational policies to favor bilingualism. For example, the General Law of Education (Law 115 of 1994) established as one of its objectives "the acquisition of elements of conversation and reading in a foreign language and the understanding and ability to express oneself in a foreign language". For this reason, most schools in Colombia offer English as a foreign language in their curriculum because they consider English as a common language in the world that allows students to be intercultural citizens, being part of a local society with a broad world view and access to scientific and technological development. As noted by Graddol (2006, p.12): "English has finally become a global language. It is a phenomenon that lies at the heart of globalization: English is now redefining national and individual identities throughout the world. " In other words, English becomes a means to face the different challenges in today's world, such as employment opportunities, scholarships, travel and technology.

On the other hand, globalization brings citizens closer to political, cultural, economic, labor and technological problems, thus the development of reading skills is crucial to have access to the avalanche of information they face every day, adopting a critical attitude towards what surrounds them. Many students use their L2 reading skills to participate in advanced studies, get a job, travel, access information, have more cultural awareness, communicate with others or have fun, in this regard, Grabe (2009, p. 5) states that " Modern societies require expert readers capable of responding to the demands of the changing world we live in. Reading skills do not guarantee success for anyone, but success is much harder to achieve without being an expert reader. " In other words, the social reality of the 21st century is quite complex and there is a growing level of expectations for each citizen to achieve success. Therefore, as a social responsibility, teachers must prepare students to develop reading competence that allows them to face the challenges of modern society. Nevertheless, we find some constraints to develop reading competence in our students in the target language because of the lack of vocabulary and motivation toward reading.

Most schools in Colombia share this concern, but the actions taken in order to solve this problem are still insufficient. So, it is necessary to devise strategies and useful methodologies to ensure develop reading competence in students.

This study is motivated by the desire to find a way to improve the low level of Reading comprehension the students present in the process of reading expository text and the low academic performance of some 8th grade students in the IED, Marie Poussepin, state school in Barranquilla, the institution taken as the context for this study.

It is a public, Catholic school for girls located in Barranquilla, in a low-medium socioeconomic stratum. It offers preschool, primary and secondary education. The school philosophy emphasizes religious education and principles such as piety, simplicity and work. It also encourages the development of the potential of students in science and technology to face a working world, promoting the growth of social and ethical dimensions. Its main objective is to educate students to be agents of change in society, in the perspective of continuous improvement and excellence. English classes promote the development of communication skills, these classes are taught three hours a week.

All the reasons stated above bring out the need to rethink the role of reading in the institution, the kind of texts used for teaching, and teachers' methodology to develop this skill. Therefore, after a thorough analysis of different approaches and methods to teaching reading, we believe that, a genre-based approach for teaching reading devised by researchers from the Sydney School in Australia, could be a suitable alternative to tackle the problem detected in the institution. Thus the purpose of this project is to analyze the effectiveness of a genre based methodology to improve comprehension of expository texts in 8th grade students from IED Marie Poussepin.

This study will be conducted in 8° grade. This class is made up of 38 girls, whose ages range between 13 and 14 years old. It is a heterogeneous group where the students have different levels of English proficiency. However, they are motivated and interested to learn a L2 in order to get good scores that let them to obtain better studies and job opportunities in their future.

The following question and objectives will guide the actions and decisions in this study:

1.2 Research Question

How can a genre – based approach for teaching reading, help improve 8th grade students´ comprehension of expository texts at IED Marie Poussepin?

1.2.1 General Objective

To analyze the impact of a genre based Methodology for teaching reading, on 8th grade students' comprehension of expository texts at IED Marie Poussepin.

1.2.2 Specific Objectives

- Characterize teacher's strategies to foster reading comprehension during the implementation
- Describe the characteristics of the texts used for teaching reading in this context.
- Analyze students' comprehension after the implementation.
- Determine students' attitude towards the methodology implemented.

2. Theoretical Framework

The theories that support this study are based on the definition of reading, reading comprehension, reading strategies, the sociocultural approach for language learning, what genre pedagogy for teaching reading and reading assessment is. This chapter will also describe similar studies conducted in different contexts.

2.1 A definition of reading

We consider important to define the concept of reading because it is the main construct of this study. Based on the work of academic experts, we try to define it and understand its complexity. Reading, particularly in English as a foreign language is already in great demand as English continues to spread not only as a global language but also as the language of science, technology and research. Thus, people every day face reading different texts and have different ways of reading, as well as various reasons to do so. Sometimes, people read just to get the general idea of what they are reading. Sometimes, they need to find specific information in the text. Sometimes, they read just to entertain themselves or be informed. Anyway, whatever the way people read and the reasons they have to do it in all of them requires reading skills and strategies that help the reader to understand and have a critical attitude of the text they face.

Twenty-first century society requires citizens who are able to read at least in an L2. Becoming a successful reader in L1 and L2 is seen as the key to achieve academic and personal learning in a globalized world. However, learning to read is a difficult task in both L1 and L2. Learning to read is a life-long process. It implies reader´s skills to interpret, extensive practice, and child´s background knowledge. All this is seen as a process.

According to this, Grabe (2009, p. 14) asserts that "reading is understood as a complex combination of processes, these, suggest what the fluent reader do when facing a text". Grabe described these processes as following:

A rapid process (we read about 250-300 wpm); an efficient process (we read in a coordinated way with all the processes that it implies); a comprehending process (thinking skills for comprehension); an interactive process (an interaction between the reader and the writer); a strategic process (it refers to the skills of the reader to achieve goals); a flexible process (the reader adjusts Reading processes and goals); a purposeful process (we read for different purposes); an evaluative process (monitor our Reading); a learning process (all Reading activity); a linguistic process (it refers to the linguistic knowledge of the language of the text); Reading is a complex process, which involves, a set of cognitive skills that together helps the reader to develop a better understanding when encountering a text (p. 15).

On the other hand, reading establishes a relation between the reader and the text. Thus, Nunan (1991, p 72) asserts, "reading is usually conceived as a solitary activity in which the reader interacts with the text in isolation". Besides, Snow asserts that Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (2002, p.11).

The authors cited here agree on defining reading as a process that takes place through the interaction of the reader with the text, in order to obtain and interpret new information or a new learning; this depends on the purpose of reading.

2.2 Reading Comprehension

To read and comprehend a text is necessary to succeed in the academic and daily life of individuals, through reading students can develop and construct knowledge for a lifetime. For instance, Gough and Tunmer (1986) indicate that reading comprehension is not only to decode or identify words, but also it implicates linguistic and cognitive processes.

Moreover, reading comprehension is considered a process in which the reader extracts and constructs meanings through a direct and simultaneous interaction between the written text and the reader (Snow, 2002). Klinger et al. (2007, p. 2) state that:

Reading comprehension is a process of constructing meaning by directing a number of complex processes that include word reading, word knowledge and fluency, which is developed before, during and after a reader reads a text. Indeed, it is imperative to recognize the importance of setting clear reading goals during these three reading moments.

In contexts where English is spoken, reading in L2 has received particular attention since the 1970s. Researchers suggest there are many factors that can affect reading comprehension. Twining (1991) points out that reading problems may be related to several factors, such as: a) failure to understand a word, b) failure to understand a sentence, c) failure to understand how sentences relate to one another, d) failure to understand how the information fits together in a meaningful way (organization), and e) lack of interest and concentration. Furthermore, Grabe explains that as in L1, L2 reading requires both lower-level and higher-level processes, as well as systemic and schematic knowledge interaction (p. 21). However, L2 reading is more complex since acquisition of systemic knowledge and

development of reading skills occur simultaneously, whereas L1 readers have already acquired systemic knowledge through speaking and listening before starting to read.

Grabe also points out (2009), that the strategic reader is one who:

> Automatically and routinely applies combinations of effective and appropriate strategies depending on reading goals, reading tasks, and strategic processing abilities. The strategic reader is aware of his or her comprehension effectiveness in relation to reading goals and applies a set of strategies appropriately to enhance the comprehension of difficult texts. (p. 222)

In this sense, readers read for a more important purpose: for comprehension, thus students must also be taught specific skills that are essential to good comprehension.

Hence, reading comprehension, as conceptualized in our study, focuses on the students' improving their reading process through the implementation of a genre based pedagogy, reading strategies before, while and after reading, skimming and scanning and Dart's activities allow them to reach higher levels of comprehension when they face a text.

The following section offers a series of recommendations to instruct the reading comprehension process through a series of strategic actions.

2.3 Reading competence

In the country, the Ministry National of Education (MEN), through the Instituto Colombiano para el Fomento de la Educación Superior (ICFES), evaluates students who are finalizing their secondary education with the standardized and compulsory academic test SABER 11. These standardized tests evaluate score school subjects separately;

however students are required to have a high level of reading comprehension so that they can obtain a good score in the subjects assessed. For the English test, it is expected students reach a B1 (pre-intermediate) level according to MEN taking to the Common European Framework of Reference (CEFR) as a reference, and they establish that the level B1 is the ideal level to be achieved by Colombian students at the end of their studies. According to the reading standards from the Guide 22 – Foreign Language Basic Standards, it is expected that students have to be capable to identify keywords within the text that allow reader to understand their general meaning. Moreover, the Critical Reading test assesses the skills necessary to understand, interpret and evaluate texts that can be found in everyday life and in non-specialized academic fields (ICFES, 2014, P.16). This exam evaluates three competences:

A. Identify and understand the local contents that make up a text.

This competence consists in the ability to understand the meaning of words, expressions and phrases that appear explicitly in the text. The evaluation of this competence does not inquire by grammar knowledge, but by the understanding of the semantic relationships that exist between the different elements that constitute a sentence.

B. Understand how the parts of a text are articulated to give it a global meaning.

This competence consists in the ability to understand how the local elements that constitute a text are formally and semantically related, so that this acquires a global sense (at the level of the paragraph, section, chapter, etc.).

C. Reflect from a text and evaluate its content

This competence consists in the ability to face a text critically. It includes evaluate the validity of arguments, warn assumptions, derive implications, recognize argumentative and rhetorical strategies, relate content to contextual variables, etc.

It is worthwhile mentioning the relevance of Reading in the process of learning a foreign language. Reading plays an important place in the SABER 11 test. It is crucial teachers' commitment to improve the methodology and strategies that permit provide students with the tools that allow them to improve their reading comprehension process in order to get better score in internal and external exams.

2.4. Reading Strategies

With this study, we seek to provide learners with reading strategies to improve their reading comprehension when they read texts in the target language.

Bearing in mind, that strategy is conceived as a plan, Duffy (2009) asserts that "A strategy, in contrast, is a plan. You reason when to do it, and you often adjust the plan as you go along" (p. 13). So, an individual selects a reading strategy in order to construct and provide meaning to a text. In this way, Chamot (1987) says learning strategies are "techniques, approach or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information" (p.17). In addition, Oxford (1989) states learning strategies are "behaviors or actions that learners use to make language learning more successful, self –directed and enjoyable" (p.154). In other words, reading strategies are a set of procedures that a reader puts into practice to read

productively and ensure comprehension. As stated by Abidin (2012), "The readers who use strategies comprehend better texts than those who do not" (p. 197).

On the other hand, according to MacNamara (2007) successful readers know when and how to use appropriate strategies. These strategies can be used before, during and after reading. According to this, reading strategies can often be divided into three categories before, during and after reading (Preszler,2005).

2.4.1 Pre Reading strategies

These strategies help students to activate their schema, so it is a motivational tool that encourage students in the reading process, the following activities are part of these group of strategies: identifying author and text type, brainstorming, predicting, reviewing similar types of texts, skimming and scanning, activating schemata, and elicit or provide background knowledge. These strategies usually stimulate readers' interest and facilitate approaching it in a meaningful manner. In this research Project we emphasize on activating background knowledge, prediction, skimming and scanning.

2.4.2 While Reading strategies

They are intended to help students become active readers and to interact with their text while they read it, in this set of strategies we can mention note-taking, questioning, summarizing, guessing meanings from context, word formation clues, identifying cognates, and analyzing reference words.

2.4.3 Post Reading strategies

They are beneficial for learners because they represent a definite purpose and they encourage students to think about and reflect on the knowledge they have learned from their reading. An example of an after reading strategy is to ask the students to represent the content of the text in an interesting and meaningful way, discussing in groups what they understood or focusing on what they did not understand. Matching exercises and comprehension questions.

It is necessary to educate and make aware the learners of the implementation and the effectiveness of reading strategies that allow them to decoding the printed words in the best possible way. Some of these reading strategies used by learners are related to activate prior knowledge, inference based on the context that surround the reading and the use of text structure and graphics and visual organizers (Grabe, 2009). These strategies were implemented in our research study.

2.5   Purposes for Reading

Readers have different reasons for reading, it depends on their interests and the requirements of the contexts where they perform and interact. Regarding this, reading surrounds our actions. Every day we are exposed to reading tasks that satisfy different kind of purpose, for example: as reading the instructions for taking a medication, until reading a contract or reading an article to respond to an academic task. Grabe (2002, p.7) classifies the purposes of reading as follows:

2.5.1 Reading to search information (scanning and skimming).

When we read to search, we typically scan the text for a specific word, or a specific piece of information, and skimming for a rapid understanding of the text.

2.5.2 Reading to skim quickly

It can be used to comprehend the gist or main idea of a text, for example, Reading newspaper to get the most important news of the day, or when we read magazines to identify the articles of our interest

2.5.3 Reading to learn from texts.

It is carried out in academic and professional contexts where the reader needs to process more information, connect his previous knowledge with the information of the text and infer hidden or unclear information in texts.

2.5.4 Reading to integrate information and critique texts.

It requires readers to develop skills such as decision making, composing, selecting complementary information in order to achieve this objective.

2.5.5 Reading for general comprehension.

Although it is considered the most common of reading purposes, it is not as easy as it is supposed. The reader requires skills to represent the main ideas of a text and fast and automatic word processing.

Regarding that this project is carried out in an academic context, the most common purposes of reading in this context are: Reading to search information, reading to learn

from texts and reading for general comprehension. Thus, it is necessary to teach students how to achieve these purposes to be successful.

