

The Influence of Genre Pedagogy on Students' Reading Comprehension of Short Stories

BY

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## AFFIDAVIT

I, Karine Margarita Royet Mozo, 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.

KARINE MARGARITA ROYET MOZO

### **Abstract**

Aiming to improve the students' reading comprehension skills in English, this current research describes the influence of Genre Pedagogy and the explicit instruction of reading strategies on student's reading comprehension of short stories. The target context of this research was integrated by 28 eleventh graders from a public school in Barranquilla-Colombia. Considering the students' needs and their context, this study followed a qualitative research, under the structure of an emancipatory action research cycle.

Data was collected before, during, and after the intervention through several instruments such as a questionnaire, a teachers' interview and a reading pre-test that were applied at the beginning to determine the need analysis. Then, during the implementation class observations, students' journals were implemented to describe the effect of GBA (Genre-Based Approach) and explicit strategy instruction and finally, a reading post-test to establish how the intervention contributed to the progress of students' literal and inferential comprehension levels.

The implementation of GBA contributed to increase students' involvement, interaction, and participation in English class. On the other hand, the explicit instruction of reading strategies allowed students to become more conscious of their reading process.

The results imply that the combination of GBA and the explicit instruction of reading strategies have a positive influence on students' performance and are effective to improve the students' reading comprehension levels, therefore they should be considered to implement in English reading classes.

*Keywords:* Genre-Based Approach, reading strategies, English learning, explicit instruction, short stories.

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*To my parents for all their love and unconditional support*

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## 1. Introduction

Reading is viewed as one of the most direct and extensive paths to knowledge. Over the years, researchers have found that reading comprehension is a fundamental process that allows people to acquire new knowledge. The lack of reading comprehension is one of the problems that generate many difficulties in learning a second or foreign language. If the students do not comprehend what they read, they will have difficulties to progress efficiently. That is why the central focus of this work is on the development of reading comprehension skills in L2.

Reading has the power to develop students' language since it constitutes a source of communicative instruments that increase their abilities to distinguish and understand the structures of the studied language. As Lazar (1993) stated, "reading helps students to become more actively involved both intellectually and emotionally in learning English, and hence aids acquisition" (p.24). Through reading students can find the motivation to improve their communication skills by feeling more secure practicing the linguistic resources that integrate the texts without the rigidity of a mechanical system.

In Colombia, the National Ministry of Education (MEN) has made efforts to increase levels of education and equality creating English programs, pedagogical proposals, a suggested curriculum, and materials for public schools to strengthen the teaching-learning process and become the most educated country in the region by 2025. Although advances have been achieved in some aspects, they have not led to significant changes, particularly in those related to the improvement of reading comprehension skills.

According to the OCDE ((The Organization for Economic Co-operation and Development) 2016, in the latest results of the PISA (Program for International Student

Assessment) test conducted in 2015, Colombia obtained a score of 425 ranking among the countries with the lowest percentage worldwide in terms of reading comprehension skills.

The results of both national and international tests have shown the difficulty that students have when facing a written text, currently, the level of reading comprehension in our country is not good enough, and the scores are low according to the results shown in the national standardized tests. The causes may vary. One of them may be related to the poor reading skills shown in both English and Spanish components of these tests. If this situation occurs with reading texts in their own language, even more complex will be the situation reading and understanding texts from a foreign language. This is the case for English. This situation has been reflected in the results of the standardized test SABER, applied by ICFES to eleventh-grade students in Colombia. In 2017, according to a report presented by ICFES, English was the area with the lowest average (50.75) among the five evaluated. This aspect has not only become one of the most important challenges in learning the foreign language, but also has aroused special interest of professors and researchers who have developed studies and methodological proposals that tend to favor the development of comprehensive reading skills in this language.

Thus, this research project aims to describe how the implementation of Genre Pedagogy and the explicit instruction of reading strategies can influence students' reading comprehension of short stories. Besides, it intends not only to enrich the students' experience while reading but also to impact their performance by providing tools that help them approach texts with knowledge and the confidence to choose those specific strategies that could enhance their reading comprehension. According to Weaver (2009), "an effective reader is one who succeeds in constructing meaning from texts for which he or she has adequate background knowledge and meaning." (p. 5). It seems that one of the ways to enhance comprehension in the reading process

is through explicit instruction of strategies. Therefore, it is very important the generation of opportunities in the classroom for students to work collaboratively with the teacher using different reading strategies in a guided process in which the students feel comfortable and confident. Then, students would be able to implement the reading strategies independently.

The following sections will describe the whole process of this research which is divided as follows: The first section started with the presentation of the context where this study takes place, a needs analysis, and the data collection instruments implemented. Also the definition of the problem as well as the research question, and the general and specific objectives that lead this research will be presented. The second section focuses on the main theories and key concepts related to reading strategies and GBA. Moreover, it describes some studies that have been done before related to this research. The third section presents the methodological process, giving details about the paradigm, the research type used and how is conducted. Furthermore, a description of the research participants and the design of a teaching unit are included. In the fourth section, the analysis and discussion about the results are presented. The fifth and last section is the conclusion that summarizes the main results found. Besides, the limitations, implications, and suggestions for further studies in this area will be displayed.

### **1.1 Description of the context**

Institución Educativa Distrital Villas de San Pablo is a public school located in Barranquilla – Colombia in a new residential area. This school was founded in 2018. It offers preschool, primary, and secondary education. Most of the families in this community are exiled due to armed conflict and violence, and live in houses provided by the government. Therefore, they have low income, which comes from informal activities, and a minority percentage is linked to stable employment. This institution is considered one of the biggest schools in Colombia with

more than 3,000 students from social strata 1 and 2, 74 classrooms, 8 laboratories, 2 libraries with some English books for kids. However, these classrooms have insufficient basic materials such as teacher support materials, technology equipment, and complementary learning aids.

The school established four hours of English class per week for students from sixth to ninth, and three hours per week for tenth and eleventh grade. A series of English books called *Way to Go!* is used in classes from sixth grade to eighth grade; it offers a workbook to students, and a teachers' edition book that contains a CD for listening activities, and for ninth to eleventh grade is used *English, Please!* This book belongs to a series of three books proposed by the Ministry of National Education for the public education system in order to facilitate the learning of English with topics related to students' reality.

Regarding the first results of the school in the SABER test in 2018, the students showed low performance in English. Most of the students were placed in –A and A1 levels based on the Common European Framework of Reference for Languages. This test mostly requires reading comprehension to answer literal and inferential questions; therefore, it is necessary to improve their reading comprehension skills and promote their autonomy in the use of reading strategies.

The chosen participants for this study were tenth-grade students, whose ages range is 14 to 18 years old. This is a mixed gender school and the number of students by group ranges from 30 to 40. Results of a preliminary needs analysis demonstrate that most of them have little interest in learning English. For some students, English is one of the most difficult subjects and they do not see the importance to learn a second language. Regarding the reading skills, the students have shown low levels of reading comprehension in English, and they lack the most basic strategies to process texts. During reading lessons, students showed lack of fluency and

high levels of confusion and even frustration when facing reading tasks, thus they do not know appropriate strategies to access different levels of comprehension.

In the section below, the needs identified in this context regarding the reading process will be described.

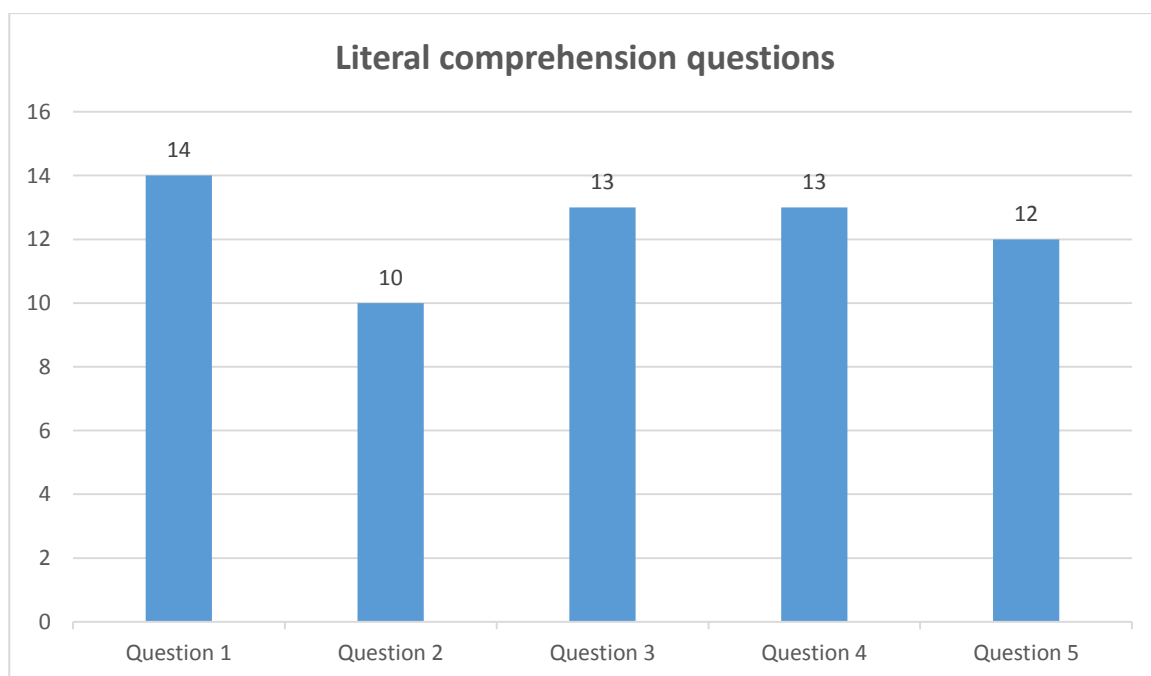
## **2. Needs Analysis**

The specific needs of the students were identified through a process of collection and analysis of data that provided valuable information about students' and teachers' perceptions about the reading skills in the English class at the school, focusing on some specific areas, explained as follows:

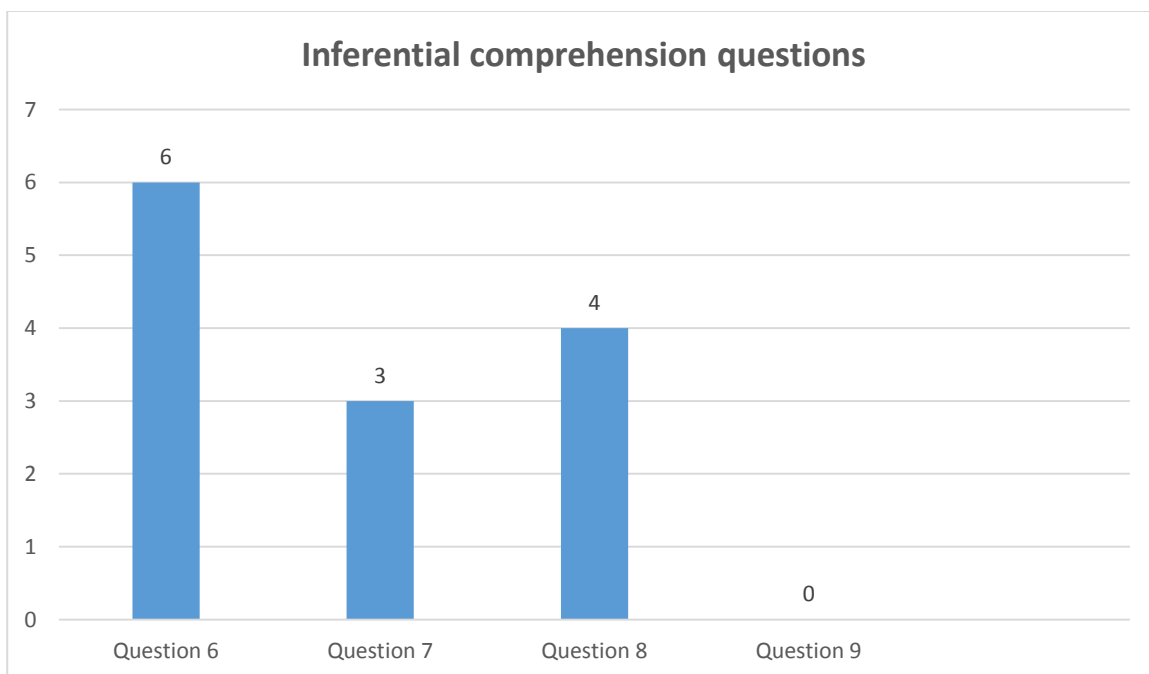
- a. Current reading comprehension levels.
- b. General learning styles.
- c. Reading activities and text types used in class.
- d. Reading materials and teachers' role.
- e. Methodology to teach reading.

