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L2 READING IN HIGHER EDUCATION: TEACHING AND EVALUATION PRACTICES

BY

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AFFIDAVIT

I, (Marisela Restrepo Ruíz), hereby declare that this master's thesis has not been previously

presented as a degree requirement, either in the same style or with variations, in this or any other

university.

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Abstract

Due to the importance of the reading skills in the academic field and in the Colombian evaluation

system of tertiary education, this research aimed at analyzing how L2 reading is taught and

evaluated at tertiary education in the EFL courses of a private university. Therefore, to gather the

data from the context and participants it was necessary to choose three teachers as a sample, one

of each course, and the students enrolled in them. The data collection tools used were

observations, interviews, surveys, and document analysis to triangulate the information collected.

The results of this study were directly linked to the objectives proposed for it. The most relevant

findings related to the objectives are: first, the role of reading at tertiary education is central for

teachers and administrators; however, there are some methodological issues that are not working

properly. Second, teachers' pedagogical and evaluation practices are adequate in terms of the

institutional requirements but insufficient for improving learners' current results. Third, these

courses are course book-based, and the text used is grammar/vocabulary-centered. Accordingly,

some recommendations are given to improve these courses' pedagogical and assessment

practices in order to enhance learners' reading comprehension levels based on PISA (2018)

levels. Nevertheless, it is essential to mention that this study suffered some adaptations due to the

COVID-19 pandemic and some of the pre-planned items were not able to be carried out.

*Keywords***;** Reading courses, L2 reading, pedagogical and assessment practices.

To my parents,

Guillermo E. Restrepo T. and Martha C. Ruíz Lagares

To whom I owe who I am today.

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On this occasion I would like to express my gratitude to God for showing me a strength I did not know I possessed, to my family for being by my side at the moments I thought I would not make it, to my boyfriend for his unconditional support, and to my tutor Teresa Benitez for her patience and understanding.

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Introduction

Reading is known as an essential ability due to its usage in all life stages. According to

Horwitz (2008), reading gives the possibility to students to learn new vocabulary and academic

content; also, it allows reducing social distance. It is one of the most important skills to be

developed by students in order to succeed in academic contexts, especially at the university level,

where students have to deal with great amounts of information contained in texts. Thus, reading

becomes an essential aspect to be focused on in university-level teaching and learning.

Currently, most of the information and relevant data that college students will need in

their majors is written in English. Therefore, reading in a second language has become a

necessity for university students, who must develop the necessary reading skills that allow them

to manage the complex texts they will encounter in the different areas of the curriculum and,

later on, in their professional lives (Grabe, 2009). In this way, they will be up to date with the

advances and new developments in their areas. In this sense, the importance of L2 reading for

college students is undeniable.

However, achieving this goal in Colombia is not easy, bearing in mind the deficiencies in

reading comprehension evidenced by the students at different academic levels, especially at the

end of high school studies. According to ICFES (2016, 2017 and 2018) results of students'

performance in the reading section of the Saber 11 English exam[1],Colombian high school

learners are below the expected national levels (150, 147, and 148 points; being the national

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[1] This is an exam that all students in Colombia must take at the end of their high school studies, 11th grade, which measures their individual knowledge in some basic subjects, including English.

level 160), which demonstrates that they end up with low reading comprehension levels, and

there has been an important decrease in the last two years.

Based on these results, the Colombian Ministry of Education (MEN) has developed a

number of initiatives intended to improve students' performance in reading comprehension;

among the most remarkable initiatives are: Article 21 of the General Education Law (1994),

which established the obligatory nature of English language teaching in the school curriculum;

the National Plan of Bilingualism, which modified some articles in Law 115. The most recent

policy is known as, "Colombia Very Well," covering a period of 10 years from 2015 to 2025,

which aims to reach the language proficiency levels defined by the Common European

Framework (CEFR) in all Colombian schools. However, despite all these efforts, results on the

Saber 11 test keep demonstrating this goal is still far from being achieved.

This negatively influences not only the general results of Colombian education, but also

the individual performance of students, which is most notably evident when they access the

tertiary education or once they become professionals and need proficiency in L2 reading. This

low competence has been confirmed by different universities in Colombia: Universidad de

Nariño (2016), Universidad De La Sabana (2017) and specifically at Corporación Universitaria

del Caribe-CECAR (2019), which is the context chosen for this study. This is a university

located in, Sincelejo, Sucre. It offers many careers distributed into three different departments:

Engineering and Architecture, Humanities and Education, and Law. It also offers six general

English courses; the three first must be taken by undergraduates throughout their career. The

other three, which are advanced, are offered by the CECAR's Language Institute, and must be

carried out once they finish academically, as a graduation requirement.

Problem Statement

The results of a diagnostic L2 reading test applied to first-semester students at CECAR in

2019 demonstrated that most of them entered the university with a lower reading comprehension

level than that required to begin tertiary education, according to the MEN. The results were

categorized based on the CEFR levels (B2, B1, A2, A1, and –A1). This test's results revealed

that 85% of the evaluated population was classified at level A1; 35% were placed at level A2;

8% were classified at level –A1; and there were no students placed in the higher levels (B1, B2).

It is observed that most of the participants were placed in level A1, according to the CEFR,

which means that these students lack the required standards to start college studies, regarding L2

reading.

In order to address this situation, CECAR's English courses are intended to provide

students with the tools for acquiring the basic competences set out in the National Bilingualism

Plan and assessed by ICFES. In turn, they follow the CEFR guidelines through the

Communicative Language Teaching (CLT) approach and the Flipped Learning model so that

learners become basic users of the English language through different strategies and methods.

However, despite all these attempts to enhance students' English reading comprehension, low

improvements are still evidenced. The results of students' performance on the Saber Pro English

reading exam[2] in the two last years demonstrate that they are still far from the national average

(150 points). According to the ICFES report in 2016, CECAR students obtained 134 points on

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[2] Saber Pro is an evaluation that all Colombian students have to take at the end of their tertiary studies, which measures written communication, critical reading, quantitative reasoning, citizenship skills and English proficiency.

the critical reading test; nevertheless, in 2017 and 2018 the institution obtained 133 points,

dropping 1 point from the overall results.

The above results raise a concern about the possible reasons why CECAR students are

not achieving the expected results after six EFL courses throughout their major. This leads me to

pose the following research question and objectives that will guide this project.

How is L2 reading taught and evaluated at CECAR'S EFL courses?

General Objective

To analyze how L2 reading is taught and evaluated at CECAR'S EFL courses.

Specific Objectives

- Analyze the role of reading in CECAR's EFL courses

- Describe teachers' pedagogical practices for teaching L2 reading

- Determine teachers' L2 reading evaluation practices

- Analyze the characteristics of texts used to teach and evaluate reading in the

  English courses

Theoretical Framework

This section aims at describing the theoretical tenets that support this research focused on reading comprehension teaching and evaluation practices. It defines the following key concepts for the holistic understanding of the study: the concept of reading and reading instruction, approaches to teaching reading, Genre-Based Pedagogy, reading evaluation, and DARTs.

 Concept of Reading

Reading is one of the most important skills and one of the hardest to develop in the academic field since it involves more than merely understanding vocabulary and covering basic grammar patterns.

Reading comprehension is defined by Cain, Oakhill, & Bryant (2004, as cited in Rodríguez, 2017, p. 38) as "an interactive process, rather than a particular outcome or product, through which a reader interacts with a text to construct meaning.". Likewise, Rodríguez (2017) stated that a text is meaningful to a reader if it shows a relationship with the reader's knowledge, experience, and purpose for reading which, afterwards, will lead them to reading fluency and comprehension. In other words, reading comprehension must be analyzed as the process in which readers interact with the text through their previous experiences and knowledge to get its full understanding.

According to PISA (2018), "Reading literacy is understanding, using, evaluating, reflecting on, and engaging with texts to achieve one's goals, to develop one's knowledge and

potential and to participate in society.". This definition has mainly changed since 2000 and

different aspects has been added such as the recognition of any type of text and also the

evaluation process on it. from this point on, it is essential for the study to clarify that this

definition will be the theoretical base for reading literacy.

Approaches for Teaching Reading

Throughout history, a variety of approaches have been proposed for teaching reading in EFL

contexts. In the pursuit of employing the most appropriate mechanisms to teach reading

comprehension many authors have discussed about its implications. According to Masuhara (as

cited in Tomlinson, 2011), the four best known approaches for teaching reading since the 1960s

are: Reading Comprehension –Based Approaches, the Language –Based Approach, the

Skill/Strategy-Based Approach, and the Schema-based Approach, and other authors such as

Williams, et al (1983), Widdowson (1980), and Urquhart (1978), who centered their attention in

the reading comprehension-based approach, have discussed about the real meaning of texts,

whether it depends on authors' intentions or on readers' understanding.

Reading Comprehension–Based Approaches

The origin of this approach stems from the controversy of whether the text has only one

meaning or whether it fits the reader's understanding. William (as cited in Tomlinson 2003, p.

341) suggests that, "the true meaning is the one that is intended by the writer (…) the need to

preserve communication between the writer and the reader requires such an ideal, even if the

reader's intention never matches in every detail the writer's intention." While Urquhart (as cited

in Tomlinson, 2003, p. 341) indicates that, "it is impossible for L1 proficient readers to agree

completely on the meaning of a text due to each individual's experiences. What readers can

achieve is interpretation rather than comprehension.".

These quotations denote the controversy in terms of comprehension or interpretation related

to texts' meaning. The importance here relies on whether readers must comprehend or interpret

the text.

On the other hand, Masuhara (2003, as cited in Tomlinson 2011) argues that, "The

importance of text's meaning does not lie in the reader's ideal understanding, nor in the author's

unique meaning, but in the moments when particular attention must be paid to the texts'

significance; and that moment is when such written discourse actually affects us in some way in

our real life; for example: a mortgage, or any other loan, an employment contract or any kind of

lawsuit.". Masuhara means that ideal text understanding does not have to be taken into account,

since what matters is the readers' intentions or goals when reading. Consequently, teachers must

pay careful attention when asking learners to read and let them know the purpose of each reading

beforehand, sharing whether they are reading for pleasure or as an academic requirement.

The Language –Based Approach

The Language-Based approach appeared first during the late 1950s and early 1960s when it

was believed that fluent reading could be gained through the teaching of grammar and lexis.

Then, it re-appeared in the 1970s when people became more aware about the active role learners

must play in their own reading processes, where they can use their own prior knowledge, and

how to track when they are moving forward and monitoring their own process.

At its early implementation, the Language-Based approach assumed that students would become good readers if they were taught grammar and lexis through the use of simple texts. At that moment, pre-reading activities which involved vocabulary and grammar became popular. Tomlinson et al, (2001) manifests that "reading sections often start with vocabulary activities related to the texts and many reading units feature short texts used mainly for teaching grammar.". This quotation clearly shows the two manners at that time, to nurture learners' reading ability through vocabulary or grammar. However, Alderson and Urquhart (1984) refuted this idea stating that the linguistic understanding of the text cannot be equally conceived as the textual reading of the text. There are some opposite ideas, however it depends on the readers' training process to determine how the text is analyzed and until which level is a reader able to analyze it; since to master the highest reading comprehension level (critical thinking), the two previous ones (literal and inferential) must be already covered.

The Strategy-Based Approach

As a manner to provide background information, it was not until the 1980s that the word 'strategy' as an isolated word appeared in reading materials. However, was until Williams and Moran (as cited in Masuhara 2003, p. 347) that "strategy" was defined as "a conscious procedure carried out in order to solve a problem.".

This approach consists of teaching certain strategies consciously, providing some explanation and start practicing as active readers. They base their praxis on the foundation that successful readers must know the type of text, its intention, structure, and the strategy in use. According to this approach, the most common strategies that place readers as active agents of their own process are:

-Guessing the meaning of unknown words strategy.

-Identifying parts of speech of the word.

-Analyzing morphological components of the word.

-Making use of any related phrases or relative clauses in context strategy.

-Grammar related strategies

-Discourse-related strategies

-Strategies solving ambiguity by inferencing.

Researchers usually suggest using direct explicit instruction when using reading strategies, but Barnett (as cited in Masuhara 2003, p. 349) points out that "being aware of the strategies does not guarantee the readers' ability to use effective skills/strategies at appropriate times.". This quotation highlights the importance of teachers' role, which is an issue to take into careful consideration. It implies that good instruction does not assure a good practice, since the result or demonstration will be even more than pure understanding, it involves a set of intrinsic processes that take place in between teacher's input and students' output.

The Schema-Based Approach

This approach comes from the researchers of Artificial Intelligence in the 1970s and 1980s. Minsky (1975), Rumelhart (1980), Schank (1982) were interested in how a reader's knowledge was organized. That is why the Schema-Based approach arises from the hypothesis of computers take over information; then the precursors of this theory related it with readers' minds where the previous information took over by the reader is essential for the level of understanding obtained. The importance of common pre-reading activities rely on this approach since their goal is to link

familiar to new knowledge. Schematists argued that there is no need to look for the single

approach that perfectly fixes all needs because it does not exist. Usually, some different methods

and approaches work well together.

A reading curriculum should have some key components that must be incorporated to design

a coherent reading curriculum. Basic language learners need to be exposed to language sounds to

gather fluency and accuracy. A useful tool to diagnose how fast, fluent, and accurate learners can

read is providing them a list of words to practice letter-to-sound.

These approaches have influenced reading instruction; thus, According to Grabe (2009. p,

333) the following are some recommendations for a successful reading instruction.

Build a Large Recognition Vocabulary

To generate a successful reading comprehension process, learners must know a high

percentage of the words provided by the text, which means having an extensive vocabulary

record; literature says that for academic purposes learners must recognize around 95% of the

text's words. However, if reading for pleasure, the recognition must be around 98-99%.

Strategy instruction should not be separated from text-comprehension instruction since

practicing comprehension skills must combine awareness of grammar, main idea identification,

and comprehension strategies.

Reading comprehension involves a wider vocabulary record, an extensive grammar

recognition, main ideas and text structure understanding, but it also requires teachers to teach

learners on the strategies of how to comprehend texts not just assessing learners' comprehension

process.

Grabe (2009) mentions 3 ways to teach comprehension skills:

a.   Guidance that helps learners to explore directly the text main ideas, supporting details, and the manner information is linked along the text

b.   Discussion strategy around comprehension and usage

c.   Instruction that helps learners to recognize text structures (graphic organizers are a useful tool)

Build Awareness of Discourse Structure

It looks for main ideas, major organizing patterns, organizing patterns in parts of the text, over signals of texts. Making learners aware of text structure, author's intention, and genre requirements is undoubtedly, the hardest aspect to obtain professors when teaching reading; learners must be aware that texts are a set of linguistic choices chosen to convey an intended message.