2.6 Systemic-functional linguistics

Systemic- Functional Linguistics (SFL) is a theory of language, initially developed by Michael Halliday (1986/1994) and later by Christhian Matthiensen (Halliday & Matthiensen, 1999, Halliday, reviewed by Matthiensen, 2013) and Jim Martin (1992), among others. The approach has been applied throughout the world, especially in Australia, China and some European countries, and recently in Latin America (Barletta & Chamorro, 2011, Bocia et al, 2013, Herazo, 2012, 2014, Moyano, 2007 , 2019, 2011, 2012, Moyano & Natale, 2012, Natale, 2012, Oteiza & Pinto, 2011, Sagre & Herazo, 2015).

This approach is more closely aligned with Sociology: it explores how language is used in social contexts to achieve particular goals. This theoretical assumption does not address how language is processed or represented within the human brain, but rather looks at the discourses we produce (whether spoken or written), and the contexts of the production of these texts because it is concerned with language use, SFL places higher importance on language function (what it is used for) than on language structure (how it is composed). In SFL, Language is seen as an act of meaning and is an important part of how human communicate with each other, through language, we learn how to " mean things" (Halliday, 1993 cited in Lems, K., Miller, L. D., & Soro, T. M. 2009, p. 1) and how to share of all those meanings with others. Language as a tool of communication between human beings allows us to express ideas, thoughts and feelings, learn new ideas and concepts and also interact with those around us, but these meanings cannot be achieved if

words are conveyed in isolation. In other words, language is the main tool that people have to interact with others, according to the different purposes of the communication.

2.7 Sociocultural theory

Social Cultural Theory (SCT) is fundamental to the development of our work because plays an important role in the process of human cognitive development. Taking into account that it is a theory about the development of human cognitive and higher mental functions based on Vygotskian thought which argues that this development comes from social interactions (Cook, 2008 as cited in Aimin, L.,2013, p.162) . This pedagogical theory considers that when the learners are exposed to social activities they can receive all the basis to be internalized according to their sociocultural contexts through the mediation of language. Thus, the interpersonal experience obtained by the learner in different social contexts becomes an intrapersonal experience what is called the Zone of Proximal Development (ZPD) by Vygotsky (1978) where learning is developed through the assistance of a more capable person. In this sense, at school context the advanced students can help those less ones.

Bearing in mind the relevance of sociocultural theory in our study we consider the following constructs the most important.

2.8 Mediation

This is the principal construct of socio cultural theory, it refers to the activity performed by the human being to adapt to his reality, to transform it, to transform himself through instruments or symbolic tools (such as languages, literacy, arithmetic, concepts and forms of logic and rationality), as well as material artifacts and technologies. According to Walqui

(2006, p. 161) mediation is "the use of a tool to accomplish some action". The use of these mediating instruments allows the individual to transform his physical (external) and cognitively (internal) environment. Language is the most powerful instrument that humans possess to mediate their relationship with the external world. Language is considered as the main mediation instrument that allows people to interact with others, transmit messages, knowledge and know the world that surrounds them. With regard to this Aimin (2013) points out that "learning is embedded within social events and occurring when an individual interact with people, objects, events and language with the environment". In other words, in the learning process, people and language are considered mediators of knowledge.

2.9 Scaffolding

The strategic support provided by the teacher to students in the learning process is known as scaffolding. The metaphor of scaffolding has been widely used in recent years to argue that, "just as builders provide essential but temporary support, teachers need to provide temporary supporting structures to assist learners to develop new understandings, new concepts, and new abilities" (Hammond & Gibbons, 2005 p. 8). In this sense, Bruner (1978, p. 19) describes scaffolding as: the steps taken to reduce the degrees of freedom taken in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring. Maybin, Mercer and Steirer (1992, p. 186) describe this as the 'temporary but essential nature of the mentor's assistance' in supporting learners to carry out tasks successfully. As Mercer explains (1994, p. 96): 'Scaffolding represents the kind and quality of cognitive support which an adult can provide for a child's learning, which anticipates the child's own internalization of mental functions'.

26

In an educational context, it is necessary for the teacher to provide the learners with temporary assistance strategies that allow them to carry out their homework or new learning successfully, until they can do so independently. Regarding to this, Walki (2006) described scaffolding as a pedagogy that refers to the way in which teachers know how to support students pedagogically, assuming a challenge to develop and engage academic activities to help them to achieve gradually and successfully their learning goals. At the same time, this author considers a close relation between scaffolding and ZPD due to the support of teachers and advanced learners to the students to achieve new learning tasks and knowledge.

In this work, from the perspective of genre pedagogy the concept of scaffolding is applied as a set of cognitive instructions to support the student during the reading process, in which the teacher models the desired learning strategy or task, then the student can perform a similar task independently.

Other set of activities that can be used to scaffold reading in every stage of the reading class are DARTS (Directed Activities Related to Texts; Davies & Greene, 1984: Lunzer & Gardner, 1984). They are divided into the reconstruction activities and analysis activities.

2.10   Darts

- Text completion: teacher deletes some words, phrases or sentences from the original text. Students fill the gaps according to the original text.
- Sequencing: the text is jumbled into lines, sentences or paragraphs, students are asked to organize them in a logical time sequence.

- Prediction activities: The students are asked to guess the next step or stage of a text or end the text.

- Grouping: Group segments of text according to categories.

- Text segmenting and labeling: students are asked to break the text into meaningful paragraphs and to label each paragraph.

- Open-ended questions: A few challenging questions are set on the text for which there is no single correct answer. Learners think logically. They answer the questions and justify them.

- Text marking: Learners can underline key parts of the text. This can be expanded by underlining in different colors to show particular meaning or information.

- Summarizing: Learners select the key points of a text and express them as briefly as possible.

In several recent studies reading comprehension activities (DARTs) have been investigated as successful scaffolding instruction in the background of Vygotsky's concept of zone of proximal development (ZPD) to improve reading comprehension (Reiser,2004; Safadi & Rababah, 2012; Walqui, 2006). In other words, the idea is that teachers provide learners with enough support to build understanding, and then, the learner uses his/her new learning independently.

2.11   Zone of proximal development (ZPD)

The definition of Zone of proximal development (ZPD) most frequently used in the educational field is, "the distance between the actual developmental level as determined by

independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). This concept proposes a learning process based on interaction with peers or adults, so that, less competent children can better develop their abilities with the help of their most skilled peers. It refers to the learning process which takes place when the learners work collaboratively with partners at similar knowledge level, by interacting with them. The ZPD, in simpler words, is the current development that a child possesses, abilities that he cannot develop on his own, but with the support and accompaniment of a person with more knowledge he can do it alone in the future, without any kind of help. Thus, in the school context ZPD becomes an important tool that teachers can use to guide students to foster their learning process. Related to this, Lantolf and Thorne (2006) state that ZPD is more than a model, it is a "conceptual and pedagogical tool that educators can use to better understand aspects of the students" (p.216)

2.12   Interaction

The term interaction in the classroom refers to the interaction between the teacher and the learners. According to River (1987), through interaction students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint problem-solving tasks, or dialogue journals (p.4-5) .

It means that the learning environment should be designed with the opportunities offered to the students to use the target language. The interaction in the classroom is important since it greatly contributes to the learning of the students' language, the interaction allows

the development of learning skills thought. It is worth noting, another aspect that develops

in the interaction between students, and is confidence, regarding this another academics

refer to it as follows: Thapa and Lin (2013) explain that in language classroom, interaction

is an essential social activity for students through which they not only construct knowledge,

but also build confidence and identity as competent language users. In this way, in

classroom it can be observable how teacher – students, students – students and students –

teacher interaction represent a joint construction of knowledge based on collaborative

teaching and learning processes. In addition, Walqui (2006) suggests that sharing subjects

of common interest with other classmates and teachers in collaboration provide the students

with learning opportunities, maintaining that "the primary process by which learning takes

place is interaction" (p.159). Therefore, in a learning context the teacher should guide the

interaction using different strategies and providing feedback in order to encourage students

learning. In this sense Van Lier (1996) argues that social interaction is the engine that

drives the learning process.

In our paper we will defined the most common patterns of interaction IRF and IRE.

IRF: Initiation – Response – Feedback

IRF can be seen as a way of scaffolding interaction and can be initiated in two different

ways:

    a)   General unspecific elicitation: The teacher asks the questions to all the

students and who wants respond rises her hand and the teacher can choose one

person from among those.

b) Specific personal elicitation: The teacher selects one person to provide the answer.

Regard with this, Kim and Trong (2010) suggest that: "the teacher should ask the students to extend their thinking, clarify their ideas or make links with their own experience" (p.31).

In this sense IRF is an interaction strategy that help to build an inclusive classroom culture that valued participation and learning. Likewise, Duff's (2002) study revealed that, in interactions promoting students participation, the teacher often followed up students' responses by repeating or paraphrasing their contributions. In addition, it is a means of encouraging learners' participation in class.

IRE: Initiation- Response - Evaluation

IRE is a pattern of interaction commonly referred to as the recitation script or triadic dialogue,(Lemke, 1990). In this pattern the teacher asks a question to a student to which the teacher usually already knows the answer. Students are expected to provide a short but correct answer to the question, which is evaluated by the teacher with some expressions such as: good, that's right, it is ok and No, that's not right. In this way, the teacher leads the class eliciting information from the students and deciding who will take a turn to participate, how much students can contribute, and decides if the contributions are good or bad. Regard to this Cazden (1988) revealed how the use of this pattern facilitated teacher control of the interaction rather than student learning of the content of the lesson. Because the teacher is who talks, elaborates, comments and students only answer teacher's questions. In consequence, it might be said that IRE is a strict pattern of interaction.

2.13 The concept of Genre

The concept of Genre is relevant in this project, because through specific genre learners will be exposed to authentic texts and teachers will guide them to understand their nature and structure and how language works in them. Now, it is important to have a clear concept of genre, We begin this section with a brief definition of some scholars about genre. Rose & Martin (2012, p.1) point out as a "staged goal-oriented social process". Knapp and Watkins (2005, p.21) state that the term genre has been used for a long time and its definition has been theorized from a range of perspectives. As Biber (2006, p. 11) points out "[…] the term genre has been used to refer to a culturally recognized 'message type' with a conventional internal structure, such as an affidavit, a biology research article, or a business memo". By referring to the statements above, it can be said that genre is a kind of text either oral or written with a specific objective, and lexico -grammatical features in a given social context.

The following chart (Table 1) provides a classification of the main types of genre.

2.14 Genre Theory

It was developed on the bases of Systemic Functional Linguistic by Jean Martin, Frances Christie, and David Rose among others (Christie & Martin, 1997; Martin & Rose, 2007; Rose & Martin, 2012). It is a holistic model of language and its social context. It considers language as a resource to construct meanings and to achieve communicative purposes (Moss, 2016). It emerged when Sidney School Linguists realized the lack of a systemic model for teaching writing that focused on the use of language in a cultural and situational context (Halliday, 1994, as cited in Ghio & Fernandez, p.34; Malinovski, 1935). At that

time, it was clear the lack of a model that would allow not only teachers, but also students, the construction of knowledge about language and its use to achieve different social purposes. For this reason, they proposed a model that pointed on how meanings developed in the text (Rose & Martin, 2012, p.53, as cited in Moss, 2016). From the concern of these scholars for the teaching of writing in Australian schools emerged the proposal of the theory of genres, as stated by its creators Rose & Martin (2012, p.46) "the first thing we had to do was build a model of language in social context that teachers could use to plan and deliver their writing lessons, and evaluate their students' progress".

2.15   Types of Genre

Regarding the purposes of this project, a biographical recount, which belongs to the Histories genre was selected. A brief description of this genre will be presented below.

Table 1. Genres and Stages

	genre	purpose	stages	phases
Stories	recount	recounting events	Orientation, Events	setting, description
	narrative	resolving a complication	Orientation, Complication, Resolution	events, problem, solution
	exemplum	judging character or behaviour	Orientation, Complication, Evaluation	reaction, result, comment
	anecdote	sharing an emotional reaction	Orientation, Complication, Evaluation	reflection, episode (includes other phases)
Chronicles	autobiographical recount	recounting life events	Orientation, Life events	birth, family, early life events
	biographical recount	recounting life stages	Orientation, Life stages	birth, family, early life, fame stages
	historical recount	recounting historical events	Background, Historical stages	topic, background stage 1, 2... (para structure)
	historical account	explaining historical events (causes & effects)	Background, Historical stages	topic, background stage 1, 2... (para structure)
Explanations	sequential explanation	explaining a sequence	Phenomenon, Explanation	step 1, 2...
	conditional explanation	alternative causes & effects (if a, then b)	(Phenomenon), Explanation	condition 1, 2...
	factorial explanation	multiple causes for one effect	Phenomenon:outcome, Explanation	outcome (preview factors) factor 1, 2... (para structure)
	consequential explanation	multiple effects from one cause	Phenomenon:cause, Explanation	cause (preview) consequence1, 2... (para struct)
Reports	descriptive report	classifying & describing a thing	Classification, Description	phases depend on topic (e.g. appearance, behaviour...)
	classifying report	classifying & describing types of things	Classification, Description	type 1, 2...
	compositional report	describing parts of wholes	Classification, Description	part 1, 2...
Procedures	procedure	how to do an activity	Purpose, Equipment, Method	(hypothesis, ingredients...) steps
	protocol	what to do & not do	Purpose, Rules/List	rules, warnings...
	experiment/observation report	recounting & evaluating experiment/observation	Aim, Equipment, Method, Results, Discussion	(hypothesis, preview) steps (review) evaluate results
	case study	recounting & evaluating instances	Issue, Background, Description, Evaluation, Recommendations	phases depend on topic & length
	strategic plan	planning strategies	Purpose, Background, Strategies, Evaluation	phases depend on topic & length
Arguments	exposition	arguing for a point of view	Thesis, Arguments, Restatement	position statement, preview arguments, para structure review, restate position
	discussion	discussing two or more points of view	Issue, Sides, Resolution	issue statement, preview sides, para structure review, resolve issue
	review	evaluating a literary, visual or musical text	Context, Description of text, Judgement	text, author (audience) steps/components of text evaluation of text
Responses	interpretation	interpreting themes or aesthetics of a text	Evaluation, Synopsis of text, Reevaluation	text, preview of themes themes, techniques, para struct evaluate, synthesise themes
	comparative interpretation	interpreting themes in multiple texts	Evaluation, Synopsis, Reevaluation	texts, preview of themes by themes or by texts evaluate, synthesise