The implementation of the instruments was a crucial starting point to identify students' problems. In the case of this research project, three instruments were applied in 2018 to a sample of 20 students of tenth grade. The first one was a questionnaire with the students divided into four sections with sixteen open-ended and closed-ended questions (See appendix 1). The second instrument was a reading pre-test which included items addressed to identify the students' levels of comprehension (literal and inferential) (See appendix 3). The third instrument was an interview composed of eight open-ended questions applied to two English teachers to elicit information about their experience in teaching students reading comprehension in English and to identify the perceptions they have in general of the reading process at the school.

After doing the triangulation of the results of the instruments applied with students and teachers, the following main findings were established. The results of the reading pre-test helped to determine the students' current reading comprehension levels. The test was divided into two sections, the first section contained five literal comprehension questions and the second section four inferential questions (See appendix 3). These results indicated that some of the students answered the literal questions correctly, which shows that they identified the explicit and relevant information in the text. During the test, several students asked about the meaning of some words. However, the majority of the students did not answer the inferential questions correctly. Some of them tried to answer with some words in English or in Spanish but without details, which shows a low level of interpretation, and most of them did not even understand the questions. The figures below show the number of students who answered each question in each one of the comprehension levels.



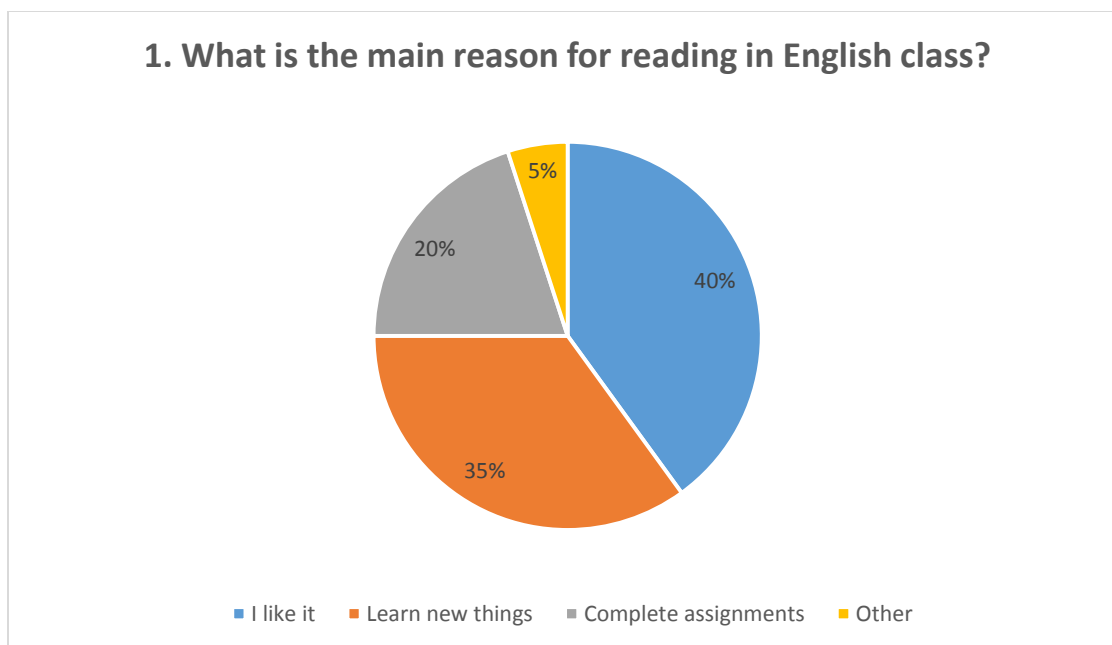
*Figure 1.* Results literal comprehension questions pre-test



*Figure 2.* Results inferential comprehension questions pre-test

Regarding the results, only a small number of students were able to answer the literal comprehension questions, a few of them answered some inferential questions without much interpretation or analysis to look beyond what was explicit which showed not only lack of vocabulary but also rhetorical skills, and strategies when reading a text in English. It was harder for them to understand the questions, they asked for constant support and it took them a long time to finish the test.

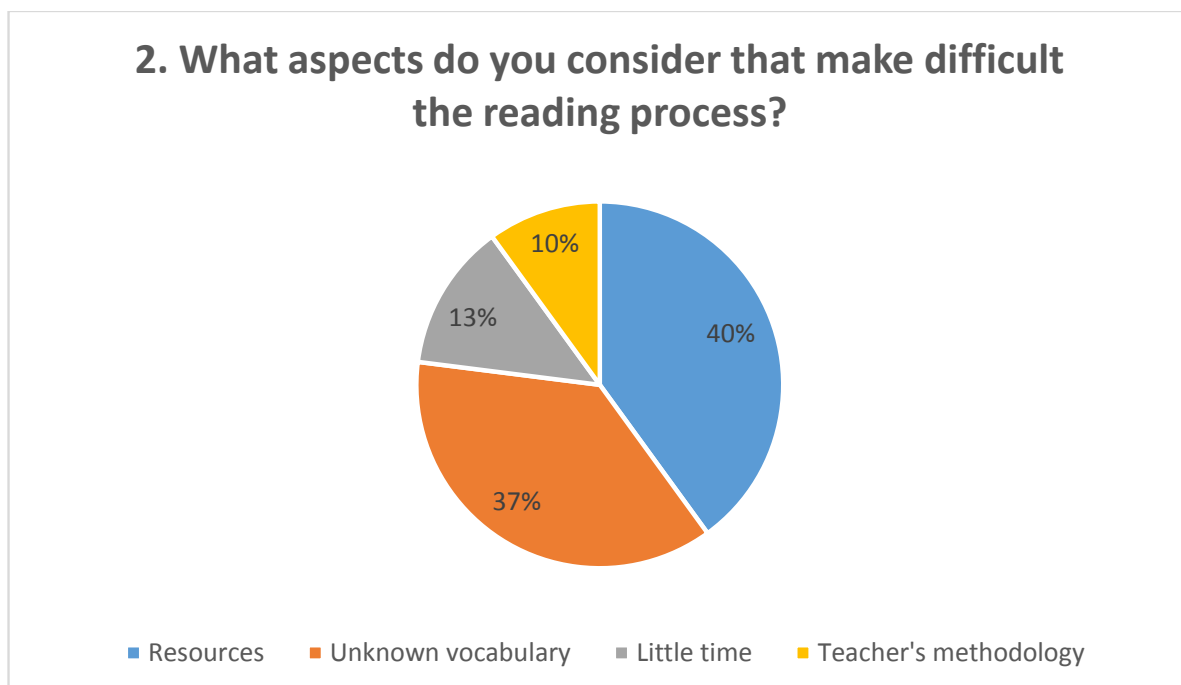
On the other hand, the first question of the questionnaire related to students' motivation to read in English, revealed that most of them read in English because they enjoy it, others students answered that reading in English is an opportunity to learn new things and some of them admitted that they only read to complete classwork. However, most of them only read in English the materials for the class. In the interview with the teachers, they argued that it is very important to encourage students to have good reading habits so they can increase their vocabulary and improve their writing skills.



*Figure 3.* Main reason for reading in English class.

Regarding the aspects that hinder the reading process, most of the students agreed that the lack of resources such as books, dictionaries, computers, and audiovisual material does not allow reading activities to be carried out as they should, followed very closely by the lack of knowledge of vocabulary and expressions when interacting with a text. Likewise, in their interview, the teachers highlighted that the school does not provide them with any kind of material or technological resources. They are the ones in charge of bringing their own materials. Also, when they were asked about the students' difficulties in reading, the teachers agreed that most of the time, students do not know the vocabulary or the grammar structures. They also mentioned factors such as limited time for English classes and a large number of students among others.

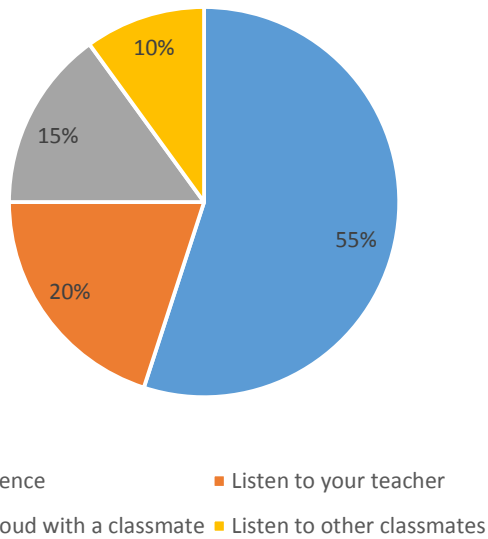




*Figure 4.* Aspects that make difficult the reading process.

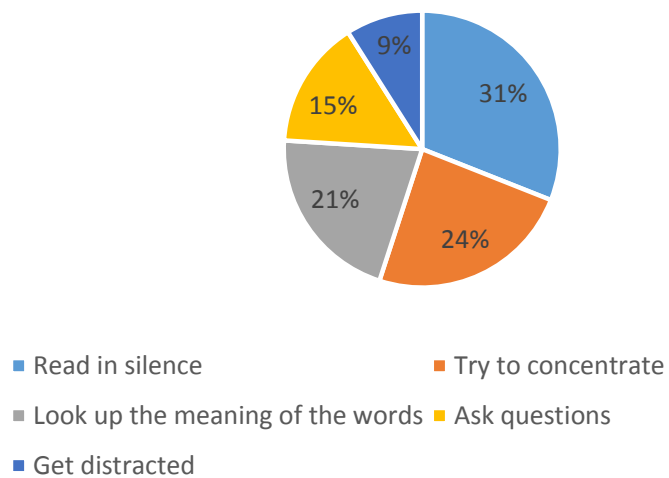
According to the results of the questions related to the learning styles, it can be concluded that most of the students consider that the best way to read in English is in silence, and trying to concentrate on reading. However, an important number of students prefer listening to the teacher read in class, and a minority prefers to do it with another classmate. Similarly, when they read a text they try to concentrate, look up the words they do not know in the dictionary and ask questions while reading. Focusing on the way they feel when facing a text in English, almost half of the students answered that they feel good, the other half feel insecure and frustrated when reading a text in English because the lack of vocabulary makes difficult for them to understand the text. For them, knowing the meaning of all words is one of the most important aspects of reading in English, as well as understanding what they read and pronouncing all the words accurately. Most of the students consider less important the use of strategies when reading a text in English because they do not know them and have not received any kind of strategy instruction.