Develop Strategic Reading

In reading courses or lessons, the teacher plays an essential role although learners are the center. Reading instructions must be explicitly given, and there are some steps that cannot be omitted such as: modelling, scaffolding, extensive practice, and monitoring when learners are working independently. Grabe (2009) suggests discussions as a useful manner to mediate learners' understanding.

Practice reading fluency

Build reading rate, build text-passage reading fluency, read and re-read at home with partner or tape or self. Reading fluently is not developed in a short time, much extensive practice

must be carried out: re-repeated reading texts silently and aloud, assisted or unassisted practice

are strategies widely recommended in the literature.

Promote Extensive Reading

An important principle for developing extensive reading within a course is

providing learners attractive and interesting material for them. In addition, they must

know the goals and advantages of extensive reading. It can be carried out at in regular

classrooms, at the school library, or at home.

Promoting Motivation for Reading

Due to the complexity that reading comprehension represents for students,

teachers play a fundamental role in inserting affective motivation into the process while

mediating the curricular content to match students' needs and interests.

Combining Language and Content Learning

When designing a reading curriculum, it is essential to establish a hierarchy

between teaching and learning objectives, content and language skills, since not

everything can be developed at the same time or with the same importance. One manner

to do so is combining content with language learning which is labeled as Content-Based

Instruction (CBI). Grabe (2009) lists some of the benefits of CBI as: the possibility to

extend reading to learners, obtaining motivational learning experiences, training learners

how to answer complex tasks, and the use of appropriate reading materials.

When ensuring that relevant teaching/learning strategies are used for teaching students in reading comprehension, other aspects are equally important and must be incorporated into the curriculum in order to achieve a successful reading comprehension teaching process; there are some competencies that must be embedded in the curriculum and developed by the students. Grabe (2009) emphasizes 12 of them.

1. Learners must be able to deconstruct graphic forms for word recognition.

2. Learners must be able to understand a large number of words automatically.

3. Learners must be able to get meanings from phrase-and clause-level grammatical information.

4. Learners must be able to combine clause-level meanings to build a larger network of meaning relations.

5. Learners must be able to recognize relationships in discourse and use it to improve their comprehension.

6. Learners must be able to use reading strategies with more difficult texts and for a range of academic reading tasks.

7. Learners must be able to define their own reading goals and adjust them as the reading progresses.

8. Learners must be able to use any type of inference and track their own reading goals.

9. Learners must be able to use their prior knowledge to support their reading comprehension when needed.

10. Learners must be able recognize, assess and summarize the text information to extrapolate it to demonstrate understanding.

11. Learners must be able to maintain these processes fluently for a long period of time.

12. While reading a text, learners must be able to respond to those goals set as readers (p. 329).

There have been many adepts who have researched about reading comprehension strategies, approaches, and curriculum design for reading instruction. Currently, there is a suggested criterion about how to implement an effective curriculum, suggested pre, while, and post activities to teach reading effectively, as well as suggested steps for teachers to assess it successfully. As stated by Ballesteros and Batista (2015). According to Grabe (2009) explicit instruction in reading development can make a difference.

On the other hand, there is a pedagogical approach for teaching reading and writing, the Genre-Based Pedagogy (GBP), which fulfills all the characteristics described above. This approach, rooted in Systemic Functional Linguistics and Genre Theory has been used as a reference for this study. The main aspects related to GBP will be explained below.

The Genre Based Pedagogy (GBP)

The Genre Based Pedagogy aims at providing learners' wider understanding of texts throughout the processes of modeling, scaffolding, doing and feedback in order to move forward in the levels of reading comprehension by using different pedagogical strategies that help learners to become better readers.

According to Acevedo & Rose (2007), the GBP aims at changing traditional teaching patterns around reading and writing classes while closing the gap between high achieving and low achieving learners. They implicitly state the importance of the teacher's role during the

process since the guidance or mediation offered must be sufficiently planned and effective to

achieve student success in a way that reduces risk.

The Genre Based Pedagogy is rooted in SFL Genre Theory, Vygotsky's Socio-Cultural

Theory (SCT) of language learning, and Bernstein's sociological approach to education. The

Genre Theory is based on the Systemic-Functional Linguistics (SFL) model of language, a

holistic model to interpret language and its social context (Halliday, 1992; Bateman, 1999). It

conceives language as a system of options to achieve communicative purposes and genres as

goal-oriented social processes that takes place in stages (Martin, 1992). According to this theory,

there is a close relationship between language and context in texts which means that there is a

systemic relationship between the linguistic features and the context that is reconstructed in texts.

This means, there are two levels of context that are identifiable in texts (Halliday, 1978) the

context of culture (or genre), which is the environment of language seen as a system, including

its lexical and grammar categories. According to Halliday (1978), the context of situation (or

register) is a construct through which it is possible to explain how the text meaning is related to

the context within which it is developed. It consists of three variables: tenor, field, and mode; the

first one refers to who is doing what to whom. The second is related to the interactants, their

attitudes, and engagement; and, the third one is about how the text is all connected.

On the basis of this theory, researchers from the Sydney School classified the genres that

school students must learn to read and write in their school life (Rose & Martin, 2012). This

classification is provided in the following table.

Table 1.

Classification of texts' genres

Groups of Genres	Genre	Purpose	Stages
Stories	Recount	Recounting events	-Orientation -Record of events
	Narrative	Resolving a complication in a story	-Orientation -Complication -Resolution
	exemplum	Judging character or behavior in a story	-Orientation -Incident -Interpretation
	Anecdote	Sharing an emotional reaction in a story	-Orientation -Remarkable event -Reaction
Chronicles	Autobiographical recount	Recounting life events	-Orientation -Record of stages
	biographical recount	Recounting life stages	-Orientation -Record of stages
	historical recount	Recounting historical events	-Background -Record of stages
	Historical account	Explaining historical events	-Background -Account of stages
Explanation	Sequential explanation	Explaining sequence	-Phenomenon explanation
	Conditional explanation	Alternative causes & effects	-Phenomenon explanation
	Factorial explanation	Multiple causes for one effect	-Phenomenon: outcome -Explanation: factors

	Consequential explanation	Multiple effects for one cause	-Phenomenon: cause -Explanation: consequence
Procedures	procedure	How to do experiments and observations	-Purpose - Equipment -Steps
	Protocol	What to do and not do	-Purpose -Rules
	Procedural recount	Recounting experiments & observations	-Purpose -Method -Results
Reports	Descriptive report	Classifying & describing phenomenon	-Classification -Description
	Classifying report	Classifying & describing types of phenomena	-Classification -Description: types
	Compositional report	Describing parts of wholes	-Classification -Description: parts
Arguments	Exposition	Arguing for a point of view	-Thesis -Argument -Reiteration
	Discussion	Discussing two or more points of view	-Issue -Sides -Resolution
Text responses	Personal	Expressing feelings about a text	-Evaluation -Reaction
	Review	Evaluating a literary, visual or musical text	-Context -Description of the text -Judgment
	Interpretation	Interpreting the message of a text	-Evaluation

| | | | -Synopsis of text |
| | | | -Reaffirmation |

Source: Rose & Martin, (2012)

      Regarding the sociocultural approach, the GBP applies the principles of mediation, Zone

of Proximal Development (ZPD), scaffolding, and internalization as the basis of the actions

carried out during the teaching of reading and writing. The first concept taken from the Socio-

Cultural Theory is The Zone of Proximal Development. Defined by Vygotsky (1978, p. 86) as

"the distance between the actual developmental level as determined by independent problem

solving and the level of potential development as determined through problem solving under

adult guidance or in collaboration with more capable peers.". This means that ZPD is what

students can do on their own today, and what they will be able to do tomorrow, only if they

receive the appropriate mediation of an expert. According to experts, there is a correlation

between the ZPD and scaffolding which can be defined as the needed mediation offered by an

expert to another less experienced person who needs it. To this respect, Walqui (2006) stresses

that scaffolding is the step by step that can only occur during the ZPD. Likewise, Wood (1988,

as cited in Walqui, 2006, p. 5) asserts that teachers' scaffolding provided to learners must be

contingent since it must be given when necessary, interactive because more than more than one

person is working together and benefits from it, and collaborative when the product or result is

reached by various people working jointly.

This is one of the main reasons why this research is perfectly congruent with the

scaffolding process described above, since its ultimate purpose is to observe in real time and

context the process of teaching reading comprehension and the teachers use of strategies that are

characterized by being contingent, interactive, and collaborative.

Scaffolding and mediation contribute to internalization, defined by Martin & Rose (2005)

as the internal process to reconstruct and interpret the social acts that took place in human

beings' life. In other words, it is the social response that is directly mediated by the mental

function which is totally individual. Vygotsky (1978, as cited in Walqui, 2006, p.4) states that

"the social function and the corresponding mental function are not the same: the process of

internalization is a process of transformation, involving appropriation and reconstruction.". On

the other side, Winegar (as cited in Lantolf & Thorne, 2007) points out that "Internalization is a

negotiated process that reorganizes the relationship of the individual to her or his social

environment and generally carries it into future performance.". By way of explanation,

internalization must be conceived as an independent process, product of the social environment

that surrounds the learner, which involves internal stages such as those of appropriation and

reconstruction of that environment, stages that are totally individualistic and whose product will

convey the understanding of each individual.

GBP also takes concepts from Bernstein's sociological theory. The first one is the

pedagogical discourse which, according to Singh (2002) can be divided into two different stages:

the instructional and the regulative discourse; the former is related to the competences that need

to be acquired and trained into the school community while the latter is related to the rules or

order within these competences since they are commonly arbitrary distributed or transferred.

In other words, pedagogical discourse refers to the technical language, the one contained

under the knowledge of a specific field; this one must be adjusting for fulfilling social purposes.

The instructional discourse refers to the life and scholarship competences, and the regulative

discourse refers to the regulations made to impart the instructional discourse (competences).

Another important concept from Bernstein's theory adopted by GBP is the theory of

linguistic codes. It was developed by Bernstein in 1960, answering to a schooling crisis in the

western countries (Wei, et al 2014). It firstly aimed at recognizing the influence of learners'

socio-economical differences within their learning processes. Bernstein (1971) first called the

linguistic codes "public language" and "formal language.". The former consists of short and

simple grammatical sentences, context-dependent, and a particular reference immediacy.

Whereas the latter consists of clear and concise grammatical sentences, totally coherent, context-

free, and possessing causal relations. Later, in 1971 Bernstein renamed these terms by "restricted

code" and "elaborated code.".

GBP's Teaching- Learning Cycle

Teaching learners to read and write texts fluently is the basis of the Genre-Based

Approach instruction. It is expected that after the instructions, learners can be able to identify

the structure and the language features of different types of texts by themselves, which will allow

them to understand the text in an easier and better way.

The core of this approach that was first presented by Rothery and Stenglin (1994), and later

by researchers from the Sydney School (Christie & Martin, 1997; Martin & Rose, 2007, 2008;

Rose & Martin, 2012) lies in the GBP cycle because it provides the teacher with a path to follow

along the course to be taught. During the stages of the genre orientation, the teacher guides

learners through the stages of deconstruction, joint construction, and independent construction.

In the first stage, the teacher and students work jointly to deconstruct a type of text genre, to

make sure learners have an adequate understanding of text structure, content, and social purpose.

During the second one a process of joint work also takes place, but this time, both teacher and

students construct other similar text taking into account the instruction given before. Finally, at

the independent construction stage, learners are able to write their own text of the same genre,

based on the fact all necessary input was given by the teacher in the previous stages.

Figure 1.

The Teaching-Learning Cycle
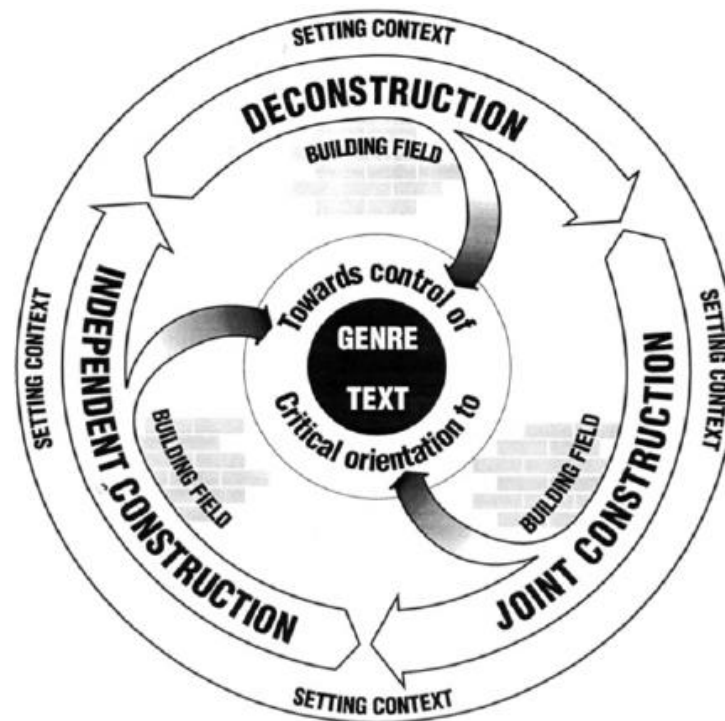
(Rothery and Stenglin, 1994, in Martin, 2009)

As described before, this methodology emphasizes reading as the basis for writing texts

of a specific genre. However, over the years it has had some adaptations to suit the needs of the

contexts in which it has been applied. For instance, R2L methodology is an intensive program to

scaffold students' learning processes that also makes emphasis on teaching reading to write texts.

Rose and Acevedo's cycle (2007) is illustrated in figure 2.

Figure 2.

