

INTERACTIVE READING AS AN APPROACH TO ENCOURAGE THE READING
OF ENGLISH TEXTS WITH TENTH GRADERS AT THE EDUCATIONAL
INSTITUTION LEON XIII IN SOACHA, CUNDINAMARCA

An Applied Project

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SPECIALIZED ANALYTICAL SUMMARY

Title	Interactive reading as an approach to encourage the reading of English texts with tenth graders at the Educational Institution Leon XIII in Soacha, Cundinamarca.
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Contents	<p>El Proyecto aplicado “la lectura interactiva como método para promover la lectura de textos en inglés con estudiantes de décimo grado en la institución educativa León XIII en Soacha, Cundinamarca”, fue concebido como el camino sugerido a tomar para enfrentar el bajo interés por la lectura en inglés en el salón de clase y en consecuencia, el tiempo dedicado a realzar esta habilidad era totalmente insuficiente; se sugirió que un método inadecuado hacia la lectura en inglés era la máxima causa para esta situación.</p> <p>Este estudio fue llevado a cabo para determinar si el método de lectura interactiva podía ayudar a revertir esta situación y el efecto inmediato que tendría presentar la lectura bajo este método en los estudiantes.</p> <p>Este estudio cualitativo analiza las actitudes actuales de los estudiantes hacia la lectura en inglés y su entusiasmo por ella una vez el método fue aplicado.</p> <p>Resultados de la investigación mostraron que, al presentar la lectura en una segunda lengua en un marco interactivo apoyado con fundamentos de la lectura extensiva, puede potenciar el interés real de los estudiantes por esta habilidad, así como comprender reglas gramaticales en contexto y aumentar vocabulario. Los beneficios de la lectura para propósitos de aprendizaje de un idioma fueron revisados en este documento haciendo uso de premisas de autores conocidos preocupados con este campo académico.</p> <p>Considerando los hallazgos, la práctica de lectura en inglés es una habilidad fundamental que los estudiantes necesitan dominar al aprender inglés lo que apoya algunas opiniones sobre este tema y por consiguiente, se sugiere a profesores y escuelas adoptar el método interactivo de lectura en el salón de enseñanza de inglés en vista de los muchos beneficios que al aplicar este método puede tener en la actitud de los estudiantes hacia esta habilidad.</p>

<p>Research Line</p>	<p>Brief description of the methodological design used in the research and where in ECEDU's line is part of</p> <p>Action research was the methodology preferred to carry out this project where the mixed methodology is applied, since this type of research is designed to diagnose problems or weaknesses – whether organizational, academic, or instructional- and this line of investigation can help educators to develop practical solutions to address academic problems quickly and efficiently, hence, the importance of L2 reading in the EFL classroom is showcased considering the theory on this field and the benefits it has when this practiced. Mixed methodology is the most suitable approach to address this project since it involves quantitative data and qualitative data from participant observation and analysis of the research itself.</p> <p>To carry out the analysis of the exposed content, this was based on the expected outcome from the theories that were exposed and what was observed, likewise, the analysis has focused on the interpretation and understanding of this information gathered during this investigation.</p> <p>ECEDU's Pedagogy line, didactics, and curriculum</p>
<p>Conclusions</p>	<p>Applying the interactive reading approach in the EFL classroom can have permanent and positive effects on the students' attitude towards reading considering this method involves distinct phases intended to keep the student active during the process and therefore, a generalized and renewed enthusiasm for this fundamental skill is highly expected.</p> <p>Presenting reading materials based on the students' main interests is the most suitable way to foster this skill, English learners are more mesmerized by the engaging of reading texts with topics they fond of, rather than imposing texts they do not find attractive or just cannot relate to.</p> <p>Many are the benefits of using appealing and eye-catching texts when teaching English in the classroom, such as straightforwardly making out a text in the target language, figuring out difficult grammar structures, reviewing past topics in context, and above all, taking in much of the vocabulary presented during the classes.</p>
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ABSTRACT

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The applied project “*Interactive reading as an approach to encourage the reading of English texts with tenth-graders at the Educational Institution Leon XIII in Soacha, Cundinamarca*” was conceived as the recommended path to take to tackle low interest for English reading in the EFL classroom and consequently, time dedicated to enhancing this ability was utterly insufficient; an unsuitable approach to English reading in the high school was suggested as the ultimate cause for this situation.

This study was carried out to determine whether the interactive reading approach could help to revert this situation and the immediate effect that addressing reading under this method would have on the students. This qualitative study analyzes the students’ current attitudes towards English reading and their enthusiasm for it once the method was applied.

Research results showed that presenting L2 reading in an interactive framework supported with extensive reading fundamentals can boost the students’ actual interest in this skill as well as grasping contextualized grammar rules and building up new vocabulary. The benefits of reading for language learning purposes was also reviewed in this document by making use of premises from well-known authors concerned with this academic field.

From the findings, English reading practice is a fundamental skill that students need to master when learning English which supports some perspectives on this topic and therefore, teachers and schools are suggested to embrace the interactive reading approach in EFL classrooms considering the many benefits that applying this method can have on the students`attitude towards this ability.

KEYWORDS: Interactive reading, extensive reading, *English teaching*, EFL classroom.

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Secondly, to my family because they are my inspiration to get through all this and set out to start a new life for them and for me, in moments where a general economic and social crisis in the country and the world because of this pandemic and where many people are suffering because they can not provide enough to their families, I hope a new chapter will unveil for me and for them and that the Lord can help us all.

TABLE OF CONTENTS

	Page
SPECIALIZED ANALYTICAL SUMMARY.....	Error! Bookmark not defined.
ABSTRACT.....	iv
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	viii
LIST OF FIGURES	ix
CHAPTER I.....	1
Introduction.....	1
Significance of the Study	4
Statement of the Problem.....	5
Objectives	8
General Objective	8
Specific Objectives	8
Literature Review.....	9
Theoretical Framework	11
CHAPTER III	19
Methodology.....	19

CHAPTER IV	27
Results and Discussion	27
CHAPTER V	36
Conclusions and Recommendations	36
REFERENCES	38
APPENDIX.....	44

LIST OF FIGURES

Figure	Page
1. Percentage of readings done by students during this year.	27
2. Reading activities during English class	28
3. Perception of students towards reading.	29
4. Level of difficulty when reading English texts.....	29
5. Type of publications more alluring to students.....	30
6. Most popular genres among students	30
7. Topics students feel more inclined to when reading	31

CHAPTER I

Introduction

In modern times, the relevance and need for children to learn English throughout the world are unquestionable; mastering English to some degree is a must to be professionally regarded as competitive. Speaking, listening, writing, and reading are the four skills that are fundamental in the path of becoming accomplished in a second language, and without a shadow of a doubt, speaking is normally preferred out of the four.

Contrastingly, English reading is most of the time shrugged off and not taken seriously, despite the many benefits associated with fostering reading in the EFL classroom, from building up a wider vocabulary, taking in common sentence patterns, understanding grammar in context, encouraging better pronunciation along with fluency, and so forth.

Although the usefulness of engaging reading in the EFL classroom, it is rather normal to notice great disinterest or low motivation from students towards this activity and this can be the result of employing a simplistic and even, unsuitable approach to reading English texts in the classroom. That is when strategies like interactive reading and extensive reading come into play.

In this instance, interactive reading is an approach where the reader becomes involved with the information received and not just any information, this has to do with information based on their actual interests and likes, also known as extensive reading; where vocabulary, English grammar rules and sentence patterns are presented in a

context which can boost their mastery of English in a setting of complete involvement and enthusiasm.

The main goal of this project is to apply the interactive reading approach to enhance the habit and interest for reading texts in English with tenth-grade students in the Educational Institution Leon XIII in Soacha as well as describing the advantages of fostering the reading skill as an advisable way to instruct English in the EFL classroom.

Thus, in chapter one, reading for language purposes is suggested as a rather suitable way to instruct English in the EFL classroom, however, despite the many benefits of reading, it is pointed out that educational institutions tend to dismiss the power of this skill and do not conveniently address its practice; resulting in students disinterested by this activity.

Moreover, the negative repercussions for the country of not practicing or mastering English reading among students is equally emphasized and alternatively, the interactive reading approach is showcased as the best alternative to overcome these problems for the benefit of the many students who struggle with English learning. For these reasons, the objectives of conducting this project were aimed at reverting this tendency and provide students an interactive and didactic experience when engaging reading to raise their liking for this skill.

Then in chapter two, it was discussed the upsides that practicing L2 reading can have especially in the case of EFL learners as well as the most advantageous way to deliver classes where the main goal is improving this skill, thereby the interactive reading approach is widely reviewed as well as aspects from the extensive reading method based on major proponents and supporters of this theories.

In chapter three, it was argued the convenience of adopting a qualitative methodology and the type of investigation for the project as well as the main reasons for that decision, besides it was presented the population to work with during its application. Further, the data collection techniques are defined making use of most common techniques in qualitative research, namely participant observation, field notes, and the interview. The survey, a very common technique in quantitative investigations, was also employed in this project.

Additionally, the stages of the implementation were specified and explained. First and most, a diagnostic survey was applied to the population aiming at finding out the frequency they engaged L2 reading and their stance on that skill. Second, participant observation was done during the classes to witness the verbal and non-verbal behavior of the students when activities took place. Third, fieldnotes were filled out to describe the distinct situations, activities, aptitudes, and participants in the classroom and finally, an interview to collect data in the interest of knowing the perceptions of the students after the intervention was finished.

Likewise, in chapter four, data collection techniques were analyzed to determine the effect that applying the interactive reading approach had had on the student's attitudes and interest for this skill and hence, to answer the research question. The diagnostic analysis found that the time dedicated to this skill was insufficient, there was a generalized indifference towards reading but overall, it brought to light the type of texts and topic students like the most. The fieldnotes analysis showed a very helpful character of the classes as well as a good acceptance from the students and last but not least, the

interview analysis proved the usefulness of the method and the theory backing up its application.

In the end, chapter five reviewed the conclusions drawn from the previous analysis which were presented following the objectives for this research as well as what was expected from the theories, it was concluded that applying the interactive reading approach in the EFL classroom had a permanent and positive effect on the students' attitude and interest towards reading texts in English and the benefits go beyond a fondness for this skill, it was an excellent way to instruct English since it helped to improve reading comprehension, understanding grammar structures and taking in much of the vocabulary presented during the classes.

Significance of the Study

This work is important because it highlights the benefits of applying the interactive reading approach in the EFL classroom as a means to encourage reading texts in English, this research is especially helpful for those teachers who struggle to find an engaging and appealing way to showcase reading in a second language environment and as a result, students fail to develop this fundamental skill. The main implication of this project is bringing out the whole potential of reading in English instruction, this can happen by looking at reading from a different perspective and avoiding shrugging off the many benefits of this skill in an EFL context.

Applying the interactive reading approach in the English teaching classroom is not limited to only improving the students' skills in such language, but its reach extends much farther than that, as they become more competent in this language, the academic

resources they can access to, also will rise and the knowledge of the distinct subjects will not be restricted to their native language, that is to say, their performance on the rest of high school curriculum can be higher.

Additionally, high schools can adapt the interactive reading approach according to their needs to comply with English teaching regulations and by doing so, educational institutions can assure that basic standards in this second language, as demanded by the ministry of education and national government, are truly achieved by their students.