### 3. What is the best way for you to read in English class?

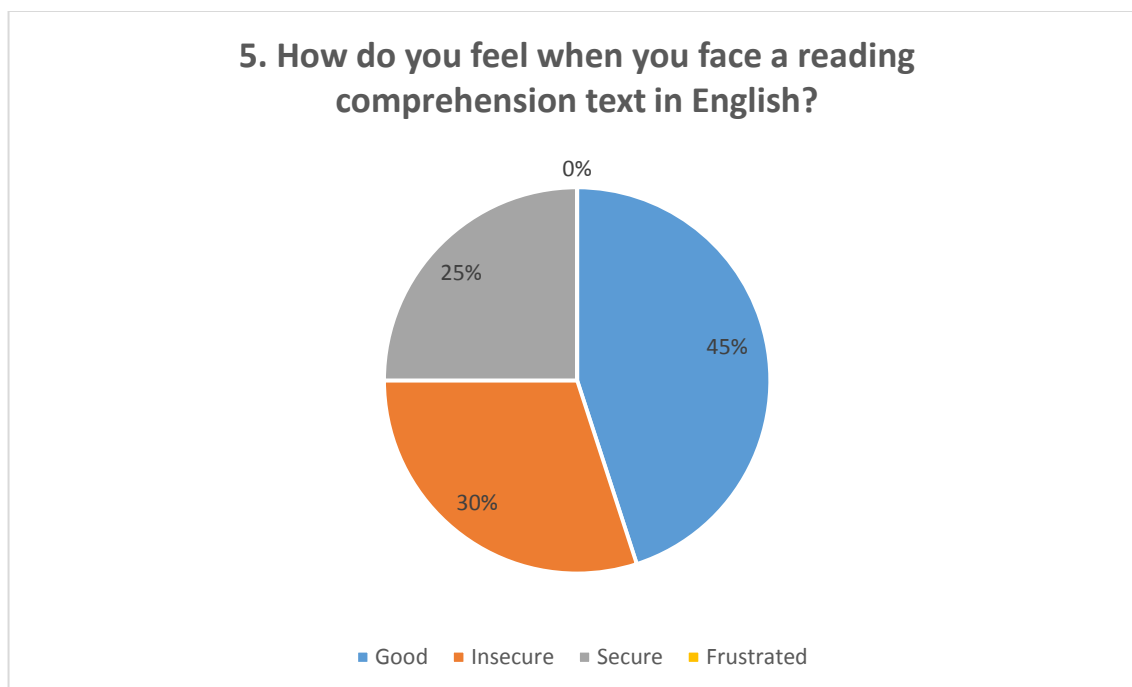


*Figure 5.* Best way to read in English.

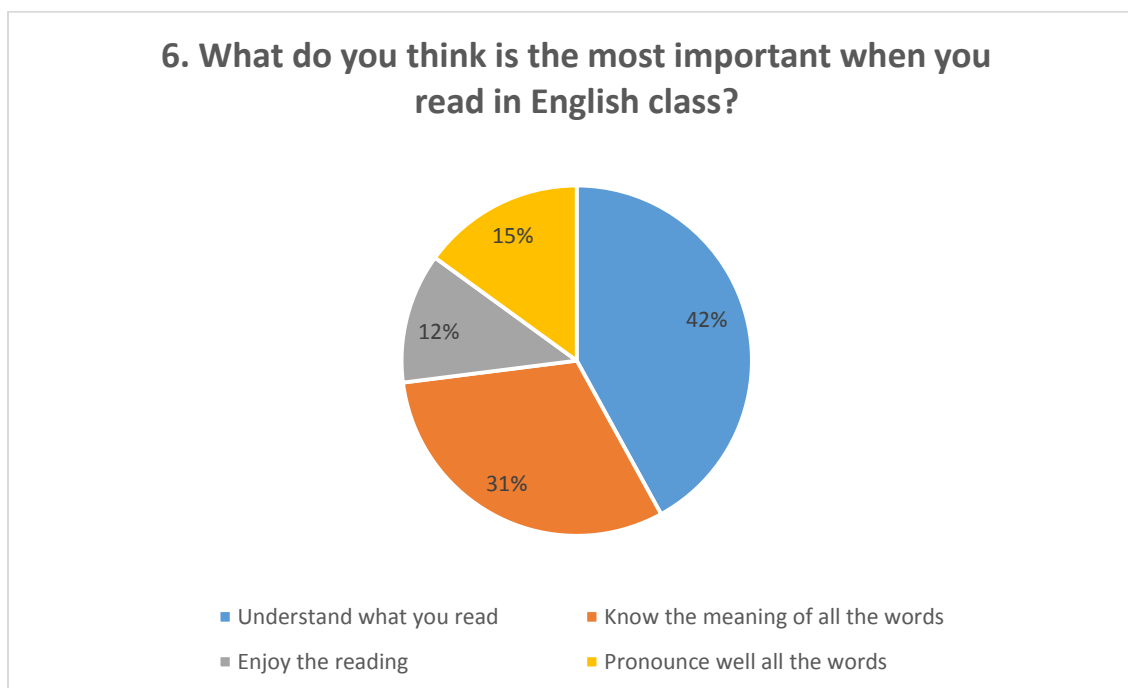
### 4. What do you usually do when you read in English?



*Figure 6.* Things students do when they read in English.



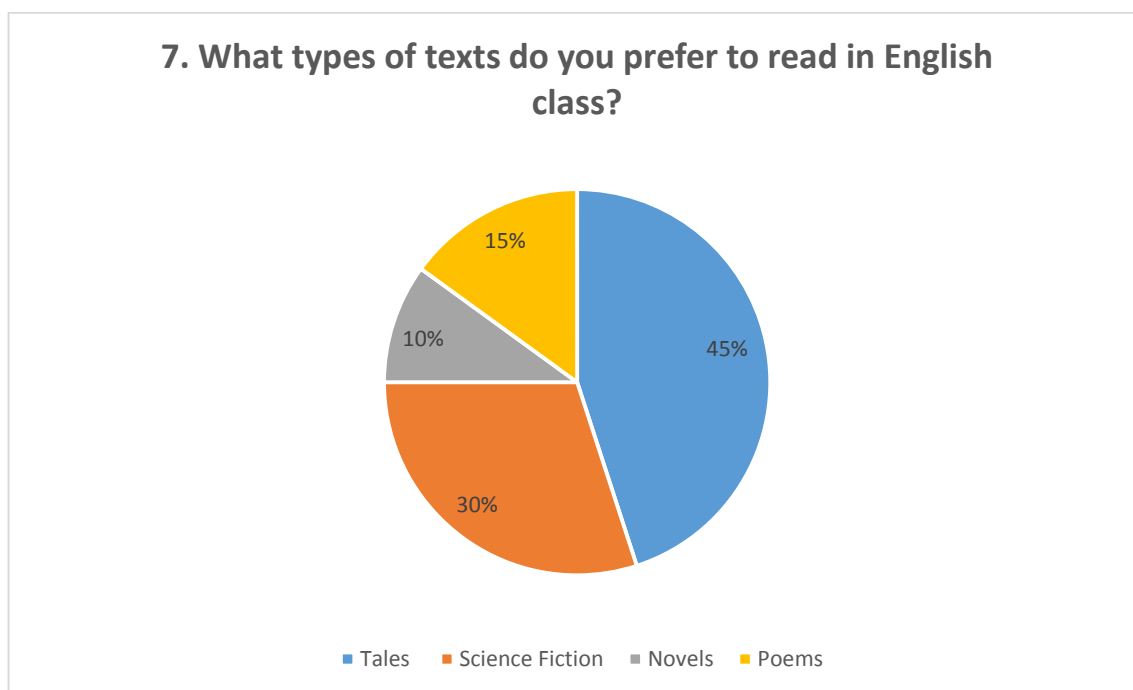
*Figure 7.* How they feel when they face a text in English



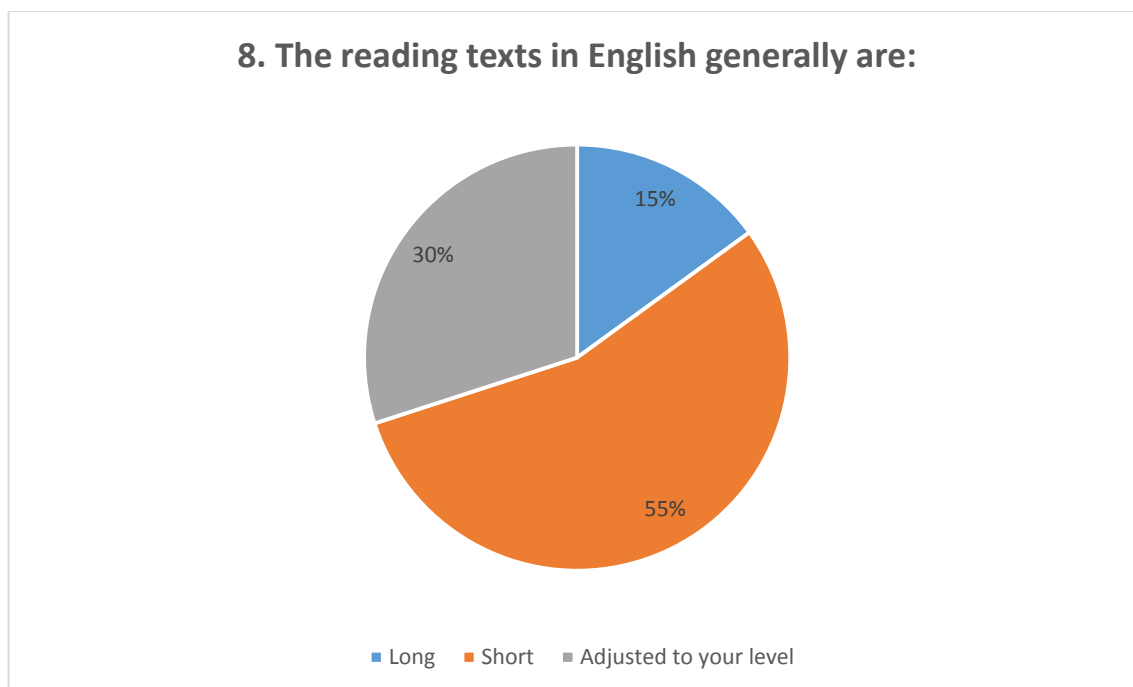
*Figure 8.* Most important thing when they read in English.

Concerning the type of texts that students prefer to read in English, stories was the most chosen option, followed by science fiction and poetry. It is very important to keep in mind these

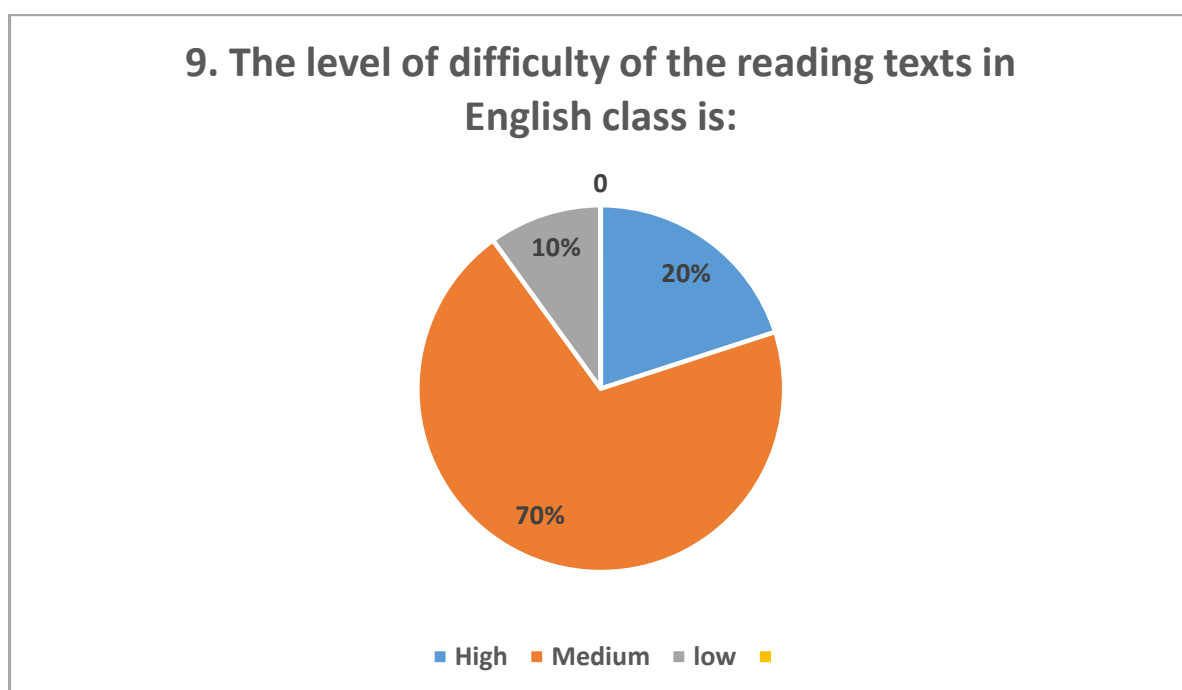
preferences and use them frequently in the classroom to increase students' interest when reading in English. According to the answers given by the teachers, they believe students enjoy topics related to the latest trends in music, technology, stories, and comics. Besides, students would like to interact with other types of materials in the English class such as photocopies with drawings, videos, images, guides and instructions to understand better, movies with subtitles, texts with riddles and songs. These preferences confirm their position on aspects that hinder the reading process at the school because most students consider essential the use of technology and audiovisual aids to have a better reading process.