R2L cycle.
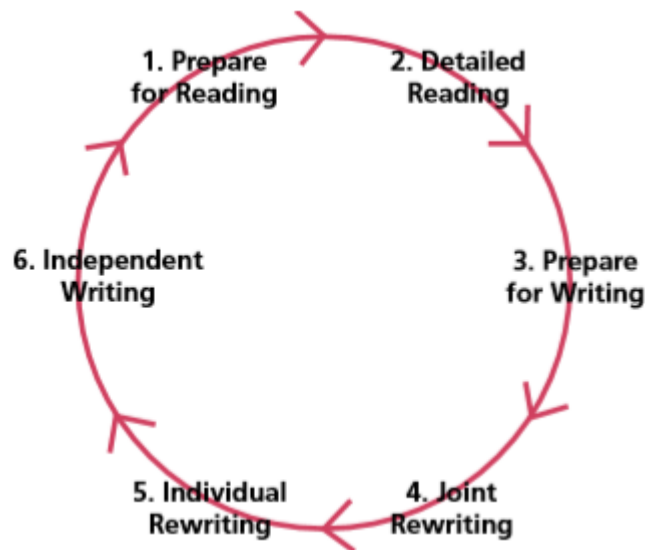
This cycle consists of six stages: preparing for reading, detailed reading, preparing for

writing, joint writing, individual writing, and independent writing. This approach engages the

entire class providing constant mediation and positive reinforcement instead of sanctions.

1. Preparing for reading. It consists of inquiring about learners' previous knowledge
   needed to understand the text, and what it is about.

2. Detailed reading. It consists of choosing a short passage of the text and ask students to read sentence by sentence to their own. In this stage they are intended to identify groups of words (wording).

3. Preparing for writing. It consists of students getting prepared to write a similar type of text.

4. Joint rewriting. It consists of jointly writing a new similar type of text with teacher mediation and support. This stage is supposed to be a mediated co-construction.

5. Individual writing. It consists of re-writing the same text they did before but this time individually; it is a great stage for the teachers to scaffold students individually.

6. Independent writing. This stage of the cycle attempts to get students prepared to construct a new text of similar type to the ones learnt in the previous stages.

   On the other hand, the end of the cycle will provide teachers with a manner to measure their pedagogical praxis by knowing how appropriate and successful the teaching activities designed and applied were to all learners.

As mentioned before, scaffolding plays an essential role in GBP, especially during the stages of detailed reading and preparation for the writing process. The scaffolding interaction cycle will be illustrated in figure 3. According to Martin and Rose (2005), the scaffolding cycle allows all

learners to answer correctly 100% of times, regardless of their starting points. The three

scaffolding stages within the cycle are: prepare, identify, and elaborate.

The first aims at inducing learners to do the task appropriately, usually works modelling in

order to show them how to do it; this section can be recognized as teachers-centered. The second

one, which is recognized as the follow-up move, is intended to provide feedback or comments on

learners' performance. However, it must be coherently pre-established to share viewpoints about

the text features; this section can be identified as learners-centered. And the third one, mostly

depends on the successful performance learners had in the last stage. This section aims at

developing the learning activity goals and it can include discussions, debates or applying new

knowledge somehow.

Figure 3.

The Scaffolding Interaction Cycle.
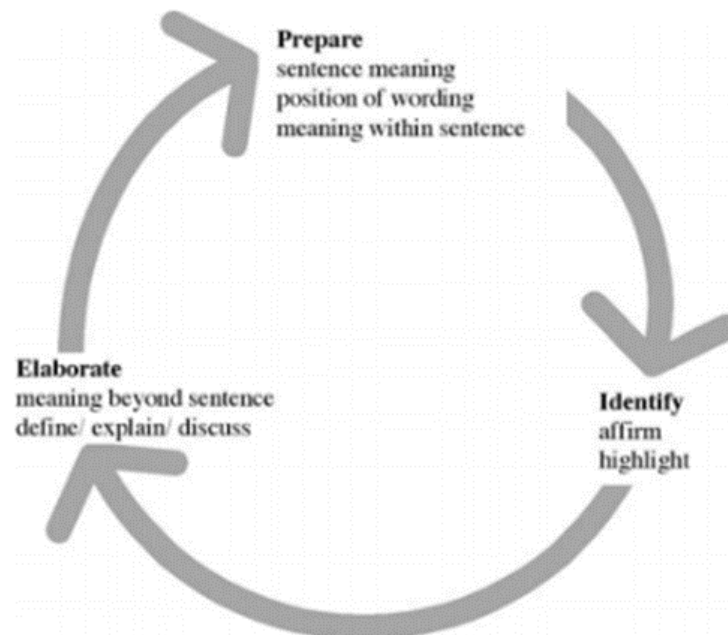
Source: Rose & Martin (2012)

As stated above, GBP's reading cycle is intended to the teaching of reading as the basis for writing. However, the cycle does not clearly state the actions for teaching reading for comprehension. Therefore, among the adaptations previously mentioned, an important one in a university context is the Universidad Del Norte's reading cycle which incorporates additional steps in the deconstruction process of the R2L cycle to ensure text comprehension and learning from texts. It is made up of six different stages: contextualization, structure and aim of the text, detailed reading, re-representation of text ideas, reaction of the text, and self-assessment; as illustrated in the following figure.

Figure 4.

Universidad del Norte's Reading Teaching Cycle
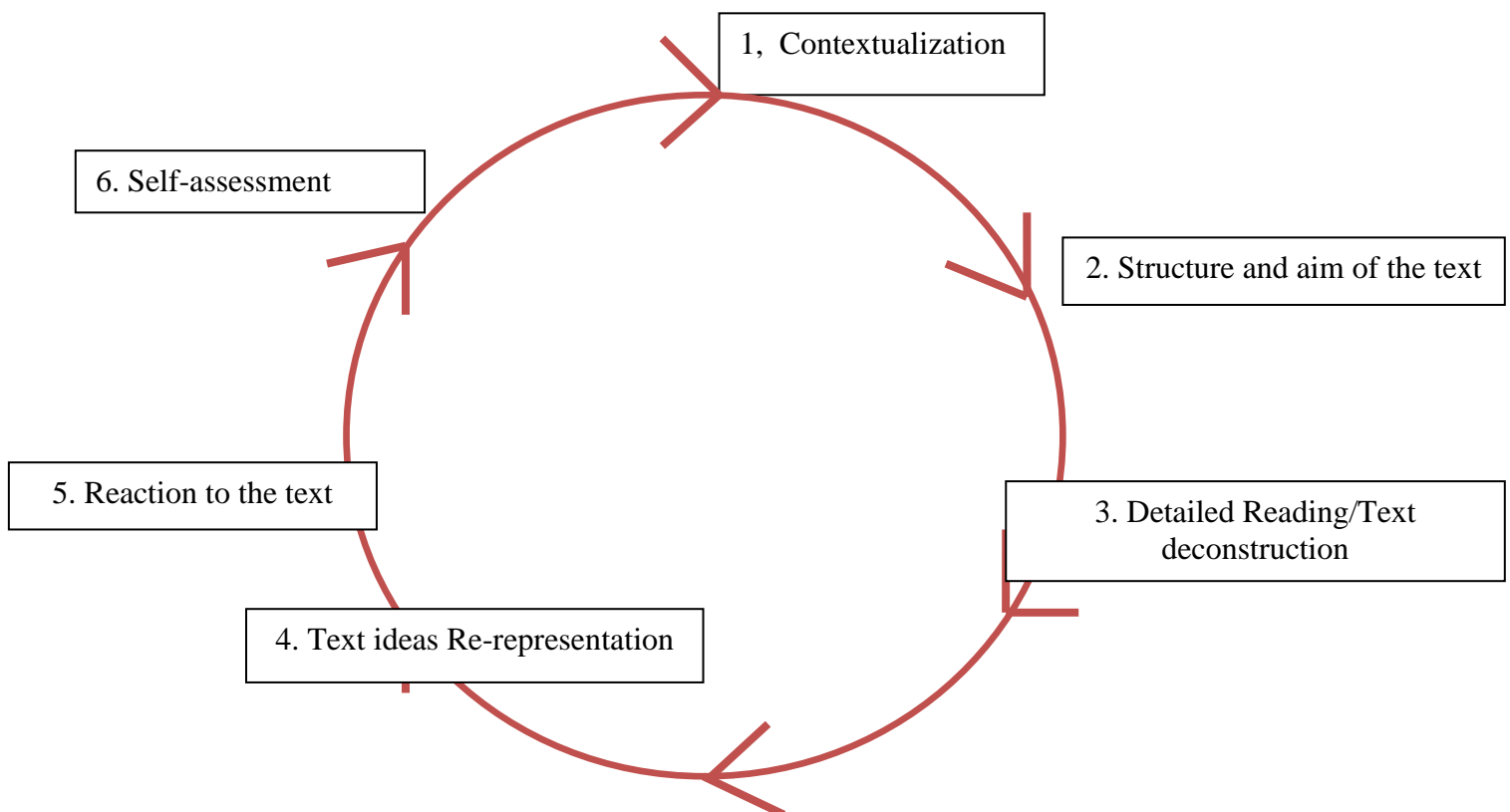
1. Contextualization. This stage looks for students' previous knowledge; identifying many different aspects as the author, the type of readers, the genre of the text, among others.

2. Structure and aim of the text. This stage makes emphasis on the genre type and identifying strategies as subtitles, macro-theme, and hyper-theme to define the stages development within the text, its purpose and function.

3. Detailed reading. This third stage aims at avoiding mistakes and difficulties while minimizing the failure experiences and maximizing the success ones.

4. Re-representation of text ideas. It consists on the representation of the original text ideas through another type of visual representation

5. Reaction to the text. It consists of enhancing learners' critical view towards texts by asking a certain type of questions.

6. Self-assessment. It consists of learners having the opportunity to assess their own texts' comprehension levels to identify improvement or weaknesses, (Moss, 2016).

Regarding the aims of this project, this TLC has been taken as the basis for analysis of the pedagogical practices of teachers for teaching reading in the target context.

 Directed Activities Related to Texts (DARTs)

When referring to reading scaffolding, DARTs play a prominent role. These activities were first

developed by Gardner and Lunzer in 1980. DARTs encourage learners from all levels to learn

more independent and actively; they engage learners not only to understand the text meaning per

se, but visually organize it in graphs helping them to remember more and increase their learning

motivation. Since its beginning, DARTs aim at encouraging learners to read texts closely,

enhancing learners' reading comprehension level while they become aware of their own reading

process at schools, among others. They are classified in two different categories: Reconstruction

and Analysis activities as illustrated in table 2 (Pamelasari & Khusniati 2013).

Table 2.

DARTs classification

TYPES OF DARTS	
Reconstruction	**Analysis**
Text completion: fill in missing words, sentences or phrases.	**Underlining or highlighting:** Search for target words.
Diagram completion: fill in missing parts	**Labelling:** Label segments of text
Table completion: fill in missing parts as a table is a diagram.	**Segmenting:** Cut up units of text.
Ordering text: Sequence or categorize disordered text.	**Diagrammatic representation:** Construct diagrams
Prediction: Predict the next part of a text.	**Tabular representation:** Extract information from text, and put it in a table.

Source: Pamelasari and Khusniati, 2013

In other words, regarding Reconstruction DARTs, learners must work with modified or disorganized texts by filling in missing words and phrases or sequencing a text previously disorganized. While in Analysis DARTs, learners will focus on classify, categorize, and label the information presented in an original text in graphs or diagrams; Lunzer et al, (1984) identified the most suitable DARTs for the most common text types as shown in table 3.

Table 3.

Suggested DARTs to Texts

TEXT TYPE	SUGGESTED DARTS
NARRATIVE	Underlining, labelling, diagram completion, sociogram, graphs, prediction, sequencing, question generation, washing lines, transformations.
STRUCTURE OR MECHANISM	Underlining, completion, diagram labelling, flow chart, sequencing.
PROCESS	Segmenting, tabulation, flow diagram, sequencing. prediction, question generation.
PRINCIPLE	Tabulation, hierarchical diagrams, completion.
THEORY	Tabulation, underlining

PROBLEM-SOLUTION	Segmenting, labelling, Completion, prediction, Diagram completion.
HISTORICAL SITUATION	Underlining, listing, flow diagram, diagram completion, Prediction.
CLASSIFICATION	Labelling, tree diagrams, segmenting, card sorts, tabulation
INSTRUCTIONS	Flow diagram, tabulation, sequencing
THEME	Listing, diagrams

Source: Lunzer et al, 1984

DARTs implementation has many advantages and points to carefully revise texts'
meaning. They can be successfully used at the beginning or at the end of a class to introduce a
new topic or to conclude one. They can also help teachers to foster learners' reading
comprehension level at the same time they become conscious of such process; notwithstanding,
the process of preparing learners for the text can be a time-consuming procedure during the
planning, implementation, and even in the feedback stage; there are some other strategies that
could be mixed with the use of these Directed Activities to make them more powerful to achieve
the teaching/learning goals, even in the revising stage, where it is advisable to involve learners in
their own assessment process. Regarding reading scaffolding, teachers can track how even the

weakest students move forward in the levels of reading comprehension to achieve their own

understanding and consciousness of the text meaning.

Reading Assessment

      The exercise of assessing reading, especially deciding on the best method for assessing,

has triggered a series of discussions in the academic field. First, it is essential to differentiate

both systems of collecting information from the teaching-learning process. Assessment is a

classroom activity whose aim is to understand and analyze the ongoing students' process in order

to adjust, improve or correct the pedagogical praxis for students to enhance their learning process

(Habib 2016). While evaluation is just the system through which information is gathered without

immediate impact neither on students nor on teachers. This study focuses more on assessment

than on evaluation since it aims at revising and suggesting practices that let teachers check their

own praxis and adjust them to learners' needs, strengths, and weaknesses.

      In the L2 reading field, reading assessment has evolved a lot from evaluation, passing

through the scaffolding until the mediation in data collection that allows improving the teaching

praxis involving students as it will be seen in the classroom assessment cycle later on. According

to Muñoz, et al (2009) there are two types of reading assessment, the traditional and the six

alternative ones. The former is testing which consists of grading students' performance. And the

latter ones are: journals, portfolios, homework, observations, and self and peer-assessment.

      It is necessary to keep in mind that there is no single effective method or strategy that

meets all the requirements of reading comprehension assessment in all contexts and for all

populations. Therefore, it is imperative to do a review of all those techniques for assessing this

specific ability and make it clear that each one is subject to several different items such as: level,

interests, demographic location, socio-economic context, teaching goals, amongst others.

According to Fiene and McMahon (2007), the exercise of evaluating reading comprehension should be carried out through constant monitoring of the subject's ability instead of using standardized tests to obtain these results; that real-time monitoring will allow teachers to adjust their teaching methodology to the subjects' real needs at that exact moment. The following graphic shows the classroom assessment cycle.

Figure 5.