* brackets = optional, dots = etc., para structure = topic, elaboration (evidence, examples, reasons), point (link to topic)

	genre	purpose	stages	phases
Stories	recount	recounting events	Orientation / Events	setting / description
	narrative	resolving a complication	Orientation / Complication / Resolution	events / problem / solution
	exemplum	judging character or behaviour	Orientation / Complication / Evaluation	reaction / result / comment
	anecdote	sharing an emotional reaction	Orientation / Complication / Evaluation	reflection / episode (includes other phases)
Chronicles	autobiographical recount	recounting life events	Orientation / Life events	birth, family, early life / events
	biographical recount	recounting life stages	Orientation / Life stages	birth, family, early life, fame / stages
	historical recount	recounting historical events	Background / Historical stages	topic, background / stage 1, 2... (para structure)
	historical account	explaining historical events (causes & effects)	Background / Historical stages	topic, background / stage 1, 2... (para structure)
Explanations	sequential explanation	explaining a sequence	Phenomenon / Explanation	step 1, 2...
	conditional explanation	alternative causes & effects (if a, then b)	(Phenomenon) / Explanation	condition 1, 2...
	factorial explanation	multiple causes for one effect	Phenomenon:outcome / Explanation	outcome (preview factors) / factor 1, 2... (para structure)
	consequential explanation	multiple effects from one cause	Phenomenon:cause / Explanation	cause (preview) / consequence1, 2... (para struct)
Reports	descriptive report	classifying & describing a thing	Classification / Description	phases depend on topic (e.g. appearance, behaviour...)
	classifying report	classifying & describing types of things	Classification / Description	type 1, 2...
	compositional report	describing parts of wholes	Classification / Description	part 1, 2...
Procedures	procedure	how to do an activity	Purpose, Equipment / Method	(hypothesis, ingredients...) / steps
	protocol	what to do & not do	Purpose / Rules/List	rules, warnings...
	experiment/observation report	recounting & evaluating experiment/observation	Aim, Equipment, / Method / Results, Discussion	(hypothesis, preview) / steps / (review) evaluate results
	case study	recounting & evaluating instances	Issue, Background, / Description, Evaluation / Recommendations	phases depend on topic & length
	strategic plan	planning strategies	Purpose, Background, / Strategies, Evaluation	phases depend on topic & length
Arguments	exposition	arguing for a point of view	Thesis / Arguments / Restatement	position statement, preview / arguments, para structure / review, restate position
	discussion	discussing two or more points of view	Issue / Sides / Resolution	issue statement, preview / sides, para structure / review, resolve issue
Responses	review	evaluating a literary, visual or musical text	Context / Description of text / Judgement	text, author (audience) / steps/components of text / evaluation of text
	interpretation	interpreting themes or aesthetics of a text	Evaluation / Synopsis of text / Reevaluation	text, preview of themes / themes, techniques, para struct / evaluate, synthesise themes
	comparative interpretation	interpreting themes in multiple texts	Evaluation / Synopsis / Reevaluation	texts, preview of themes / by themes or by texts / evaluate, synthesise

* brackets = optional, dots = etc., para structure = topic, elaboration (evidence, examples, reasons), point (link to topic)

Source: Rose and Martin (2012, p. 130).

2.15.1 Biographical recount

The biographical recount genre is a recount of a person life and achievements, which structure is composed by orientation and record of stages, we considered important that our students learn about the languages features such as descriptive words, past tense, conjunctions and connectors. Moreover, the organization of texts related to a person's life episodes allow them to know about historical figures or about people still living . According to this, Martin and Rose (2007) assert histories genres involve events that "construct and maintain social order on the wider scale of people and their institutions" (p, 97). Thus, the selected texts let the students to develop their reading comprehension due to the practice of language patterns, the construction of new knowledge based on their prior knowledge, and relate content with personal life. Hence, these texts were coherent with our objectives.

2.16   Genre Pedagogy

It emerges with the Sydney School project; whose initial goal was to design a writing pedagogy that could help students to write better. It was designed in three phases: The beginning phase started in the 1980s, with the Writing Project and Language and Social Power Project for the primary school years. The second phase began in the 1990s to describe the genres of secondary years and known as Write it Right. The third phase of the last decade designed a methodology, known as Reading to Learn, which integrates reading and writing with the learning of the curriculum in primary, secondary and tertiary education (Martin & Rose, 2012). Reading to learn was initially designed to meet the needs of

indigenous school students from remote communities in central Australia, to address this need, the project started the Scaffolding Reading and Writing for indigenous children in school, this program emphasized building understanding of a text before reading it, and carefully planning teacher learner interactions to provide support. Martin & Rose (2012) Genre pedagogies promised very real benefits for learners as they pull together language, content, and contexts, while offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate (Christie & Martin, 1997).

Taking into account the above, genre pedagogy seems to be a relevant framework to support students with low reading competence and low motivation towards reading. Reading and writing are taught in genre pedagogy through a pedagogical cycle known as the teaching and learning cycle. This cycle is conformed by three stages: deconstruction, joint construction and independent construction (Martin, 2009).

The first stage of this cycle of learning is deconstruction. In this stage students are introduced to the social context of the text-type being studied. Then, students and teacher explore the features, the structure of each stage of the text, language features and its social purposes, and other aspects of culture and the context of situation of the text.

Joint construction of text. In this stage students begin to contribute to the production of similar text-type and teacher reduces his support gradually. In all the stages of the teaching and learning cycle, intensive scaffolding is provided to students in order to ensure learning.

Independent construction of text. At this stage students work independently with the text.

Since the purposes of this study is focused on reading, only the first step of this cycle, deconstruction, will be considered. As a complement of this reading cycle, we also considered the proposal of   researchers from Universidad del Norte, in Barranquilla-Colombia (Moss, Benítez & Mizuno 2016), who incorporated steps to the reading cycle proposed by the Sydney School, based on the proposal of the Reading to Learn methodology. This   cycle is described below:

2.16.1 Stages of the Reading cycle

2.16.1.1   Contextualization

During this stage the teacher activates background knowledge and making predictions based on titles and subtitles. Then, students and teacher explore the features, the structure of each stage of the text, language features and its social purposes, and other aspects of culture and the context of situation of the text. The genre of the text is identified Rose (2015, p.7) explains that teachers "guide student to identify and mark key information in each paragraph, building their (students) skills in recognizing and comprehending key information".

2.16.1.2 Structure and purpose of the text

In this stage the genre of the text, its social purpose and its structure are identified again Text   macroThemes and hyperThemes[1] can be used to anticipate text structure and purpose.

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[1] MacroTheme is the section located at the beginning of a text that introduces or anticipates what the whole text will be about.

2.16.1.3 Detailed reading

In this stage, a joint teacher-student reading is carried out, the structure and characteristics of the text are identified again. In this stage it is suggested to develop many significant activities, such as:

- Reading aloud

- Teacher analyzes concepts of difficult understanding, vocabulary explanation.

- Teacher actives background knowledge

- Contextualization of concepts

- Unpacking grammatical metaphor.

2.16.1.4 Representation of the ideas of the text.

During this stage, students re-represent the ideas of the text through another type of semiotic representation such as: concept maps, tables, graphs, this depends on the discipline and type of text. The re-representation of ideas can be implemented through different activities that promote cognitive skills, collaborative work and analytical thinking among others. Other set of strategies that can help learners to improve the Reading process are DARTS (Directed Activities Related to Texts; Davies & Greene, 1984; Lunzer & Gardner, 1984). They are divided into the reconstruction activities and analysis activities.

HyperTheme is a sentence located at the beginning of a paragraph or section that introduces or anticipates what the section will be about (Martin & Rose, 2008)

2.17 Reading Assessment

   Assessment has a significant influence in the learning process because it allows us to know what our students achieve from our proposed objectives. Thus, it requires commitment, care and attention in its design and implementation. According to Snow, Griffin & Burns (2005, p. 179), "An understanding of the principles and uses of assessment is essential for all teachers, and in particular for teachers of reading". With this in mind, teachers, especially have a responsibility to understand the uses and the impacts of reading assessment and be mindful of the consequences of assessment (Grabe, 2009). In this way, it is necessary to know that assessment can be formative and summative according to its purpose. There are two main purposes for assessing students: to inform decisions about learning experiences and to report on what has been achieved. Thus, they are defined as:

   According to Harlen (2007) Formative assessment or assessment for learning means that the assessment is carried out in order to help learning. It is detailed and relates to specific learning goals. It is essentially part of an approach to teaching and learning in which information about what students have achieved is used to inform decisions as to how to make progress. (p.15)

   In other words, formative assessment promotes students learning through a helpful feedback between teachers and students in order to determine the way forward. It permits that students are involved in the process when teachers communicate them the goals of the lesson and the criteria used to describe their progress, thus, formative assessment is in effect part of teaching. Therefore, it is important that teachers understand the purpose of formative assessment because they have to carry it out in order that students could reveal their understanding and difficulties as a mean to obtain a meaningful learning. "Gaining

access to the ideas and mental frameworks that pupils have already formed, accurate or otherwise, is an integral part of teaching for understanding and requires teachers to adopt new strategies for lesson planning and different forms of questioning" (Harlen, 1996, as cited in Harlen & James, 1997, p.371). The ways in which assessment for this purpose can be carried out are regular works and some tests / tasks created by the teacher.

On the other hand, summative assessment or assessment of learning is carried out for the purpose of reporting the achievement of individual students at a particular time. It relates to broader learning goals that can be achieved over a period of time. It can be conducted by giving a text or examination at that time or summarizing achievement across a period of time up to the reporting dates. (Harlen , 2007, p. 16)

Its evidences could be gathered from regular works, tasks, teacher made tests designed basically for assessment purpose in order to obtain a mark that determines what students have learned, with the same criteria for all of them.

To sum up, the most central of these assessments practices is to achieve a better students' learning and a teachers' commitment in the teaching process.

2.18 State of the art

In this bibliographical review we present studies   related to the use of genre-based approach for instruction. In the international context many studies have been conducted in Australia, Indonesia, Africa among others. These studies have concluded that GBA is a suitable methodology to improve Reading comprehension.

Dwi Rahayuningsih (2011-2012) conducted an action research project   in Indonesia aimed at improving the reading comprehension ability of grade 8 students by using a

Genre-Based Approach. The participants of this research were 8th grade students from a rural school, who did not show good results in their reading skills and thought reading was a difficult skill. The students need a new method of reading, that is a method that encourages them to get interested and involved in reading activity. One of the methods is using the Genre-Based Approach Technique. The Genre-Based Approach model used by the teachers in Indonesia, according to School-Based Curriculum, includes Building of the field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCT), and Independent Construction of Text (ICT). The data were collected by means of two techniques. They were non-test techniques and tests. Non-test techniques included observations and a questionnaire. The tests were administered twice in Cycle I and Cycle II. The data were analyzed quantitatively and qualitatively. The Quantitative data were obtained from the results of the reading test in Cycle I and Cycle II. The quantitative data were analyzed using descriptive statistics. The Qualitative data were analyzed by categorizing, coding, and analyzing classroom talk. The analysis of the qualitative data was used to find out changes in students' behavior in the learning process in Cycle I and Cycle II and to find out the improvement of recount text reading comprehension through the Genre-Based Approach (GBA)

The second action research was conducted by Sawangsamutchai and Rattanavich, (2016). A study named A Comparison of Seventh Grade Thai Students' Reading Comprehension and Motivation to Read English through Applied Instruction Based on the Genre-Based Approach and the Teacher's Manual at School of Education, Srinakharinwirot University, Thailand 2016.The objective of this research is to compare the English reading comprehension and motivation to read of seventh grade Thai students taught with applied

41

instruction through the genre-based approach and teachers' manual. A randomized pre-test post-test control group design was used through the cluster random sampling technique. The data were analyzed by basic statistics, the t-test for independent samples and the t-test for dependent samples. The experimental group of students taught with applied instruction through the genre-based approach showed significantly higher scores in reading comprehension of and motivation to read English than those in the control group taught by methods according to the teacher's manual at a .05 confidence level. The results demonstrated that Thai students taught through the applied instruction based on genre-based approach can improve their reading comprehension significantly much better than those in the control group taught through instruction based on teachers' manual. The students of the experimental group have significantly higher motivation in reading than those of the control group, which are relevant to the stated hypotheses.

The third study was a descriptive qualitative research conducted by Hervinda Fatihatul Nurazidha (2017) at the tenth grade students of MAN Karanganyar in the academic year 2016/2017 at the State Islamic Institute of Surakarta. The objective of the research is to describe the implementation of Genre- based Approach in teaching reading skill at MAN Karanganyar. The researcher describes the implementation of Genre-based Approach in teaching reading skills. The teacher applied the teaching cycle based on gender pedagogy properly. The methods of collecting the data are observation, interview and documentation. The data were analyzed by data reduction, display data, drawing conclusion. In this research, the researcher uses triangulation method namely observation, documentation, and interview. The results of this research show the implementation of Genre-based Approach in teaching reading skill

Regarding the national context, especially the local context, the number of researchers found on the implementation of genre based approach to improve reading comprehension in L2 is quite short. Among the few similar to the object of our investigation, we find the article published by Rodríguez Sánchez (2017), Reading Comprehension Course Through a Genre Oriented Approach at a School in Colombia, who asserts that Reading comprehension improvement could be evidenced and the participants showed a higher level of motivation toward Reading different types of texts.

3. Methodology

This chapter provides a description of the methodology applied to carry out this research guided through the question: How can the Reading to Learn Methodology, as implemented by the Sydney School, help improve 8th grade students´ comprehension of expository texts at IED Marie Poussepin? The aspects to present in the following paragraphs are: the paradigm in which this study was based, research approach, the type of the study proposed, the intervention implemented, a description of the participants, the instruments and data collection procedure.

At the educational field, many teachers consider that research is an activity for expertise people in the scientific field and doctors, forgetting that a research can contribute to improve their daily practice in the classrooms by identifying problems and their possible solutions. Thereby, Nunan (1992) affirms that Research is a systematic process of enquiry consisting of 3 elements … (1) a question, problem or hypothesis (2) data (3) analysis and interpretation of data. Thus, Hopkins and Ahtaridou (1993) conceives of research - by teachers – "As systematic self-conscious enquiry with the purpose of understanding and improving their practice". Based on these concepts, research has been defined in two ways. The first concept focuses on the fundamental steps that make part of research. The second one refers to a teachers' reflection about their teaching process that can be improved through investigation. As teachers researchers, we followed Nunan's suggested steps in our project.