*Figure 9.* Texts students prefer to read in English.

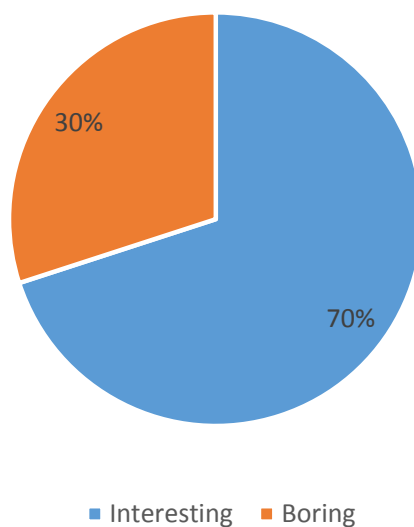


*Figure 10.* The reading texts in English generally are:



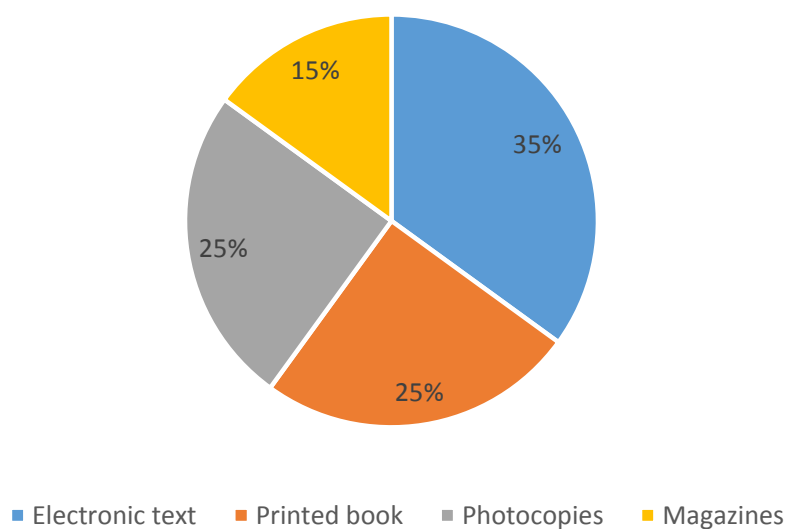
*Figure 11.* The level of difficulty of the reading texts is:

### 10. The reading texts used in English class are:

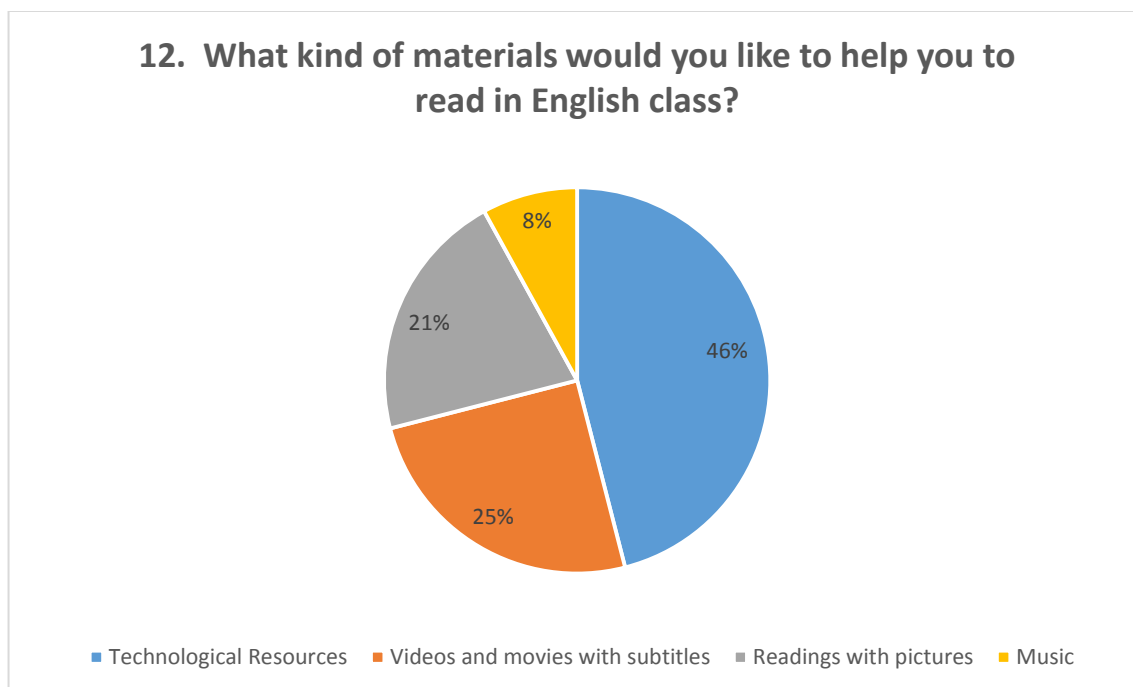


*Figure 12.* The texts used in English class are:

### 11. Which format of reading do you prefer?



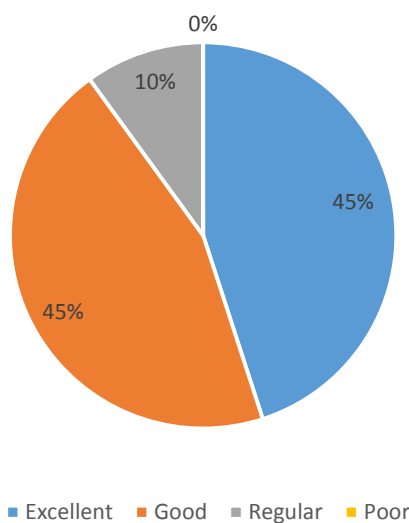
*Figure 13.* Format of reading that students prefer.



*Figure 14.* Kind of materials that students would like to read in English.

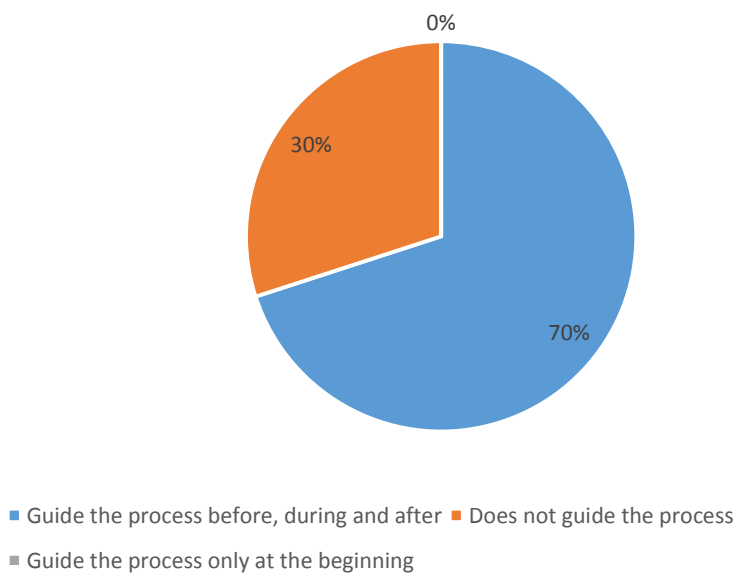
Finally, as regards the reading activities, teachers' role and methodology, the students consider that in general the way the teacher develops the activities in the English class is good. According to their responses, they mostly agreed that the teacher in some way guides the process before, during and after the reading. Regarding the activities, the majority of the students responded that usually, the teacher asks them to answer questions about the text, identify keywords in the text or make a graphic. On the other hand, the teachers commented that they ask students to underline the unknown vocabulary and they try to make examples or mime some words so that they can guess the meaning. Moreover, they ask students to read every three sentences or every paragraph because doing this activity several students have the opportunity to read out loud and practice their pronunciation. The students can work individually, then compare answers with a partner, and finally check answers with the whole class.

**13. What do you think of the way the teacher develop the reading activities in English?**



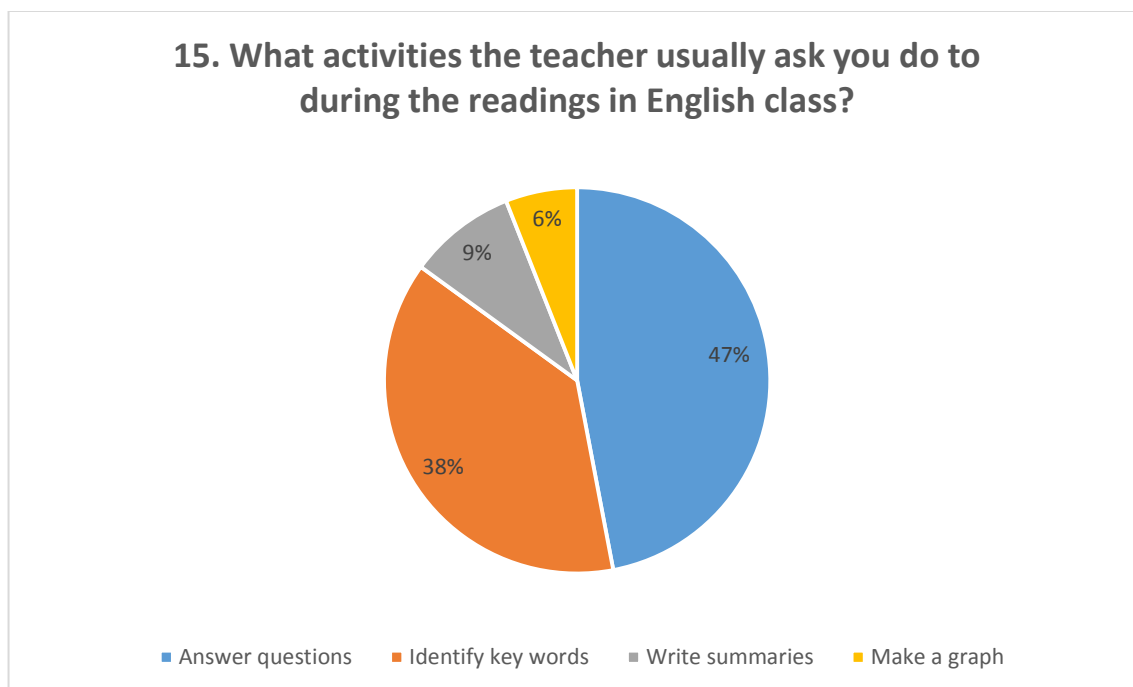
*Figure 15.* The way the teacher develops the reading activities.