Classroom Assessment Cycle.
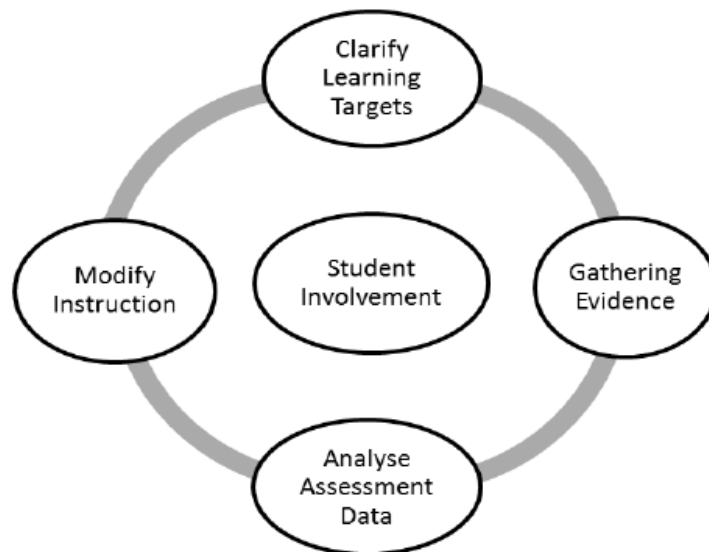
(Susan et al, 2005. p, 3)

The most used assessment strategy throughout education history has been the **quiz or test,** applied mostly to measure learners' levels quantitatively. They are usually applied as post-reading exercises, and they can involve all levels of understanding (literal, inferential, and critical). According to Habib (2016) using tests, exams or quizzes in the process of evaluating aims at judging, grading, or ranking summatively students' performance.

Another of the most-known techniques to assess reading comprehension are

standardized tests. Bales (2018) states that "These assessments focus on identifying the main

idea of a passage, understanding vocabulary in context, making inferences, and identifying the

author's purpose.". Grabe (2008) argues that forms of assessment depend on the purpose they

pursue; standardized tests are also known as: proficiency, achievement, placement, and

diagnostic tests. (p.2)

Some other tools for assessing reading are Directed Activities Related to Texts

(**DARTS)**, as was explained earlier in this paper. In other words, they are used to graphically

represent the information presented in a text. These activities must be chosen depending on texts'

genres because of their structures (Pamelasari y Khusniati 2013).

Finally, one of the techniques that gathers more data from the learners is the text

reconstruction. As stated by Habib (2016), reading comprehension must be seen as the process in

which the reader is able to accurately reconstruct the text message with his/her own words. This

strategy helps teachers to know more about learners since answers are not offered; furthermore,

the risk of random marking is avoided.

State of Art

The purpose of this literature review is to identify and analyze the studies that have been carried out in the area of L2 reading in EFL tertiary education. L2 Reading in EFL contexts has been widely investigated. However, little is still known about the development of L2 reading in EFL contexts within tertiary education. The books (articles and chapters) revised here were collected from online data bases. The researchers presented below have developed different strategies to improve learners' reading comprehension in EFL contexts, among them are: Song (1998), Seng and Hashim (2006), Phakiti (2006), Hamra and Syatriana (2012), Peart (2017). For a better understanding of this information, these studies were classified into two different categories, the ones that are descriptive in nature and those that are interventionist, and a timeline was constructed that clarifies how these investigations took place over time.

Intervention studies

The research on L2 reading in EFL contexts within tertiary education has been led by Song (1998) who investigated about Teaching Reading Strategies in an ongoing EFL University Reading Classroom. Its objective was to prove the applicability and effectiveness of Palincsar and Brown's approach (1984) in a tertiary EFL reading course; which reveals its more significant results, in this study the less able readers were the most benefitted. It suggests that prior to the training, low and intermediate learners might not be aware of reading strategies types and application. Regarding the research conclusions, the author suggests that in the EFL field, especially for adults, reading must contain explicit and direct strategy teaching. He also concluded that students' ability to grasp main ideas and make inferences was highly improved. He finally concluded that these strategies could help EFL university learners to enhance their

reading comprehension skills. Based on the lack of L2 reading research in tertiary education,

there is an imminent need to prove the effectiveness of existent theories, approaches, and

literature in this University context.

     Another study was carried out by Seng and Hashim (2006) about the use of L1 in L2

reading comprehension among tertiary ESL learners. It aimed at looking for reasons why the L1

is used when comprehending texts in L2; the authors found that L1 was used to support their L2

understanding, which they consider also supports Vygotsky's theory about verbalization because

of it emphasizes on the need to use the inner speech to gain control of the situation or task. This

study was carried out with four undergraduates in their second semester of a Bachelor's in

Education program. They were given training in thinking aloud prior to data collection stage;

after the training they worked in groups where they were asked to verbalize their thoughts while

reading. The authors reached to the conclusion that learners switched from L1 to L2 in a fluid

manner as they read and verbalized their thoughts. However, there was a recurrent tendency to

resort to L1 when they had language difficulties in the L2.

     Later on during 2012, Hamra and Syatriana's research was developed at the languages

and literature faculty for University EFL students in Indonesia. The objective was to design a

teaching reading model while implementing the team-based learning. A needs analysis was

carried out to know learners' reading proficiency, after that they designed a reading-teaching

model; then, instructional material was designed, and the process was evaluated formatively and

summatively. This study had many significant results, as its three teaching model stages called

MTR (Model of Teaching Reading) suggest; it showed effectiveness in promoting learning and

class interactions in the form of discussion. Specifically, it made an important contribution for

further studies about the excellent disposition of students towards small group discussions,

actively participating and showing a particular interest in teaching/learning strategies.

Descriptive Studies

Phakiti (2006), who researched about the theoretical and pedagogical issues in ESL/EFL

Teaching of strategic reading, whose aim was providing theoretical and practical suggestions for

EFL/ESL teachers when teaching strategic reading; it stands for the complex process of reading

in L2; however, they emphasize on the importance of feedback during this process, not only to

guide their reading processes but to help them mastering learners' strategic reading

comprehension. One of the most significant results was that feedback must improve learners'

quality of self-monitoring within the language classroom. To conclude their study, the

understanding of contexts when applying a research its essential, that is the reason why Phakiti

(2006, p. 40) concludes his research affirming that there isn't perfect method to teach, since there

is no possibility a method can fits all contexts, due to each uniqueness.

With a broader view on the field of reading strategies, Peart in her article titled "L2

Reading: Strategies and Gender Preferences in the Foreign Language Classroom" (2017);

supports explicit reading comprehension instruction. It aimed at discussing the current and

emerging trends on the use of specific reading strategies as they belong to gender biases, and she

provided pedagogical recommendations to address their specific needs and interests; at the end

of the study, she points out some essential suggestions as the one that trainings should last the

whole semester for learners to become more conscious of strategies implementation. She also

suggested the use of self and peer-assessment during the process. Among the most significant

results, teachers must track learners progress and evaluate frequently to make the necessary

adjustments to improve the teaching reading comprehension. According to this study conclusions, females use more reading strategies than men even more in problem-solving and supporting strategies. Besides, females do not think about the time they last in using time-consuming strategies but men do. On the other hand, regarding school administrators and instructors, they must plan and design more reading comprehension workshops to help learners improving their ability.

Considering what has been investigated about L2 reading in EFL university contexts, it is possible to affirm that much more needs to be studied in the field yet. However, it would be essential to recall the significant items presented and explained above, as the one that emphasizes on the importance to prove different strategies based on the learners' contexts and needs, since there is not a single method or strategy that fits all contexts, due to setting's particularities. The descriptive studies above provide detailed information about what is going on so far in the field. Another significant issue is the fact that although many methods, approaches and strategies have been tried in the academic field, little is still known about their effectiveness in tertiary education and further interventionist research should be carried out.

Methodology

This section aims at describing the type of research carried out, the techniques used to gather the data, the participants, and the context of the study. This chapter also aims to present the process used to answer the research question: How is L2 reading taught and evaluated in CECAR's EFL courses?

Qualitative Research

Qualitative research is defined as a flexible procedure in which the researcher's perspective counts and many external factors can influence on the results. According to Merriam and Clark (2006), this research paradigm requires data collection tools that take into account meaning when collecting and analyzing the data. On the other hand, according to Creswell (2014). qualitative research is for understanding the social or human problems named by communities or individuals. This data is collected from the individuals' environment and its analysis goes from particular to general items found.

Research Design

This study will be outlined as a case study. According to Cohen, *et al* (2007), case studies are highly sensitive to context as they serve as a reference for both effects and causes. This type of study consists of using a case or phenomenon to research within a small group or with few subjects involved.

More specifically, in the educational field, Yin (2003) argues that case study designs seek to:

1. Explain and describe the causes of real-life events within a particular group.

2. Describe the intervention and the surroundings where it occurred. The intention is to analyze the different dimensions the research altered. The previous description corresponds to the action research case study.

3.

3. Evaluate a particular case, such as the impact of the implementation on a new curriculum at a school.

This research will be set out as a case study due to its type of population and the setting where it will take place; the subjects under study will be observed, and the analysis from that observation process will be part of the data gathered. This case study, as such, will be merely descriptive; it means that any detail, result or event found that results important for the current research must be described and explained in-depth. Descriptive case studies are useful to explain the incidence of a phenomenon in a real context; they can be identified by questions that focus on: what, who, where, how many or how much (Yin, 2009). Regarding case studies there are two different types; multiple and single ones. This study will be outlined as a single-case study. According to Cohen and Manion (2007), single case studies can be defined as a study that takes place in a limited setting like a child, a house, a neighborhood, a class, a Community or a University. In this study type, the subjects are usually observed in their real environments to explain the phenomena rather than just presenting theory about it.

Participants and Context

This study will take place at a private middle-class university in the city of Sincelejo, Sucre, which offers a wide variety of professional careers as well as some technical and technological programs, La Corporación Universitaria del Caribe-CECAR is currently developing a program called "CECAR BILINGUE" which consists of preparing teachers from other areas to enhance their English proficiency level; it was necessary since all teachers were asked to used readings in English in their classes, in order to enhance learners' English levels.

This institution offers a mandatory three-level EFL course requirement (English I, English II, and English III), in which learners from all majors must be enrolled before the completion of their academic process. After these basic levels, there are three other advanced levels, which students can take later on, or validate through a proficiency English test or an intensive course at CECAR's languages center. This study focuses on the three mandatory courses (English I, II and III).

The course follows a skill-based approach. Each course consists of 48 hours, which are covered in a weekly three- hour class. The course is distributed among 6 units, which are divided into 4 lessons (A, B, C, D), corresponding to the main skills Grammar, Vocabulary, Speaking, and Reading. One unit is equivalent to 6 hours of class, so each lesson corresponds to 1.5 hours per unit, for a total of 9 hours per lesson per semester.

Three teachers (a teacher from each English course) were chosen to participate in the study. The sample was taken to have a reference of what normally happens in English classes through these mandatory courses.

Data Collection Techniques

      The techniques used to collect the data from the context under study were: non-participant observations, semi-structured interviews, surveys, and document analysis. According to Sharan and Merriam (2016, p. 26), "Humans are best suited for this task, especially because interviewing, observing, and analyzing are activities central to qualitative research.". Furthermore, considering this relevant quote, each instrument chosen answers to a particular objective within this study.

Observations

      According to Cohen, et *al* (2007, p. 258) there are two types of observations, *the participant observation,* in which observer is part of the group observed, performing the same activities, in some cases participants think this person is, somehow, part of the group. While in the other, *non-participant observation*, the observer is almost invisible to the group or participants under study. For instance, in a classroom this non-participant observer is usually sat at the back or observing the recordings out of the class; the idea is not to influence on students' performance or do anything that could change their normal behavior. Regarding the characteristics mentioned above, the latter was chosen for the current study. Field notes were used to delimit the required information acquired from this stage. The type of observation chosen for this project is non-participant. A thematic unit per teacher was observed to analyze the role of reading and the way it is taught and evaluated in the target courses.

Interviews

According to Cohen, *et al* (2007, p. 349), "Qualitative interview…enables respondents to

project their own ways of defining the world.". This quote seeks to show the flexibility of

qualitative interviews, whose ultimate goal is collecting the participants' insights free of limits or

pressure. Throughout this study, the interviews' objective is to obtain teachers' insights about

teaching and assessing L2 reading practice within their English classes at CECAR.

Interviews enable researchers to explore phenomena that are not evident within a context,

and are also interactive, allowing them to find additional information as deeply into a topic as the

interviewee allows it. They are characterized as flexible instead of rigorous. (Mackey and Gass,

2005). The most-known types of interviews are the unstructured, semi-structured, and structured

ones. *The unstructured interview* is the less polite type since usually, it does not have pre-

established questions but a defined objective, and it aims at building rapport with the interviewee

since it is mostly used with sensitive topics. According to Jamshed (2014), "…unstructured

interview resembles a conversation more than an interview and is always thought to be a

"controlled conversation," which is skewed towards the interests of the interviewer.". The

second type is *the semi-structured*. It is mostly a guided conversation between the researcher and

participants. Although it keeps a structure, it is flexible; thus, the researcher does not have to

worry of applying various interviews since this one can be guided to obtain all the extra details

that emerge from participants' answers and that are considered important for the data analysis.

Jamshed (2014) claims that interviews can be applied to a person or a to a community. They are

conducted once only and generally cover about 30 minutes.". Finally, the third type is *the*

structured one, it is the most rigid since it follows in detail a pre-established set of questions and

it does not leave space for exploring extra details that emerge from the interviewee answers.

Hannan (2007, p. 2) points out that the simplest form of a structured interview is almost like an

oral questionnaire used to obtain the closest answers to the objectives. Regarding the

characteristics of this study, three semi-structured interviews were carried out to collect data,

since it looks for following a pre-established set of questions while exploring for extra details

which emerge from participants' answers that can be also essential in the field of qualitative data

analysis.

Surveys

Brown (2001) defined surveys as the written format in which respondents have to choose

or write their answers. They are a useful tool for researchers to gather information from the

participants as beliefs, insights from themselves or from the classroom practices; information

that usually cannot be collected in the research data per se. The current research will use surveys

in the form of questionnaires, although surveys mainly belong to quantitative research

approaches, this technique will be used to gather information from the students who couldn't be

reached through the interviews. These surveys will provide data on perceptions and opinions

from a large group of participants allowing the researcher to find out information that

participants can report about the reading classes. Taking into account the learners' English level,

and avoiding language barriers to obtain reliable, clear and concise data, the surveys were in

Spanish. The type of survey administered in this study was the structure-close one, which

provides with a set of possible answers since they do not allow respondents to answer in the way

they see fit, as it is explained by Mackey & Gass (2005) who say, "close-item questionnaires

typically involve a greater uniformity of measurement and therefore greater reliability." This

leads to an easier way of analyzing the data and henceforth in a less unexpected and subjective

information.