Moreover, the research needs to explain a specific reality through an investigation paradigm in order to guide it. Therefore, there are positivist paradigm and emerging paradigm, the first explains reality through the traditional scientific method and the second

expands the way to build knowledge and recognize own and particular knowledge, the researchers have to know what paradigm correspond to the objective of their investigation.

Bearing in mind that we work with students and have to be involved with them and their needs we chose the emerging paradigm. According to it, Taylor and Bogdan (1984) affirm that what defines methodology is simultaneously both the way we approach the problems, and the way we look for the answers to them. In the same way, Fagan (2009) stated what is crucial is that the learning is focused, linked and grounded in the reality of the learners and has a clear purpose in delivering social change, an improvement in the quality of life of the learners. As we point out in our project with the improvement of reading comprehension skills.

3.1. Research Approach: Qualitative Research

This proposal is framed in qualitative research methodology, according to Creswell(2012), it is defined as "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting". In our case this natural setting is an educational environment. Along with this, Qualitative research conceives the collection, integration and presentation of data from a variety of sources evidenced from real situations with their participants (Yin, 2011). Thus, the characteristics of participants, the context of research, the objectives of the project, the researcher's point of view are factors that influenced the results of this research.

3.2. Action Research

It is considered as a meaningful tool for change and improvement of our teaching learning process, it represents a combination of action and research that provide a path to researchers, teachers, and educational community, where can be implemented in some areas such as teaching methods, learning strategies, evaluative procedures, among others. In this sense, Hopkins (2014) suggests that the combination of action and research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice.

In addition, action research is recognized as a means to reflect on what we are doing and what to do to improve it. Thus, it is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice (Paltridge, 2010). Therefore, in the frame of qualitative research this project is focused on the combination of action and reflection in order to improve the practice and to seek solution to the stated problem following four phases in a cycle of research, according to Kemmis and McTaggart (1988), these are:

1. Planning: Identify the problem and develop a plan of action.
2. Action: The plan is implemented.
3. Observation: It is a data collection phase.
4. Reflection: In this phase we evaluate and describe the effects of the actions in the issue that we have explored.

Taking this account, this study is an action research that permits us to be aware about the needs of our students and to be a researcher teacher that identify a problem and implement an intervention to explore it, and to know its results and evaluated them.

3.3. Research Participants

The participants in this study were the English teachers, who were at the same time the teachers researchers and the students in 8° from IED Marie Poussepin, they are a group of 38 girls, whose ages range between 13 and 14 years old, it is a heterogeneous group where the students have different levels of English proficiency. They have a low and middle socio economic status, they have been having English lessons since sixth grade, because they do not have English classes in primary due to our educational system. However, some of them take English classes in language institutions paid by their parents, but the majority do not have this opportunity, so, the English level of most of them are in A2 according to the "Common European Framework of Reference" (CERF). This group was chosen by teachers because they are working together since they came to 6th grade and the teachers could observe their constraints in their English classes. Nonetheless, they were motivated to participate in this research.

The teachers have been teaching English as foreign language in public schools for a long time, they were in charge of teaching English in eighth grade. They have a degree on modern languages and decided to continue their studies and in this way to improve the English teaching-learning process. For this reason, they observe and analyze their English classes which allowed them to detect weaknesses in reading competence. Thus, it is the focus of this research by applying a genre based approach.

3.4. The data collection instruments

Collecting data always involves selecting data, and the techniques of data collection…
will affect what finally constitutes data for the purposes of research (Dey,1993). Thus, as
teacher researcher we have to choose the appropriate instruments in order to gather a
meaningful data to respond the research question and to achieve the objectives of the
proposal. Related to this, Creswell (2007, p.212) suggests the following ones: Interviews,
observations and questionnaires, documents, audiovisual materials among others.

Concerning to this we decided to employ interview, observation and document analysis
as the instruments to collect data in this study.

3.4.1. Interview

It is a flexible instrument to collect data, about this, De Marrias (as cited in Merriam.,
2009, p.87) defines interview as "a process in which a researcher and participant engage in
a conversation focused on questions related to a research study".

On the other hand, Merriam (2009) presents three types of interviews: Highly structured
or Standardized, Semi structured and Unstructured or Informal. In highly structured or
standardized interviews, questions and the order in which they are asked are determined;
semi structured interview is less structured, open ended and the questions are more flexibly
worded. In unstructured interview there are no predetermined questions and it is essentially
exploratory.

In our research we applied the semi structured interview because according to its
characteristics our students can express their opinions and perceptions about the research.

The teacher applied the interview to five students of 8° in the IED Marie Poussepin to know their personal points of view about the genre based approach implemented in our class as you can see in the appendix D.

3.4.2. Observation

It is a useful tool that permits to collect primary data. In this sense,

Observation is a major means of collecting data in qualitative research, it offers a firsthand account of the situation under study, it is the technique of choice when behavior can be observed firsthand or when people cannot or will not discuss the research topic. (Merriam,2009, p. 136)

In the same way, Perry (2005) defines observation "as a process of capturing data through visual observation". An observation requires adopting a particular role as observer that depends of the relation with the participants, the researcher's comfort in the site and the instruments apply to collect data to understand the central phenomenon. Among these observational roles, we can consider the following:

Role of a participant observer: When the researcher participates in activities in the setting they observe.

Role of a Nonparticipant observer: When the observer visits a site and records without any participation in the activities.

Sometimes, in many observational situations a shift or change roles could be possible, it is one where researchers adapt their role to the situation, the researcher first enters as a

nonparticipant observer and then slowly become involved as a participant in the phenomenon of study or vice versa.

Thus, during our implementation the teachers researchers were participant observers, they   recorded to analyze their pedagogical practice and to observe the behavior of the students during the implementation, so this information was key to evaluate this study.

3.4.3. Documentary Analysis

Documents are essential in the collecting of data in a qualitative research. In this sense, "Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspaper, minutes of meetings, personal journals and letters"(Merriam, 2009, p.223). Public and private records available to the researcher with the advantage of being in the language and words of the participants, such as e-mail comments and Web site data and without the transcription required in the other techniques. In this study, the documents analysis allowed us to find meaningful information to go forward   with our research.

4. Findings and Discussions

In this chapter the main results of this research project will be presented in order to organize the data gathered through different techniques, the following categories and subcategories were established:

Table 2. Categories and subcategories

Categories about teachers	Categories about students

1. Teachers Strategies to Foster Reading Comprehension: This category refers to the actions, materials and strategies applied by the teachers to teach reading comprehension. The following are the subcategories related to this:
 	
1.1 Asks for reading aloud.
 	
1.2 Asks to write in the notebook.
 	
1.3 Asks to highlight words and expressions in the text.
 	
1.4 Asks questions
 	
  1.4.1 Literal
 	
  1.4.2 for the topic
 	
  1.4.3 To activate background knowledge
 	
  1.4.4 To confirm understanding
 	
  1.4.5 For comprehension
 	
1.5 Scaffolding
 	
  1.5.1 Contextualizes
 	
  1.5.1.1 Activates background knowledge
	1. Students' Learning: This category refers to actions and strategies used by the students to improve their reading comprehension.
	
	1.1 Mechanical / literal answer
	
	1.2 Use compensation strategies
	
	  1.2.1 Translation in L1
	
	1.3 Asks for clarification
	
	1.4 Asks for meaning of words
	
	1.5 Makes inferences
	
	1.6 Relates academic learning to personal

1.5.1.2 Fosters prediction of the topic

- Through pictures

- Through questions

1. 5.1.3 Direct students attention through a scaffolding cycle.

1.5.1.4 Explains objectives of the class

1.5.1.5 Introduce the genre of the text

1.5.1.6 Fosters text segmentation

1.5.1.7 Explains purpose of each stage
1.5.2 Models

1.5.2.1 Reading aloud

1.5.2.2 Pronunciation and intonation of words

1.5.2.3 Models segmentation of text

1.5.2.4 Models recognition of hyperthemes

1.5.2.5 Elaboration of a graphic representation of text

1.5.3 Uses gestures to clarify meanings of words

1.5.4 Explains in L1 – Uses L1

1.5.5 Translates words into L1

1.5.6 Provides clues

1.5.6.1 To locate information in the text

1.5.6.2 To answer questions

1.5.7 Expands explanation

1.5.8 Elaborates on students' answer

1.5.9 Provides examples

1.5.10 Reads slowly

1.5.11 Relates texts with students' personal lives

2.Interaction Teacher –Student: Represent a joint construction of knowledge based on collaborative teaching and learning processes

experience

1.7 Provides examples

1.8 Follows instructions

1.9 Identify hyperthemes

1.10 Repetition / Imitation

1.11 Reads aloud

1.12 Relates content knowledge with personal life

2. Interaction Student – teacher / Student –student: It refers to a collaborative process of learning.

2.1 Volunteers to participate

2.2 IR: S. asks, S responds

2.3 IR: S. asks, T responds

3. Students' Perceptions about the methodology

3.1. Positive perception

3.1.1. About the class / methodology

3.1.1.1. Dynamic methodology

scaffold by the teacher researcher.	3.1.1.2. Allows for participation
2.1 IR: T. asks, S. responds	
2.2 IRF+: T. asks, S. responds, T. provides positive feedback	3.1.1.3. Facilitates comprehension
2.3 IRF- : T. asks, S. responds, T. provides negative	3.1.1.4. Attractive materials
2.4 IRR: T. asks, several Ss. respond at the same time.	3.2. Negative perception
Ir –ir- ir: T. asks at different times, Ss.	
2.5 IRI: T. asks, S. responds, T answers with another question.	
2.6 Give instructions	
2.7 Invites to participate	
2.8 Assigns turns	
2.9 Elaborates on students' answers	
2.10 Repetition / imitation	

4.1 Stages of reading class following a genre based methodology

The reading class implemented in this context followed some of the steps of the genre based methodology.

In the firsts steps of the lesson the teacher introduced the topic and activated students' prior knowledge by reading the title of the text and showing pictures. She also explained the genre to which the text belongs, in this case a biographical recount, its purpose and structure, and provided a summary of each part of the text. This action corresponds to the preparation for reading in the genre based methodology (Rose, 2006). Examples of teacher's actions in this step are shown in the following class observation extracts.

Class Observation #1

Turns	Participants	Observation Transcription
7	T	As you know I have to do a class to my project at the university, so, we are going to analyze a text. It is going to be a great class, we are going to work together.
8	T	I'm going to show you pictures of some famous persons. Ok, silence and pay attention. (T. asks for silence because some Ss are talking while she is explaining). Do you know who is he?
9	Ss	Cristiano Ronaldo.

Class Observation #1

Turns	Participants	Observation Transcription
36	T	And, do you know what is it?
37	Ss	Un bombillo
38	T	Do you know how to say bombillo in English?
39	SS	A girl rises her hand and says, lightbulb!

Class Observation#1

69	T	a biographical recount is an account of a person's life and achievements. Un recuento de la vida de una persona y sus logros
71	T	What is the structure of a biographical recount? The orientation and the series of events

In the second step, the teacher reads the text aloud sentence by sentence, modeling pronunciation and intonation. She also guided students to identify and highlight some words and expressions as they read, and explained new vocabulary and language features of the text. She also guided students through questions to use skimming and scanning strategies. These actions are compatible with the step detailed reading of the genre-based pedagogy (Moss, Benítez & Mizuno, 2016;Rose & Martin, 2012). Evidences are presented in the following examples.

Class Observation #2

Turns	Participants	Observation Transcription
11	T	Thomas Edison was born on February 11, 1847 in Milan, Ohio. This sentence tells us that T.E was born when?
12	S	On February 11, 1847
13	T	At the same time, the sentence tells us where T.E was born, can you see it?
14	S	Yes, teacher. TE was born in Milan, Ohio (a girl answers)

Class Observation#4

26	T	The last sentence of this paragraph says: Meanwhile, Edison married Mary Stillwell, had three children and moved his family to Menlo Park, New Jersey where he started his famous laboratory.(T reads aloud)
27	Ss	Meanwhile, Edison married Mary Stillwell, had three children and moved his family to Menlo Park, New Jersey where he started his famous laboratory.
28	T	The sentence tells four important actions in Edison´s life, can you identify what words express them? Recordemos que al hablar de acciones nos referimos a verbos.
29	S	(XXX answers) Teacher, married, had, moved and started
30	T	Exactly! Very good xxx. Thus, married is the past tense of marry, had is the past tense of have, moved is the past tense of move and started is the past tense of started.(T writes on the board marry – married, have – had, move - moved and reads them with the Ss.) These verbs are used to indicate past events in the life of TE. (T explains to Ss)

The teacher also asked the students to work on graphics to represent what they had understood from the reading. This is evidenced in the following example:

Class observation # 4

37	T	Así es! Ok, girls taking into account the chronological order we start our timeline with TE's birth date and now you have to complete your timelines. (T shows the students a timeline in the slides and give them the photocopies where Ss are going to complete their timelines)
38	S s	Ss complete their timelines retelling Thomas Edison's main life events.
39	T	(T observes while the Ss' work in their timelines, she observes them identifying the main events of TE's life easier and congratulate them for it). O.K girls, I observe you working and you are doing a great job. It is great! (T collects the photocopies when Ss finished completing their timelines)

These activities coincide with the ones normally performed in the genre-based class stage "Representation of the ideas of the text", as implemented by Universidad del Norte's researchers, in which the teacher confirms students' understanding through graphic representations. These activities related to texts are more commonly known as DART'S, and are designed to   make students focus on some parts of the text or reflecting on its content (Lunzer et al.,1984).

An example of the kind of graphic representations performed in this step, is a timeline that students completed during the reading of Thomas Edison´s life events (see appendix D). Also, students worked on graphic organizers to build the sequence or complete parts of the text. (see appendix H).