**14. In the reading class activities, the teacher usually:**

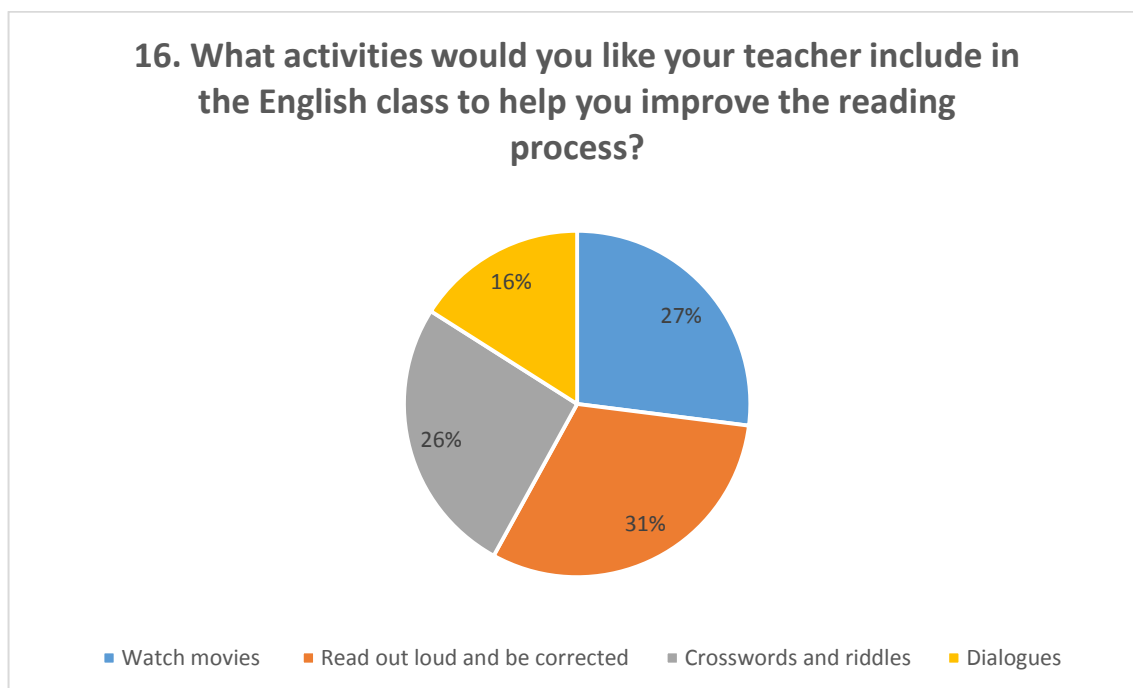


*Figure 16.* In the reading activities, the teacher usually:





*Figure 17.* Activities the teacher usually asks the students to do.



*Figure 18.* Activities students would like to include in reading classes

The responses given by the teachers and students, along with the reading pre-test allowed drawing some relevant conclusions about the reading comprehension process at the IED Villas de San Pablo. The teachers highlighted the importance of cultivating reading habits. Moreover, they seem to show an awareness of students' interests and consider them during the reading activities. The teachers argued that motivating students to read required interesting topics and enjoyable texts that caught their attention. However, they did not mention any kind of reading strategies specifically when they talked about their methodology. The findings also revealed that both teachers and students agreed that the lack of vocabulary and resources are factors that affect students' performance; therefore, teachers emphasized the importance of teaching vocabulary in context to understand a foreign language. Also, students need to have meaningful experiences during the reading activities, it is necessary to make changes in teachers' methodology to help students develop and strengthen their reading comprehension skills.

### **3. Problem definition**

Reading is a tool to achieve learning and facilitates the acquisition of knowledge; therefore, it engages teachers in the search for actions that allow students to develop comprehension strategies that help them face the texts they are exposed to. In this sense, the purpose of the present study is to respond to the needs of a group of tenth graders (2018) to develop reading comprehension skills that make it easier to understand written texts in English and thus achieve the quality levels required by the Ministry of National Education.

At the IED Villas de San Pablo, the reading habit among students is low. This situation cannot be ignored due to the fact that reading is a basic tool to access knowledge and information. Both the teaching practice and the application of three instruments helped to collect

the data and identify the problem. The results obtained from these instruments have highlighted the following difficulties presented by students in the process of reading comprehension.

According to the results of the instruments, it was identified that one of the main problems of the students is that for some of them is difficult to reach reading comprehension at the literal level, and for most of them, neither inferential nor much less critical, since they cannot extract implicit information from a text, they do not know how to explain the communicative purpose of the texts they read or make judgments about what they read, affecting also their written production. This is probably due to the lack of an adequate methodology and comprehension strategies to get meaning from text.

Moreover, the students have a lack of vocabulary knowledge and they rely a lot on their bilingual dictionary. Consequently, they read too slowly. As a result of their slow, labored reading, they do not comprehend much of what they read, and the attention they have to give to figure out the meaning of the words keeps them from understanding the text's message. According to Duffy (2009), "when the meaning of a word is unknown, it means the reader does not have background knowledge or has not had experiences in that area. Without background knowledge that is, without the vocabulary that comes with various experiences there is no comprehension" (p. 15). Therefore, comprehension depends not only on the students' background knowledge regarding the topic but also on their familiarity with the vocabulary used in the text. Another aspect that makes harder students reading comprehension is their limited knowledge of text structure which is particular to each type of texts; this aspect does not allow them to approach the texts with a prepared plan of action. A general understanding of the topic and knowledge of the text structure might help the students to succeed despite their limited vocabulary knowledge.

The cumulative effect of these difficulties is that students often lose confidence in their ability to read and show little interest in reading activities. Because reading is difficult for them, the practice they receive is frustrating as well. The students are not developing skills that lead them to perform a better process of reading comprehension. Likewise, there is a lack of applicability of meaningful strategies that will possibly lead him to increase their reading and comprehension level. Therefore, the instructions related to the use of strategies to improve the level of reading comprehension, given by the teacher and applied by students to optimize their reading level are pertinent.

Then, the objective is to design a pedagogical intervention proposal, aimed at improving students' reading comprehension through the explicit instruction of cognitive reading strategies within the genre pedagogy, in order to analyze the improvement of reading comprehension skills at the literal and inferential level

#### **4. Research Question**

How does explicit reading strategy instruction influence the development of reading comprehension of short stories and the autonomy to read, through the implementation of Genre Pedagogy?

##### **4.1 General Objective**

To describe the contribution of explicit reading strategy instruction on the development of reading comprehension of short stories and the autonomy to read through the implementation of Genre Pedagogy.

##### **4.2 Specific Objectives**

- To compare the students' reading comprehension levels before and after the Genre-Based approach intervention and the explicit instruction of strategies.

- To analyze the students' perceptions regarding the autonomous application of reading strategies.
- To describe the effect of Genre Pedagogy instruction on the students' comprehension of short stories.

## **5. Theoretical Framework**

This research project is carried out with the purpose of finding out how the application of direct reading strategy instruction and Genre pedagogy could help students to improve their reading comprehension of short stories in English. The focus of the following section is to display and analyze some theories and contributions related to the reading skill. Therefore, it reviews key concepts like reading and reading comprehension. Moreover, the socio-cultural theory is presented and its incidence in reading as a process. Furthermore, the most relevant reading comprehension strategies that have been defined by several authors and the process of reading comprehension instruction are analyzed, and finally, the implications of Genre-Based Approach for reading, as a method to teach reading in systematically.

### **5.1 Definition of Reading**

Reading is one of the important skills for learners to expand their knowledge of language, culture, and the world. Tomlinson (2013) conceives reading as a mechanism of interpretation in which the brain has the ability to decipher what is embodied in the text. In addition, the brain can also establish connections between the new information with the previously stored. Reading is perceiving and understanding the sequence of written signs and using this understanding to identify, interpret, and recover the purpose of the text. Also, reading is an interactive process that takes place between a reader and a text. Reading is a receptive skill that according to Gates (1949) entails “a complex organization of mental processes and can embrace all kinds of thinking, evaluating, judging, imagining, reasoning and problem-solving” (p. 3). Furthermore, Grabe (2009) states that in this interactive process, the reader, using prior knowledge, extracts information from the text in order to build new knowledge.

Another view of the reading process is the one mentioned by Goodman (1967). He points out that reading is a decoding process in which language and thoughts interact, the writer makes a codified linguistic representation, and the reader is in charge of elaborating meaning of language in thought. Therefore, reading is an active and open process that allows this interaction. In the same way, Weaver (2009) argues that reading is an interaction between language and thought, in which it is not necessary the precise identification of all the elements since it is more important to anticipate where the reading will take the person before knowing all its elements. This author makes special emphasis on reading as a sociolinguistic process composed of different social actors who choose the text and the objectives according to their contexts to initiate the psycholinguist process.

## **5.2. Reading Comprehension**

As the concept of reading has been explained in the previous section, it is necessary to include what reading comprehension implies.

Reading comprehension skills are necessary for students who want to learn English. According to Woolley (2011), “reading comprehension is the process of making meaning from text” (p. 15). In this sense, the reader must process and examine the text, interpreting the words and then constructing the meaning. Weaver (2009) also explains that “reading comprehension is a process that involves the orchestration of the readers’ prior knowledge about the world and about language” (p. 44). Koda (2004) supports this idea by highlighting that “comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known” (p. 4). Thus, comprehension is indispensable for reading because it does not only involve identifying and interpreting the content of the text, but also constructing and reflecting on a process that goes beyond the recognition of isolated words. During the

reading process, readers correlate the new information given with the one stored in their mind to create new meaning. Another definition by Cain, Oakhill and Bryant (2004) confirms that “reading comprehension is better regarded as an interactive process as well, rather than a particular outcome or product, through which a reader interacts with a text to construct meaning” (p. 36). Similarly, Kendeou et al. (2014) support that “the outcome of reading comprehension is a mental representation of the text in the form of a semantic network but its construction occurs moment-by-moment as the reader proceeds through the text” (p. 11). Therefore, it can be said that reading comprehension occurs through a process, which is developed with the pieces of information that the reader acquires while reading executing a combination of cognitive processes. These authors also point out that the cognitive processes of reading comprehension have two categories: lower level processes that “involve translating the written code into meaningful language units” and, higher level processes that “involve combining these units into a meaningful and coherent mental representation” (p. 11).

Many researchers have proposed general models of how comprehension of meaning throughout reading occurs, three of those models are: bottom-up, top-down and interactive. Grabe and Stoller (2002) claim that “bottom-up models suggest that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text; with little interference from the reader’s own background knowledge” (p. 25). According to this, the reader goes step by step reading the text with a minimum knowledge to expand their knowledge based on reading, taking into account their vision, and the context in which it unfolds. On the other hand, they declare that “top-down models assume that reading is primarily directed by reader goals and expectations” (p. 25). Top-down models “characterize the reader as someone who has a set of expectations about text information and samples enough



information from the text to confirm or reject these expectations” (p. 25). This model recognizes that reading is primarily guided by the reader's goals, expectations, and interests. Carrell, Devine and Eskey (2006) note that the linguistic skills of the reader, the use of the language, the knowledge of what is text about and the formal linguistic schemes are used to develop the ideas that influence the reading process. In the top-down view of second language reading, not only is the reader required to work dynamically in the reading process and make predictions of the processed information, but also it is essential to have the skills to recognize the structure and linguistic patterns of the text. The interactive model takes and combines ideas from the models explained above. Unlike bottom-up and top-down models that focus on a sequential process, interactive models consider that students must have the ability to identify words and concepts, as well as simultaneously have linguistic knowledge to increase their reading progress. The top-down model is the one embraced by this project.

### **5.3 Socio-Cultural Theory and Reading**

This section presents the reading process from a sociocultural conception that leads to an interpretation of the comprehension of reading, which is based on an interaction process, where reading is considered as a tool of great importance because it prepares students to participate actively in society.

Vygotsky (1978) argues through his sociocultural theory that the development of the human being is closely related to its interaction with the socio-cultural context, through which it develops physical functions such as memory, independent problem-solving and reasoning revealing that the person has reached a certain level of maturity. It can be said that the higher functions of thought are the result of social interaction. This theory applied by Vygotsky (1978) supports that “human activities take place in cultural contexts, are mediated by language and

other symbols systems, and can be best understood when is investigated in their historical development” (John-Steiner & Mahn, 1996, p. 191). In the school environment, the relationship between students and teachers is fundamental because learning is a social process and “the most important forms of human cognitive activity develop through interaction within social and material environments” (Lantolf & Thorne, 2006, p. 197). Therefore, it is essential to point out that an effective strategy instruction supports the sociocultural theory as well as the zone of proximal development of Vygotsky. According to this, learners can execute the tasks autonomously after receiving support from others and learn how to do them progressively (Choo, Eng, & Ahmad, 2011; Iwai, 2011; Larson & Marsh, 2005). Therefore, teachers must offer significant learning experiences by taking into account the sociocultural context in order to promote individual and collective development.