The ultimate benefit of doing this project is helping to raise English reading literacy among students and with that, their performance on national and international examinations, where English level is determined utterly through reading, will see an important boost as they become more exposed to new vocabulary, grammar structures and most common sentence patterns in English. Equally advantageous is the fact that as their reading skills come along, students will gain instant access to hundreds and thousands of information on the internet, which ultimately is a win-win situation for them especially at college where they are expected to read many papers in that language.

Statement of the Problem

The National English Program Colombia Very Well 2015-2025 (Ministerio de Educación, 2014) sets a very ambitious goal in terms of English mastery by students in high school, it is expected that 50% of students in public schools obtain B1 and B2 levels by the year 2025, reverting the current tendency of only 2% of the students who can reach these desired level (pág. 15).

In the same way, the Basic Learning Rights and Suggested Curriculum published by the Ministry of Education (2016) determines the basic standards of proficiency in Foreign Language: English, and establishes the level B1 of proficiency in the second language for students from eighth grade to eleventh grade (pág. 31).

In contrast, one obstacle holding back students from reaching a high level of proficiency in English has to do with poor mastery of reading in English as a foreign language considering that Colombian students in public schools normally have low levels of English which translates into challenging reading comprehension in this language Ríos & Valcarcel (2005) as cited in Echeverri Acosta & McNulty Ferry (2010).

Poor reading abilities in English are negatively affecting the performance of Colombian students in the national SABER examination where this Testing National Report (2019) concluded that 89% of high schoolers who were assessed are located in the inferior level of English expertise (pg. 50). Needless to say, this is the same case internationally where The world ranking EF English Proficiency Index (2019) puts Colombia in the low proficiency level of that language, based on its current EF EPI score, 48.75, leaving the nation in the 68th place out of 100 countries measured on this indicator, such result reflects a very poor mastery of English as a second language across the country.

The condition exposed in the former paragraph is extremely worrisome, considering these examinations evaluate proficiency in this language exclusively through reading skills, and one alternative to fighting off this problem might be by differently addressing English reading in the EFL classroom, that is when the interactive reading

approach comes in handy. This approach conceives reading not in a passive way but more as an active and interactive process.

During a reading, the reader constructs a personal interpretation of a text; there is an interaction between the reader and the text. The reader also tries to get at the author`s original intentions; there is an interaction between the reader and the author`s original intentions; there is an interaction between the reader and the author. And there is also constant interaction between the lower-level bottom-up strategies and the higher-level top-down strategies the reader employs (Yan, s.f, pág. 4)

By implementing the interactive reading approach and principles from the extensive reading method; students will perceive reading texts in English as an enjoyable and advantageous drill to expand their vocabulary, become more familiar with writing patterns and grammar rules on the second language and most importantly, their reading comprehension will see a substantial boost on this ability. Besides the benefits in understanding American narrative, their scores on national and international tests will be higher; making their higher education more straightforward. From the preceding reasoning, the following research question is brought up:

What is the effect of applying the interactive reading approach to encourage the habit and interest for reading texts in English upon nine graders in the Educational institution Leon XIII in Soacha?

Objectives

General Objective

To analyze the influence that the application of the interactive reading approach has with tenth-grade students from the Educational Institution Leon XIII in Soacha, to enhance their habit and interests for reading texts in English.

Specific Objectives

- To diagnose current reading habits of English texts in tenth graders from the Educational Institution Leon XIII in Soacha.
- To set the type of texts in English according to the likes, interests, and grammar needs for the students in tenth grade from the Educational Institution Leon XIII located in Soacha.
- To apply an interview, watch, and record the attitudes, conduct, and performance of the students in tenth grade in the Educational Institution Leon XIII while reading English texts under the interactive reading method.
- To design and apply a lesson plan based on the interactive reading method for texts in English to tenth graders in the Educational Institution Leon XIII in Soacha

CHAPTER II

Literature Review

Reading is a fundamental and essential skill to master when it comes to acquiring a second language, this assertion can be explained as when students read they are exposing themselves a hundred times more to a wide variety of sentences, grammar and new words than just attending a brief class, watching a video or listening to music. People who are learning a foreign language and engage in reading texts in the target language are normally more articulate when they communicate than those who never read.

Likewise, reading is also favorable for EFL learners because English written materials provide the correct language structure that students need to get familiar with to figure out the most common patterns in the L2. Many times, instructors and L2 learners hold the assumption that decontextualized memorization of the new vocabulary is the ultimate way to master the language as well as producing sloppy messages or trying to catch some words from a song, far from that, becoming proficient in a second language has to do with taking in predefined language structures that native speakers of any language acquire to accurately convey information.

Much of the benefits of reading can be enhanced even more when this exercise involves graphic texts with several pictures and representations as learners can use these elements to infer the meaning of words or situations even if their language skills are not well developed, every single visual element in the text acts as an anchor in the learner's mind by linking images to words or more advanced language structures.

In this context, there is clear interactive nature of the reading process, which is explained by Kibui (2012) as “the relationship between the reader, the text, and the context in which the reading act is being preferred. The reader is considered to be a language user and the text is considered to be an instance of language in use” (pg. 14).

Promoting reading in a second language learning environment is supported by Prado & Plourde, 2011 (as cited in Doghonadze, 2017), they assert “reading is the skill learners of English as a foreign language (hence EFL learners) most urgently have to sharpen to reach a high level of language competence” (pg. 3); there they point out the immediate need for second language learners to engage reading in the path of second language proficiency.

The fundamental role that reading plays in language learning is also argued by Brown & Bown (2014), “not only is it an important skill that must be acquired for its own sake, but it is also a necessary means by which learners can develop their overall linguistic competence” (pg. 16).

Here, an important term appears and it is the concept of extensive reading, this is a conception implying that reading activities must be done for enjoyment, information and need to be self-selected and this is the ideal approach when engaging reading in the EFL classroom to get the ultimate benefits from reading. Jacobs & Farrel (2012) clearly explain the concept, “Extensive Reading (ER) is a simple idea. By reading regularly and in quantity, students learn to read better and come to enjoy reading more. They also improve their vocabulary and grammar, as well as their writing, speaking, and listening (pg. 2). Considering the latter, reading activities have countless perks for second language learners, and this can be enhanced even more when students are allowed to read

what they want to read and employ texts according to their interests, also, these activities need to take place quite repeatedly to make the best of it.

Theoretical Framework

When it comes to reading, there is still an undeniable preference for models like bottom-up and top-down models in schools, and the former is especially praised by teachers because it is the most natural model for teaching reading to very young children during their first years of education in elementary school.

On the flip side, even though the top-model method might be engaged in L1 reading, mainly with students in the last years of high school; that is not the case when addressing reading of English texts in the EFL classroom, there is no doubt, the bottom-up method leads instruction in any grade during secondary school; but how can English teachers lead L2 reading in classroom combining the upsides of both methods? Fortunately, there exists a model that merges the perks from both models and that is the interactive reading model.

Interactive Reading Approach

In an interactive reading model, both bottom-up processing and top-down processing take place at the same time, and therefore the interaction between these two during the reading, the process is completely evident. Also, if the information presented to the reader is interesting and relevant then this will be preserved longer in the mind (Rumelhart, 1977).

Furthermore, an interactive model of reading according to Rumelhart & McClelland (1981) “is one in which data-driven, bottom-up processing combines with

top-down, conceptually driven processing to cooperatively determine the most likely interpretation of the input” (pag.37); that is to say, the reader based process (top-down) and the text-based process (bottom-up), both models work hand in hand during the input action, they complement each other or interact between them in such a way that the reader can predict meaning from the text.

In that regard, Dechant (1991) outlines the main premises of the model:

That meaning comes from many sources, that the reader simultaneously uses all levels of processing, that any source of meaning can be primary at a given time, that utilizing information from one source often depends on utilizing information from the others, and that the reader constructs meaning by the selective use of information from all the sources of meaning without adherence to any set order (pg. 27)

In much the same way, the actions or the interactive processing that come about when engaging in reading are equally defined by Rumelhart & McClelland (1981) as “a form of cooperative processing in which knowledge at all levels of abstraction can come into play in the process of reading and comprehension” (pag.37), this implies that the reader deciphers a text by combining lower-level comprehension skills and a collection of higher-level comprehension skills; he goes from his natural awareness of words and beliefs to a more rational insight of the subject matter and the world.

Accordingly, when employing an interactive model of reading, both surface structure systems (bottom-up) combine with deep structure systems (top-down), readers can build meaning and memory from the text (Anthoy, 2018).

Equally significant are the interactive activities that take place during the reading process, Kenneth Goodman (as cited in Obad, 1995) precisely explains these stages:

Reading was regarded as a complex process of extracting information and the reader was assigned an active role. Because he is in constant interaction with the text, the reader tries to reconstruct the writer's ideas. According to Goodman`s theory, there are four distinct stages in the reading process: prediction, sampling, confirmation, and correction. Readers first predict information that will appear in the text, and later they either confirm or correct their predictions while processing the text (pg. 276)

In the opinion of the educator Alicia Anthony (2018), the most important benefit of the model is its differentiation character where students are not required to fit into a set mold or have identical skills to decode and interpret the text. On the contrary, students` strengths are fostered to attain knowledge and new information. She goes on and explains the convenience of the model in a classroom setting, “students should be encouraged to share their knowledge with classmates or peers. This model allows the reader to bring his background knowledge to reading and to interact with others to build meaning and memory from the text” (Anthoy, 2018).

Concerning the point that was previously made, the interactive reading model can be the most suitable approach to follow in the classroom to encourage reading among students due to its back and forth nature between the reader and the text; this has been concluded after comparing the three approaches to reading by Yan (s.f), he claims that “the interactive approach to the teaching of English in college is advocated to improve

the students' reading ability and encourage them to read extensively and critically and therefore think independently” (pg. 6).

Considering Yan`s take on the interactive reading method at college, it comes as no surprise that students during high school years are instructed to read English texts applying this method.

In the classroom, both bottom-up and top-down can be useful when it comes to understanding texts; in the case of reading comprehension the previous knowledge of the students about the topic is key for predicting information within the paper (top-down) and the individual meanings of words they already know (bottom-up) can help to understand the whole text (British Council, s.f.).

Correa Kader (2008) also points out the utility of an interactive reading approach, according to her, both bottom-up and top-down processes play an equally important role in successful teaching methodology as readers are constantly shifting from one focus to another, they use the former to predict probable meaning and the latter to check the actual intention of the writer.

As reflected, the eventual advantages of a reading interactive approach in the classroom are fully achieved when this process takes place under a constructivism framework where the reader will produce knowledge in an active and contextualized setting based on personal experiences, cultural elements, and his hypothesis; these elements will shape the student's understanding as well as the social negotiations the student needs to engage in to verify his ideas and explanations.

Three major premises from Vygotsky's Social Development Theory can be drawn on when implementing an interactive approach to reading in the EFL classroom, those are

the role of the teacher as the more knowledgeable other, the concept of the zone of proximal development encouraged by the teacher as well as the social interaction among the students where those more skillful in reading can help other students (Davis, 2014).