The teacher also fostered students' critical reflection about the reading content and took them to reflect on their own understanding, as if monitoring comprehension. Here is an example:

1	T	O.K, now we are going to answer these questions, they are some questions about your reaction to the text. The first one is was this text difficult to understand? Fue este texto dificil de entender?
2	S	(XXX rises her hand and answers the question) Teacher, yo diría que el texto no fue difícil de entender porque el vocabulario y la manera en que lo leímos nos permitió entenderlo bien.
3	T	Ok, the next question is Do you consider TE a famous person, why? Consideras a TE una persona famosa, por qué?
4	S	(A girl raises her hand and answers) Yes, Teacher. He was famous because he is an important inventor
5	T	Another question is Do you think an inventor like TE help people, why? Piensas que un inventor como TE ayuda a las personas, por qué?
6	S	Yes! Teacher, claro que sí porque sus inventos aportaron mucho a las personas. Yo digo que el bombillo eléctrico fue el mejor de todos.
7	T	And the last one, Is T.E a good example for you? Why? Es T.E un buen ejemplo para ti? Por qué?
8	S	Yes! Teacher, TE is a good example porque al leer su biografía podemos ver que a pesar de tener inconvenientes en la escuela y tener a su mamá como su profesora pudo lograr convertirse en un inventor famoso.

This could be related to the step "Reaction to reading" of the reading teaching and learning cycle (Moss, Benítez & Mizuno, 2016).

Scaffolding: One of the strategies used by the teacher to develop the lesson plan and achieves the goals was scaffolding. Teacher scaffolds students' learning by providing them tools for developing their reading comprehension.

Teacher scaffolds pronunciation

Class observation # 1

Turns	Participants	Observation Transcription
104	T	O.k. repeat with me second, third, fourth, fifth, sixth (T writes ordinal numbers on the board and repeats them with the students)
105	Ss Ss	Second, third, fourth, fifth, sixth

Teacher scaffolds words' meaning

Class observation # 1

36	T	And, do you know what is it?
37	Ss	Un bombillo
38	T	Do you know how to say bombillo in English?
39	S	Teacher, Lightbulb
40	T	Lightbulb, ok ! Repeat after me, Lightbulb!
41	Ss	Lightbulb!

Class observation # 2

Turn	Participant	Observation Transcription
20	T	Go on with the text, He was nicknamed "Al" at an early age.
21	Ss	He was nicknamed "Al" at an early age.
22	T	Very well! There is a word that tells us "a substitute the name of a person". Can you see it? Una palabra que reemplace un nombre
23	Ss	(XXX says) Nickname!
24	T	Yes! Nickname is a substitute word for a proper name, so what was TE's nickname? T asks the Ss to highlight the word in the text.
25	S	"Al" was his nickname. (XXX answers)
26	T	Exactly! Ok a nickname is a familiar name given to a person or a thing instead of his/her real name. Do you know a nickname?
27	S	Yes, gordo y choco. Por ejemplo, cuando le decimos Pato a Patricia is her nickname. (XXX answers)
28	T	Well! It is important to take into account the respect when we use a nickname. El respeto es la base de una buena convivencia, porque muchas veces utilizamos los apodos de manera ofensiva

The evidences presented above confirm Walqui's (2006) description of scaffolding as a strategy that refers to the way in which teachers know how to support students pedagogically, assuming a challenge to develop and engage academic activities to help them to achieve gradually and successfully their learning goals. They also confirm the relation between scaffolding and ZPD, where the support of teachers and the

implementation of group and pair works with their classmates help the students to learn better (Walqui, 2006).

All the activities developed during the class stages allowed for a better reading comprehension and an active participation of students in class through the interaction and collaboration environment created by the teacher, and the support provided to the students. This confirmed Moss' (2016) statement: "The activities developed during the class stages help students to develop not only a good reading comprehension of the studied texts, but also to develop reading competences that let them to become independent readers". Nevertheless, despite the positive results observed, more scaffolding was needed to ensure the achievement of the objectives in all the students. There were students whose participation was minimal, and others who did not participate because of their lack of vocabulary in the target language. So , they received the teacher's assistance in L1 and L2 in order to provide them a clearer understanding. As we can observe the reading class stages was related with the general objective of this study, and also fostered class interaction and increased students' motivation to the reading class.

4.2 Reading competence developed by the students

The results related with this category take into account the achievement of the objectives proposed for the class. In this case data was taken from the activities performed by the students in class, the graphic representations made, and the reading test done at the end for evaluation.

After students identified the characteristics and structure of the Steve Jobs biographical text and some of its language features, as you can see in the appendix (E) ,they worked a

worksheet in groups, where they had to organize chronologically the main events of his life, as it is evidenced in appendix (F) and design a timeline with this information see appendices (G - H) following the model that the teacher worked with them in class with Thomas Edison biography. The results obtained were good, students worked in groups and they were motivated and interested toward the activity, only one group organized the record of stages in a different way because they use different pieces of color papers. The following graph shows these results.

Graphic 1 Timelines Results
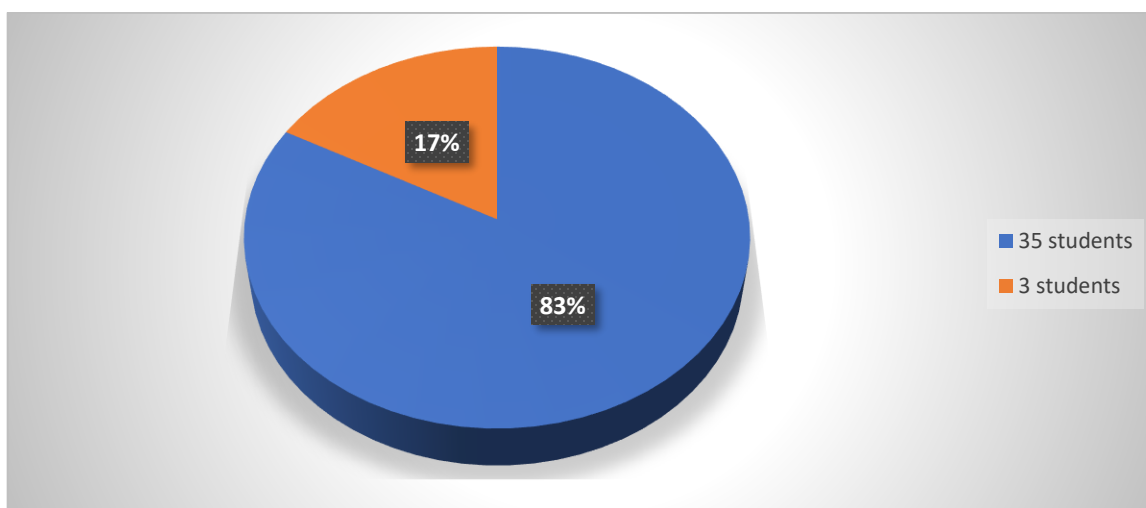
The 83% obtained excellent results, while a 17% correspond to the group of students who organize the events in a different way.

The second activity that our students developed was to fill in a chart with information about Steve Jobs biography, taking into account the data corresponding to the orientation and record of stages, see appendix (I). The following graph shows its results.

Graphic 2. Worksheets Results
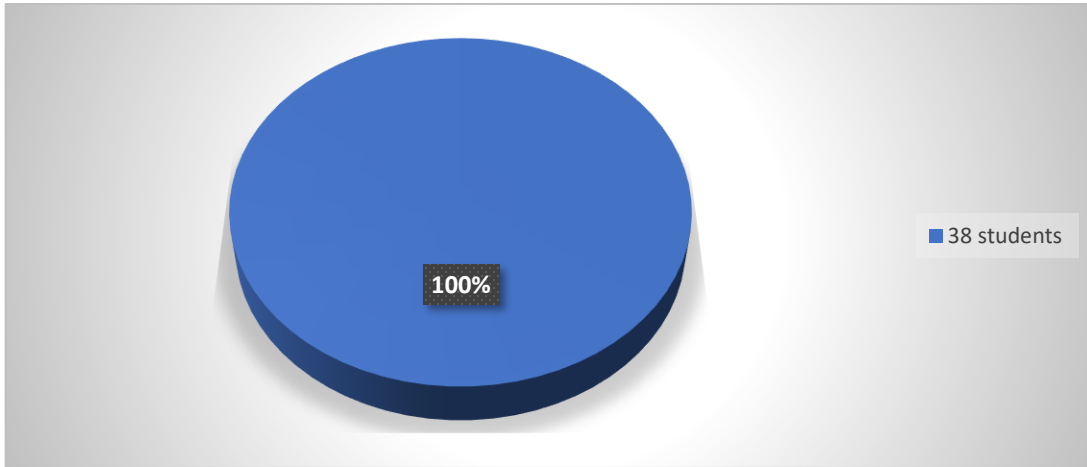
We can observe the excellent results obtained by the whole class in the activity represented in one color, they worked in groups and they were excited developing the activity.

At the end of the class the teacher applied a reading comprehension test, it had two parts divided in five items, the first part was 5 questions to relate questions and answers, each question had three options to choose the correct answer; questions 1 , 2 , 3 and 5 were answered correctly by all the students; and question number 4 , was answer incorrectly by ten students, it was an inferential question, so we considered that students need to foster inferential level of reading;   and the second part was 5 sentences to complete with key words from the text (see appendix K), the students' results were positive, 27 students complete the 5 sentences correctly and 3 students complete sentences B and E incorrectly. However, it is important to highlight that our students did not have reading classes in the target language before. The following graphs show these results:

Graphic 3.   Results of reading comprehension test: Item No. 1 Relation between questions and answers
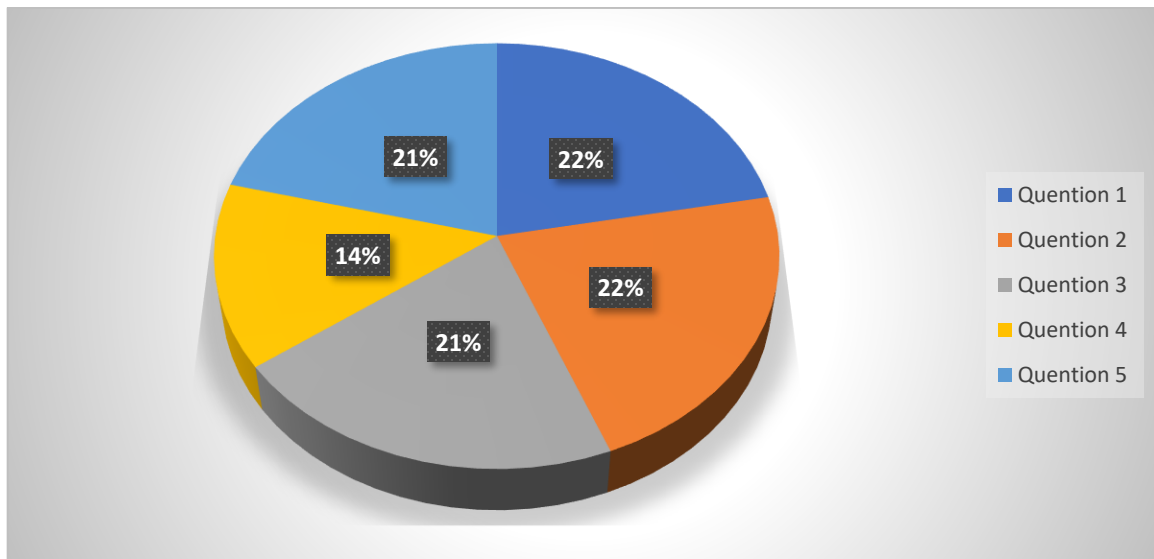
Graphic 4. Results of reading comprehension test: Item No. 2 complete sentences
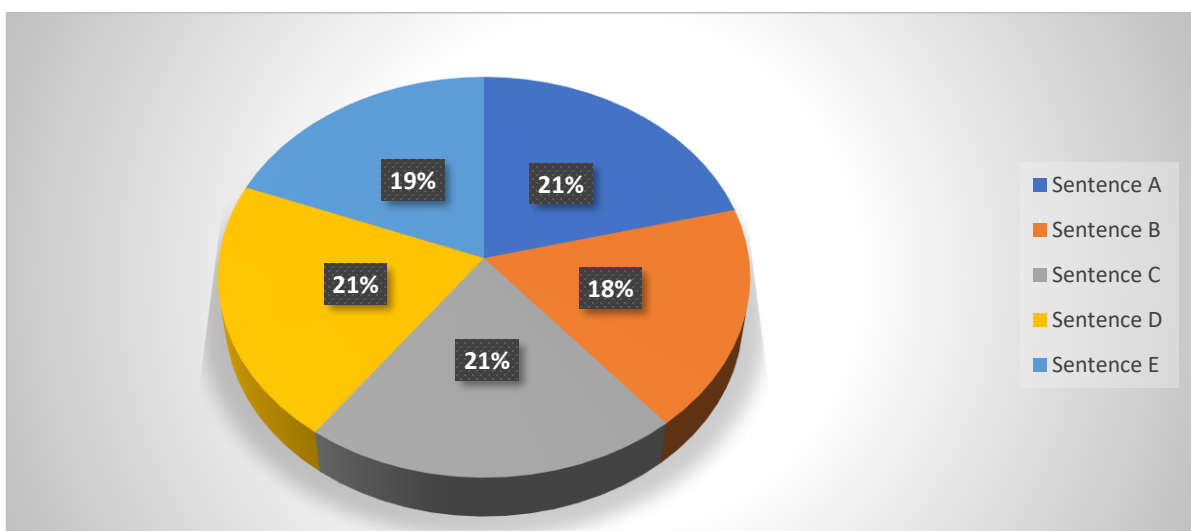
On the other hand, the results obtained in the test and activities applied in our proposal showed that the implementation basically pointed at a literal level; it means an understanding of facts and information presented in the text that students can identify easily through key words, repetition of words and expressions or strategies as skimming and scanning, it is considered the basic level in the reading comprehension process and it refers what the texts literal say.

4.3 Students' Attitude

In order to know students' perception about the methodology implemented in our research, an interview was applied with the following results.

With regard the question #1 ¿Qué fue lo que más te gustó de la clase? Students had a good perception, they considered the class interesting and dynamic due to the methodology applied by the teacher and materials implemented that let them to understand better with the teacher's guide.

Turns	Questions and answers
1	T: ¿Qué fue lo que más te gustó de la clase?
2	S1: Que fueron muy dinámicas

Turns	Questions and answers
1	T: ¿Qué fue lo que más te gustó de la clase?
2	S2: El material que utilizó la seño nos facilitó entender mejor.