The central concepts of this theory that are relevant to this research project are summarized as follows:

### **5.3.1 Zone of Proximal Development (ZPD).**

Vygotsky (1978) defined ZPD 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” (p. 86). This principle is important to explain the progress in the construction of knowledge that people are able to make from interactions with other people who have greater expertise and the appropriate help from teachers in relation to that progress. Thus, each student can be a builder of their learning, as long as they are provided with the help of a competent mediator, who has as one of their tasks to ensure that the acquisition and transformation of the information is done correctly. In this regard, ZPD refers to the importance of the processes of

social interaction and the help and support in the context of this interaction for the progress in individual learning.

According to Sociocultural theory, mental activities are mediated by tools that regulate the cognitive process. Language is one of the most essential mediational tools because it allows people to interact. Walki (2006) defines mediation as “the use of a tool to accomplish some action”. (p. 161). Thus, mediation helps students to carry out intentional actions that with the use of relevant resources produce the necessary changes to achieve the purposes they intend when they interact. As claimed by John-Steiner and Mahn (1996) sociocultural theory emphasizes the relationship between social and individual processes in the building of knowledge. These authors argue that Vygotsky and his collaborators “are based on the concept that human activities take place in cultural contexts, are mediated by language and other symbol systems, and can be best understood when investigated in their historical development” (p. 191). Furthermore, Lantolf (2004) upholds that “the core concept of sociocultural theory is that the human mind is mediated” (p. 15). This indicates that the student's relationship with the world is not direct but uses tools as intermediation, some of these tools may be the language, algebraic structures, artistic representations, graphic writing, schematic drawings, among others (Vygotsky, 1987). In addition, to help students to develop their learning process progressively there must be instructional techniques to assist them that leads to another concept of the sociocultural theory, scaffolding.

In accordance with a definition provided by Rosenshine and Meister (1992) “scaffolds are forms of support provided by the teacher (or another student) to help students bridge the gap between their current abilities, and the intended goal (p. 26). In this sense, students can successfully scaffold each other mutually or construct knowledge together in the same way

teachers scaffold the performance of their students. Collaborative work fosters discovery and coordinates construction among its members, each member is part of the discoveries of each one of their peers. Donato (1994) pointed out that students can increase their linguistic knowledge since the dialogical learning gives them the ability to acquire it, in addition, they could do group activities in which they would not have individual competence.

The term scaffolding has been defined by many authors. In Wood (1988) words, “scaffolding is tutorial behavior that is contingent, collaborative, and interactive” (p. 96). It is contingent when one activity is subordinate to another. It is collaborative when people work together to achieve a special purpose or goal and it is interactive when two or more people intervene. Similarly, Bruner (2006) defined scaffolding as a "process of „setting up“ the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skillful enough to manage it" (p. 60). In line with this, the greater the degree of complexity of the task requested of the student, the greater the accompaniment that the teacher must provide for the student to acquire the knowledge.

As stated by Bruner (2006), scaffolding has three pedagogical „scales“ first, teachers should make sure to provide students with convenient support to meet the established objectives, second they should facilitate various activities during reading classes and third give enough opportunities to practice and interact with others to build up students“ confidence in themselves and in their abilities and then they will become more independent and be more aware of their progress and their skills, they also will look for the tools that will help them to improve their competences.

Regarding this research project, scaffolding proposes that students should receive appropriate assistance from the teacher during reading lessons. Students need to have enough

practice for achieving the settled objectives. In the reading process students interact sharing their reading experiences with the teacher and classmates, participate in different activities such as asking and answering questions, reading out loud, discussing ideas etc., using their background knowledge and the teacher support to construct new knowledge by themselves. The zone of proximal development (ZPD), mediation and scaffolding are relevant concepts of Sociocultural Theory, which have had an impact on the second language acquisition, and to the development of the genre-based approach for teaching reading; this approach is going to be displayed next.

#### **5.4 The concept of genre**

Martin and Rose (2007) defined genres as “staged, goal oriented social processes: social since texts are always interactive events; goal oriented in that a text unfolds towards its interactants” purposes; staged, because it usually takes more than one step to reach the goal”. (p. 5). Hyland (2007) argues that “genres are specific to particular cultures, reminding us that our students may not share this knowledge with us and urging us to go beyond syntactic structures, vocabulary, and composing to incorporate into our teaching the ways language is used in specific contexts” (p. 150). Moreover, genres have specific social purposes, that can be taught to students to be recognized in reading; this allows to be more specific (Rose, 2008). On the other hand, Richards and Schmidt (2010) pointed out that genre is “a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions” (p. 224).

**5.4.1 Types of genre.** As the implementation and the importance of the students’ interaction with the genre pedagogy have been explained, it is necessary to analyze the different types of genres identified by Martin and Rose (2012) in different levels of education. In the following

table, it can be seen the genres and their stages, along with a brief explanation of their social functions.

Table 1.

*Classification of genres proposed by Martin and Rose (2012)*

	<i>Genre</i>	<i>Function</i>	<i>Stages</i>
Stories	Recount	Recounting events	Orientation Record of events
	Narrative	Resolving a complication	Orientation Complication Resolution
Factual texts	Description	Describing specific things	Orientation Description
	Report	Classifying & describing general things	Classification Description
	Explanation	Explaining sequences of events	Phenomenon Explanation
	Procedure	How to do an activity	Purpose Equipment Steps
Arguments	Exposition	Arguing for a point of view	Thesis Arguments Reiteration Issue
	Discussion	Discussing two or more points of view	Sides Resolution

**5.4.2 Narrative Texts.** For the purpose of this research project, the text chosen for the English class belongs to the narrative genre since they apply to the specific context of the study due to the fact that the content of this type of text might be suitable for students' age and interest. Besides, taking into consideration the school' curriculum, the students' reading comprehension level and the few hours of English classes per week that they have (three hours) short stories can

be attractive, not too long, entertaining, fun and may generate interest, consequently, they will feel more motivated to pay attention to how language works.

Short stories refer to texts that introduce characters in a scenario, display a series of events that lead to a complication, offer some evaluation, and eventually a resolution. This text type can be found in various types of storybooks and in literary texts. Boccia et al. (2013) highlights the relevance of stories in the learning of a second language because they allow students to recognize, discover, and identify themselves with social aspects, which reveal the values and behaviors that are part of a culture, they also interpret the stories and this allows them to build personal experience. Stories also serve the purpose of entertaining through anecdotes and examples for all ages, backgrounds, and level of competence.

In addition, Boccia et al (2013) describe the following stages that stories should contain:

- Orientation: Commonly the beginning of a story is presented with an orientation in which some important details for the story are revealed as well as certain characteristics of the main characters and the environment.
- Complication: Subsequently, the story develops over time and begins to have variations; the facts shown in the orientation stage are transformed by changing the normality of the characters' lives. In this stage, the climax of the story is presented as well as unexpected events and setbacks that the characters must face.
- Evaluation: As the story progresses, it is important to recognize which of all the facts are the most important, this is done through the evaluation. The facts that have more influence on the character and that modify their actions are those that show the decisive factors of the story. Evaluate the events and reactions that the character has in front of them is a main factor of the narrations.

## 5.5 Genre-Based Approach

During the past years, teachers have been using genre-based pedagogies to support their teaching practices and provide students with specific and relevant instruction. This pedagogy was devised by researchers of the Sydney School (Rose & Martin, 2012, Christie, 2002, Rothery, 1994), who decided to create a strategy to facilitate the development of students' reading comprehension and textual production in different genres, allowing them to be prepared for academic and social life. This pedagogy is based on Vygotsky's (1978) sociocultural theory because teachers and students interact taking into account their context to work together in the construction of knowledge. It also expresses that the accompaniment of a more expert person at the beginning of the learning leads people to independent performance.

According to Martin (1999) this pedagogy considers reading as "a process with guidance through interaction, as the medium for acquiring control of genres, with a marginal to the central goal of learning to write for assessment." (p. 126). That is, the main goal of Genre Pedagogy is to increase teachers' and students' awareness of how texts work by providing explicit guidance through interaction to facilitate the learning process. Furthermore, this approach professes that "the role of the teacher is seen as extending the learners' repertoire of grammatical choices, both in their construction of meaning in texts and their comprehension of meaning in texts" (Derewianka, 2003, p. 140). Teaching students how to become aware of the structure of a text is essential for reading instruction activities. Besides, teachers need to be acquainted with different texts structures, language features, and authors' purposes in order to help students build knowledge of text characteristics.

Regarding the reading process, genre based-approach helps students to recognize and analyze the different texts they are exposed to. This pedagogy involves four stages: setting the

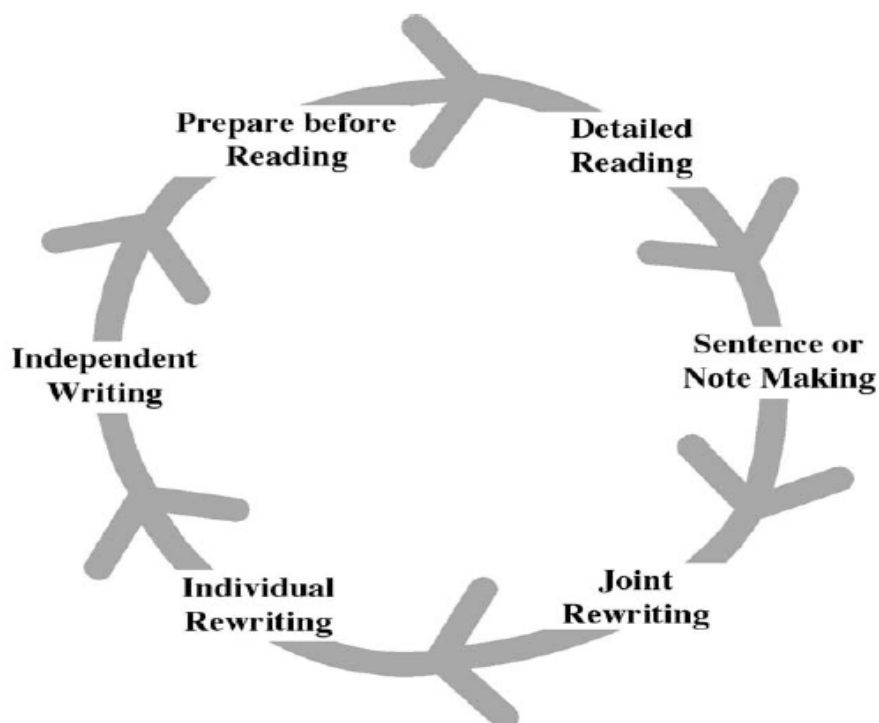


context and building the field, deconstruction, joint construction and independent construction that are developed in a teaching cycle that was created with the purpose of guiding and supporting the teaching of texts and students learning and practice about language and meaning in different types of texts. The first stage is carried out jointly between teachers and students through a guiding process that allows students to understand the text organization and its social purpose; the second stage consists in building texts collaboratively following an authentic model text belonging to the genre and in the last stage the students are able to work independently on their own texts.

Rose (2014) declares that one of the methodologies used to teach reading based on Genre Pedagogy is called “Reading to Learn”. He states that “for learners to comprehend a text, they need to recognize its genre and field and to have enough experience to interpret the field as it unfolds through the text” (p. 7). So, it is necessary that students distinguish the type and conventional structure of language used for a specific purpose in a particular context. According to Rose (2010), reading requires the recognition of language patterns at three levels. The first level focuses on the text, it is necessary to recognize its purpose and structure. The focus of the second level is the sentence that requires the knowledge of the sequence of the words and its meaning and the third level refers to the word, readers must recognize the meaning and spelling of the words. For this, teachers must help students to identify the genre and field, and scaffold them to understand the meaning of sentences and words independently.

The previous actions of this approach are divided into three steps (Martin & Rose, 2005): preparing before reading, it means activate background knowledge, explain what the text is about, and summarize sequences. Then, detailed reading which implies the review of whole sentences provides prompts for identifying wording as well as its meaning. After that, definition,

explanation of new concepts, and discussion is expected for preparing learners to read a text comprehensively. This cycle is represented in figure 19 below, showing the genre based stages suggested for applying this approach. This study worked only on the two first stages concerning reading.