Reading activities under Vygotsky`s model demand that teachers explain, model, and use guided practice in the classroom since students will be able to work through their assigned tasks when the teacher models what learners must do.

Interactive Reading supported by Extensive Reading.

Now, also equally important, it is to distinguish the kind of content which is more fitting to raise students` actual enthusiasm for the text they read.

In his comprehension hypothesis, Krashen (2012) “states that we acquire language and develop literacy when we understand messages, that is when we understand what we hear and what we read” (pg. 81). He also defines the language acquisition system as “a subconscious process; while it is happening, we are not aware that it is happening, and the competence developed this way is stored in the brain subconsciously” (pg. 81); here professor Krashen points out a relevant aspect of the input, it must be understandable for the reader.

Moreover, Renandya, Jacobs, Krashen, & Ong Hui Min (2019) outline the reading hypothesis, “which claims that high achievement is possible when L2 learners engage in self-selected reading, that contains comprehensible and compelling language input” (pg. 10), this model dictates the importance of involving reading materials, during the reading process, according to the students` interests; they need to fond of the topics they read and find them rather appealing to them; this approach in the English classroom

can lead to superior development of literacy, including vocabulary, grammar, writing style, reading ability and spelling (Renandya, Jacobs, Krashen, & Ong Hui Min, 2019).

According to Krashen (2004), the most helpful path for language learners to acquire language skills in context is through reading, which can be proved in an English learning environment as grammar rules can be pointed out as the reading progresses which will facilitate comprehension.

When it comes to reading, this activity must be done freely and voluntarily by the students, this process is commonly known as extensive reading or also named by Stephen Krashen (2003) as Free voluntary reading which “is an effective way of increasing literacy and language development, with a strong impact on reading comprehension, vocabulary, grammar, and writing. It is also very pleasant. In fact, it is more than pleasant: it is extremely enjoyable”. This argument can be backed up considering the fact that appealing educational materials and input can lead to learning free from anxiety or apprehension from the students.

In the Input Hypothesis (Krashen, 1985) “people acquire a second language only if they obtain comprehensible input and if their affective filters are low enough to allow the input in” (pg. 82), that is, if students are completely involved and receptive with the reading materials; they will end up decoding and understanding messages rather easily.

Krashen (cited by Ahmed, s.f) argues that “learners who expose themselves to text that is comprehended may acquire vocabulary and grammatical forms better than learners who do not read as much” (pg. 42)., that assertion is the main reason why fluency is directly related to the amount of reading either in the native language or a

second language, people who constantly engage reading are normally more articulate, great orators and highly well-spoken.

As concluded by Rios Olaya & Valcarcel Goyeneche (2005) “reading activities have to be selected according to students’ likes. This means readings should be learner-centered” (pg. 67), since reading becomes delightful when people have an interest on what is being read and thus learners’ engagement is completely granted; this idea is supported by Professor Krasen (1982) in his argument about pleasure reading as an activity in the second English classroom where he emphasizes the importance of comprehensible readings and main ideas and most importantly that the reader is genuinely interested in the topic.

Besides, Garzon Morales (2018) says “to promote reading as an interactive process is fundamental within the EFL classroom because it allows students to build meaning and it also encourages them to keep updated about what is happening in the world” (pg. 108), and this is so to the point as the goal here is that students develop a new understanding from what they are taking in and that way they switch their assumption that reading is boring but they start regarding this exercise as an excellent way to learn English and at the same time, an excellent tool to approach those events on a global scale.

Among the findings on the reading process sixth-grade students went through when implementing reading strategies based on the interactive model of reading in the reading plan project at a private school in Bogotá, it was found that students were able to create meaning by making intelligent guesses about the reading as well as activating their schemata and using their background knowledge or experiences to make significant connections with the text (Gamboa González, 2017).

Besides, by applying this method, “findings revealed how some students who had difficulties at word recognition or decoding, compensated this deficiency using sentence context and previous knowledge to decide the meaning of the words, as seen in the interactive-compensatory model” (Gamboa González, 2017, pg. 174).

Some important conclusions were made when implementing this method regarding the students' attitude towards reading texts in English, she mentions a completely different perception on this activity, students felt more confident and committed to their learning process, they could be listened to and choose what they wanted to read, they found a delightful purpose for reading and there was no need for constant translation to understand the text (Gamboa González (2017).

Based on this study, there are many benefits when implementing the interactive reading model in the English classroom as well as making use of appealing and interesting materials according to the students' concerns, this can bring about a real enthusiasm for reading texts in English.

CHAPTER III

Methodology

This project adopted a mixed methodology considering the underlying benefits when taking advantage from two well-known types of investigation, as Kuada (2012) points out “an increasing number of researchers, however, consider a combination of quantitative and qualitative methods to provide the best insights into several different social science problems” (p. 117), thus, this project initially entails a generalization of the attitudes of the students towards reading by applying a survey and with these findings, move on to describe their experience with an interactive approach and therefore, this method is suitable to achieve such progress.

Moreover, quantitative data can provide the researcher a clear and concise definition of the problem and then qualitative data like observation, notes taking and the interviewing the students, allow the researcher to tell the convenience of the solution to the problem, which in the end is the goal of this investigation, to record the attitudes, conducts and performance of the students while reading English texts under an interactive perspective.

Considering the application of this project included two distinct moments, on the one hand, gathering and analyzing quantitative information on the problem served as the prompt to set off the second part of the application, utterly qualitative indeed, where the researcher was able to get a firsthand look at the students in their natural setting as well as to allow them to freely express their feelings and perspectives on the activity (Kuada, 2012, pg. 94); these were the main reasons for choosing a mixed data collection method.

Population

This pedagogical strategy is intended to take place in the public high school Educational Institution Leon XIII in the municipality of Soacha, Cundinamarca, with children who are instructed in the English language as part of the requirements of the institution's curriculum. Most of the population in this municipality makes part of the lowest economic stratum, where 82% of households are categorized in the stratum 1 and 2 (Secretaria de planeación de Cundinamarca, 2015, pág. 4).

Sample of the Population

The sample chosen to participate in the application of this project was forty-three male and female students in tenth-grade ages between 14 and 16 with an English proficiency level of A1 and A2. This group of students is instructed in English twice a week with an hourly intensity of four hours; furthermore, this instruction takes place under a teacher-centered approach where the students passively receive the theory through lectures or direct guidance as indicated by the teacher and no technological devices are employed during the class whatsoever.

Research Method

Action research is the methodology preferred to carry out this project; this line of investigation “refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses- whether organizational, academic, or instructional- and help educators develop practical solutions to address them quickly and efficiently” (The glossary of Education reform, 2014).

Moreover, the focus of this methodology is “on specific social problems in need of solutions affecting a determined group of people, whether this group is a community, association, school or business” (Universidad de Colima, 2019). This type of investigation is rather convenient considering the small-scale nature of this project and its limited reach which is intended for the education sector. This action research approach can be applied in the context of this project to help teachers improve their educational techniques regarding how they address reading of English texts in the EFL classroom.

Considering the general outcome of the action research methodology, which is “to create a simple, practical repeatable process of interactive learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs” (The glossary of Education reform, 2014); that is the primary cause for choosing this technique since the end expected from this project is mainly to help students improve their abilities in the L2 by repeating an interactive and practical way of learning.

To apply this line of investigation, it will be followed each one of the steps of a predefined process according to The Glossary of Education Reform (2014) and that is:

- Identify the problem to be studied
- Collect data on the problem
- Organize, analyze, and interpret the data
- Develop a plan to address the problem
- Implement the plan
- Evaluate the results of the actions taken
- Identify a new problem
- Repeat the process.

Data Collection Techniques

Concerning the methods employed during the application of this project as a means to gather and record information as well as assessing the effect of applying the

interactive reading approach; most common techniques in qualitative research were brought into use, namely participant observation, field notes, and the interview. The survey, a very common technique in quantitative investigations, was also employed in this project. These techniques were applied in the following order:

Firstly, a survey was applied based on closed-ended questions since “structured questionnaires are simple to administer and relatively inexpensive to analyze. The provision of alternative replies, at times, helps to understand the meaning of the question clearly” (Kothari, 2004, pág. 102), this survey sought exact information about the current perceptions of the respondents concerning their actual stand on the skill aimed at promoting during this investigation. This questionnaire was presented in a way that was easily understood and rapidly answered.

Secondly, the participant observation tool was intended to witness verbal and non-verbal actual behavior of the students in the natural setting when the activities took place, this data was collected by observing and taking notes. This technique requires the researcher “to become an active participant in the environment in which the study is conducted” (Kuada, 2012, pág. 97).

Thirdly, the fieldnotes, Saldaña (2011) explains this tool “fieldnotes are your written documentation of participant observation. They can be developed from live observation or extracted from a video recording you`ve made on site. They are quickly composed, handwritten jottings of what your senses take in, how bodies move in space, and occasional rich quotes of what participants say (page 51). The main intension of the researcher is to describe distinct situations, activities, aptitudes, and participants in the classroom in the form of field notes.

Finally, the interview was the last tool used to collect data, this method is “an effective way of soliciting and documenting, in their own words, and individual’s or group’s perspectives, feelings, opinions, values, attitudes, and beliefs about their personal experiences and social world, in addition to factual information about their lives (Saldaña, 2011, pág. 33); this consisted of questions intended to check the perception of the respondents after the intervention took place, this interview was presented in the form of an online questionnaire where the respondents were given complete freedom to express themselves.

Stages of Implementation.

When it came time to apply the interactive reading approach to the students subject of the study, five stages were laid out in order to guide and conduct the distinct activities in the classroom, namely a first phase to diagnose the present mood towards reading, a second phase to define how to apply the method, a third to pick the most suitable materials to utilize, a fourth phase to carry out the three classes and finally a closing interview to check the students’ perceptions of the activities as well as the ultimate benefits of this intervention.

Stage 1. Diagnostic survey

To proceed with the application of the activities, forty-three students in tenth grade took a reading diagnostic survey (Appendix No. 2) aimed at finding out the frequency they engage in reading texts in L2, both in and outside of the English classroom, their stance on reading texts in English as well as those genres, topics, and type of publications more appealing to them. Once the survey was conducted, results were

analyzed and collected; these results formed the basis for supporting the need for the project and choosing the most suitable materials to use during the application of the method.

Stage 2. Lesson Plan definition

In this stage, a lesson plan was put together (Appendix No. 3) to lead the actions intended to take place during the application of the interactive reading approach in high school. This lesson plan included distinct phases to grab the students' attention throughout the whole class like reviewing unknown vocabulary, predicting the text, reading the text with grammar explanations, and debating questions and answers.

Stage 3. Material selection

Based on the results attained in stage 1, figures 5, 6, 7 in the coming chapter IV results and discussion in this document; reading material was featured in the form of comic strips and also like a storybook, bearing in mind those genres and topics they are more interested in reading. The comic strips were taken from a list of online comics from a website, taking into account the horror and mystery genres. The storybook was taken from a newspaper article and the text was presented in such format. To design the handouts and flashcards, I used pictures on the internet and laid out the vocabulary with images, meaning, and examples.