About question #2 ¿Qué fue lo que menos te gustó de la clase? Students had a bad perception when the class started because they do not understand due to the English level of the majority of them and the lack of exposure to the target language and reading classes in English; nonetheless, they appreciated the teacher scaffolding and strategies to foster their reading comprehension.

Turns	Questions and answers
1	T: ¿Qué fue lo que menos te gustó de la clase?
2	S2: Que no entendíamos muchas cosas que estaban en inglés, pero

Turns	Questions and answers
	gracias a la metodología aplicada por la seño lo lográbamos

Turns	Questions and answers
1	T: ¿Qué fue lo que menos te gustó de la clase?
2	S3: Que como tenemos poco manejo del vocabulario en inglés se nos dificultaban algunas cosas. Sin embargo, la dinámica de las clases nos ayudaba a comprender mucho más.

Concerning of question #3 ¿Cuál de las actividades aplicadas te ayudó a entender mejor el texto? Students had a good perception about the activities applied by the teacher, such as the text fragmentation, the detailed reading stage and the timeline exercise because teacher's explanation and scaffolding during these activities permit them a better comprehension.

Turns	Questions and answers
1	T: ¿Cuál de las actividades aplicadas te ayudó a entender más el texto?
2	S1.: La parte de lectura detallada porque la seño leía primero y luego nosotras repetíamos y así leíamos sin equivocarnos, luego la seño nos explicaba el vocabulario que no entendíamos y todas comprendíamos mejor.

To the question #4 ¿Qué piensas de la metodología aplicada? Students had a good perception about the methodology because it was dynamic and facilitate their active participation in the class.

Turns	Questions and answers
1	T: ¿Qué piensas de la metodología aplicada?
2	S1: La metodología aplicada fue muy dinámica porque nos permitió

	participar y así se podía comprender mejor el texto.

    To sum up, the results of our proposal showed that genre based methodology had a good perception in our students because this methodology permitted to develop a reading class with the active participation of all them, where they could share with their peers and teachers through different activities. The scaffolding by the teacher all the time and their exposure to authentic materials let them to improve their reading comprehension skills.

5. Conclusion

The conducted research showed an improvement of the eighth grade student´s reading comprehension by using the genre-based approach at IED Marie Pouessepin. From the results it could be evidenced the response to the research question and the objectives rose in this study. Based on the data collected, through the observation, the result of interview and document analysis it can be concluded that the implementation of the genre-based approach was a positive proposal because students had an active participation in the learning process. The applied methodology in this study focused only on the reading stage, as suggested by Moss et al (2016) based on the genre based approach. During the implementation of the proposal, the characteristics of the texts were analyzed in the steps of the genre based approach; the results show that the teacher followed all the steps for teaching reading in this context.

With respect to analyze the impact of a genre based Methodology for teaching reading, on 8th grade students' comprehension of expository texts at IED Marie Poussepin, it could be said,¡ along the development of this proposal students were motivated to participate on it, despite some of them lack vocabulary to participate in the English classes. This methodology helped them to increase their understanding of the analyzed text, language features, and vocabulary

Regarding the strategies to foster the reading comprehension, despite the positive results observed, it was necessary to implement more scaffolding needed to ensure the achievement of the objectives in all the students. The scaffolding strategy permitted that teachers mediate in order to our students improve their reading comprehension skills and be more confident in their English classes.

Respect to analyze students' comprehension of expository texts after the implementation of the different stages of the class, according to the genre based approach, played an important place because students were exposure to authentic print and visual materials and different dynamic activities where they had an active participation. At the end of the reading class, students learned the biographical recount structure, identified grammatical features in the text and the most important to appreciate to work collaboratively with respect to the others' opinions and ideas and responsibility.

Regarding the limitations of this study, it could be said that the time and spaces allocated in the school to develop the classes were difficulties in carrying out this study. It is required to organize a schedule, approved by the directors of the institution to make better recordings

Genre based approach, as applied in this study, could be applied, to support, the process of teaching and learning of L1 in the primary context. This methodology could be useful in the public context in Colombia to develop other skills in the process of teaching and learning a foreign language..

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Appendix A. Planning of Units and lessons

School Name: IED MARIE POUSSEPIN **Teacher's Name:** Maria Victoria Nieto Torres
UNIT OVERVIEW
Unit Title: Model Citizens **Grade Level:** 8° C **Approximate time needed for the development of the unit:** 4 hours (50 minutes each) / 1 week
STUDENT OBJECTIVES/LEARNING OUTCOMES

General Objectives:
 	
    ● Students will be able to understand that biographies give an account of a person´s life and achievements.
    ● Students will be able to identify the structure and stages of a biographical recount text.
 	
Specific objectives
 	
At the end of the lessons students will be able to:
 	
Content Objectives:
 	
    ● Recognize who was Thomas Edison.
    ● Identify what information is included in a biography.
    ● Identify the important events and significant experiences in a persons' life.
Reading Objectives
 	
    ● Identify the structure and characteristics of a descriptive text type.

- Identify the language features of a descriptive text.
- Use skimming strategy to identify the main idea of a text.
- Use scanning strategy to find specific information in a descriptive text.
- Distinguish connectives associated with order in a biographical recount.
- Use chart and labeling to decode text.

ASSESSMENT PLAN (How will learning be assessed in this unit?)

Teacher will be a guide and an observer of students' advances in learning (formative assessment)

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

Students' text understanding will be assessed through DARTS.

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

Students' Book, Photocopies, Flashcards, Cards, Paper, Markers, Video beam, Copies, Colors.

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

Topic	Genre and text	Linguistic aspects (grammar, vocabulary, text features/structure, content)	Strategies/Skills	Evaluation
Thomas Edison's Biograp	**Descriptive Text** Definition, Biographical recount of stages	**Vocabulary** Prepositions of time, dates or	**Skills:** Reading* Identifying the	Create a spider diagram and present it in a

hy	of a person's life.	expressions (in 1870, at age 5, eventually) **Linguistic aspects** Nominals phrases. Present Tense Past Tense. Regular and Irregular verbs. Third person . Gerund: ING verbs **Text Structure/Feature** Chronological order of a person's life. **Content** Thomas Edison's biography: Orientation Record of stages.	parts and characteristics of a descriptive text Recognizing and applying cause-effect relationships. Recognizing and applying Nominal phrase, present tense, past tense and gerund. **Strategies:** Pre-reading; while reading and post reading. DARTS: Sequencing Graphic organizers Text marking	gallery.

UNIT 1. LESSON PLAN 1

Name of the teacher: MARIA V. NIETO TORRES

Class / grade: 8°C   **Number of students:** 35

Average ages of students: 13-14 years

Unit/Topic: Model Citizens   **Level of students:** A1

Allotted time: minutes

General Objective (S)

- Students will be able to understand that biographies give an account of a person's life and achievements.
- Students will be able to identify the structure and stages of a biographical recount text.

Specific objectives for this lesson:

Content Objectives:

- Recognize who was Thomas Edison.
- Identify what information is included in a biography
- Identify the important events and significance experiences in a person´s life.

Reading Objectives

- Identify the structure and characteristic of a descriptive text type.
- Identify the language features in a descriptive text.
- Use skimming strategy to identify the main idea of a text.
- Use scanning strategy to find specific information in a descriptive text
- Distinguish connectives associated with order in a biographical recount.
- Use chart and labeling to decode texts.

Assumed/Previous Knowledge:

Students recognize what a biography is, simple present, verb to be, adjectives and some nouns.

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

Students will be able to identify basic information about a person, simple past structure and connectors.

Materials and resources that will be used in this class:

Video beam, computer, photocopies, cards, markers, colors ,posters, worksheets

Class Stage (Setting the context, text deconstruction, evaluation). Please, specify what kind of practice (controlled/guided/free)	**Objective** (Specify which specific objectives you are aiming at)	**Teacher's procedure and Activities students will perform** (Specify in detail the teacher's procedure and activities students need to perform)	**Materials** (Specify the material you will use (if any) with the activities). Not all activities require materials.	**Allotted time and Type of interaction** (Specify the time the activity will take and type of interaction required. Ex. Teacher-student/student-student)
Contextualization*	Apply prediction strategies to anticipate content in a	• The teacher (T) will show the students (Ss) the picture of three famous persons	Images	¿ minutes

given text.	(Cristiano Ronaldo, Maluma and Thomas Edison), while (Ss) are watching the pictures the (T) asks them some questions like:
	
	  ✓ Do you know them?
	  ✓ What are their names?
	  ✓ Do you consider they famous persons? Why?
	  ✓ Who is this man?
	  ✓ Is he famous?
	  ✓ Do you consider an inventor a famous person?
	  • The teacher clarifies the students' answers in order to motivate them and activate their prior knowledge.
	
	  • Teacher
		Slides	

| | | writes the objectives that are intended to achieve with this lesson on the board.

• Before presenting the text to work, and in order the Ss. make connection with the text the T shows them some pictures of a telegraph, a phonograph, a light bulb, a talking doll, a laboratory and an inventor, at the same time the teacher ask some questions like:
  ✓ What is this?
  ✓ Who is he?
  ✓ What is his profession?
  ✓ What can be the relation between the man and these images? | | |

		Then, T. talks to Ss. about the importance of this type of text for their linguistic development.		
Text structure and purpose.	Identify the structure and language feature of a descriptive text type..	T explains to the students what type of reading it is (descriptive text) and mentions some characteristics of this genre and explains its social purpose and the type of readers it is addressed . T tells the Ss that they are going to read a descriptive text (biographical recount), taken from http://mrnussbaum.com/readingcomp/edisonquiz/ . Thus, the author is identified and some information is given. T asks the students to write this information in their notebooks. T guides students to	Photocopies of the text. Videobeam	?

| | | segment their texts, makes a synthesis of each part of the text and explains what the purpose of each stage is (paragraph) .

The teacher highlights the hyperthemes (the first sentence in each paragraph) | | |
|---|---|---|---|---|
| Deconstruction/ Detailed reading Teacher modeling | Identify the structure and language feature of a descriptive text.

Apply skimming and scanning strategies to and specinformation | T deconstructs the text to the students to teach them how to identify its language features and unknown words.

T tells students that they will read in detail section Thomas Edison's Biography (sentence by sentence) understanding the importance to recognize the main character in the text and what actions he or she done.
The title of the text is | Photocopies of the text Thomas Edison's Biography | Teacher Students |

		read to predict the content with questions like:		
		What do you think this reading is about?		
		Why could be important to read about the life of other people?		
		Have you ever heard about Thomas Edison?		
		T. projects the text on the board and Ss receive the photocopies.		
		After that, T starts		
		reading aloud sentence by sentence modeling pronunciation and intonation and asks some students to read them loudly in order to supports them when they need it.		
		In this way, T guides students until they have a complete understanding of each word and sentence.		
	Identify the stage of the text, the subtitles. familiar words by underlining	T will explain		

	them in a given text to start skimming.	language features like structure of past tense, third person and gerund ING, and lexical items related to the stages of a biographical recount: orientation, record of stages, episodic time and setting in time (on February 11, 1847, at age 11, in 1877). Also, in this moment T shows the learners how to skim a text and guides them to underline the words she knows from the biography with colors pencils and recommends the usefulness of this strategy to the Ss. Then, T labels each stage of the text and Ss do the same in their photocopies.		
Text Deconstruction Students´Detail	Apply skimming to identify	After modeling the activity, the teacher provides a reading guide	Photocopie s worksheet	

ed Reading (guided practice)	unfamiliar words, and language features.	with instructions for students to follow and practice the skimming strategy with the last two paragraphs. Students are divided in groups of five What they have to do is to find and underline the words they do not know using colors pencils T checks their answers and makes a list on the board, Ss also identify the language features in the text.		
Representation of the ideas of the text (Confirm understanding: practice activities) Teacher modeling	In order to guide students to be aware about what they are learning. Model how to reconstruct the text	After analized the text completely the teacher models a timeline for the students in order to guide them how to organize life stages taking into account the dates of the most mportant events and achievements in a	Timeline	

		meaningful manner.		
Representation of the ideas of the text (Confirm understanding: practice activities) Students' guided practice		After modeling, the teacher organizes the students in groups of five and gives them a half cardboard with a schema and asks the students to complete their own timeline retelling Thomas Edison's main life events.	cardboard	
Reaction to text (critical reading)	Infer implicit information	● Was this text difficult to understand? ● Do you consider Thomas Edison a famous person? ● Do you think that an inventor like Thomas Edison help people? Why? ● Is		

		Thomas Edison a good example for you?		
Evaluation	Evaluate their comprehension of the text.	Teacher explains to the students that in order to evaluate their reading comprehension, she will give them Steve Jobs biography that they will read and then a test for being responded individually.	Written reading test.	

Appendix B

CLASS OBSERVATION TRANSCRIPT FORMAT

TEACHER: Maria Victoria Nieto Torres

<u>**Observation # 1**</u>

<u>**Semester:**</u>

<u>**Subject: English**</u>

<u>**Program:**</u>

<u>**Date: 29 -10-2018**</u>

TURNS	PARTICIPANTS	OBSERVATION Transcription # 1
1	T	(Teacher greets the class) Good Morning!
2	Ss	Good Morning, Teacher!
3	T	How are you?
4	Ss	(Ss stand up when the T comes) Fine and bless by God and you?
5	T	I´m fine, thank you. Ok, sit down
6	Ss	Thank you teacher!
7	T	As you know I have to do a class to my project at the university, so, we are going to analyze a text. It is going to be a great class, we are going to work together.
8	T	I´m going to show you pictures of some famous persons. Ok, silence and pay attention.(T. asks for silence because some Ss are talking while she is explaining) Do you know who is he?

9	Ss	Cristiano Ronaldo
10	T	O.K and Who is he?
11	Ss	Maluma
12	T	And who is he?
13	Ss	Ss. don't answer
14	Ss	Thomas Edison (They read the name in the slides)
15	T	Thomas Edison, O.K. Good!
16	T	Do you know who Thomas Edison was?
17	Ss	Ss. are talking about the picture because they don´t know who is he
18	T	Asks students to pay attention and they do it.
19	T	Do you consider an inventor a famous person? (T writes the word inventor on the board).
20	Ss	Yes!
1	T	Why is an inventor important?
22	S (A)	A girl raises her hand to answer the question.
23	T	T asks her to answer.
24	S (A)	(XXX answers): Because he makes important things for people.
25	T	O.K! (XXX), It is a good answer, an inventor is an important person and makes important things for people. Como lo veremos más adelante.