Documents analysis

The documentary analysis is defined by Yin (2003, p, 85) as an essential tool to almost

all case studies; there are many types of documents which can be the sources of important literal

data collection such as: letters, agendas, among others. Throughout this study, the lesson plans

known at the institution as *plan de aula* and the texts provided in classes by professors will be

revised and analyzed in order to obtain information about the text genre they use the most, and to

show their intention. According to Yin (2003, p. 85), "…no single source has a complete

advantage over all the others. In fact, the various sources are highly complementary, and a good

case study will therefore want to use as many sources as possible.". Consequently, in addition to

observations and interviews, in this qualitative study the documentary analysis will be another

data collection tool to be used. The documents collected to gather the data were: reading texts

used in the classes, the diagnostic test applied by the university to know students' starting level,

and teachers' English lesson plans.

Ethical Considerations

In the current research a consent form was delivered to students and teachers for legally

join them to the project; it will enable them to know the aspects to which they are entitled at any

stage and the implications of signing up as a participant. Learners received the consent via e-mail

from their teachers, which was printed, signed, scanned and sent it back to the teachers, the latter

have the responsibility to send them back to the researcher by e-mail. In addition, the names of

the participants involved in this project were changed as a manner to protect their identities.

Data Analysis

This chapter aims at exposing the analysis of all data collected in this study, in order to

answer the leading research question and objectives. Flick (2014) describes the process of data

analysis as "the classification and interpretation of linguistic (or visual) material to make

statements about implicit and explicit dimensions and structures of meaning-making in the

material and what is represented in it" (p. 5). In this study, the information collected is analyzed

through the **triangulation** process of the different data collection sources (class observation,

teacher's interview, students' surveys, and documents analysis) in order to provide a more

objective answer to the research question.

The information gathered was examined and organized into five macro-categories, as

suggested by Merriam and Tisdell (2016), who consider categories as main excerpts from the

data obtained in order to carry out a deep and organized analysis. Each macro category was

subdivided into micro categories to facilitate the research analysis.

Reading role at CECAR

This first category refers to the importance provided by teachers and administrators to the

teaching of the reading skill, based on teachers' pedagogical practices and what they and

administrators verbalize about the importance of reading in the target context.

Teacher's Pedagogical Practices for Teaching L2 Reading

The second category is related to teachers' pedagogical actions in EFL courses to teach reading comprehension. The sub-categories related to this macro-category were organized into the three class stages teachers follow in their EFL classes:

Before-reading the text

While reading

After reading

Teacher's L2 Reading Assessment Practices

The third category involves all activities, exercises, tasks, and strategies that are carried out by teachers from the three contexts while assessing students' reading comprehension. The sub-categories attached to this one are:

Assessment types

Post reading questions

Types of questions

Quizzes

Text Characteristics

This category refers to the type of texts teachers use to teach and evaluate reading comprehension in the target context. The sub-categories related to this category are:

Types of Texts

Descriptive Reports

Linguistic Characteristics of Texts

The categories and subcategories of this study are summarized in figure 6.

Figure 6.

Categories of the study

Research Question

How is L2 reading taught and evaluated at CECAR'S EFL courses?

Macro-Categories

| **Reading Role** | **T's pedagogical practice** | **L2 Reading Assessment** | **Text characteristics** |

Micro-Categories

| Reading central role | Before/While/Post Reading tasks | Post Reading exercises | Descriptive Reports |
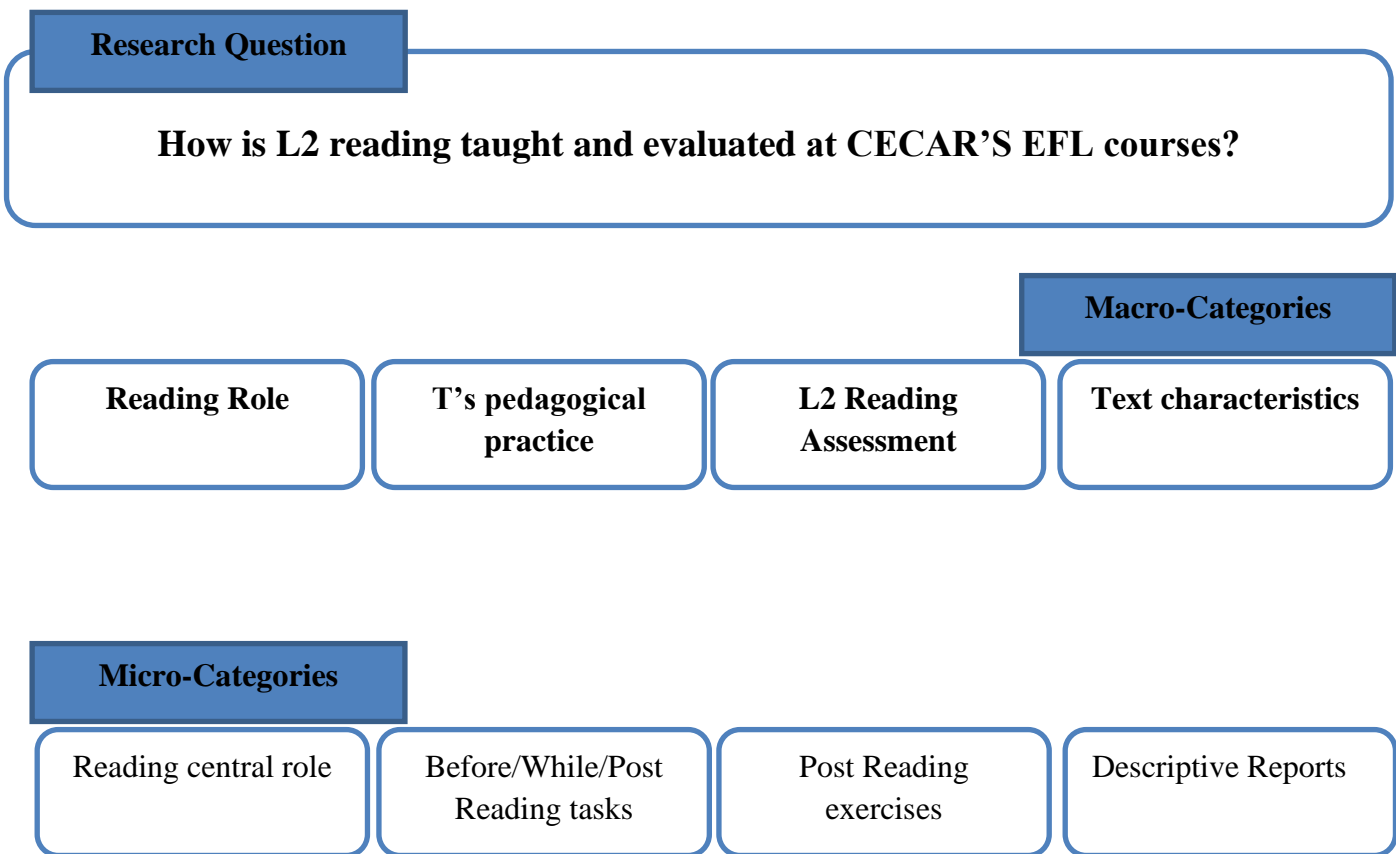
Results and Discussions

This chapter presents and discusses the results found in the current study, aimed at answering the question: How is L2 taught and evaluated at CECAR's EFL courses? For a better comprehension, the results obtained in each category will be presented, evidenced, and discussed.

Reading Role at CECAR

According to teachers, reading is an important skill, and it is necessary to be taught. This is demonstrated in the following excerpts taken from teachers' interviews.

Context 2 Interview. Example [1]

"Si claro que lo considero necesario porque la lectura forma parte de las cuatro habilidades comunicativas del idioma, y es importante que el estudiante aprenda a leer.".

Likewise, administrators are quite interested in developing this skill throughout the curriculum, as evidenced in the following excerpts:

Context 1 Interview. Example [2]

"y ese objetivo se está buscando desde 2016 que comencé a trabajar allá, lo que buscan que los docentes de otras asignaturas que pongan a los chicos a leer este tipo de textos así sea por más mínimo que sea, así sea acompañado de un traductor, pero incluir el inglés en todas las asignaturas, se habla de transversalidad, entonces, el objetivo está… porque se entiende que CECAR les está exigiendo a esos docentes de que lo hagan.".

However, data taken from class observations evidences a dichotomy between what teachers verbalize in the interviews and what they actually do in their classes. As mentioned before, classes at CECAR's EFL courses follow a skill-based pattern in which units are divided in four lessons (A, B, C, and D), so each skill is taught separately, as follows: Grammar, Vocabulary, Speaking, and Reading/Writing. It was observed that a considerable part of instructional time in every lesson is devoted to grammar and vocabulary development, which demonstrates the centrality of these skills in the EFL courses at CECAR. Even in the lessons devoted to the development of the reading skill (lesson D), teachers use the text as an excuse to reinforce the grammatical pattern of the unit, as confirmed in the following excerpts from class observation and in the one from teachers' interview (See excerpts 3, 4, and 5).

Context 1 Observation. Example [3]

"La idea es hacer una lectura, que tiene un poco de relación con el contexto que estamos trabajando en esta unidad, cierto?...lo que te *gusta like to*, quieres *want to*, lo que necesitas: *need to y* lo que debes o tienes que hacer, lo que tienes que vestir *have to*"

Context 2 Observation. Example [4]

"So guys, lets' start with before the reading, **antes de la lectura,** nos vamos a este temita que está por aquí. Estos "indirect **objects pronoun.".**

Context 3 Interview. Example [5]

"…si nos referimos más que todo a las habilidades que desarrollo en la clase sería más que todo la parte gramatical, el uso de las oraciones en un contexto dado para que ellos se puedan enfrentar a un texto dado ya sea que se encuentre en la plataforma que ellos están utilizando para realizar las actividades que es la plataforma de Cambridge, y también los ejercicios que nosotros realizamos en clase…"

This phenomenon may be due to several reasons. One may be the institutional requirement of developing the language skills across the curriculum, which might have been

interpreted by teachers as the need to develop communication skills, for which students need to

develop grammatical and vocabulary knowledge, as supported by Tomlinson et al, (2001) who

manifests that "reading sections often start with vocabulary activities related to the texts and

many reading units feature short texts used mainly for teaching grammar.". Another reason

could be the reliance on a course book for the development of the classes in these courses, and

the distribution of the units in the course books. Each unit starts with the identification of the

vocabulary and grammatical patterns that will be developed, as illustrated in figure 7.

Figure 7.

Book skills organization

Reliance on books to develop the curriculum is a very common practice in ELT.

However, course books should not be considered the curriculum unique source since there is a

need to offer and receive a great variety of authors, sources, forms, structures in order that the

knowledge can be diversified and reliable which produces in the learner the desire to contrast,

discuss, and create their own based on the knowledge of all the resources they possess by

observing different patterns. This is supported by Richards (1993), who affirm that the tight use

of course books as the unique source of materials can disqualify teachers.

Notwithstanding, administrators are looking for a wide variety of instruction on reading

skills at all levels, there are some issues that must be considered to improve their plan. For

instance, the limited number of hours devoted in each course to develop this skill contrasts with

Grabe's (2009) position, which is that reading fluency is not developed in a short time; extensive

practice must be carried out as repeated reading texts. Also, it can be inferred from data that,

contrary to what teachers expressed, the role of reading in CECAR's EFL courses is not central,

and it has been relegated to a secondary role after grammar and vocabulary.

Teachers' Pedagogical Practices

Data evidences that the teachers in the target context divide the reading classes in three

different sections: before reading, while reading and post reading. In each of the abovementioned

class sections, teachers displayed different teaching reading strategies.

Before Reading.

During the pre-reading section, some **contextualization** activities were identified. For

example, the teacher in Context 1 announces the activity that will be developed, as illustrated in

the following excerpt.

Context 1 Observation. Example [6]

"Ok guys, good morning, the idea for today class is working in a reading activity, trabajar en la
actividad de lectura. …entonces la sesión de hoy chicos nos limitamos es a esto practicar la lectura que
es lo que nos hace falta de la unidad y ese componente, vale?.".

In Context 3, the teacher activates students' background knowledge by asking questions

related to the main topic to be developed in the text, as exemplified in the following excerpt.

Context 3 Observation. Example [7]

 "Who is the person that you admire the most? Pay attention! Who is the person that you admire the
most? Explain your reasons, so you are going to mention, van a mencionar, you are going to mention
the person that you admire and you are going to tell the reasons, your motivations for admiring that
person, for example: listen to me…"

Teachers also try to activate students' previous knowledge about the content by reading

the text title and reminding them about related vocabulary and grammar studied in previous

lessons. However, this anticipation concentrates on grammar and vocabulary, as evidenced in

excerpt 8.

Context 1 Observation. Example [8]

"Recuerden que estábamos hablando un poquito sobre clothing, cierto? de las prendas de vestir, lo que
te gusta like to, quieres want to, lo que necesitas: need to y lo que debes o tienes que hacer, lo que tienes
que vestir have to, entonces un poco de estilo. The tittle, el título de esta lectura es the Dubai Mall,
listo?"

 Teachers also fostered predicting text content based on the text images, as seen in

excerpt 9.

Context 3 Observation. Example [9]

"What do you think is the reading about? Taking into account the pictures -the photos- de que creen que
se trate, que historia creen que vayamos a leer o qué tipo de texto vamos a encontrar, que nos va a decir
ese pequeño Reading que vamos a leer si todas estas imágenes están relacionadas a lo que estaremos
leyendo en unos cuantos minutos?.".

While Reading

During the second-class section, while-reading, teachers fostered reading and comprehension of the text. One of the strategies implemented by teachers to achieve this goal was reading aloud the whole text or parts of it while fostering learners' mental reading or repetition, As evidenced in example 10. This is exemplified in excerpts 10 and 11.

Context 2 Observation. Example [10]

"Exacto, entonces si escoge el libro "if the baby picks up, picks up the book" si escoge el libro eso significa "it means that the baby is going to be a teacher" va a ser un profesor, va a ser un professor"

Context 3 Obsevation. Example [11]

"OK so, so the reading text is called: someone I admire. That's the title of this reading text someone I admire, I'm going to ask… let's say let's say Manuel, Manuel can you please read the first paragraph please the first paragraph"

Teachers also asked questions to foster comprehension. However, most of the time these questions were rhetorical, that means, a question asked with no answer expected, and whose answer may be obvious or immediately provided by the teacher. This can be evidenced in the following examples.