Stage 4. Applying the method

For three days, the interactive reading approach was applied in the high school Leon XIII to the students in grade 10A as was laid out in a lesson plan from stage 2. There, they

were given out handouts and reading material; likewise, the lesson plan was followed as foresaw under the supervision of teacher Gloria Ramirez who acted as the authority figure. During the activities, notes were taken by the researcher about the behaviors and attitudes of the students toward the distinct stages as well as observing how they worked in groups and the teacher helped to record the class by taking some pictures.

To introduce new vocabulary, handouts and flashcards were used to practice unknown words by showing the flashcards and understanding the meaning of the words when watching the picture along with the word, that was also the case of the handouts where they read the examples and deducted the meaning by reading the example and watching the picture. These were used constantly during the class when students were reading and forgot the meaning of the words, they were shown the flashcard to remember the meaning.

As students read and doubts about the structure of the sentences or verb times came up, these were explained to the whole classroom as these grammar structures came up. In the end, they were called on a couple of questions and they answered by comparing his answer with the other students` answers, and then they argued if they were wrong or not by calling out the passage they had read where that passage was. Once it was done, a field notes format was filled out recording the observations, notes, and reflection, check appendix 11, 12 13.

Due to national health concerns, the third application was conducted through an English reading workshop, see *Appendix 6*, a workshop document in word and a website were created, there the students downloaded the workshop and this included the instructions for the development of this activity which was intended to be done at their

homes, once it was finished they submitted the workshop on the website and I checked how well they developed the task.

Stage 5. Students' interview

This phase corresponded to the last part of the application phase where an online interview was applied, see *Appendix 14*, to all the students in the class who actively participated during the activities, this stage was carried out to learn their overall opinion on the activities where they were subjects, the level of benefit they perceived from the activities on their knowledge in English as well as they got assessed on how well they can now give meaning to a passage based on the vocabulary they learned throughout the activities and some grammar structures they were faced to during the classes. They were also asked to make sense of a text including grammar they studied as well as much of the vocabulary they were exposed to. The replies of the students were considered to evaluate the need of implementing a similar approach to reading in their high school after this project was wrapped up.

CHAPTER IV

Results and Discussion

Considering the results attained after applying the diagnostic survey; these can provide great insight to help understand the difficulties or barriers students in the High School Leon XIII are going through when it comes to developing their reading skills in English. Previously to applying the interactive reading approach in this high school, 46 students in grade tenth were surveyed to find out the frequency they engage in reading English documents, their perceptions of reading, and the kind of information more appealing to them.

Reliable findings were made regarding reading English texts in the classroom and the results could not be more convenient for this investigation, first and foremost it was found that 72% of the students have not read at least a 200-word article in English during this year, 23% have read between 2 or 3 and only 5% of them say they have read 4 or more *-figure 1-* which is immensely insufficient to master this fundamental skill, considering “the amount of reading engaged in correlates with overall reading development, and in particular, improvements in reading fluency” (Cambridge University Press, 2018, pág. 3).

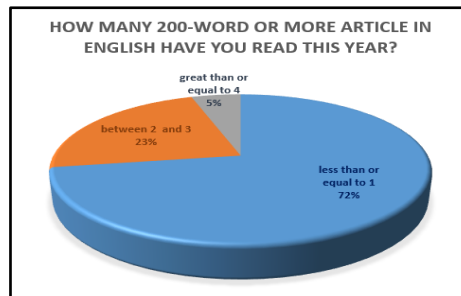


Figure 1. Percentage of readings done by students during this year
Source: this investigation

During second language instruction, this is also the case, poor time is dedicated to reading during English class, as can be seen in *figure 2* where 73% of the students occasionally read during English class, 17 % say now and then, only 10% of them say they read during English classes and consequently insufficient exposure to reading implies less proficiency in such skill, less vocabulary recognition as well as minimum grammatical practice in context; on the flipside, Krashen (2004) recommends “parents and teachers need to provide a regular time and pleasant environment for reading. They need to participate in or model-free voluntary reading. In other words, reading needs to become a structured class or family activity” (pg. 10).

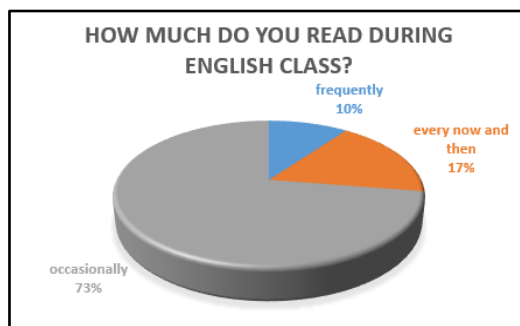


Figure 2. Reading activities during English class
Source: this investigation

The results also indicate that three-quarters of the students sometimes enjoy reading -*figure 3*- considering that 75% of them said that sometimes reading documents in English is joyful, 18% never find it joyful and only 7% said it is always joyful for them, and that can be due to the sort of texts and the methodology applied when engaging reading; on the contrary, “extensive reading should be an enjoyable experience, with learners free to select texts on topics they find interesting” (Cambridge University Press, 2018, pág. 2).

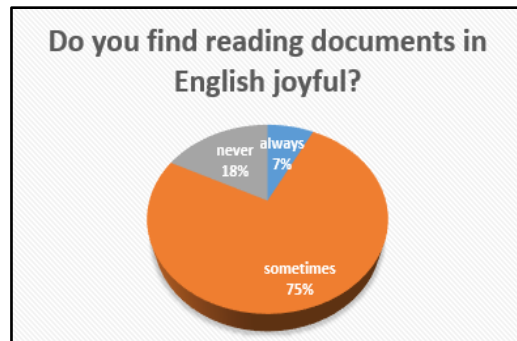


Figure 3. Perception of students towards reading.

Source: this investigation

Regarding the level of difficulty when reading English texts; 57% of them perceive reading documents in English as something acceptable, 20% think it is easy and 23% of them say it is very difficult -figure 4-, although when including those students who find it very difficult who make up one-fifth of the whole population, this figure rises to almost 80% meaning that a plethora of learners find reading rather tough.

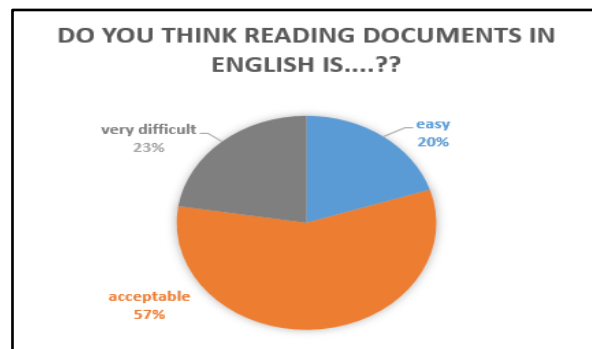


Figure 4. Level of difficulty when reading English texts

Source: this investigation

When it comes to the kind of material they feel more drawn to reading is also quite relevant because they are not willing to read whatever paper, this survey found that 33% of the students said they would like to read comic strips in English, 33% said they prefer storybooks, 15% magazines, 12% blogs, and only 7% would like to read newspapers as evidenced in figure 5, they prefer that type of presentation over the newspaper, magazines, or blogs; this is very consistent with the Reading Hypothesis, which claims that “high achievement is possible when L2 learners engage in self-selected

reading, that contains comprehensible and compelling language input” (Renandya, Jacobs, Krashen, & Ong Hui Min, 2019, pág. 10); as a result, reading material will be featured using those formats.

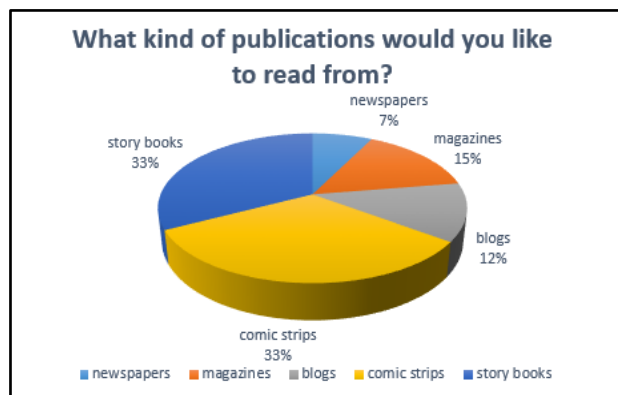


Figure 5. Type of publications more alluring to students
Source: this investigation

In terms of those genres more appealing to the students, these are quite diverse, 30% of the students said that their favorite genre is horror, 20% mystery, 15% science fiction, 15% romance, 10% adventure, historical and fantasy 5% each one as found in *figure 6*, this indicates a need for texts involving scary stories or mystery solving situations to gain the complete interest of students for the paper. Other genres that can also work when engaging in reading activities are science fiction and romance.



Figure 6. Most popular genres among students
Source: this investigation

Finally, figure 7 points out the kind of topics they would like to read about, the results were also diverse, indicating that 25% of the students said they would like to read sports topics, 23% said games, 20% tourism, 12% movies, 8% science, 7% technology, and only 5% would

like to read other topics. They feel appealed to several of them; however, sports and games take the lead as suitable topics do deal with when planning reading activities.

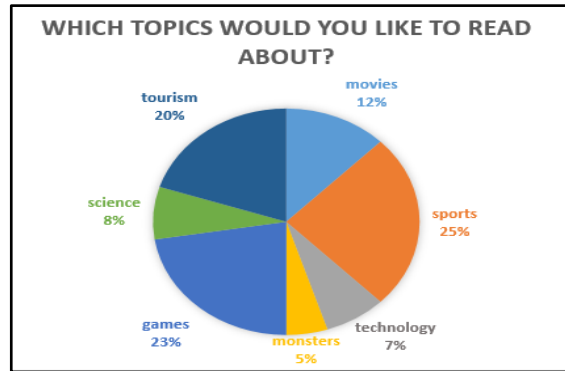


Figure 7. Topics students feel more inclined to when reading
Source: this investigation

Fieldnotes Analysis

During the execution of the reading activities in the English classroom and to produce written evidence of most eye-catching behaviors and attitudes from the students; fieldnote formats were filled out for each class to do so since this tool enables the researcher to record qualitative notes during the observation of the classes. These field notes constitute the main evidence of these applications and therefore, they help to understand the effect of applying the interactive reading approach in the English classroom. Three major categories were taken into consideration when analyzing these fieldnotes, namely students' attitude, participation, and understanding.

In the first place, the attitude of the students towards this method was highly valued during the classes because it was fundamental, they were open and receptive to the application of these activities. Based on what was seen, the overall attitude of the participants was quite positive and it kept the same for each class; none of them behaved inappropriately or displayed an evident discomfort throughout the sessions; this statement can be checked in appendix 11 where it was mentioned how intrigued and chill during the students they behaved as well as in appendix 12 where they behaved excitedly when presented the reading material and finally in appendix 13 where they were quite attentive to the indications.

Moving on to the participation aspect during the classes, which was measured based on how well they followed indications and their commitment to the activities; for instance in appendix 11 when they were inquired about the story before reading, they were able to predict what the story was going to be about by sharing their remarks with the whole group and in appendix 12 they asked the researcher to use the flashcards many

times to understand the text; in appendix 13 some of them reached the tutor out on WhatsApp to clear up distinct doubts. However, in appendix 11 and 12 some groups in the back of the classroom were caught just chatting or were not keeping up with the group; as a result, their participation fell behind from the rest of the students.