26	T	Do you know what is it?
27	Ss	Ss are talking about what they are watching in the slides because they don´t know what it is and they try to guess.
28	S	XXX says that it is a maquina para hacer papel.
29	T	The T says it´s not true
30	S	Sofia dice, teacher diganos que es, please! (They pay attention about what teacher are saying).
31	T	It is a telegraph, o.k repeat with me a telegraph.
32	Ss	Ss repeat, it is a telegraph
33	T	And,do you know what is it? it
34	Ss	Un tocadisco.
35	T	No, it is a phonograph.
36	T	And, do you know what is it?
37	Ss	Un bombillo
38	T	Do you know how to say bombillo in English?
39	S(B)	A girl rises her hand and says, lightbulb!
40	T	Very well! XXX.

41	T	Lightbulb, ok repeat after me, Lightbulb
42	Ss	Lightbulb!
43	T	Do you know what is it?
44	Ss	It is a doll
45	T	Yes, it´s a doll, (teacher does a mime and says), A talking doll. Repeat girls.
46	Ss	(Repeat) talking doll.
47	T	Do you know what is it?
48	Ss	A lab
49	T	Yes! it is a laboratory. And, Who is he?
50	Ss	An inventor. (Ss answer when they see the picture)
51	T	OK, an inventor. (T writes the words on the board and asks the Ss to repeat them after her). Telegraph
53	Ss	Telegraph
54	T	Phonograph
55	Ss	Phonograph
56	T	Lightbulb
57	Ss	Lightbulb
58	T	Talking doll
59	Ss	Talking doll
60	T	Laboratory
61	Ss	Laboratory

62	T	Inventor
63	Ss	Inventor
64	T	Great! O.K. girls, in our class we are going to analyze a text, it belongs, pertenece to a genre, al género biographical recount, recuento biográfico. So, a biographical recount is an account of a person´s life and achievements, I´m going to give you a photocopy with this information in order that you have it and help me with the definition, XXX reads please?
65	S(C)	What is a biographical recount? It is an account of a person´s life and achievements. (XXX reads the information in the photocopy).
66	T	(Teacher repeats the information) A biographical recount is an account of a person´s life and achievements. Do you understand it? ¿Entienden eso? Entonces, ¿qué sería un recuento biográfico?
67	S(D)	(A girl rises her hand and says), es un resumen de la vida de la persona de quien se está hablando.
68	T	O.k y que se entiende por achievement?
69	S(E)	(XXX answers), teacher logros
70	T	So, a biographical recount is an account of a person´s life and achievements. Un recuento de la vida de una persona y sus?
71	Ss	logros
72	T	So, What is the structure of a biographical recount? The orientation and the
73	Ss	Series of events

74	T	The orientation is the setting, background information answering what?
75	Ss	(The students follow reading the information) Where? Who? When? Why?
76	T	(Teacher reads the definition of series of events) Events are identified and described in chronological order, serie de eventos; se identifican y describen en orden cronológico, es decir, en el orden de tiempo en que se van presentando. For biography, it usually consists of someone´s life starting from, repitan conmigo, birth
77	Ss	Birth!
78	T	What means birth?
79	Ss	Nacimiento
80	T	Ok! repeat with me childhood
81	Ss	Childhood!
82	T	What means childhood?
83	Ss	Niñez
84	T	Great! Niñez o infancia. So, repeat with me adolescence.
85	Ss	Adolescence.
86	T	What means?
87	Ss	Adolescencia

88	T	Very well, repeat with me adulthood
89	Ss	adulthood
90	T	O.k, what means adulthood?
91	Ss	Adultez, teacher
92	T	Good! So, repeat with me Death
93	Ss	Death
94	T	Well done, and what means?
95	Ss	Muerte
96	T	O.k Why is optional? .
97	S(F)	XXX, because maybe this person is not dead.
98	T	Muy bien! muchas biografias describen la vida y logros de personas que aún estan vivas, por ejemplo cuando trabajamos la clase de famous persons sobre Shakira y Carlos Vives dos cantantes importantes y quienes están vivos.
99	T	Ok! En cuanto a los eventos de la vida de una persona que encontramos en un recuento biográfico,podemos mencionar, education, achievements, career and….

100	Ss	Personal life
101	T	So, the events included in a biographical recount are
102	Ss	(Teacher shows the words and Ss repeat): education, achievement, career, personal life.
103	T	Now, we are going to analyze Thomas Edison biography, this text was taken from this site, por favor volteen sus hojas para ver la información sobre de donde se tomó el texto. This text was taken from https://www.mrnussbaum.com/. Please! XXX, reads the information.
104	S(G)	(A girl reads). It was created by Greg Nussbaum, a Virginia public school teacher with experience teaching 2nd, 3rd, 4th, 5th, and 6th, two, three, four, five, six grade classrooms.
105	T	O.k. repeat with me second, third, fourth, fifth, sixth (T writes ordinal numbers on the board and repeats them with the students)
106	Ss	Second, third, fourth, fifth, sixth
107	T	Well, so Greg Nussbaum was an English teacher, quien enseña en una escuela pública en Virginia en 2°,3°,4°,5° y 6° grado. Al finalizar ustedes me entregaran una guía de trabajo y en ella va incluida esta hojita así que deben cuidarla. Now, you are going to write the objectives of this class in your notebooks, these objectives are divided in content objectives and reading objectives, objetivos de contenido y

		objetivos de lectura. XXX reads please.
108	S(H)	(a girl reads) Content objectives: Recognize who was Thomas Edison. Identify what information is included in a biography. Identify the important events in a person´s life
109	T	Excellent! (T. reads the content objectives in Spanish). Los objetivos de contenido son: Reconocer quien fue TE. Identificar la información que se incluye en una biografía. Identificar los eventos importantes en la vida de una persona. Y por este lado tenemos los reading objectives, XXX reads please.
110	S (I)	(a girl reads) Identify the structure and characteristics of a biographical recount.
111	T	Very well! (T asks another St to go on and she covers her face and T encourages her) Animo, lee, no te de pena, nadie te va a ver, tú sabes!
112	S(J)	(a girl reads) Identify the language features of a biographical recount.
113	T	(T asks another St to go on) O.K XXX continua.
114	S(K)	(a girls reads) Use skimming strategy to identify the main idea of a text.
115	T	(T asks a student to go on) XXX continua, please!
116	S(L)	(a girls reads) Use scanning strategy to identify specific

		information in a text.
117	T	(T asks another student to go on) XXX, read please!
118	S(M)	(a girl reads) Distinguish connectives associated with order in a biographical recount.
119	T	Mishell
120	S(N)	(a girl reads) Use charts and labeling to decode text.
121	T	(T reads the reading objectives in the L2). Los objetivos de lectura son: Identificar la estructura y características de un recuento biográfico. Identificar las características del lenguaje en un texto biográfico. Usar la estrategia de skimming en la lectura, es decir una lectura rápida para identificar la idea principal del texto, en este caso a través del titulo. Usar la estrategia de scanning que es leer en detalle para identificar la información específica en el texto. Distinguir los conectores asociados con el orden cronológico. El uso de cuadros para decodificar u organizar la información del texto. Están claros nuestros objetivos, mis niñas?
122	Ss	Yes, teacher! (Algunas estudiantes responden)
123	Ss	(Otras niñas afirman moviendo sus cabezas)
124	T	**Ok, these are the objectives of our class. W**rite the **objectives in your notebooks.** **(Then, the teacher projects the text on the board about Thomas Edison´s Biography, she gives the photocopies of the text to the students) and she tells them**, Ok niñas este será el recuento biográfico **that we **will read in detail section**, the biography** of Thomas Edison **sentence by sentence**, oración por oración, para conocer sobre su vida y sus inventos. **Lo primero que vemos es "the title" en español el titulo,**

		Thomas Edison´s Biography.
		O.k **what do you think this reading is about? Why could be important to read about the life of other people? Have you ever heard about Thomas Edison? (T** reads and **shows these questions in the slides.)**
125	S (O)	(some girls rise their hands to answers and the T chooses three of them) O.K (XXX) (The first girl says) Si teacher el texto es sobre la biografía de Thomas Edison an inventor, quien hizo varios inventos como el phonograph y telegraph que usted nos mostró. Excellent!, XXX answers the second question, please (Another girl answers) Teacher, si es importante leer sobre la vida de personas que han hecho aportes para la humanidad. Very well! and, XXX answer the last question. Profe, hasta ahora escucho sobre esta persona y eso que conocemos sus inventos, los usamos y no tenía ni idea quien los había hecho.
126	T	Very well! Bueno, chicas la clase terminó, continuaremos mañana conociendo un poco más sobre Thomas Edison. See you later, bye.
127	Ss	Bye, teacher!

INSTITUCION EDUCATIVA DISTRITAL MARIE POUSSEPIN

"Piedad, Sencillez y Trabajo"

Información para padres de familia y formulario de consentimiento informado

Señores padres de familia y/o acudientes del grado 9 C, el presente formato tiene como fin solicitarles muy respetuosamente su autorización para que las niñas puedan participar en la implementación de mi proyecto de investigación que adelanto como requisito en los estudios de maestría. Les agradezco de antemano toda su colaboración.

Título del estudio: Implementación de la metodología R2L para mejorar la comprensión lectora en inglés de las estudiantes de 9° C de la IED Marie Poussepín.

Asesora: Mg. Teresa Benítez Velásquez

Investigadoras: María Victoria Nieto T. – Janeth Tapias González (Especialistas en la Enseñanza del Inglés)

Naturaleza y objetivo del estudio: Estudio de investigación para la obtención del título de magister en la enseñanza del inglés de la Universidad del Norte.

Propósito: Este consentimiento tiene el propósito de solicitar su autorización para contar con la participación de sus hijas en este estudio.

Procedimiento: Se grabaran algunas horas de clases de inglés con la profesora Maria Victoria Nieto Torres, dicho material será utilizado para el estudio de investigación.

Riesgos asociados a su participación en el estudio: Esta investigación no representa riesgos es una actividad puramente pedagógica observacional.

Beneficios de su participación en el estudio
Los estudiantes participantes en esta investigación no obtendrán un beneficio directo. Sin embargo, los resultados obtenidos del estudio podrán generar beneficio a futuro para muchas estudiantes de la IED Marie Poussepín porque pueden redundar en mejores prácticas de enseñanza y aprendizaje del inglés.

Voluntariedad
La participación en la investigación es voluntaria. Si usted decide no concede el permiso a su hijo/a para participar o decide retirarlo del estudio en cualquier momento, aun cuando haya iniciado su participación en él, puede hacerlo sin que esto ocasione una sanción o castigo, o en general, alguna consecuencia negativa. Si su hijo no desea que su nombre o rostro sea revelado se le aclara que solo los investigadores tendrán acceso a los datos. En las transcripciones no se usarán sus nombres. Los videos o grabaciones no se mostraran a nadie.

1

Declaración del investigador

Yo certifico que le he explicado a esta persona la naturaleza y el objetivo de la investigación, y que esta persona entiende en qué consiste su participación, y beneficios implicados.

Todas las preguntas que esta persona ha hecho le han sido contestadas en forma adecuada. Así mismo, he leído y explicado adecuadamente las partes del consentimiento informado. Hago constar con mi firma.

Nombre del investigador principal. _Maria V. Nieto T._

Firma _Nav._

Fecha (dd/mm/aaaa) _Mayo 8/2018_
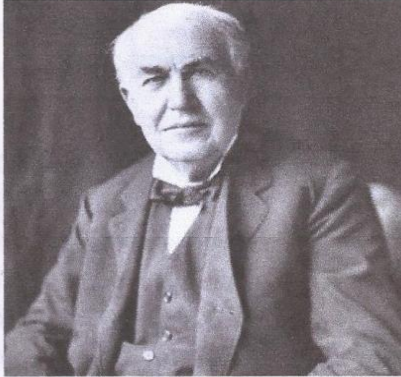
Nota Aclaratoria: Este formulario cuenta con la aprobación de la rectora de la IED Marie Poussepin, Mg. Rubys Barreneche

Maria Fernanda Buelvas (handwritten)

THOMAS EDISON'S BIOGRAPHY

tittle (handwritten annotation with arrow)

Biography Series (handwritten, vertical left margin)

Hypertheme (handwritten annotation)

Thomas Edison was born on February 11, 1847 in Milan, Ohio. He was nicknamed "Al" at an early age. At age 11, Edison moved to Michigan where he spent the remainder of his childhood. Thomas Edison struggled at school, but learned to love reading and conducting experiments from his mother who taught him at home. At age 15, Edison became a "tramp telegrapher", sending and receiving messages via Morse Code, an electronically-conveyed alphabet using different clicks for each letter. Eventually, he worked for the Union Army as telegrapher. Edison often entertained himself by taking apart to see how they worked. Soon, he decided to become an inventor. *Orientation* (handwritten annotation)

In 1870, Edison moved to New York City and improved the stock ticker. He soon formed his own company that manufactured the new stock tickers. He also began working on telegraph, and invented a version that could send four messages at once. Meanwhile, Edison married Mary Stillwell, had three children and moved his family to Menlo Park, New Jersey where he started his famous laboratory.