Context 1 Observation. Example [12]

"…Nos hablan de una en particular que se llama souk, listo? souk, "a traditional market", entonces que eso es un mercado tradicional, listo? entonces qué tipo de mercado tradicional? nos dice de "souvenirs, jewelry, and local craft stalls", cuando nos referimos a 'souvenirs' guy, nos referimos a recuerdos, cierto? cualquier tipo de detalle"

On the other hand, most of the questions asked by the teachers elicited literal comprehension answers found on the text surface. This is exemplified in the following excerpts:

Context 3 Observation. Example [13]

"Finally, ésta si no se las voy a mostrar más, vamos q ver que recuerdan, a ver qué tanta memoria tiene, Laura is very…
a)   busy and hardworking
b)   beautiful and kind
c)   fit and strong,
siempre hay que responder las preguntas con la información que el texto nos da y entonces tenemos *busy* and *hardworking,* que esta respuesta sí nos la dieron, *she is very busy* and *hardworking*, hay veces que hay palabritas que nos las ponen con sinónimos, yo en este caso no les di sinónimos pero si yo les hubiera dicho que *she can not do things in her free time"*

Context 1 Observation. Example [14]

"Cuáles son esas actividades de entretenimiento que nos han mencionado hasta este punto, what are those entertainment activities that have been mention in the text? ¿Cuáles son esas actividades que han sido mencionadas en el texto? - Safari rides. - Muy bien Belén, safari rides, perfecto esa es una, cuál más? cuales son otras de las actividades de entretenimiento que nos han mencionado?"

Context 2 Observation. Example [15]

"tradiciones, celebrations Y bien, cuáles serían las celebraciones de las que nos están hablando aquí? New Year's Eve "año nuevo", birthdays "cumpleaños"

Teachers also translated words or sentence fragments into Spanish, as illustrated in the following excerpt.

Context 2 Observation. Example [16]

"sigamos "later, during the reception" qué es "reception"? La recepción, que durante la recepción, "the bride and groom" ya sabemos que es novio y novia, "sneak away" esa palabra no tengo idea de qué significa pero yo siento que tengo que irla a buscar, la busco en el diccionario, la busco en el traductor, y me encuentro que "sneak up, sneak out, sneak away" es escabullirse, escaparse, sí? se escapan"

Fostering the use of reading strategies was another pedagogical practice in this class stage. However, evidence demonstrates that strategy use was assumed by teachers in the different contexts; they did not spend time to teach or scaffold how to use them. Most of the

teachers required skimming to get the text main idea and scanning to get specific details as

evidenced in excerpts 17 and 18 respectively.

Context 3 Observation. Example [17]

"Lives in, ok so where lives in, de pronto where no tanto porque tú sabes que where es parte de la pregunta, dónde, bueno si donde pregunta por lugar, entonces tenemos que buscar lugar, ¿pero lugar de qué? De lives in, busquemos el verbo en el texto, los que están en la presentación pueden irse ellos solitos"

Context 2 Observation. Example [18]

"Money, book y obviamente doll, 5 palabras claves, con esas cinco palabras chicos yo me puedo estar haciendo una idea general de qué se me está diciendo en el texto, general, no específico, la específica viene ahora, listo?"

Another strategy fostered by teachers was keywords identification as demonstrated in

excerpts 19, 20 and 21.

Context 1 Observation. Example [19]

"quiero que tengan en mente las estrategias que aplicamos en clase cuando hicimos las dos lecturas qué pues alcanzamos a hacer en las clases presenciales cierto? Cuáles eran esas estrategias? Buscar palabras claves, keywords, no tratar de comprender todo el texto de golpe si no ir con calma, cierto?.".

Context 2 Observation. Example [20]
"… voy a ir sacando palabras claves para que vean de que me están hablando de forma general en esa

parte del texto, listo? Entonces seguimos a la parte de entertainment guys.".

Context 1 Observation. Example [21]

"entonces usted empezaba a subrayar, cierto? se iba al ejercicio, de pronto el ejercicio había una o dos palabritas claves que usted podía permitirse buscar en el texto y apenas las encontrara en el texto podía ser capaz de decir la respuesta.".

Post reading

Finally, during the after/post-reading section, teachers' strategies point at wrapping up the content of the text and confirming comprehension. One of these strategies is summarizing the main idea of the whole text, as evidenced in excerpt 22.

Context 3 Observation. Example [22]

"So, this is like telling you the reasons for admiring Laura, why the writer of this text admires Laura, este texto te está dando las diferentes cualidades que hacen que la persona que lo escribió admire a su prima Laura*"*

At this stage, teachers also ask post-reading questions for assessing comprehension. Most of these questions are mainly literal types; however, this category will be described and discussed in detail in the section related to assessment practices.

Based on the abovementioned results, class stages at CECAR are compatible with Batista and Ballesteros' (2015) proposal of an effective curriculum implemented in three class moments. Besides, teachers' actions in the first-class stage resemble the first step of the genre-based cycle for teaching reading, which starts by a contextualization step before a detailed reading of the text under study. This contextualization step is quite important in the process of teaching reading in order to familiarize learners with the text in their first encounter by modelling, activating previous knowledge, among others (Moss, 2016). However, based on the data collected, it is not frequently taken into account in these EFL courses, since not all the participant teachers apply this strategy in their classes, as was demonstrated above. Besides, there is another essential step in the before reading stage, as suggested in the Universidad del Norte's Genre-Based Pedagogical reading cycle, which was not widely applied by CECAR's participant teachers,

observed which is the identification of text's structure and purpose second step in UniNorte's reading cycle, which consists of socializing text anticipating text's genre, its schematic structure and purpose, and the main idea of every stage. its linguistic features and the identification of subtitles, macro-theme, hyper-theme, macro-new, hyper-new, among other text characteristics. (Moss 2016).

Regarding reading strategies, it is possible to state that teachers foster the use of a few reading strategies. However, this cannot be conceived as a planned process within the curriculum since not all the teachers ask for the use of strategies in their classes. Furthermore, strategy instruction is another issue that should be considered in this institution because teachers assume the use of reading strategies, but they do not invest time for teaching them.

Regarding the while reading stage, some of the pedagogical practices carried out by teachers are compatible with scaffolding strategies. Activities such as translation into L1, modeling before doing, and questioning are suitable for scaffolding students' L2 learning (Walqui, 2008). Likewise, asking questions while reading is coherent with the scaffolding interaction cycle proposed by Martin and Rose (2005 p, 48), in which the types of questions asked "let all learners to answer correctly 100% of times, regardless of their starting points.". However, regarding the data in the different contexts, there is a predominance of literal question types with an evident absence of inferential, and critical questions. According to Rose (2016, p. 6), reading tasks should point at 4 different levels: decoding, literal comprehension, inferential comprehension, and interpretive comprehension (critical). Thus, the evidence gathered in this study contravenes with Rose's (2016) conception of reading tasks, since he establishes that these four levels of comprehension and levels of language in context must be taught sequentially.

Furthermore, according to PISA (2018), achieving higher levels of comprehension is the aim of reading literacy, since "higher levels of reading literacy allow people to contribute to society and literate people have greater access to employment, emancipation, and empowerment.". Therefore, CECAR's EFL courses need to place a stronger emphasis on scaffolding students' reading at different comprehension levels in order to track their process and obtain better results with the help of an experienced person (teacher) on the area as stated by Rose (2016).

Likewise, in both while and post reading stages, teachers missed scaffolding on monitoring and evaluating text comprehension, which could be done through the *Representation of text ideas*, a step suggested in the pedagogical reading cycle proposed by Moss (2016). Therefore, all comprehension levels must be worked within a sequence not in isolated sessions.

It is evident that teachers in the target context missed a consistent and planned scaffolding to foster different levels of reading comprehension and recognition of main characteristics of the texts for further independent reading. It would be important to use a methodology for teaching reading, for example, a Genre Based Pedagogy in order to illuminate the process of teaching/learning reading in the classroom, the selection of appropriate reading materials for the levels, the scaffolding needed to ensure comprehension, and the strategies that can be used to track and assess learners' progress in the three reading comprehension levels proposed by PISA (2018).

However, it is necessary to clarify that this study was affected by the COVID-19 pandemic situation, which forced teachers to embark on a virtual/remote teaching modality, thus changing abruptly the conventional face-to face style of these reading classes. This posed a

challenge for them because they had to adapt their conventional methodology to one that allowed

them to finish the semester successfully. Since teachers and students were not sufficiently

prepared for the change, this could have affected the development of the classes, evidenced in

less students' participation and shorter time for developing the reading unit, among others.

Teacher's L2 reading assessment practices

In regards to the third category, the following micro-categories were identified

Assessment Types

Data revealed that the types of assessment carried out in the target context are mostly

summative assessment practices, specifically post-reading questions at the end of the reading

process, and a reading test at the end of the unit.

Post reading questions.

As mentioned above, every reading ends with a set of questions to evaluate students'

comprehension of the text. Data reveals that most of these post-reading questions were literal,

meaning assessing comprehension at the surface of the text. Very few questions assessed

inferential comprehension, and none of them tested critical reading. Question types varied among

multiple selection, true-false and filling gaps. Evidences of this type of assessment are provided

in the following example

Context 3. Observation. Example [23]

"Solamente en el nivel en el que estamos la mayoría de preguntas que utilizo son literales y algunas
inferenciales si me pondrías a decir eso en un porcentaje sería un setenta por ciento literales y treinta
por ciento inferenciales.".

Another evidence of this type of post-reading questions is provided in figures 8, 9 and 10,

taken from the course books.

Figure 8

Questions from context 1 text: The Dubai Mall

C Look at the article again. Can you find a word or an expression with these meanings?

1. one of the best in the world __world-class__
2. how you live your life _____
3. 1,000 _____
4. together with _____
5. people sell things here _____
6. some _____
7. an expensive place to stay _____
8. concerts, movies, games, etc. _____
9. be sure to see _____
10. like to do _____

Figure 9.

Questions from context 2 text: Let's Celebrate

Celebrations **UNIT 4**

C Read the article again. Are the sentences true or false? Check (✓) *True* (T) or *False* (F).

		T	F
1.	In Mexico, people eat grapes at a special dinner.	☐	☐
2.	If you eat a sweet grape on New Year's Eve, it means that the year ahead is going to be good.	☐	☐
3.	In China, the family gets together on the day the baby is born.	☐	☐
4.	If the baby picks up a doll, it means he or she is going to have a lot of brothers and sisters.	☐	☐
5.	In Venezuela, the bride and groom can sing their promises to love each other.	☐	☐
6.	If they don't go to the reception, it means they will have good luck in their marriage.	☐	☐

Figure 10.

Questions from context 3: Someone I Admire

POST-READING QUESTIONS

Read the sentences and choose the correct answer.

1. **Laura currently lives in _____.**
   A. London
   B. Bristol
   C. Germany

2. **Laura started dancing when she was _____.**
   A. 5
   B. 6
   C. 19

3. **Laura goes to university and studies _____.**
   A. German
   B. Dance
   C. Photography

4, **Laura has won prizes for her _____.**
   A. photography
   B. dancing
   C. language skills

5, **Laura's dream is to be a _____.**
   A. German teacher
   B. professional dancer
   C. professional photographer

7. **Laura is very _____.**
   A. busy and hard-working
   B. beautiful and kind
   C. fit and strong

These post-reading questions were used by teachers to check learners' understanding or to evaluate their text comprehension summatively. As soon as they finished reading, teachers asked these literal questions to students. Teachers form contexts 2 and 3 asked them orally, but students were supposed to answer by using either the chat or the microphone, as evidenced in excerpts 24 and 25.

Context 2 Observation. Example [24]

"Number two: "if you eat a sweet grape on New Year's Eve, it means that the year ahead is going to be good… Que si me como una uva "sweet" que sea dulce, me dice que todo el año va a ser bueno, eso es "true" verdadero o es "false" falso?.".

Context 3 Observation. Example [25]

"Ok good so, finally we have this question about the reading and is: what does Laura look like? You are going to mention at list three descriptions, and you are going to use complete sentences ok.".

Reading Test at the End of the Unit.

At the end of every unit, students are evaluated through a standardized test divided into four sections, one section for each of the skills worked out in the unit. Reading is the last section in this test. It consists of a short, simple descriptive report text followed by comprehension questions at the end. Most of the questions are literal, a few inferential, and none of them critical. Unfortunately, due to a series of obstacles related to COVID-19 pandemic, it was not possible to obtain evidences of the results of these reading tests developed at the end of the unit. However, according to the teachers these tests have similar structure, length, and types of questions (literal) to the ones presented during the class.

According to the data collected and comparing it with Muñoz (2009), it is possible to say that these evaluative practices are categorized within the traditional ones, which consist of grading students' performance instead of tracking their process. This is also opposite to Fiene and McMahon (2007), who affirm that evaluating reading comprehension should be a process of constant monitoring instead of using standardized tests to obtain a grade. It is also evident that teachers are not familiar with what each reading level contains and means.

Besides, there are some other ways to assess learners' reading comprehension; as it was described earlier in this paper, the use of DARTs (Lunzer and Gardner, 1984) or any other graphic representation are useful strategies to check learners' progress and track their progress summatively but also formatively since they can be used during the class assisted by the teacher to find learners' weaknesses or at the end of the lesson to assess their performance, understanding and progress.

This has several implications on students' results since teachers' practices do not

prepare students for developing nor inferential neither critical reading levels, therefore learners

will not be able to develop or foster these two other higher reading comprehension levels in the

CECAR EFL courses. As was previously mentioned, the most common assessment practice

implemented by these teachers are the post reading questions; however, they are mostly literal.

Every reading exercise at any level must have all reading comprehension levels stated by PISA,

since learners will master all of them by using them constantly. Actually, the inferential and the

critical levels must be the ones used the most, since they require a higher complexity level to be

developed successfully; therefore, they require more practice by students and more scaffolding

from teachers.

Text Characteristics

Data demonstrates that most of the readings used in English courses at CECAR come

from the course book, as stated in excerpt 26.

Context 2 Interview. Example [26]

"Entonces yo trabajaba lo que estaba en touchstone, bastante… No buscaba algún documento que fuera
algún newspaper, algo que fuera sacado de un magazine, todos eran textos tomados de Touchstone…"

Besides, texts are very short and they are adjusted by teachers in order to facilitate

students' comprehension, as evidenced in the following excerpts from teachers' interviews.