Finally, the understanding of the reading was checked as they were reading when the groups made the effort of interpreting in their first language what they just read and when their interpretation was not too clear the researcher explained the grammar aspect they had trouble with, although their understanding of the whole text was verified at the end of the class when they answered questions based on what they read with the help of the rest of students -appendix 11- furthermore, in appendix 12, the questions were done as the reading was done where they debated the answers with the rest of the group.

In the case of appendix 13, the students' understanding was verified by reading their interpretation of the text in Spanish which was highly satisfactory since their understanding of the text was pretty clear as well as their answers for the questions were rather consistent according to the content of the reading as can be seen in appendix 7, 8, and 10.

Interview Analysis.

The last part of this applied project consisted of interviewing the participants to learn their attitude, stance, and way of thinking regarding the reading activities previously carried out as well as their perception of the benefits of these in their L2 reading proficiency and their actual understanding on a text. Considering the ongoing world health situation, the interview was done by making an online questionnaire where every

student would submit their answers and then, each question was analyzed taking into consideration the most common patterns in the students' responses.

Based on the answers for the first question, the pattern is very clear, there was a very noticeable apprehension towards reading English texts as can be seen in appendixes 15 and 16 where the students mentioned words like "tough" and "dislike" regarding reading English texts; furthermore, in appendix 15 where the student compares her before and now, the answer indicates a sort of apathy among the students towards this skill; these answers were completely coherent with the opinion of the students when first asked about this skill in phase one of diagnosis.

In question two, the pattern is practically the same for every participant, they saw some improvement in English, they mentioned quite steadily the vocabulary aspect as one of the upsides from taking part in these activities, for instance, in appendix 15 the student commented on how the classes inspired her to get better in English and the student in appendix 16 mentioned how appealing the readings were for her. Considering the rest of the answers, it can be inferred that the activities were helpful for them, not only for building up new vocabulary but understanding difficult grammar in English as well.

As far as the third question goes, most of them agreed they liked the distinct stages of the activities, the student in appendix 17 talked about the dynamism of the activities for the first two classes; however that was not the rule of thumb for the vast majority of the answers, it can be seen they liked the most the material and explanations that were used for the third class; this can be explained as the third class involved a topic they felt very familiar with nowadays and it was easy for them to relate to that; also the

time gap between the first two classes and the third one could be the reason why the last class kept their minds on that exercise.

In question four, the responses were rather consistent with what was found in question three of the interview as they were fond of the activities carried out during the three classes, it was expected they would like to see more classes like these regularly. The responses denote a rather unanimous interest in keeping up studying in such manner since the students were aware of the advantages for them from working reading applying this methodology as can be seen in appendix 15, 16, and 17.

The last question called on the students to make sense of a short text in their language and the interpretation they came up with was for lack of a better term, mind-blowing; the assimilation of the text was very clear and highly intelligible even when a couple of students struggled to coherently organize their ideas, the overall result was plenty accurate which demonstrates how these type of classes can have a very positive impact in their improvement of reading texts in English.

CHAPTER V

Conclusions and Recommendations

Undeniably, applying the interactive reading approach in the English learning classroom to the students of tenth grade in the Educational Institution Leon XIII in Soacha, proved to have a permanent and positive effect on their attitude towards reading texts in English, since it went from a clear indifference concerning this skill, as was found in the diagnostic stage of this research, to a generalized renewed enthusiasm about this fundamental skill as was seen in the final stage of this project.

Many were the benefits that students perceived in their comprehension of the English language after having practiced reading papers in an interactive context such as straightforwardly making out a text in the target language, figuring out difficult grammar structures, reviewing past topics in context and above all, taking in much of the vocabulary presented during the classes.

By identifying the students' attitude and time dedicated to English reading in the classroom, it was possible to tell that they were not fond of reading as much as they should and the frequency they engage reading was also insufficient; a learning issue was established in the high school, an issue that was overcome through the application of interactive and dynamic activities in benefit of the learners.

Whenever students face difficulties in any of the four skills when learning English, it is advisable to diagnose what is the reason for that situation, by running a survey or just letting the students talk, teachers can gain great insight about the way students are feeling regarding the method is being used to instruct them and also how appealing these are for them.

Presenting reading materials based on the students' main interests is the most suitable way to foster this skill, English learners will always feel more mesmerized by the engaging of reading texts with topics they fond of, rather than imposing texts they do not find attractive or just cannot relate to.

To establish which are those topics or type of texts students perceive enticing to the eye, teachers need to provide students several options when it comes to reading, options like magazine articles, science news, current global affairs, tales, storyboards, fairy tales, and many others to choose from.

It is a good idea that teachers keep any type of daily register whether it is a field note, diary, blog or other, where they can put down the most relevant aspects of the class, especially in the case of reading, to tell if the instruments used and the attitudes of the students when reading, allowed to reach the expectations for the class.

Aiming to provide an actual interactive reading experience, teachers should follow a lesson plan including distinct stages during the EFL class to prevent students from getting detached, stages like a presentation and prediction of the text, a review of unknown vocabulary by acting out or call out these words, explanations of grammar structures as they read as well as a debate-like questionnaire where participants can socialize their understanding on the text.

Following a well-structured lesson plan to enhance and improve reading in English, teachers can help students to attain more gratifying results in this skill as well as bringing out the students' enthusiasm for this activity whether this exercise takes place in the school or at home.

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[89_Add_To_ONLINE_Pubs/RumelhartMcClelland81InteractiveProcessesInReading.pdf](https://stanford.edu/~jlmcc/papers/PublicationFiles/80-89_Add_To_ONLINE_Pubs/RumelhartMcClelland81InteractiveProcessesInReading.pdf)

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APPENDIX

Appendix No. 1. Letter submitted to the high school for approval
Source: this investigation



Bogotá, 26 de febrero de 2020

Señora:
Cecil María Williams
Coordinadora
Institución Educativa León XIII
Soacha

Asunto: Aplicación de Instrumentos Proyecto Aplicado.


Cordial saludo.

Me dirijo a usted para solicitar la autorización de ingreso a su Institución del Estudiante Diego Alexander Castro Cárdenas identificado con cedula N°80.881.345 de Bogotá, para aplicar los instrumentos del Proyecto aplicado "Interactive reading as an approach to encourage the reading of English texts with ninth graders at the Educational Institution Leon XIII in Soacha, Cundinamarca" que viene desarrollando como opción de grado. Esta aplicación se daría desde 2 de Marzo hasta el 3 de Abril del presente año.

Agradezco la atención.

Cordialmente,


JOANA PATRICIA MEDINA
Tutora/Asesora Proyecto
Cel: 3163376188
Email:joana.medina@unad.edu.co

Febrero 27/2020
Recibido


Universidad Nacional Abierta y a Distancia UNAD
CEAD JAG Dirección: Calle 14 sur No. 14 - 23
Teléfono: 3443700 EXT: 2704



Appendix No. 2. Diagnostic reading survey
Source: this investigation



Reading SURVEY

Answer the questions about your reading habits. Cross out (X) the letters you like the most:

1. How many 200-word or more article in English have you read this year?		
a) Less than or equal to 1	b) 2 - 3	c) great than or equal to 4
2. How much do you read during English class?		
a) Frequently	b) every now and then	c) occasionally
3. Do you find reading documents in English joyful?		
a) Always	b) sometimes	c) never
4. Do you think reading documents in English is.....??		
a) Easy	b) acceptable	c) very difficult
5. What kind of publications would you like to read from?		
a) Newspapers b) Magazines c) Blogs d) Comic strips e) Story books		
6. What is favorite genre?		
a) Adventure b) Horror c) Fantasy d) Science fiction e) Romance f) Mystery g) Historical		
7. Which topics would you like to read about?		
a) Movies b) Sports c) Technology d) Monsters e) Games f) Science g) tourism		



Appendix No. 3. Lesson Plan of Interactive Reading Classes.
Source: this investigation

Reading Lesson Plan	
Lecturer`s Name: Diego Alexander Castro Cardenas	
Date:	Length:
High School: Educational Institution Leon XIII, Soacha	Grade: 10 grade.
Topic: Mistry / horror / Sport texts.	Resources: <ul style="list-style-type: none"> • Handouts • Text • Flashcards
Aims of the Lesson: <ul style="list-style-type: none"> • To learn new vocabulary in context. • To notice most common grammar structures inside the text. • Make meaning from the text. 	
Summary of Actions: <ul style="list-style-type: none"> • 1. the teacher will introduce the text to the class and will ask the students to read the title and look at the pictures in the text. • 2. The students will try to infer the content of the text by calling out words and phrases related to the topic. • 3. The teacher will review the target words in the text by using handouts or flashcards. • 4. The students will act out or draw the new vocabulary and the rest of them will guess the meaning of the actions or images. • 5. Students will read the paper and the tutor will clear up doubts and will explain some grammar topics as they come up. 	
Assessment: Students will now answer some questions called on by the teacher regarding the text by making discussion groups.	

Appendix No 4. Reading material class one.

Source: Retrieved from <https://www.comicextra.com/comic/scooby-doo-where-are-you>



VOCABULARY	
<p>To scare away (verb): to scare someone and cause them to run.</p> <p>Ex: The angry bear scared the parkerman away.</p> <p>To haunt (verb): to terrify.</p> <p>Ex: the ghosts are haunting the students. A haunt (noun): a spirit of the dead. Ex: I saw a haunt in room.</p> <p>Ghost (noun): phantom.</p> <p>Ex: Do you believe in ghosts?</p> <p>Noise (noun): a sound or sounds.</p> <p>Example: Miguel heard a noise in the kitchen. Footsteps (noun): footprint.</p> <p>Example: There are strange footsteps in the house.</p> <p>To come out (verb): to appear or arrive.</p> <p>Ex: My parents came out for Christmas.</p>	<p>Job (noun): employment.</p> <p>Ex: How long have you been looking for a job?</p> <p>To fake (verb): to pretend something unreal.</p> <p>Ex: He isn't really laughing, he's just faking. Fake (adjective): fraudulent. Ex: He got a fake passport. Fake (noun): a false object. Ex: the gun in his hand was a fake. Housekeeper (noun): a person who organizes, cleans and cooks.</p> <p>Ex: Lucy's job is housekeeper. To leave (verb): to go.</p> <p>Fabio will be leaving at 5 o'clock. Clue (noun): evidence.</p> <p>Example: give me a clue to guess the answer. To hunt (verb): to kill an animal for food.</p> <p>Ex: Cats like to hunt mice.</p>

<p>To hire (verb): to employ a person.</p> <p>Ex: The company hired me after a long selection process.</p> <p>To own (verb): to have legally a property.</p> <p>Example: my sister owns two red cars.</p> <p>To feature (verb): to present or to emphasize something.</p> <p>Ex: The movie features Jennifer Lopez as a housekeeper in New York. Feature (noun): characteristic. Ex: The new phone has excellent features. Fraud (noun): a false person or thing.</p> <p>Ex: Her husband committed credit card fraud.</p>	<p>Law (noun): rules of a government.</p> <p>Example: there are laws against drinking in the street.</p> <p>To check (verb): to examine or to review.</p> <p>Tom has checked the stove.</p> <p>Stairs (noun): escalator.</p> <p>Mr. Robertson fell down the stairs.</p> <p>To try (verb): to attempt to do something.</p> <p>Ex: Evan tried to lift the bar.</p>
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Important tenses:

Present perfect: Smarto **has** **acted** to ruin - Smarto **has** **combed** ornaments.