In 1877, Edison, with help from "muckers", individuals from around the world looking to make fortunes in America, invented the phonograph. The phonograph was a machine that recorded and played back sounds. He perfected the
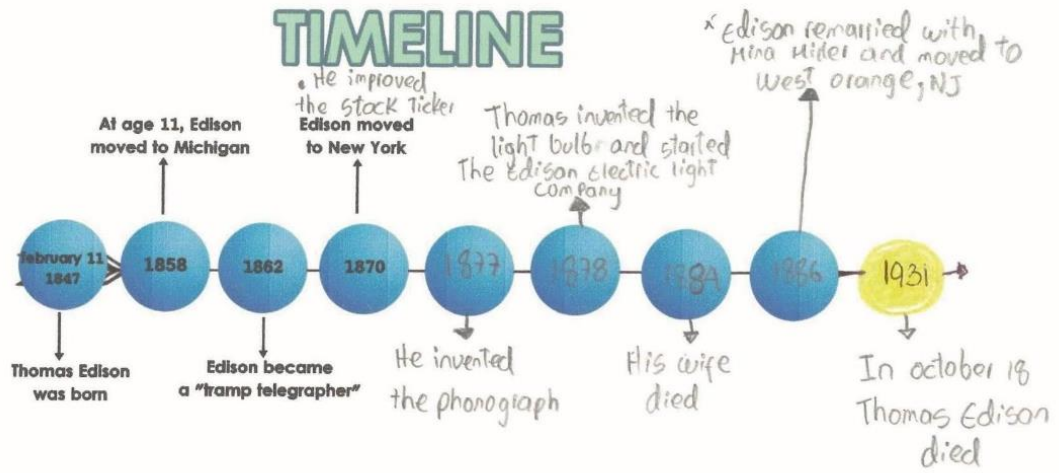
phonograph by recording "Mary had a Little Lamb" on a piece of tin foil! In 1878, Edison invented the light bulb as well as the power grid system, which could generate electricity and deliver it to homes through a network of wires. He subsequently started the Edison Electric Light Company in October of 1878.

In 1884, after he attained great fame and fortune, Mary Stillwell died. Edison remarried 20 year old Mina Miller in 1886. He had three more children and moved to West Orange, New Jersey. At West Orange, Edison built one of the largest laboratories in the world. He worked extremely hard and registered 1093 patents. Edison continued to invent or improve products and make significant contributions to x-ray technology , storage batteries and motion pictures (movies). He also invented the world´s first talking doll. His inventions changed the world forever. They still influence the way we live today. Edison worked until his dead on October 18,1931.

http://mrnussbaum.com/readngcomp/edisonquiz/

María José Jeménez and Ashley Cudriz.

O.K

TIMELINE

At age 11, Edison
moved to Michigan

• He improved
the stock Ticker
Edison moved
to New York

Thomas invented the
light bulb and started
The Edison electric light
Company

x Edison remarried with
Mina Miller and moved to
West orange, NJ

February 11
1847

1858

1862

1870

1877

1878

1984

1886

1931

Thomas Edison
was born

Edison became
a "tramp telegrapher"

He invented
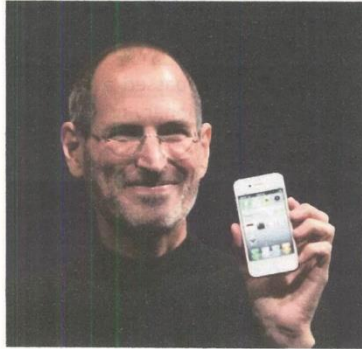the phonograph

His wife
died

In october 18
Thomas Edison
died

O.K

STEVE JOBS BIOGRAPHY
(February 24, 1955 – October 5, 2011)

hypertheme

Steve Jobs was the founder and chief executive of the Apple Computer company. He was born in 1955 and given up for adoption by his parents, Jobs was then adopted by Clara and Paul Jobs; he grew up in Mountain View, California, an area that would later become Silicon Valley.

hypertheme

At a young age, Jobs was fascinated by electronics. His father, Paul, showed him how to take apart and put together different electronic appliances, fostering Jobs' interest in the subject. While Jobs showed intellectual potential as a child, his personality did not fit well with a rigid and formal schooling model; he constantly played pranks in school and his fourth grade teacher had to bribe him to study. After high school, Jobs began studying at Reed College in Oregon, but dropped out after six months. He nevertheless stayed at Reed and went to some classes that interested him, slept on the floors of friends' rooms, and got meals at a Hare Krishna temple. He later became a Buddhist. Calligraphy was one class that he enjoyed, and he said that it influenced his interest in design and the use of elegant fonts on Apple computers.

hypertheme

In 1976, Jobs got together with Steve Wozniak, a friend from high school, and started the Apple Computer company in Jobs' family garage. Jobs wanted to make computers more compact, affordable, and efficient for everyday consumers. Wozniak focused on the technical aspect of building computers while Jobs was in charge of marketing and design.

hypertheme

As sales continued to increase, the company grew in size and in staff. Apple's first logo had a picture of Sir Isaac Newton sitting under an apple tree. Next came the rainbow-striped apple with a bite taken out on the side. The colored stripes represented the fact that the Apple II could create graphics in color. In 1997, it was simplified to a single color that has changed over time.

hypertheme

Apple released the Macintosh computer in 1984, but Jobs left the company in 1985 after the company's board of directors decided it needed new leadership. Even though he was co-founder of the company, he had no official title, making his position at the company vulnerable. However, by 1997, Jobs was chief executive officer (CEO) of Apple once again. Jobs' return is said to have reinvigorated the company and brought it back to its original level of innovation and appeal.

hypertheme

After Jobs' return to Apple, he continued pushing the company's vision forward with his ideas for sleek design, branding, and intuitive technology. The release of the Macbook Air, iPod, iPhone, iPad left other companies scrambling to replicate Apple's formula for

success. According to Jobs, "In 1984, Apple introduced the first Macintosh. It didn't just change Apple. It changed the whole computer industry. In 2001, we introduced the first iPod. It didn't just change the way we all listen to music. It changed the entire music industry."

Jobs turned his CEO position over to Tim Cook in August 2011 and passed away a few months later on October 5, 2011 due to pancreatic cancer, but his visionary mind lives on in the company he created.

Well done!

Congrat!

Worksheet: Biographical Recount

IED Marie Poussepin

Teacher: Maria V. Nieto Torres

Students: _MariaFernanda Buelvar_ Date: _6/11/18_ Grade: _9°C_
Andrea Loaiza Garcés
Maria Fernanda Lozano

Organize chronologically according to Jobs Steve biographical recount events and make a timeline about it, use papers, colors or markers.

In 1976 Jobs started the Apple Computer Company with Steve Wozmak. (3) ✓

At a young age, Jobs was fascinated by electronics, and his father fostering Jobs' interest in the subject. (2) ✓

In 1997 Jobs was chief executive officer (CEO) of Apple once again. (6) ✗

In 2001 introduced the first IPod, it changed the entire music industry. (7) ✓

Steve Jobs was born on February 24, 1955 and was adopted by Clara and Paul Jobs (1) ✓

In 1985 Jobs left the Company. (D)
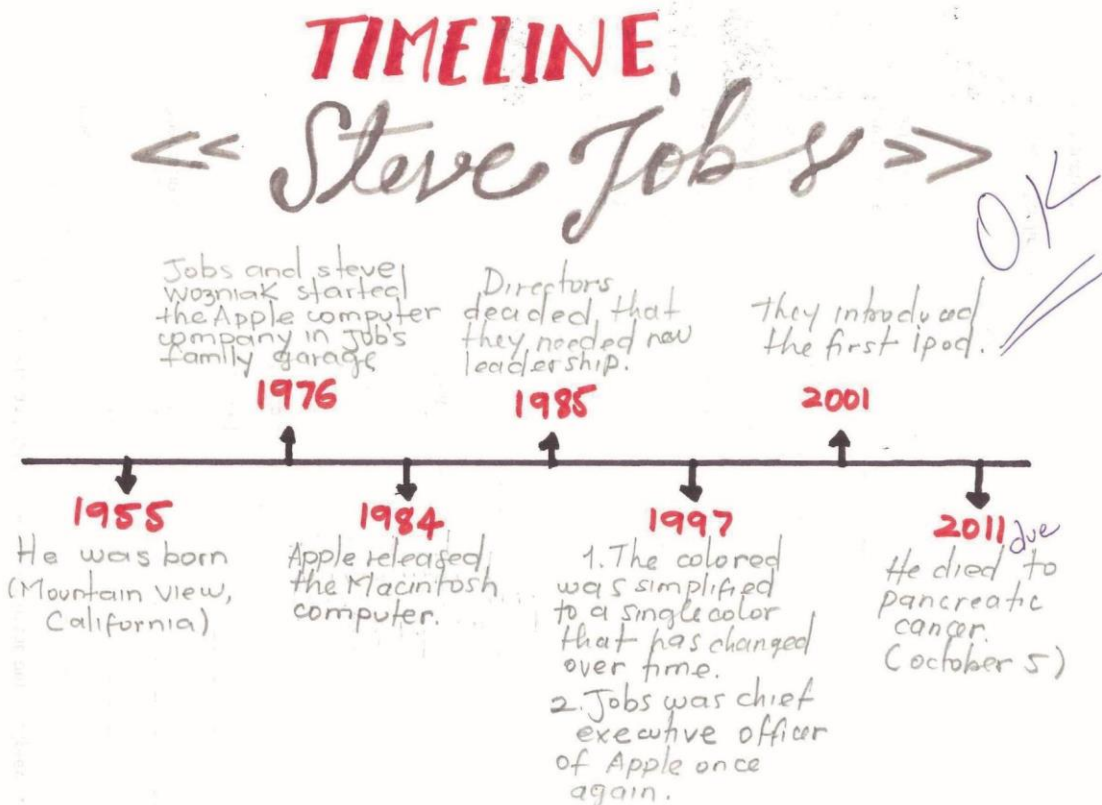
On October 5, 2011 Jobs passed away due to pancreatic cancer. (E)

In 1984 Apple introduced the first Macintosh, it changed the whole computer industry. (A)

In August 2011 Jobs turned his CEO position over to Tim Cook. (B)

TIMELINE

<< Steve Jobs >>

OK

Jobs and steve
wozniak started
the Apple computer
company in Job's
family garage

1976

Directors
decided that
they needed new
leadership.

1985

They introduced
the first Ipod.

2001

1955

He was born
(Mountain View,
California)

1984

Apple released
the Macintosh
computer.

1997

1. The colored
was simplified
to a single color
that has changed
over time.

2. Jobs was chief
executive officer
of Apple once
again.

2011 due

He died to
pancreatic
cancer.
(october 5)

Appendix K

Rewriting

Students: _____

Read Steve Jobs biography and use the information of the timeline (previous activity) to complete the following chart.

Title:		
Orientation	Name	Steve Jobs
	Nationality	American
	Birth place	Mountain view, California
	Studies	1. schooling model 2 Reed college (Oregon)
	Marital status	Single.
	Job	Chief executive of the Apple computer company.
Record of stages **Record of stages** (main and secondary characters) events - places - participants **Use your timeline** **information**	1955	→ He was born.
	1976	→ Jobs with Steve Wozniak started the Apple computer company in Job's family garage.
	1997	→ Logo's colored was simplified to a single color that has changed over time.
	1984	
	1985	→ Apple released the Macintosh computer.
	1997	→ Directors decided that they needed new leadership
	2001	→ Jobs war chief executive officer of Apple once again.
	2011	→ They introduced the first Ipad
		→ He died to pancreatic cancer.

Appendix L

INTERVIEWS TRANSCRIPTION FORMAT

INTERVIEWED TEACHER/STUDENT: Maria Victoria Nieto T. / Student 1

Interview # 1   **Subject:_____**   **Date: November 7/ 2018**

Conventions:

I: Interviewer

T/S: Teacher

TURNS	QUESTIONS AND ANSWERS
1	T: ¿Qué fue lo que más te gustó de la clase?
2	S1: Que fueron muy dinámicas
3	T: ¿Qué fue lo que menos te gustó de la clase?
4	S1: Que muchas veces no podíamos entender porque no entendíamos lo que leíamos en inglés. Sin embargo, la profesora nos explicaba y lográbamos entender
5	T: ¿Cuál de las actividades aplicadas te ayudó a entender más el texto?
6	S1: Cuando fragmentamos el texto y la profesora nos explicaba cada una de ellas nos permitió tener una clara idea del texto, lo mismo cuando la profesora hizo la lectura detallada junto con nosotras.
7	T: ¿Qué piensas de la metodología aplicada?
8	S1: La metodología aplicada fue muy dinámica porque nos permitió participar y así se podía comprender mejor el texto.

INTERVIEWS TRANSCRIPTION FORMAT

INTERVIEWED TEACHER/STUDENT: Maria V. Nieto /

Interview # 2   Subject:_____   Date: November 7/ 2018

Conventions:

I: Interviewer

T/S: Teacher

TURNS	QUESTIONS AND ANSWERS
1	T: ¿Qué fue lo que más te gustó de la clase?
2	S2: El material que utilizó la seño nos facilitó entender mejor.
3	T: ¿Qué fue lo que menos te gustó de la clase?
4	S2: Que no entendíamos muchas cosas que estaban en inglés, pero gracias a la metodología aplicada por la seño lo lográbamos.
5	T: ¿Cuál de las actividades aplicadas te ayudó a entender más el texto
6	La parte de lectura detallada porque la seño leia primero y luego nosotras repetíamos y asi leíamos sin equivocarnos, luego la seño nos explicaba el vocabulario que no entendíamos y todas comprendíamos mejor.
7	T: ¿Qué piensas de la metodología aplicada?
8	S2: Muy buena porque nos permitió estar activas durante la clase porque participamos en ella.

I.E.D MARIE POUSSEPIN

ENGLISH EXAM

Name: _Joice Lopez_   Class: _9C_

Date: _8 - 11 - 18_

STEVE JOBS BIOGRAPHY

I.   Answer the questions choose the correct option.

1. Who was Steve Jobs?
    a. a writer
    b. a chief executive ✓
    c. an actor

2. Where was Steve Jobs from?
    a. England
    b. Germany
    c. American ✓

3. Who did foster Steve Jobs interest in electronic appliances?
    a. His father ✓
    b. A teacher
    c. His best friend

4. Do you consider to be given up for adoption by his parents affected Steve Jobs
    a. personality ✓
    b. intellectual potential
    c. beliefs

5. What do you think is the intention of the reading?
    a. Explain the creation of Apple company.
    b. Describe Steve Jobs' life. ✓
    c. Show how Macintosh changed the computer industry.

II.   Complete the following sentences with the correct word in bold.
Friend – affordable – leadership – industry – pancreatic

a. Steve Jobs wanted to make computers more _affordable_
b. The company's board of directors decided it needed a new _leadership_
c. Steve Wozniak _a friend_ ✓ got together with Jobs and started Apple Company.
d. The cause of Steve Jobs death was a ___ _pancreatic_ ✓ cancer.
e. The iPod changed the entire music ___ _industry_ ✓ .

117