Context Interview. Example [27]

"uno trataba al cien que si eran tomados del material de TOUCHSTONE eran modificados por mi cuenta,
es decir yo tomaba un texto similar al que se había trabajado en la unidad, cierto? Mismo número de
palabras, los términos que no fueran ajenos a la unidad, sino que tuvieran mucha relación con ella, y si yo
tenía que modificarle una que otra cosa, yo se la modificaba"

Context 2 Interview. Example [28]

"Entonces que es necesario, si, es muy necesario, es muy cierto, pero a ver es una realidad, estos chicos, muchos de estos chicos vienen con vacíos de las instituciones de básica y media, llegan a una institución superior y ni siquiera saben leer un texto, no comprenden un texto en el idioma materno que es el español, ahora imagínate en inglés. Y esa es la lucha que siempre hemos llevado… hay que ser realistas, eso lo podrían hacer los estudiantes que ya de por sí tiene un nivel, que ya han tenido un contacto con el idioma, que han tomado un curso previo, pero si la idea es que …A estos estudiantes y el resto no.".

Taking into account the classification provided by Rose & Martin (2012), the schematic structure and purpose of the texts used in the target contexts place them within the descriptive reports genres. In regards to the text used in the three contexts (See appendixes A, B, and C), these texts "describe one kind of entity whose typical characteristics are bundled together, each elaborating on a particular aspect" (Derewianka & Jones, 2012). These texts begin with a title, then they have a general statement that identifies the identity; after that the description stage in which they describe particular features, characteristics, and activities. Regarding the linguistic characteristics of this text, there is a predominance of present tense, adjectives to describe a noun; it uses a descriptive language as evidenced in the two following excerpts.

Context 1 Observation. Example [29]

"The Dubai Mall has… There's also a souk…. There's a 250-room… There is an indoor…There is an aquarium…They're the height of a five-story building… There are lots of other things.".

Another evidence of the simplicity of the language in this text is the employment of an everyday language, non-specialized; with an absence of technical terminology and contracted expressions as evidenced in the following fragment:

Context 2 Observation. Example [30]

"There's a…. That's fine"

This text uses colorful images and the characteristics of these images give the impression that these texts are intended for young readers and their purpose is to engage them and familiarize them with the text content. (see appendix A).

In regards to the descriptive report used in context 2, The text is about the most common

celebrations and it describes how each one is different form the other depending on the place

they are carried out. It is possible to see how the author's linguistic choices are intended to fulfil

a clear purpose which is to describe in an organized and hierarchical way the uniqueness of each

celebration depending on the place where they are performed. The writer introduces the topic

"celebrations" making a general statement as the introduction. Then, she announces which

specific celebrations she will address: New Year's Eve, birthdays, and weddings as evidenced in

excerpt 31.

Context 2. Text. Example [31]

NEW YEAR'S EVE

In Mexico, people celebrate the start of the new year by getting together with friends and family. On New Year's Eve, they have a special dinner. Then, when the clock strikes midnight, everyone starts eating grapes – one for each month of the next year. A sweet grape means the month is going to be a good one. If a grape is sour, then the month is not going to be so good.

BIRTHDAYS

In China, there's an interesting birthday tradition for infants. A baby is one year old on the day he or she is born. One year later, friends and relatives get together for the baby's second birthday. They put several objects in front of the baby, such as some money, a doll, and a book. If the baby picks up the money, it means he or she is going to be wealthy. Reaching for the book means the baby is going to be a teacher, and picking up the doll means the baby is going to have a lot of children one day.

WEDDINGS

Weddings around the world have different traditions, and Venezuela is no exception. Of course, during a wedding ceremony, couples promise that they will always love and take care of each other. However, in Venezuela, the bride and groom don't always say their promises – sometimes they sing them. Later, during the reception, the bride and groom sneak away. If no one sees them leave, it means they are going to have good luck in their marriage. And that seems to be something that all these traditions have in common – they are all meant to bring good luck.

Then, the author starts the descriptions by saying: "In Mexico, China, and around the

world" which marks topical themes and states the frame of the phase; it also means the great

importance of the place in the particular manner they are performed as seen in excerpt 32.

Context 2 Text. Example [32]
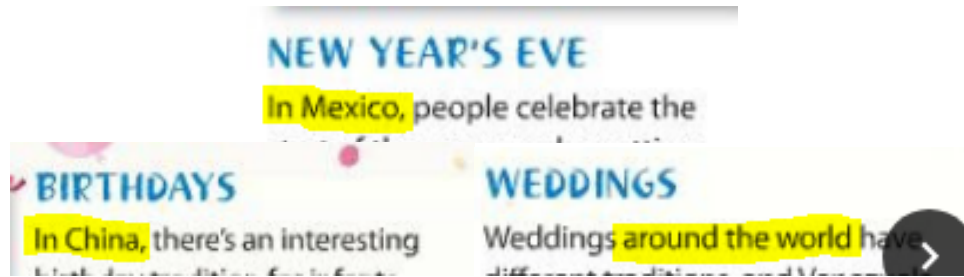
Afterwards, how different is each one from the other and what each one means is explained; and finally, at the end of the text, despite of explaining many differences among each event, the author uses a macro-new to synthesize the similarities they all have. It uses a constitutive language, although there is a light use of nominal groups. (see appendix B).

In this vein, the text used in Context 3 is also a descriptive report. Subdivided into classification and description stages as the two ones described above; this particular text has four phases: Laura's background information, Laura as a dancer, Laura as a photographer, and the evaluative perspective. The topic of the text is related to the content words that stand out in it more than once. For instance: dancer, her dance school, dancing, photography at University, photographer, taken lots of photos, among other synonyms. According to the linguistic characteristics; In spite of the fact that the text channel is written, there is a non-specialized language (informal), it can be seen in the contractions used. It uses a simple language which should minimize comprehension problems in students; in addition to this text is explicit and constitutive; -it means that all the information learners need to understand the text is in it, since there is no use of exophoric references. (see appendix C).

Based on the evidence gathered, teachers should be extra careful with the type of texts they are choosing for their reading classes (non-authentic texts). On the one hand, this selection of texts is currently supported on the fact that teachers believe their students are not prepared

enough to manage the complex language contained in authentic and academic texts. They

consider their students have a very low proficiency level that would not allow them to handle the

complex structures of these texts. On the other hand, teachers must have a complete

understanding about text characteristics they assign to read and the methodology for teaching

them to ensure the development of the reading comprehension. These learners are university

students, who will be exposed to complex texts during their professional careers, which are most

of the time macrogenres (Rose & Martin, 2012); that is the reason why teachers should expose

them to these types of texts types in order to prepare them beforehand for the academic authentic

texts in English they will face in their specific areas. Therefore, teachers must master learners

with higher reading comprehension levels for them to be able to achieve the text communicative

purposes.

Conclusions and Recommendations

The main purpose of this research was to analyze how L2 reading was taught and

evaluated at CECAR's EFL courses. In doing so, some reading classes were observed from the

three mandatory courses; a survey was applied to learners and an interview to teachers and then,

both were transcribed; in order to know their perceptions and insights about the teaching reading

process.

In the next step, some documents were analyzed as the texts used during these reading

classes. Based on a qualitative analysis of this data, the results will be concluded below.

 The results indicate that reading plays a secondary role in CECAR's reading courses

since they are mainly based on the development of grammar and vocabulary skills. The readings

used by teachers are all from the same text course book, which is chosen by administrators. It is

essential to recognize the importance of choosing the appropriate teaching material based on the

course objectives and learners' needs. Also, the value of aligning the administrative policies with

teachers' methodology in order to develop the four skills within these English courses, providing

a strong emphasis on reading, due to the importance of this skill in higher education.

Regarding teachers' pedagogical practices for teaching reading, it was analyzed that

teachers use a traditional methodology to teach reading which consists of dividing the class into

three different stages: Before-reading, While-reading, and Post-reading. Within each stage

different exercises are carried out with a specific objective. In the first-class stage, the objective

is to link learners' previous knowledge with the new, familiarize leaners with the text structure,

genre, vocabulary. Increasing learners' motivation to read by fostering learners to predict what is

going to happen based on the images or on the subtitles. However, this was the weakest stage

since teachers do not take enough time to fulfill its objective. These classes are mostly teachers-

centered. Scaffolding is an essential cycle within reading classes as well, but it was not properly

developed by teachers neither in none of the three stages. Besides, there is a deficiency in the use

of inferential and critical questions. According to PISA, the three levels of reading

comprehension (literal, inferential, and critical) should be taught consecutively. Otherwise,

students will develop more easily the one they practice the most. Also, it was observed that there

was mostly the use of a single teaching material source, The Touchstone, which could interfere

with learners' comprehension of text types' diversity.

      Concerning the reading assessment practice, it was observed and analyzed throughout this

study that the unique manner applied to assess learners' reading comprehension levels was the

reading test, in which mostly literal reading comprehension questions were asked. According to

Fiene and McMahon (2007), the exercise of evaluating reading comprehension should be carried

out through constant monitoring of the subject's ability instead of using standardized tests to

obtain these results.

      With regard to the texts' characteristics, it was evidenced that students are exposed to

basic genres with simple vocabulary and structures, there is an overuse of descriptive reports;

teaching only one type of text to learners gives them a limited understanding of text meanings

which would avoid learners to expand their knowledge about textual genres.

      Based on the study results and its conclusions, some relevant recommendations will be

given as an alternative to improve these courses' teaching and assessment practices. Taking into

account these research objectives, a pertinent recommendation would be to strengthen the

reading section (D) of these English courses in order to foster the three different levels of reading

comprehension of diverse text types, specifically the complex ones that they will encounter

throughout their careers.

Another essential recommendation points at strengthening the pedagogical strategies to

foster different levels of reading comprehension, as established by PISA, thus, students can

develop skills for a deeper comprehension of texts. This could be possible through the

implementation of GBP teaching and learning cycle, as the one proposed by Universidad del

Norte's researchers, in which reading is taught in 6 steps: Contextualization, Structure and

Purpose Identification; Detailed Reading; Re-representation of text ideas; Critical Reaction to

Texts, and Self-Assessment. Through these steps, deep comprehension and students' autonomy

in reading are ensured.

A worthy issue to consider regarding evaluation practices would be to assess learners'

process instead of just evaluating their results. There are some fruitful alternatives for assessing

learners' reading process; for instance, while and post reading discussions, journals, portfolios,

classwork, observations, self/peer-assessment. Likewise, the use of DARTs is another useful

strategy to monitor reading comprehension. Activities such as mind-maps, word-webs, charts,

table or diagram completion, among others are useful DARTS that could be considered in this

context.

Also, it would be advisable to use authentic and academic texts of different genres, in

order to let them know the wide variety of structures a text can follow and how connected the

specific structure of a text is to its communicative purpose.

Regarding the abovementioned recommendations, the institution should consider the

implementation of a teacher development program to provide teachers with theoretical and

methodological tools for the implementation methodologies for teaching and assessing reading

comprehension, as well as the selection, evaluation and creation of suitable materials for

teaching and assessing reading, regarding the specific needs of this context.

        For further research, there are some considerations that must be taken into account. On

the one hand, all English levels offered by the institution must be observed and analyzed in order

to obtain more complete results regarding learners' process from their entrance until their

performance at the last English level. On the other hand, the reading tests' results must be

analyzed as well, to determine the progress of students' reading competence during each course;

this data could guide decisions for these courses' improvement. This research provides an

overview of the characteristics of the pedagogical practices for teaching and evaluating reading

in a higher education institution. We expect it contributes to raise awareness about the

importance of emphasizing on………and to the development of proposals for teacher

development programs to qualify teachers on methodologies for teaching and evaluating reading,

as well as approaches for the selection, evaluation and design of reading materials that suit the

specific needs of the contexts where they will be applied.

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Appendixes

Appendix A: Text context 1

The Dubai Mall

SHOPPING, ENTERTAINMENT, LIFESTYLE

If you want to buy a new outfit, you go to a mall. If you want to see sharks in an aquarium or listen to a world-class concert, where do you go? A mall? Well, yes. These days, malls are not just for shopping. They're an important part of our lifestyle.

SHOPPING The Dubai Mall has over a thousand stores, with everything from designer clothes to electronics. Every week, over 750,000 people – including top celebrities – shop there. There's also a *souk* – a traditional market with souvenirs, jewelry, and local craft stalls. You need to spend several days there if you want to visit every store. But that's fine because there's a 250-room luxury hotel in the mall, too.

ENTERTAINMENT There's an indoor entertainment park full of virtual reality experiences: safari rides, a snowboard jump, and other exciting games. There's an aquarium with sharks, and don't miss the amazing fountains outside – they're the height of a five-story building.

HAVE A GREAT TIME There are lots of other things to enjoy, too. Eat at one of the 160 restaurants, go and see a movie, a famous band, or piano concert, take a diving course, or just relax.

Appendix B: Text context 2

Let's celebrate!

Although people around the world celebrate many of the same events, they sometimes celebrate these special days quite differently. We found some interesting – and unique – traditions for celebrating New Year's Eve, birthdays, and weddings.

What is the new year going to bring?

NEW YEAR'S EVE

In Mexico, people celebrate the start of the new year by getting together with friends and family. On New Year's Eve, they have a special dinner. Then, when the clock strikes midnight, everyone starts eating grapes – one for each month of the next year. A sweet grape means the month is going to be a good one. If a grape is sour, then the month is not going to be so good.

BIRTHDAYS

In China, there's an interesting birthday tradition for infants. A baby is one year old on the day he or she is born. One year later, friends and relatives get together for the baby's second birthday. They put several objects in front of the baby, such as some money, a doll, and a book. If the baby picks up the money, it means he or she is going to be wealthy. Reaching for the book means the baby is going to be a teacher, and picking up the doll means the baby is going to have a lot of children one day.

What's this baby's future?

Are these newlyweds going to have good luck?

WEDDINGS

Weddings around the world have different traditions, and Venezuela is no exception. Of course, during a wedding ceremony, couples promise that they will always love and take care of each other. However, in Venezuela, the bride and groom don't always say their promises – sometimes they sing them. Later, during the reception, the bride and groom sneak away. If no one sees them leave, it means they are going to have good luck in their marriage. And that seems to be something that all these traditions have in common – they are all meant to bring good luck.

Appendix C: Text context 3

Someone I admire

My cousin Laura

Someone I admire is my cousin Laura. She's five years older than me, so she's 19 now and she lives in Bristol. She's very friendly and confident and she's got long, wavy, brown hair and greeny-brown eyes. She's medium height, slim and very fit because she's a dancer.

She's been dancing since she was six years old and trains every day at her dance school. She wants to be a professional dancer, but it's a very difficult profession because it's so competitive. She often dances in shows and I've been to watch her several times. Her favourite type of dance is modern, which is sometimes a bit strange, but I love watching her dance.