Past perfect: They **had** **studied** hard - Oka **hadn't** **established** forces.

Wish: He **would** go tomorrow - He **doesn't** refuse.

Additional words and Phrases		
How long...??	Howe quanto que...??	Maybe, tal vez.
Since, desde		At least, al menos
Could, puido, podio, podia (n)		Might, podria (n)

Appendix No 5. Reading material class two.

Source: Retrieved from <https://www.comicextra.com/the-simpsons-summer-shindig/chapter-9/full>



Appendix No. 6. Reading material class three
Source: this investigation

Teacher's Name	Gloria Rodriguez
Student's Level (CEFR)	A2
Population	Adolescents x Adults
Skills to develop	Reading
OBJECTIVE	
- To practice English reading skills by making sense of a sport article. - To recognize new vocabulary and common English grammar.	

Reading Workshop

Follow instructions as indicated:

1. Before reading the text, let's get familiar with unknown words within the reading, to do so, take a look at the pictures and try to grasp the meaning of these words based on their depiction. Attempt to act out, repeat or practice this glossary.
2. Set out to read the title and subtitle of the article, as well as the picture along with them and then ask yourself ¿what will be the text about? Here you are free to call out everything you think could be related to the text.
3. You will read the article titled "Bogotá allows exercise during quarantine... for now", try to make sense of the text in English, type in what you understood in your own language in the blank boxes on the right of each paragraph.
4. Finally, you will answer five questions on the article, try to provide substantial answers and not only "yes or no" responses.

Reading Tips and Confusing Words

- To point out that an action started in the past and has not finished yet, present perfect is the correct path to take. In English, the verb **to have** is used to mean the verb "**haber**" along with the past participle of the main verb. Example:
Yo he ido (I **have gone**), Maria ha corrido (Maria **has run**), Marco y Fidel han peleado (Marco and Fidel **have fought**), el perro ha ladrado (the dog **has barked**), usted ha sido o estado (you **have been**), etc...
- As. Can have three meanings: *como, mientras, a medida que...*
- So. This Word can mean: *asi, de esta manera*
- Despite. Can mean: *a pesar de*
- As long as. Generally means: *siempre y cuando*
- Any time soon. Generally means: *rápido o pronto*



To allow = to permit



To jog



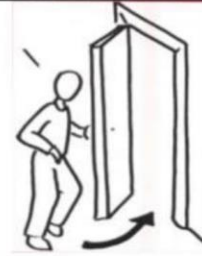
To ease = to relax



Lockdown = confinement



Freedom = liberty



To go out = to depart



Face mask



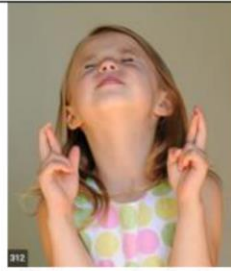
To wear



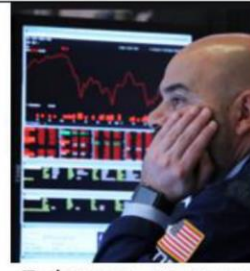
To work out = to exercise



To breath = to respire



To hope = to desire



To happen = to occur

Aquí vas a leer toda la lectura primero en inglés y tratarás de entender el texto teniendo en cuenta el vocabulario que estudiaste antes; así como las claves de lectura y palabras confusas. Al frente de los párrafos en inglés, vas a escribir en español tal cual entendiste el texto.

Bogotá allows exercise during quarantine... For now.

This morning bogotanos were allowed to walk, jog, or run between 6am and 10am.



As European countries announce an easing of their lockdowns, so too was the quarantine in Bogotá more relaxed today than we've seen in recent weeks. It is the first day that people have been allowed out to exercise. And, despite some initial confusion over the rules, many residents flexed their newfound freedom — and legs — on the streets this morning.

"It was great to be able to go outside for a run," said one jogger near Galerías. He added, "Breathing through a face mask was not ideal though."

Bogotanos aged between 18 and 60 are allowed out between 6am and 10am every day to work out for a maximum of one hour. The pico y género does not apply, so both sexes can go out as long as they wear masks and stay within 1km of their houses.

If you were hoping to go to the gym, that's not going to happen any time soon. The IDR, the city's sports authority, said that physical activity can only take place in open spaces such as streets, parks, and trails. It also says that high-performance training is not permitted, only "light" activities such as walking, jogging and running.

Contesta las siguientes preguntas **EN ESPAÑOL** y responde de acuerdo a como entendiste la lectura anterior.

- What happened in Bogotá hand in hand with European countries? *¿Qué ocurrió en Bogotá de la mano con los países europeos?*

- What were Bogotanos allowed to do? *¿Qué cosa fue permitida a los bogotanos?*


- Why wearing a face mask was not comfortable while exercising? *¿Por qué ejercitar usando tapaboca no fue agradable?*

- Which are the requirements in order to work out? *¿Cuáles son las condiciones para poder hacer ejercicio?*

- Why going to the gym is not allowed at the moment? *¿Por qué ir al gimnasio no está permitido de momento?*

Appendix No 7. Evidence one of Reading and questions completion.

Source: this investigation

<p>Bogotá allows exercise during quarantine... For now.</p> <p><i>This morning bogotanos were allowed to walk, jog, or run between 6am and 10am.</i></p>	
<p>As European countries announce an easing of their lockdowns, so too was the quarantine in Bogotá more relaxed today than we've seen in recent weeks. It is the first day that people have been allowed out to exercise. And, despite some initial confusion over the rules, many residents flexed their newfound freedom — and legs — on the streets this morning.</p>	<ul style="list-style-type: none">➤ A medida de que los países europeos declararon bloqueos bogota fue la carretera mas relajada hoy en dia de lo que hemos visto ultimamente en noticias,a las persona se les permite ya el hacer ejercicio entyre otras cosas.
<p>"It was great to be able to go outside for a run," said one jogger near Galerías. He added, "Breathing through a face mask was not ideal though."</p> <p>Bogotanos aged between 18 and 60 are allowed out between 6am and 10am every day to work out for a maximum of one hour. The pico y género does not apply, so both sexes can go out as long as they wear masks and stay within 1km of their houses.</p>	<ul style="list-style-type: none">➤ A los bogotanos entre 18 y 60 años se les permite salir entre las 6 a.m. y las 10 a.m. todos los días para hacer ejercicio durante un máximo de una hora. El pico y el género no se aplica, por lo que ambos sexos pueden salir siempre que usen máscaras y permanezcan a 1 km de sus casas.
<p>If you were hoping to go to the gym, that's not going to happen any time soon. The IDR, the city's sports authority, said that physical activity can only take place in open spaces such as streets, parks, and trails. It also says that high-performance training is not permitted, only "light" activities such as walking, jogging and running.</p>	<ul style="list-style-type: none">➤ La autoridad deportiva de la ciudad, dijo que la actividad física solo puede realizarse en espacios abiertos como calles, parques y senderos. También dice que el entrenamiento de alto rendimiento no está permitido, solo actividades "ligeras" como caminar, trotar y correr.

Appendix No 8. Evidence two of Reading and questions completion.
Source: this investigation

TALLER DE LECTURA

- What happened in Bogota' hand in had with European countries?
Que ocurrió en bogota' de la mano con los países europeos?

El Ejemplo que pudimos tomar por la gran masa de contagios que ocurri eron en europa.

- What were Bogotanos allowed to do?
¿Que cosa fue permitido a los bogotanos

Los bogotanos se les dio un tiempo de salida "con" de las 8am a 10am para hacer EJERCICIO

- Why wearing a face mask was not while exercising? ¿Por que ejercitar usando tapabocas no fue agradable

RTA: la falta de respiración y un mal cardio son presenciales en el uso del tapabocas

RTA Tienen que dos metros de distancia y no "no" usar mucho las barras y cumplir estrictamente el horario

- Why going to the gym is not allowed at the moment? ¿Por que ir al gimnasio no esta permitido de momento?

Lo que pasa con los gimnasios es que son peligrosos por que todos estan en contacto y asi es mas posible el contagio

Appendix No 9. Evidence three of reading and questions completion.
Source: this investigation

<p>Bogotá allows exercise during quarantine... For now.</p> <p><i>This morning bogotanos were allowed to walk, jog, or run between 6am and 10am.</i></p>	
<p>As European countries announce an easing of their lockdowns, so too was the quarantine in Bogotá more relaxed today than we've seen in recent weeks. It is the first day that people have been allowed out to exercise. And, despite some initial confusion over the rules, many residents flexed their newfound freedom — and legs — on the streets this morning.</p>	<p>A medida que los países europeos anunciaban una reducción de sus bloqueos, la cuarentena en Bogotá también fue más relajada hoy de lo que hemos visto en las últimas semanas. Es el primer día que a las personas se les permite hacer ejercicio. Y, a pesar de cierta confusión inicial sobre las reglas, muchos residentes flexionaron su libertad recién descubierta, y sus piernas, en las calles esta mañana.</p>
<p>"It was great to be able to go outside for a run," said one jogger near Galerías. He added, "Breathing through a face mask was not ideal though."</p> <p>Bogotanos aged between 18 and 60 are allowed out between 6am and 10am every day to work out for a maximum of one hour. The <u>pico y género</u> does not apply, so both sexes can go out as long as they wear masks and stay within 1km of their houses.</p>	<p>"Fue genial poder salir a correr", dijo un corredor cerca de Galerías. Añadió: "Sin embargo, respirar a través de una máscara facial no era ideal".</p> <p>A los bogotanos de entre 18 y 60 años se les permite salir entre las 6 a.m. y las 10 a.m. todos los días para hacer ejercicio durante un máximo de una hora. El pico y el género no se aplica, por lo que ambos sexos pueden salir siempre que usen máscaras y permanezcan a 1 km de sus casas.</p>
<p>If you were hoping to go to the gym, that's not going to happen any time soon. The IDR, the city's sports authority, said that physical activity can only take place in open spaces such as streets, parks, and trails. It also says that high-performance training is not permitted, only "light" activities such as walking, jogging and running.</p>	<p>Si esperabas ir al gimnasio, eso no sucederá pronto. El IDR, la autoridad deportiva de la ciudad, dijo que la actividad física solo puede realizarse en espacios abiertos como calles, parques y senderos. También dice que el entrenamiento de alto rendimiento no está permitido, solo actividades "ligeras" como caminar, trotar y correr.</p>

Appendix No 10. Evidence four of reading and questions completion.
Source: this investigation

Contesta las siguientes preguntas **EN ESPAÑOL** y responde de acuerdo a como entendiste la lectura anterior.