*Figure 19.* Reading to learn cycle (Martin & Rose, 2005, p. 10).

Based on the deconstruction stage, Moss, Benitez, and Mizuno (2016) suggested the following stages utilized in reading classes that were designed based on this pedagogy.

- Contextualization. In this stage, the topic is introduced to the students, and they share the information they have on the topic, then the purpose of the reading is explained and the information about the author is given. After that, it is necessary to read the titles, determine the genre, and the intended audience.

- Structure and purpose of the text. In this stage, the genre of the text is confirmed and its stages are established, the subtitles, the initial sentences of each paragraph and the introduction are read since these tend to orient on the content. It is important to recognize the structure of the text in this phase and to take it into account in the detailed reading phase which it is the next phase.

- Detailed reading. Many students do not feel comfortable reading because they do not know the characteristics of the genre and therefore, they feel frustrated, to avoid this it is necessary that the teacher accompanies the students and reads with them explaining and helping them with the obstacles they could encounter. It is advisable to read aloud, explain unknown words and text-graphic relationships putting in context the reading by given examples.

- Representation of the ideas of the text. In this phase the semiotic representation is used to re-represent the ideas of the text. The selection of the model of representation is made according to the characteristics of the text and its theme. According to the authors, some advantages can be obtained with the implementation of the re-representation, for instance, it favors the development of cognitive abilities and analytical thinking as well as the understanding achieved through verbal and teamwork is strengthened.

- Reaction to text. This stage is intended to encourage students to have a critical stance toward the texts by suggesting questions.

- Self-evaluation. In this stage, students are encouraged to evaluate their own understanding of the text by answering questions such as: How would you evaluate your understanding of the text, what did you learn from reading this text? etc.

## **5.6 Reading Comprehension Levels**

Reading comprehension as a cognitive process highlights the importance of developing levels of reading proficiency. According to the OCDE (2017), PISA measured students' performance in reading taking into account the following five skills: Finding, selecting, interpreting, integrating and evaluating information from the texts, classifying reading comprehension into three categories or levels: access and retrieve (literal), integrate and interpret (inferential) and reflect and evaluate (critical).

- Access and retrieve: In this first level, which is considered the lowest level, readers are required to locate and select specific information such as facts, names, dates that are stated in the text without any interpretative activity. The reader can comprehend precisely what the author has written. Also, the literal level involves a direct or paraphrased match between the questions and the information within a paragraph.

- Integrate and interpret: This comprehension level requires that readers integrate information from the text and generate inferences. Readers suggest relevant additional information based on the text confronted and personal experience. Furthermore, this level involves understanding and analyzing what is the intention of the author, identifying the type of text and its structure, drawing conclusions, making judgments, inferring the main idea, and predicting outcomes.

- Reflect and evaluate: The last level is the highest related to the analytical and reflective capacity of a text taking into account previous experiences. In this level, readers are required to evaluate and reflect on the content and form of the text. Moreover, they can recognize the intentionality of the writer, take a position and establish a personal point of view based on the reading.

As teachers, it is necessary to help the students to develop the different levels of reading comprehension, so they can learn how to extract information from a text and have a deeper understanding of the texts they read.

One of the aims of this research project is to help the students improve the literal and inferential comprehension levels since the results obtained from the pre-reading test applied have shown that they present difficulties to reach them. The improvement of these comprehension levels will contribute to an effective understanding of the texts and the students will be able to distinguish between relevant and secondary information, find the main ideas, the order of the actions, time and places as well as master the basic vocabulary. Moreover, they will be able to make predictions by integrating themselves with the experience and knowledge that they have about the content and the textual components that lead to a global understanding of the text and the construction of meaning, allowing them to deduce and expand the information.

### **5.7 Reading Comprehension Strategies**

As the previous part has drawn a picture of reading comprehension levels, this part will review different reading strategies as well as the relationship between comprehension and strategy use.

Any English as a second language curriculum should require teachers to give students explicit instruction in reading strategies that might provide them with tools to become more skillful and strategic readers. For Oxford and Crookall (1989) strategies are learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient. Several authors have provided definitions of reading strategies. Barnett (1988) defines reading strategy as “cognitive operations that take place when readers approach a text with the purpose to make sense of what they read” (p. 66). It is important to take into account that each student has a

process of prior learning, intellectual development and different emotional and cognitive experiences that allow them to respond differently to others and to the expectations of teachers, demonstrating that strategies do not work equally for all and that teachers should consider this when implementing them. Furthermore, Pang (2008) considers that in second language reading readers generally use more cognitive strategies to decode the meaning of a text, due to limited linguistic knowledge.

Further information from Afflerbach, Pearson, and Paris (2008) state that “reading strategies are deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand word, and construct meanings out of text” (p. 368). In this regard, students can be able to use strategies consciously to achieve the final goal that is the comprehension of a text. They also affirm that “strategic readers feel confident that they can monitor and improve their own reading so they have both knowledge and motivation to succeed” (p. 370). The use of reading strategies might give the students more confidence because they will know what to do and what path to follow during the reading activities.

In terms of strategy types, many researchers in reading strategy studies have classified strategies in different categories. Anderson (1991) divided the strategies into five categories: supervising strategies, support strategies, paraphrasing strategies, strategies for establishing coherence in the text, and test-taking strategies. On the other hand, Williams and Burden (1997) claimed that “strategies can be cognitive; that is, they can involve mental processing or they can be more social in nature, and their effective use is enhanced by metacognitive awareness.” (p. 149). On top of that, Dole et al. (2009) defined cognitive and metacognitive strategies, they described cognitive strategies “as mental routines or procedures for accomplishing cognitive goals like solving a problem, studying for a test, or understanding what is being read” (p. 4). In

addition, they presented metacognitive strategies as “routines and procedures that allow individuals to monitor and assess their ongoing performance in accomplishing a cognitive task”.

(p. 6). It can be said that it is essential that the students are aware of what they are doing and learning to improve the activities and tasks that they will carry out using reflection to guide them and ensure a good execution.

According to several researchers, for the explicit instruction of reading comprehension strategies, one of the main focuses of this research project, the most suitable reading strategies chosen to be implemented to help students improve their reading comprehension levels can be divided into three moments during the reading process: pre-reading strategies, while reading strategies and post-reading strategies. The teacher can develop different exercises to elicit information and encourage students to use effective strategies when reading in English. The reading strategies selected for this project include:

**Pre-reading strategies:** These strategies are applied before reading the text, their function is to prepare and motivate students for the reading comprehension process. Pre-reading strategies may enhance comprehension by helping students to access prior knowledge related to the text given. In line with this, McNamara (2007) states that “pre-reading strategies serve a number of purposes, including helping readers set goals to guide the reading process and activating prior knowledge” (p. 475). The following set of strategies will be important to help students become more efficient readers.

- **Activating previous knowledge:** The proper activation of previous knowledge is essential to consolidate new learning so that readers with more prior knowledge on a topic are able to remember more information from the text read and, therefore, respond correctly to comprehension questions. Gipe, Richards, and Barnitz (1995) declare that “accessing

background knowledge helps readers to remember important ideas and to anticipate the internal organization of different types of reading material” (p. 474). This strategy allows students to reflect and share knowledge about a topic. It can be carried out through a brainstorm.

- **Predicting:** This strategy allows students to anticipate events, without knowing whether they really will happen or not; only by reading, it will be verified if the prediction was correct. Readers confirm or deny predictions with support from the text. Predicting involves the students’ prior knowledge with the text.

- **Skimming:** This strategy is used mainly to make a rapid and silent reading to get a general overview of the text by paying attention to subheadings, the initial words of the paragraphs, pictures, graphs, and structure.

**While reading strategies:** In this second stage of reading, the reader faces the text and realizes if what was indicated in the activities of the previous stage matches with the reading. Moreover, students use all analytical skills that allow them to emit conclusions based on the reading and to make justified predictions. One of the most relevant self-regulatory activities that occur during reading is monitoring.

- **Visualizing:** “Visualizing is all about taking the words of the text and mixing them with the reader’s preconceived ideas to create pictures in the mind” (Harvey & Goudvis, 2000, p. 101). This strategy enables readers to create mental images from words in the text readers, to place themselves in the story, moreover, strengthens the reader’s relationship to the text and stimulates imaginative thinking. Students need to receive direct instruction on how and when to apply this strategy.

Other important strategies are underlying and note-taking. Chacón (2002) mentions that “in order to underline or take notes students have to read section by section, first reading and



then rereading and underlining so that they have a clearer and wider understanding of the content and know what ought to be underlined” (p. 49). But it is important to highlight that the marking of the words or phrases needs to have a clear purpose for the students.

- **Scanning:** This strategy is used to search for specific information, in other words, is to read to find something previously established, something concrete that the reader needs to know. Unlike the skimming strategy in which the reader looks at the text to know what it is about, in the scanning the reader knows what is going on.

- **Making inferences:** As Duffy (2009) stated “inferring is the ability to “read between the lines” or to get the meaning an author implies but does not state directly” (p. 122). In other words, when the reader can extract any information from the text and that is not explicitly expressed in it, besides the reader constructs mental representations, when trying to understand the message read. The reader constructs new propositions from some already given, that is, the elaboration of knowledge is connected with previous knowledge whose activation allows building bridges between the information already read and that of the previous knowledge already consolidated.

**Post-reading strategies:** The purpose of these strategies is primarily to evaluate the students’ comprehension and then lead them to a deeper understanding of the text. For this intervention the next strategies are required:

- **Questioning:** This strategy helps students to clarify, reinforce and understand better the content of a text and understand the author’s intention. Duffy (2009) points out that it is useful when students ask themselves questions because it helps them to guide their thinking about the ideas in the text. The utilization of this strategy, also encourages students to keep reading to

construct meaning and find answers because when students could identify and clarify difficult words and confusing parts of the text, they would become strategic readers.

The use of these strategies might hearten the students to keep reading, help them to become more critical, reflective and independent readers, thus they could face all the situations that they are exposed to every day. According to Rupley et al. (2009) “directly or explicitly teaching reading means imparting new information to students through meaningful teacher-student interactions and teacher guidance of student learning” (p. 126). Reading strategies serve as a preparation for reading because allow the activation of both linguistic and content background. Teacher’s support through instructions is considered a fundamental aspect to teach so that students can build background knowledge (Alvarez & Risko, 1989; Christen & Murphy, 1991). Duke and Pearson (2002) designed an explicit instructional model that includes five stages:

1. Explicit description of the strategy
2. Modeling
3. Collaborative use of the strategy
4. Guided practice with a gradual release of responsibility
5. Independent use of the strategy

In order to be effective, the teacher must introduce and model the strategy. This is done by explaining the strategy, demonstrating the steps of the strategy and showing how it works, giving examples, then providing opportunities for strategy practice, structuring further opportunities to review and finally providing corrective feedback. This model will be used in the intervention developed for this research.

### **5.8 Strategy based instruction (SBI)**

Many studies have demonstrated that strategies can be explicitly teachable and teachers seem to facilitate their acquisition through demonstration and modeling. Cohen (2000, p. 11) declares that “the goal of strategies-based instruction is to help learners become more responsible for their efforts to learn and use the target language”. SBI approach focuses on the explicit and explicit cognitive and metacognitive strategies instruction in second language acquisition integrated with the curriculum with the purpose of making students aware of the strategies available that they can use systematically in order to facilitate their learning and promote their responsibility, independence, and confidence. Following Rubin et al. (2007) SBI models emphasize that students should complete their tasks using planned strategies and during the task, it is necessary for them to check comprehension and production as well as assess how effective were the strategies implemented, make changes if necessary and use them with similar tasks in the future.