Laura is very busy because she also studies photography at university. She's a really good photographer and has taken lots of amazing photos of me and my family. Her photos have won a few prizes and last year one of her photos was in an exhibition at an art gallery in London.

Laura doesn't have a lot of free time and she's also trying to learn German because she wants to go to Germany next year to do a photography course. I think Laura is very hard-working and she deserves to become a professional dancer one day.

Appendix D: Diagnostic Test Results

READING COMPREHENSION DIAGNOSTIC TEST RESULT

CORPORACIÓN UNIVERSITARIA DEL CARIBE-CECAR
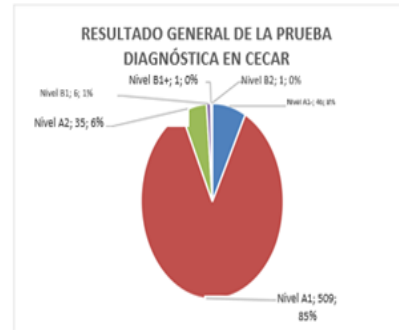
CAMBRIDGE LMS PLATAFORM

Cambridge University Press, through its Cambridge LMS platform, makes available to the first entrance student community of CORPORACION UNIVERSITARIA DEL CARIBE-CECAR a diagnostic test that will measure the level of English language proficiency in the components of listening comprehension, reading comprehension and language use from basic level A1 to advanced level C1 of the Common European Framework of Reference - CEFR. On this occasion, the report of the results of the diagnostic test carried out during the period 2019-2 is shared. The information it provides must be interpreted in order for the institution to obtain a quantitative measurement of the level in which the participants are. The result of this sample allows the projection of academic accompaniment actions and its analysis, together with the experience and qualitative description of the teacher, is very important for the Corporation's decision making process. Regarding the Reading comprehension ability, consists of 20 questions, which assesses students' ability to understand main and supporting ideas in written passages, vocabulary, and finally the author's intention. Additionally it is essential to point out that the section under study consists of four option multiple choice items.

The Cambridge University presents a scale to measure or standarize each level:

CEFR	PERCENTAJES
-A1	0-16%
A1	17-33%
A2	34-51%
B1	52-70%
B1+	71- 87%
B2	88-97%
C1	98-100%

GENERAL RESULTS OF THE TEXT

The following graph shows the general result of the English diagnostic test applied at the CORPORACION UNIVERSITARIA DEL CARIBE-CECAR during the year 2019; terms I and II. As can be seen, the number of students in levels B1+ and B2 of the CEFR is 0%, followed by 85% of students who were at level A1, 35% at level A2, 8% at level -A1. Most of the population who took the study during the mention terms are, according to the CEFR were, at that moment, located in level A1.

RESULTADO GENERAL DE LA PRUEBA DIAGNÓSTICA EN CECAR

Nivel B1+; 1; 0%   Nivel B2; 1; 0%

Nivel B1; 6; 1%   Nivel A1-; 46; 8%

Nivel A2; 35; 6%

Nivel A1; 509; 85%

Appendix E: Observation format

<div align="center">

CLASS OBSERVATION TRANSCRIPT SAMPLE
TEACHER:

</div>

<u>Observation #</u>
<u>Semester:</u>
<u>Subject:</u>
<u>Program:</u>
<u>Date:</u>

Information in parenthesis corresponds to observer's comments
Conventions:
O: Observer
T: Teacher
S (A, B, C, etc.): Each letter refers to a different student
SS: Students in chorus
(xxx): inaudible, not clear
....: silence

	CLASS OBSERVATION # 1	
TU RNS	**OBSERVATIONS**	**CATEGORIES FOR ANALYSIS**
O	The teacher greets the class. He asks students: why am I writing this paragraph?" He starts his lesson by having students think about the communicative function of an argumentative text or paragraph. He emphasizes on the need of establishing a purpose for writing a specific audience. For this, He thinks aloud some ideas, especially under the topic of "importance of learning English for UniSucre students". The teacher provides students with a handout. It is a worksheet containing a series of charts to fill in where students have to work on purpose and audience as well as on the previous knowledge they have on the given topic for the paragraph.	
T	you look great! Se ven geniales. Ok, entonces, why am I writing this? Por qué estoy escribiendo esto? You can speak guys! Ustedes puedan hablarme del por qué están escribiendo esto. Habíamos tenido problemas con la cámara y el que debía grabar no llegó. Anyway, aquí estamos. Entonces, ¿podrían decirme para tener ese registro, por qué escriben, para quién van a escribir?	
SS	(laughs)	
T	Why? Who am I writing for? Volunteers! Any? Yes, excuse me, tell me again, don´t worry, this will not be posted on facebook! (laughs)	
S (A)	For all university students	
T	All university students? Or a specific program o semester?	
S	All	

Appendix F: Interview Questionnaire

ENTREVISTA A PROFESORES

La siguiente entrevista tiene como objetivo conocer las percepciones de los profes con respecto a la enseñanza y la evaluación de la comprensión lectora en las clases de Inglés como lengua extranjera en CECAR.

1. Por favor describe una de tus clases de Inglés, ¿Qué pasos sigues normalmente?

2. Consideras que los estudiantes de CECAR necesitan aprender a leer textos académicos en Inglés?

3. Cuál crees que es la posición de la universidad con respecto a la enseñanza de la lectura en Inglés? ¿Qué tan importante es para ellos?

4. ¿Consideras necesario enseñar lectura en tus clases de Inglés?

5. ¿Qué tan frecuentemente enseñas lectura en tus clases?

6. ¿Cómo enseñas lectura en tus clases de Inglés en CECAR? Por favor menciona actividades, ejercicios, o trabajos que usualmente utilices

7. ¿Podrías mencionar las estrategias que utilizas para evaluar esas actividades o ejercicios de lectura?

8. ¿Podrías mencionar que tipo de textos usas normalmente para enseñar lectura?

9. ¿Por qué usas esos textos para enseñar lectura?

Appendix G: Students' Survey

ENCUESTA A ESTUDIANTES

Esta encuesta tiene como objetivo conocer las percepciones de los estudiantes con respecto a la enseñanza y evaluación de la lectura en las clases de Inglés en CECAR.

1. ¿Qué tan frecuentemente se usan lecturas –independientemente de su longitud- para desarrollar las clases de Inglés?

   a) Muy frecuente
   b) frecuentemente
   c) Poco frecuente
   d) Nunca

2. ¿Qué actividades desarrolla tu profesor(a) de Inglés para enseñar lectura en clase. Puedes seleccionar varias opciones.

   a) Mapas mentales o cuadros para sintetizar la información
   b) Lee en voz alta con nosotros
   c) Nos pide preparar la lectura del texto en casa antes de la clase
   d) Nos pide que mientras leamos vayamos tomando notas
   Otro, cuál?

3. ¿Cómo evalúa tu profesor(a) la lectura en la clase de Inglés? Puedes seleccionar varias opciones.
   a) En discusiones o debates grupales
   b) En producciones escritas individuales (ensayos o informes críticos)
   c) Exámenes o Quices
   d) Nos pide hacer gráficos

   Otro, cuál?

4. ¿Qué tipos de texto son usados en clase? Puedes seleccionar varias opciones.

   a) Textos narrativos extensos o cortos (novelas, fábulas)
   b) Textos informativos (folletos, periódicos, revistas, noticias)
   c) Textos expositivos (crónicas, entrevistas, biografía, monografía)

   Otro, cuál?

5. De la metodología empleada por tu profesor(a) de Inglés, ¿qué es lo que más te gusta?

   _____

6. De la metodología empleada por tu profesor(a) de Inglés, ¿qué es lo que menos te gusta?

   _____

Appendix H: Teachers' informed consent

CECAR
Corporación Universitaria del Caribe

VIGILADA MINEDUCACIÓN
Personería Jurídica No. 3786 MEN – ICFES Nit: 89220263 – 1

CONSENTIMIENTO INFORMADO
PROFESORES

Nombre del participante	
Curso en el que se harán las grabaciones	
Fechas estipuladas para las grabaciones	

Entiendo que a través de este documento se solicita mi autorización/permiso para filmar, video- o audio-grabar, y/ fotografiar (vistas fijas y/o fotos) durante las lecciones, evaluaciones, y actividades del curso de Inglés en *LA CORPORACION UNIVERSITARIA DEL CARIBE-CECAR* de la ciudad de Sincelejo.

Entiendo que los videos, audio grabaciones, y fotografías tomadas serán usadas por docentes o asesores universitarios con propósitos educativos-formativos. Dichos documentos serán utilizados únicamente para: *analizar las estrategias pedagógicas para a enseñanza de la comprensión lectora del estudiantado*, que se llevan a cabo en el aula de formación o en el espacio acordado entre docente y estudiantes para ello.

Entiendo que profesores de la Corporación Universitaria del Caribe-CECAR y la Universidad del Norte utilizarán las grabaciones como parte de la recolección de datos para finalidad de la tesis de maestría "**L2 Reading Teaching and Evaluation Practices at CECAR**". Igualmente, estas observaciones no incidirán en el proceso académico de los estudiantes y tampoco presentan riesgo para la integridad de los participantes.

En calidad de docente, estudiante o acudiente del curso de Inglés seleccionado, tengo total claridad sobre las siguientes condiciones:

1. Mi participación es totalmente voluntaria, y en cualquier momento puedo desistir de participar sin perjuicio alguno.
2. Mi participación no incluye riesgo ni beneficio.
3. No habrá remuneración de algún tipo por participar en el proyecto.
4. De los resultados de este proyecto se producirá una tesis como trabajo de maestría requisito de grado, así como artículos de investigación y/o ponencias que permitan dar a conocer los resultados obtenidos en el presente estudio.
5. No se divulgará información explícita que me identifique personalmente sin mi consentimiento explícito.
6. Con mi firma expreso mi decisión de participar en el proyecto.

He leído el documento titulado *Consentimiento Informado*, además he tenido la oportunidad de formular preguntas respecto a los propósitos y procedimientos del estudio.

Carretera Troncal de Occidente Km I Vía Corozal
PBX (57) 5 279 89 00 Sincelejo, Colombia
www.cecar.edu.co

CECAR
Corporación Universitaria del Caribe

VIGILADA MINEDUCACIÓN
Personería Jurídica No. 3786 MEN – ICFES Nit: 89220263 – 1

Con mi firma expreso mi decisión de participar en el proyecto.

Nombre del Participante: _____
Firma: _____
Documento de Identidad: _____
Rol: _____ Docente _____
Fecha de firma: _____

Investigador principal: Marisela Restrepo Ruiz
Información de contacto: marisela.restrepo@cecar.edu.co

Después de firmar, favor de devolver a la persona encargada. Muchas gracias!

Carretera Troncal de Occidente Km I Vía Corozal
PBX (57) 5 279 89 00 Sincelejo, Colombia
www.cecar.edu.co

Appendix I: Students' informed consent

CECAR
Corporación Universitaria del Caribe

VIGILADA MINEDUCACIÓN
Personería Jurídica No. 7766 MEN – ICFES Nit #9220263 – 1

CONSENTIMIENTO INFORMADO
ESTUDIANTES

Nombre del docente del curso	
Nombre del participante	
Curso en el que se harán las grabaciones	
Fechas estipuladas para las grabaciones	

Entiendo que a través de este documento se solicita mi autorización/permiso para filmar, video- o audio-grabar, y/ fotografiar (vistas fijas y/o fotos) durante las lecciones, evaluaciones, y actividades del curso de Inglés en *LA CORPORACION UNIVERSITARIA DEL CARIBE-CECAR* de la ciudad de Sincelejo.

Entiendo que los videos, audio grabaciones, y fotografías tomadas serán usadas por docentes o asesores universitarios con propósitos educativos-formativos. Dichos documentos serán utilizados únicamente para: *analizar las estrategias pedagógicas para a enseñanza de la comprensión lectora del estudiantado*, que se llevan a cabo en el aula de formación o en el espacio acordado entre docente y estudiantes para ello.

Entiendo que profesores de la Corporación Universitaria del Caribe-CECAR y la Universidad del Norte utilizarán las grabaciones como parte de la recolección de datos para finalidad de la tesis de maestría: **"L2 Reading Teaching and Evaluation Practices at CECAR"**. Igualmente, estas observaciones no incidirán en el proceso académico de los estudiantes y tampoco presentan riesgo para la integridad de los participantes.

En calidad de docente, estudiante o acudiente del curso de Inglés seleccionado, tengo total claridad sobre las siguientes condiciones:

1. Mi participación es totalmente voluntaria, y en cualquier momento puedo desistir de participar sin perjuicio alguno.
2. Mi participación no incluye riesgo ni beneficio.
3. No habrá remuneración de algún tipo por participar en el proyecto.
4. De los resultados de este proyecto se producirá una tesis como trabajo de maestría requisito de grado, así como artículos de investigación y/o ponencias que permitan dar a conocer los resultados obtenidos en el presente estudio.
5. No se divulgará información explícita que me identifique personalmente sin mi consentimiento explícito.
6. Con mi firma expreso mi decisión de participar en el proyecto.

He leído el documento titulado *Consentimiento Informado*, además he tenido la oportunidad de formular preguntas respecto a los propósitos y procedimientos del estudio.

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Personería Jurídica No. 7766 MEN – ICFES Nit #9220263 – 1

Con mi firma expreso mi decisión de participar en el proyecto.

Nombre del Participante: _____

Firma: _____

Documento de Identidad: _____

Rol: _____

Fecha de firma: _____

Nombre de Acudiente: _____

Firma: _____

Documento de identidad: _____

Documento de Identidad: _____

Investigador principal: Marisela Restrepo Ruiz

Información de contacto: marisela.restrepo@cecar.edu.co

Después de firmar, favor de devolver a la persona encargada. Muchas gracias!

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Author's Biography

Marisela Restrepo Ruíz was born and grew up in Montería-Córdoba. She is an English Language Teacher from Universidad de Córdoba and holds a specialization in English Language Teaching from Universidad Pontificia Bolivariana. Her working life has been developed in Sincelejo, Sucre. She worked as a High school English teacher in a private institution for 4 years, and she is currently the area coordinator of The ELT program at CECAR, a private university in this city. She is enrolled in the ELT Master Program from Universidad del Norte, in which she conducted a research project focused on L2 reading teaching and evaluation practices in tertiary education. Her research interests include the implementation of Dynamic Assessment in EFL teachers' discourse and the applications of Genre-Based Approach to improve reading in high school students.