- What happened in Bogotá hand in hand with European countries? *¿Qué ocurrió en Bogotá de la mano con los países europeos?*
- *A medida que los países europeos declararon una disminución en sus bloqueos, la cuarentena en Bogotá también fue más relajada hoy de lo que hemos visto en las últimas semanas.*
- What were Bogotanos allowed to do? *¿Qué cosa fue permitida a los bogotanos?*
- A los bogotanos de entre 18 y 60 años se les permite salir entre las 6 a.m. y las 10 a.m. todos los días para hacer ejercicio durante un máximo de una hora.
- Why wearing a face mask was not comfortable while exercising? *¿Por qué ejercitar usando tapaboca no fue agradable?*
- *También dice que el entrenamiento de alto rendimiento no está permitido, solo actividades "ligeras" como caminar, trotar y correr*
- Which are the requirements in order to work out? *¿Cuáles son las condiciones para poder hacer ejercicio?*
- *pueden salir siempre que usen máscaras y permanezcan a 1 km de sus casas.*
- Why going to the gym is not allowed at the moment? *¿Por qué ir al gimnasio no está permitido de momento? .*
- *El IDRD, la autoridad deportiva de la ciudad, dijo que la actividad física solo puede realizarse en espacios abiertos como calles, parques y senderos*

Appendix No 11. Fieldnote format for class one.

Source: this investigation

FIELDNOTES CLASS 1	
Date: 03/10/2020	Site: Educational Institution Leon XIII Soacha
Activity: Mystery Comic Strip Reading	
Participants: 43 tenth graders	Age: 15 to 16 years old
Length of Observation: 8am – 10am	
Responsible teacher: Gloria Rodriguez	
Materials: Reading and glossary sheets.	
Summary: students will read a comic strip, before that, they are presented unknown vocabulary in the form of a sheet as well as flashcards. After having reviewed the vocabulary they act out a couple of this unknown words and the rest of students will guess the correct word. Once they have practiced vocabulary, they are required to read the title of the text and look at the pictures; they will call out what they think the text is about. The tutor will ask some questions regarding the text and they will read. Once they had read, they will answer the previous questions and discuss what they understood from the whole text.	
Narrative: The students were open to indications and activities during the whole class. At the beginning, they seemed very intrigued, although as the distinct activities went along, they started to let go. I noticed the reading material was appealing and easily recognizable to them because when they received it, they were trying to tell what was happening in the story, describing the characters` names or just calling out their names with their partners. When I inquired them about the story, they came up with words, phrases or assumptions based on what they were staring in the paper, that is when featured the vocabulary I had planned beforehand, however it took me much longer than I had expected to explain the vocabulary and the examples in vocabulary sheet as a result the groups in the back of the classroom started to lose track of the exercise and I had to speed up the reading. As they read, I saw they were practicing the vocabulary I explained to understand the text; however, the reading was too advanced for them because they had too many questions on grammar and I attempted to explain some of them. In the end, the students read the comic strip and they were able to answer tricky questions in groups and also with the help of the rest of groups.	

Appendix No 12. Fieldnote format for class two

Source: this investigation

FIELDNOTES CLASS 2	
Date: 03/13/2020	Site: Educational Institution Leon XIII Soacha
Activity: Horror Comic Strip Reading	
Participants: 43 tenth graders	Age: 15 to 16 years old
Length of Observation: 10am - 12am	
Responsible teacher: Gloria Rodriguez	
Materials: Reading sheet and flashcards.	
Summary: students will read a comic strip, before that, they are presented unknown vocabulary in the form of flashcards. After having reviewed the vocabulary they act out a couple of this unknown words and the rest of students will guess the correct word. Once they have practiced vocabulary, they are required to read the title of the text and look at the pictures; they will call out what they think the text is about. The tutor will ask some questions regarding the text and they will read. Once they had read, they will answer the previous questions and discuss what they understood from the whole text.	
Narrative: students behaved excitedly when they were presented the reading material to work with during the class since they know the Simpsons and like this tv show. The students were called on to form groups of two participants and it was rather evident the same students from the previous activity making up each group. They were attentive to presentation of the vocabulary and acted out many of these words, they were able to tell what they imagined the reading was about just by looking the images and characters; although they were following correctly the previous activities before reading; when they set out to read the comic strip, some groups in the back of the classroom were not working as expected and I had to focus specifically on them and they were more attentive after a while. When they did not remember a word, they asked to show the flashcard back in order to follow the idea of the text. As the reading went forward, I was call on them some questions to check their understanding and clearing up some grammar rules. The students demonstrated great interest for the reading, and they gained a lot of new vocabulary in context and were able to accurately answer the questions based on text.	

Appendix No 13. Fieldnote format for class 3.
Source: this investigation

FIELDNOTES CLASS 3	
Date: June 24 2020	Site: Online Educational Institution Leon XIII Soacha.
Activity: Sport Article Reading	
Participants: 30 tenth graders	Age: 15 -16 years old
Length of Observation: one hour	
Responsible Teacher: Gloria Rodriguez	
Materials: Reading Workshop document.	
<p>Summary: Students were instructed to download an English reading workshop from a website specifically created for that purpose, they were explained what was the final product they needed to submit on the same website. In the document, they were explained the distinct parts of the document like instructions, flashcards, the reading and the answers at the end they had to answer. The students were given one week in order to complete the document at their homes and this could be done in pairs. This last class followed the same patterns as it was done in the two previous classes.</p>	
<p>Narrative: The students seemed interested in the activity, they reach me out on whatsapp when they had any question about the activities. The vast majority of the students submitted the final paper the due date. Regarding the development of the tasks, it was very clear they were able to give a rather satisfactory meaning to what they read and the answers of the questions were bastly coherent based on the reading. Some of them followed the instructions accurately and the end result was extremely . Many of them due to communication difficulties got delayed but it was evident a genuine interest in the correct develipment of the exercise. Just a few of them did not understand the goal of the activity or what they were expected to submit.</p>	

Appendix No 14. Students` interview format
Source: this investigation



English Reading Interview

Mediante esta entrevista, se quiere conocer su forma de pensar, sus opiniones y actitudes hacia las actividades que se realizaron, como fué el material de lectura que se usó, la forma como se repasó palabras nuevas, explicaciones sobre gramática americana, socialización de respuestas y en últimas, que tanto cree usted que este tipo de clases le ayudarían a mejorar su desempeño en el idioma inglés. De igual manera, se busca ver su capacidad de entendimiento de un texto donde se incluyen palabras y estructuras gramaticales vistas durante las actividades. Trata de NO dar respuestas cortas; por el contrario, procura que estas demuestren tu verdadero sentir con estas clases.

* Required

1. Student`s Name: *

2. Curso: *

3. Date you completed the Interview *



4. What was your opinion on reading texts in English before the activities? ¿cual era to opinion sobre la lectura de textos en inglés antes de las actividades? *

5. Did you notice an improvement in grammar, wider vocabulary, and more liking for reading texts in English after the activities? ¿viste mejoría en tu gramática, mayor vocabulario, y mas gusto por la lectura en inglés después de las actividades? *

6. What activities did you like the most and why? ¿cuales actividades te gustó mas y por qué? *

7. Would you like to see these reading activities applied more often in the English classroom and why? ¿Le gustaría ver que se aplicara mas a menudo estas actividades de lectura en el aula de inglés y por qué? *

Enter your answer

8. En el siguiente texto encontrarás muchas de las palabras nuevas y estructuras gramaticales que estudiamos durante las actividades, reescribe en español el texto tal y como lo entiendes.

The global pandemic of the year 2020.

This pandemic has definitely scared us away, it is like a ghost trying to hunt us at every corner, even in our dreams. On top of all, news do no help to ease the constant fear as they feature the worst side of this outbreak; we watch that millions of people have lost their jobs, companies have stopped hiring, deaths increase each day, the noises of hungry families, and furthermore, no one seems to have a clue about what is happening. Many workers have suffered, from housekeepers to professionals, some of them have left due to this difficult situation, it is like things will not improve anytime soon. Governments all over the world have tried to diminish the negative effects of this pandemic on the society, now we have seen laws like strict lockdowns, we can only go out as long as we wear face masks, etc. Sometimes we might think this pandemic is only a fraud since there is so much fake news on social media or maybe this happened because we mistreat our planet, we don't really know. At least, we are now allowed to come out and work out by jogging, running, or only walking breathing clean air. Despite these difficulties, we must hope this situation does not last too long, so we could resume our lives. *

Enter your answer

Appendix No 15. Interview 1.

Source: this investigation

English Reading Interview	
Date: July 17 2020	Grade: 1001
Student's Name: Ivanna Gabriela Mendivel Rivas	
Interviewer: Diego Alexander Castro Cardenas	
<ul style="list-style-type: none">• What was your opinion on reading texts in English before the activities? ¿cual era to opinion sobre la lectura de textos en inglés antes de las actividades? <i>In the beginning, I found reading texts in English very tough since it's hard for me to handle some activities effortlessly in that language.</i>• Did you notice an improvement in grammar, wider vocabulary, and more liking for reading texts in English after the activities? ¿viste mejoría en tu gramática, mayor vocabulario, y mas gusto por la lectura en inglés después de las actividades? <i>Certainly, thanks to the readings and explanations I was able to widen my vocabulary in that language and also encouraged my interest in learning English even more.</i>• What activities did you like the most and why? ¿cuales actividades te gustó mas y por qué? <i>The way the two first classes were conducted was really appealing to me because of the dynamism throughout the distinct activities.</i>• Would you like to see these reading activities applied more often in the English classroom and why? ¿Le gustaria ver que se aplicara mas a menudo estas actividades de lectura en el aula de inglés y por qué? <i>Absolubly, since they will help us to improve our knowledge in English and they are very benefitial when we will be studying English in 11th grade.</i>• En el siguiente texto encontrarás muchas de las palabras nuevas y estructuras gramaticales que estudiamos durante las actividades, reescribe en español el texto tal y como lo entiendes. <p style="text-align: center;">The global pandemic of the year 2020.</p><p>This pandemic has definitely scared us away, it is like a ghost trying to hunt us at every corner, even in our dreams. On top of all, news do no help to ease the constant fear as they feature the worst side of this outbreak; we watch that millions of people have lost their jobs, companies have stopped hiring, deaths increase each day, the noises of hungry families, and furthermore, no one seems to have a clue about what is happening. Many workers have suffered, from housekeepers to professionals, some of them have left due to this difficult situation, it is like things will not improve anytime soon. Governments all over the world have tried to diminish the negative effects of</p>	

this pandemic on the society, now we have seen laws like strict lockdowns, we can only go out as long as we wear face masks, etc. Sometimes we might think this pandemic is only a fraud since there is so much fake news on social media or maybe this happened because we mistreat our planet, we don't really know. At least, we are now allowed to come out and work out by jogging, running, or only walking breathing clean air. Despite these difficulties, we must hope this situation does not last too long, so we could resume our lives.

La pandemia global del año 2020. Esta pandemia definitivamente nos ha asustado, es como un fantasma tratando de cazarnos en cada esquina, incluso en nuestros sueños. Además de todo, las noticias no ayudan a aliviar el miedo constante ya que presentan el peor lado de este brote; Observamos que millones de personas han perdido sus empleos, las empresas han dejado de contratar, las muertes aumentan cada día, los ruidos de las familias hambrientas y, además, nadie parece tener idea de lo que está sucediendo. Muchos trabajadores han sufrido, desde las amas de casa hasta los profesionales, algunos se han ido debido a esta difícil situación, es como si las cosas no mejoraran pronto. Los gobiernos de todo el mundo han tratado de disminuir los efectos negativos de esta pandemia en la sociedad, ahora hemos visto leyes como cierres estrictos, solo podemos salir mientras usemos tapabocas, etc. A veces podríamos pensar que esta pandemia es solo un fraude ya que hay muchas noticias falsas en las redes sociales o tal vez esto sucedió porque maltratamos nuestro planeta, no lo sabemos realmente. Al menos, ahora se nos permite salir y hacer ejercicio trotando, corriendo o solo caminando respirando aire limpio. A pesar de estas dificultades, debemos esperar que esta situación no dure demasiado, para que podamos reanudar nuestras vidas.

Appendix No 16. Interview 2.

Source: this investigation

English Reading Interview	
Date: July 17 2020	Grade: 1001
Student's Name: vargas forero leidy andrea	
Interviewer: Diego Alexander Castro Cardenas	
<ul style="list-style-type: none">• What was your opinion on reading texts in English before the activities? ¿cual era to opinion sobre la lectura de textos en inglés antes de las actividades? <i>Before I didn't like English texts because I didn't understand them</i>• Did you notice an improvement in grammar, wider vocabulary, and more liking for reading texts in English after the activities? ¿viste mejoría en tu gramática, mayor vocabulario, y mas gusto por la lectura en inglés después de las actividades? <i>I saw a great improvement in my vocabulary thanks to the activities</i>• What activities did you like the most and why? ¿cuales actividades te gustó mas y por qué? <i>The activity that I liked the most was the text from Bogota because I saw it improve in my vocabulary</i>• Would you like to see these reading activities applied more often in the English classroom and why? ¿Le gustaría ver que se aplicara mas a menudo estas actividades de lectura en el aula de inglés y por qué? <i>For sure I would like more readings of this type because it helps us improve our vocabulary</i>• En el siguiente texto encontrarás muchas de las palabras nuevas y estructuras gramaticales que estudiamos durante las actividades, reescribe en español el texto tal y como lo entiendes. <p style="text-align: center;">The global pandemic of the year 2020.</p><p>This pandemic has definitely scared us away, it is like a ghost trying to hunt us at every corner, even in our dreams. On top of all, news do no help to ease the constant fear as they feature the worst side of this outbreak; we watch that millions of people have lost their jobs, companies have stopped hiring, deaths increase each day, the noises of hungry families, and furthermore, no one seems to have a clue about what is happening. Many workers have suffered, from housekeepers to professionals, some of them have left due to this difficult situation, it is like things will not improve anytime soon. Governments all over the world have tried to diminish the negative effects of this pandemic on the society, now we have seen laws like strict lockdowns, we can only go out as long as we wear face masks, etc. Sometimes we might think this pandemic is only a fraud since there is so much fake news on social media or maybe</p>	

this happened because we mistreat our planet, we don't really know. At least, we are now allowed to come out and work out by jogging, running, or only walking breathing clean air. Despite these difficulties, we must hope this situation does not last too long, so we could resume our lives.

La pandemia global del año 2020. Esta pandemia nos ha asustado, es como un fantasma tratando de cazarnos en cada esquina, incluso en nuestros sueños. Además de todo, las noticias no ayudan a aliviar el miedo constante ya que presentan el peor lado de este brote; Observamos que millones de personas han perdido sus trabajos, las empresas han dejado de contratar, las muertes aumentan cada día, los ruidos de las familias hambrientas y, además, nadie parece tener idea de lo que está pasando. Muchos trabajadores han sufrido, desde las amas de casa hasta los profesionales, algunos se han ido debido a esta difícil situación, es como si las cosas no mejoraran pronto. Los gobiernos de todo el mundo han tratado de disminuir los efectos negativos de esta pandemia en la sociedad, ahora hemos visto leyes como cierres estrictos, solo podemos salir mientras usemos máscaras faciales, etc. A veces podríamos pensar que esta pandemia es solo un fraude ya que hay muchas noticias falsas en las redes sociales o tal vez esto sucedió porque maltratamos nuestro planeta, no lo sabemos. Al menos, ahora se nos permite salir y hacer ejercicio, corriendo o solo caminando respirando aire limpio. A pesar de estas dificultades, debemos esperar que esta situación no dure demasiado, para que podamos seguir nuestras vidas

Appendix No 17. Interview 3.

Source: this investigation

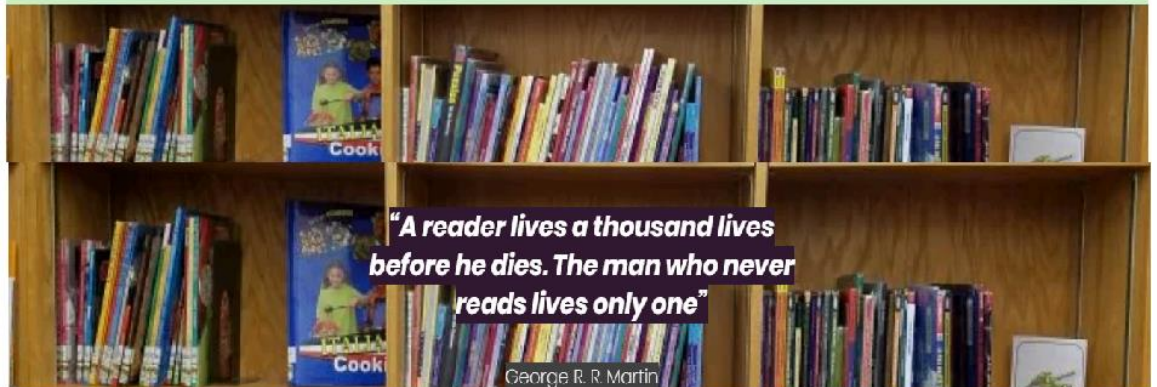
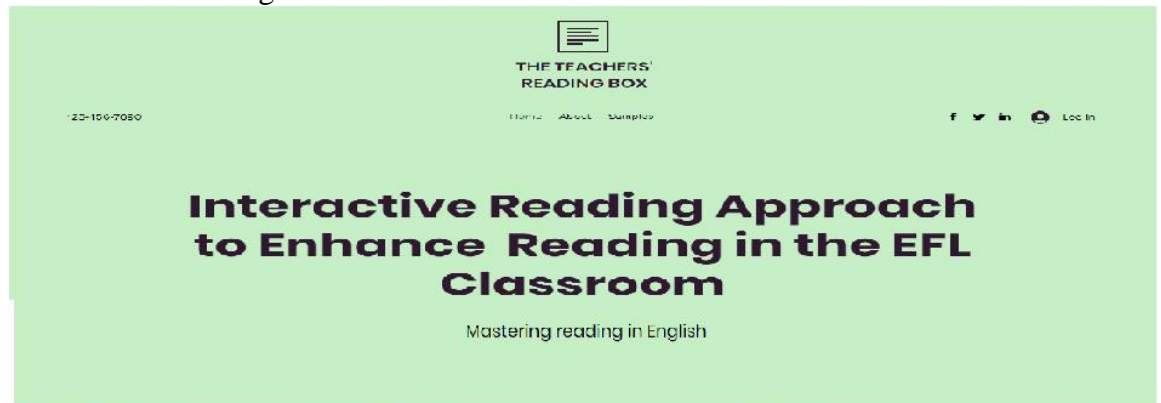
English Reading Interview	
Date: July 17 2020	Grade: 1001
Student's Name: Yenifer Natalia Ibage Guaqueta	
Interviewer: Diego Alexander Castro Cardenas	
<ul style="list-style-type: none">• What was your opinion on reading texts in English before the activities? ¿cual era to opinion sobre la lectura de textos en inglés antes de las actividades? <i>Before and now there is not much difference, they are still very similar readings, it all depends on how you see it and how you treat it</i>• Did you notice an improvement in grammar, wider vocabulary, and more liking for reading texts in English after the activities? ¿viste mejoría en tu gramática, mayor vocabulario, y mas gusto por la lectura en inglés después de las actividades? <i>yes, I really like reading this kind of texts, they are entertaining and very educational, my vocabulary could improve a little</i>• What activities did you like the most and why? ¿cuales actividades te gustó mas y por qué? <i>The last one, because it seemed interesting to me that they included the disease of today, and the activities of the teacher since many of us did not have the book, I found it too interesting and to my liking</i>• Would you like to see these reading activities applied more often in the English classroom and why? ¿Le gustaría ver que se aplicara mas a menudo estas actividades de lectura en el aula de inglés y por qué? <i>Because as students and if they are readings that attract the reader, one as a student is more and more passionate about English in his way of explaining and thus one understands more</i>• En el siguiente texto encontrarás muchas de las palabras nuevas y estructuras gramaticales que estudiamos durante las actividades, reescribe en español el texto tal y como lo entiendes. <p style="text-align: center;">The global pandemic of the year 2020.</p><p>This pandemic has definitely scared us away, it is like a ghost trying to hunt us at every corner, even in our dreams. On top of all, news do no help to ease the constant fear as they feature the worst side of this outbreak; we watch that millions of people have lost their jobs, companies have stopped hiring, deaths increase each day, the noises of hungry families, and furthermore, no one seems to have a clue about what is happening. Many workers have suffered, from housekeepers to professionals, some of</p>	

them have left due to this difficult situation, it is like things will not improve anytime soon. Governments all over the world have tried to diminish the negative effects of this pandemic on the society, now we have seen laws like strict lockdowns, we can only go out as long as we wear face masks, etc. Sometimes we might think this pandemic is only a fraud since there is so much fake news on social media or maybe this happened because we mistreat our planet, we don't really know. At least, we are now allowed to come out and work out by jogging, running, or only walking breathing clean air. Despite these difficulties, we must hope this situation does not last too long, so we could resume our lives.

La pandemia del 2020, una pandemia que nos tienen asustados, no sabemos que es peor, pues los medios de comunicacion nos muestran la peor cara de esta enfermedad, no se sabe si es algo que el gobierno organizo o es la naturaleza, en todo caso ahora hay lugares restringidos, solo podemos salir con mascarar faciales, lo unico medio bueno es que ahora se puede salir a trotar a hacer ejercicio con un aire mas limpio, en todo caso es tener paciencia y esperar que esto no dure tanto para reanudar nuestras vidas.

Appendix No 18. Website for teachers to check:
<https://dacc168.wixsite.com/interactivereading>

Source: this investigation



Why focusing on Reading?

In modern times, the relevance and need for children to learn English throughout the world are unquestionable; mastering English to some degree is a must to be professionally regarded as competitive. Speaking, listening, writing, and reading are the four skills that are fundamental in the path of becoming accomplished in a second language, and without a shadow of a doubt, speaking is normally preferred out of the four.

Contrastingly, English reading is most of the time shrugged off and not taken seriously, despite the many benefits associated with fostering reading in the EFL classroom, from building up a wider vocabulary, taking in common sentence patterns, understanding grammar in context, encouraging better pronunciation along with fluency, and so forth.

[Read More](#)

How to Present Reading in the EFL classroom using the interactive approach?

Following a predefined lesson plan, English teachers can ensure complete engagement from the students during reading sessions involving the

Appendix No 19. Diagnostic survey photographic record
Source: this investigation



Appendix No 20. Class one photographic record
Source: this investigation



Appendix No 21. Class two photographic record

Source: this investigation