Explicit learning strategy-instruction, as argued by Chamot (2004) consist of three stages: In the first stage, before the lesson, the teacher determines (a) which strategies to use according to the students’ needs (b) the type of practice opportunities to give the students, and (c) activities to reinforce what was learned or taught. According to Chamot (2004) the strategies can be taught and it is necessary to design the strategies according to the needs that the students have according to the level of difficulty of the task. In the second stage, teachers give an explanation about the strategy or strategies and the importance of the contributions they will make in the learning process, in this way the students analyze the new strategies in context. Teachers adjust the strategy using protocols of thinking aloud, pointing out the indispensable steps to start and finish the task. Then, teachers and students continue with the practice stage and the students will test the learned strategies with new tasks.

Many researchers have recognized that strategy explicit instruction appears to be beneficial for enhancing effective reading, emphasizing that appropriate language learning strategies would result in improving proficiency, and also students who receive strategies training generally learn better than those who do not. This is supported by the RAND Reading Study Group (2002) when they affirm that “good instruction is the most powerful means of promoting the development of proficient comprehenders and preventing reading comprehension problems” (p. 18). Moreover, incorporate strategies into instruction would help to enhance reading comprehension and move students from passive learners to active learners. Therefore, teaching students how to use strategies is an important consideration in the English reading classroom. In order to improve students’ reading comprehension, it is important not only to teach them basic reading strategies but also to help them monitor their reading process through teachers’ explicitly direct explanation and modeling of reading strategies.

### **5.8.1 Darts (Directed Activities related to Texts)**

Directed activities related to texts (DARTs) are alternative activities proposed by Lunzer and Gardner (1980) to improve students’ reading comprehension because it helps readers to process texts. DARTs impel the students to read the text thoroughly and not only to understand it but also to develop it since they will also read the visual text, illustrations, diagrams, and schemes. It also helps students retain information, stimulate their willingness to learn and read autonomously. These activities can benefit students at any level using all kinds of texts and can be integrated into other reading strategies and enhance them.

Lunzer et al (1984) identified several text types and they suggested different DARTs for them. For narratives, they recommended the following activities: underlining, labeling, diagram completion, sociogram, graphs, prediction, sequencing, question generation, washing lines, and

transformations. These activities can be divided into two: reconstruction and analysis activities. In reconstruction DARTs, the students use modified text and it requires that they reconstruct a text or diagram by filling in missing words phrases or sentences, sequencing or categorizing a text or predicting the next part of a text. On the other hand, analysis DARTs works with unmodified text, and the activities require students to search for target words, find and categorize the information from a text and put in a table.

### **5.9 State of the art**

This section presents a review of different studies that have been carried out regarding the Genre Based Approach to teach reading as well as the use of explicit reading strategies to improve the different reading comprehension levels.

Several studies have been concerned with exploring the use of the Genre Based Approach and the explicit instruction of reading strategies for improving reading comprehension in high school. Most of these studies have concluded that Genre Based is an appropriate approach for developing reading skills.

Benitez and Hernandez (2017) examined the effect of explicit instruction of reading strategies and Genre Based Pedagogy on students' reading comprehension of different type of texts through a qualitative study. The researchers selected 31 ninth grade students from a public school located in Colombia-Atlántico who had a low English proficiency level.

The research instruments used to identify the main problem were students' interview, class observation, an open-ended questionnaire to the students to get specific information and a reading test. The examination of the data revealed that students presented limited vocabulary, lack of reading strategies, and poor reading comprehension skills in the three reading comprehension levels: literal, inferential and critical. During the intervention that consisted of

two units in which the researchers implemented the Genre Based Approach to guide the reading process following two of its stages: modeling and deconstruction of the texts emphasizing on their structure and their general grammar and linguistic features, in this case, the narrative texts chosen by the researchers were fables and short stories. Besides, the explicit instruction of reading strategies before, during and after the reading was fundamental to achieve the expected results and support the students' reading process.

After analyzing the data collected during the intervention through different instruments such as class observation and a post reading text, the key findings from this study indicated that addressing students' weaknesses in reading with the implementation of Genre Pedagogy and the explicit instruction of strategies contributed to an improvement in the students' reading comprehension levels, which increased their interest in reading by immersing themselves in an environment of constant support by the teacher and motivation to understand the readings working collaboratively.

Another study related to the Genre Based-Approach used to teach reading was proposed by Padilla (2012) who implemented a content-based and genre-oriented syllabus that promotes reading strategies to improve students' reading comprehension of science texts. The research was carried out in a public school located in Barranquilla-Colombia with a group of 35 students from ninth grade. This study was supported by theories such as reading as a process, socio-cultural theory, Genre-Based Approach, CBI, and reading strategies. The methodology used was qualitative, and the instruments used for collecting data were a checklist for students, a self-evaluation form and an observation guideline. After the implementation of two lesson plans, DARTs (Direct Activities Related to Texts), and GBA, the results revealed that students were engaged with the activities which were meaningful and helped them with the comprehension of

the text, as well as to access the content of the reading passage. Also, they participated actively applying the reading strategies modeled by the teacher-researcher. In general, the students considered that the most useful for them were the ones associated with the identification of general ideas as well as specific information. The results showed the effectiveness of DARTS to enhance reading comprehension and the importance of students' awareness of genre to improve their reading process.

Moreover, Dominguez (2016) presented the results of the implementation of a reading proposal focused on Genre-Based Approach and a text-based syllabus. This study aimed to study the effectiveness of using GBA activities in developing EFL reading comprehension of 47 eighth graders from a public school in Atlántico-Colombia. For the data collection, the researcher applied field notes, observations, videotaping for the experience description; interviews and questionnaires to report students' ideas and feelings.

The proposal included a unit with two lesson plans based on the implementation of the GBA and appraisal theory that were planned and piloted during thirty-four hours providing a lot of scaffolding and DART activities for text structure and vocabulary. This study revealed that students increased their interest, interaction, participation, and showed enthusiasm and motivation toward learning the language. Moreover, the Genre-Based Approach to reading helped students engaging in the reading process. This study confirmed the benefits and positive effects of the GBA to reading on students' English reading comprehension.

In another study aiming to develop student reading competence through the implementation of Genre Pedagogy, Alvarino and Fontalvo (2017) conducted a qualitative study. The participants of this study were 40 eighth grade students from a public school located in Colombia-Atlántico. One of the main objectives of this research project was to establish the

impact of Genre based approach on teacher's methodology. In order to collect the data, the researchers implemented several instruments such as questionnaires, observations, interviews to know the students' perceptions and document analysis.

The data was collected during three moments of the research, at the beginning to determine the needs analysis, then to establish how the intervention strengthened the teacher's methodology to teach reading and students' performance and finally, the last moment to evaluate the results and impact of the proposal. For the intervention, two lesson plans were designed and implemented during some weeks, in which students identify the purpose, the structure and linguistic features of biographical recounts, the type of text chosen for this intervention.

The results revealed positive gains in students' reading performance after the implementation of the intervention. The students were able to successfully understand the texts and be more interested in learning the language, constantly counting on the teacher's guidance.

The next section will describe the methodology chose for this study and how it was conducted.



## **6. Methodology**

The aspects to address in this section are: paradigm, research approach, a description of the participants, and data collection techniques chosen for this study as well as the procedures and instruments intended to answer the question: How does explicit reading strategy instruction influence the development of reading comprehension of short stories and the autonomy to read, through the implementation of Genre Pedagogy?

### **6.1 Research Approach: Qualitative Research**

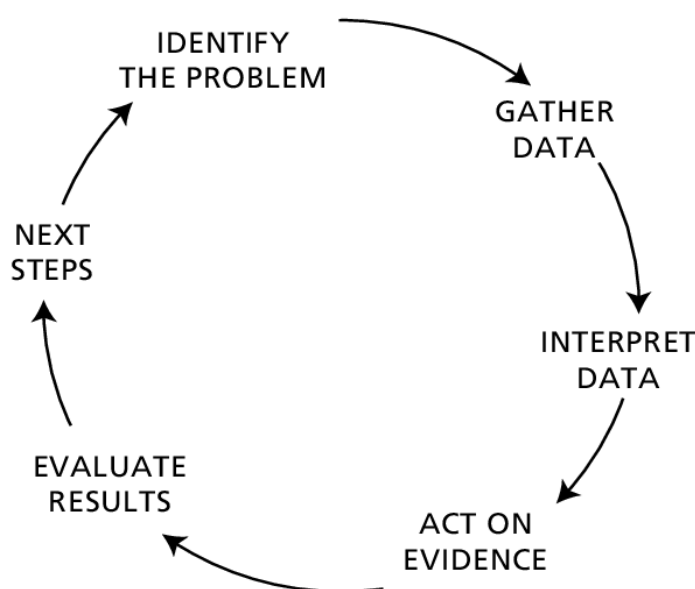
Due to the characteristics of this research project, it is framed within a socio-critical paradigm; which has an interpretative and critical perspective. The researcher gets a better understanding of people, analyzing the social context of the situation. Creswell (2013) claims that a “qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37). This approach implies the collection of data through different instruments such as interviews, observations, life stories that describe routines and problematic situations in people’s lives. According to Gerson and Horowitz (2002), qualitative research requires constant interaction with a selected group to give meaning and interpret people’s experiences. Therefore, the researchers take part in the events in the field and do not merely observe them.

### **6.2 Type of Research: Action Research**

Taking into account that this research is based on a specific problem presented in a determined context, it follows an action research approach. The purpose of this approach is to allow teachers to exercise research in the classroom in search of a significant improvement in educational quality and change the instruction to impact students (Ferrance, 2000). In addition to

this, Dawson (2007) remarks that “the researcher works in close collaboration with a group of people to improve a situation in a particular setting. The researcher does not „do“research „on“ people, but instead works with them, acting as a facilitator” (p. 18). Richards and Richard (2013) define action research as “research that seeks to increase teacher’s understanding of classroom teacher and learning and to bring about improvements in classroom practice” (p.8). This type of research intends to propose useful actions for a group of people and help them to improve through the process of building and using their own knowledge.

In conducting action research, Ferrance (2000) describes a cyclical process of several steps showed in Figure 20 below. The first step is to identify and analyze in detail the problem that needs to be solved, the second step is to choose a research technique that adapts to the process and promotes the achievement of objectives, then, it is necessary to collect data using at least three sources, classify them to have clarity and understanding of what happens in the classroom. The fourth step is to design an action plan that guides the study and the final step is to evaluate the impact of the action plan on behavior and verify if there have been improvements.

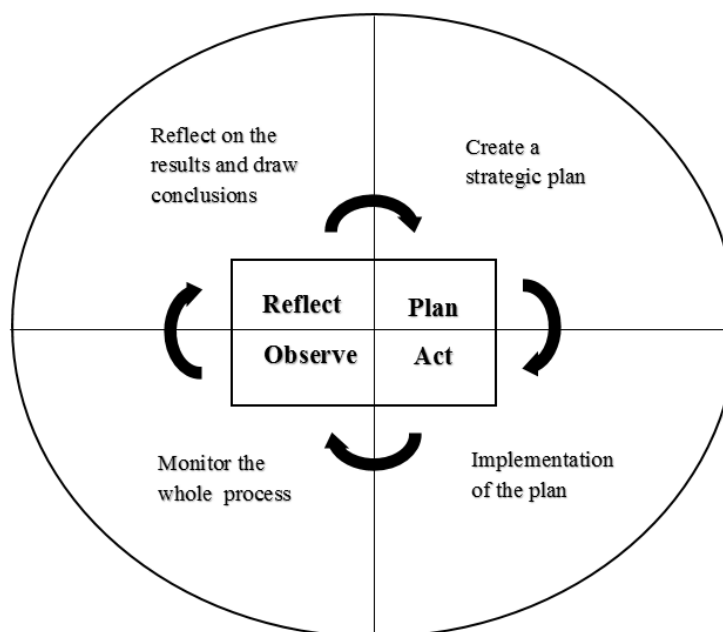


*Figure 20.* Action research cycle (Ferrance, 2000 p. 9)

### **6.3 Emancipatory Research.**

For this research was chosen the model of emancipatory action research proposed by Zubber-Skerritt (1996) for the resolution of practical problems as well as the improvement of the participants' competences who become active and reflective actors. It is carried out collaboratively in an immediate situation by giving feedback on data in a cyclical process to increase the understanding of the situation and acquisition of knowledge. Zubber-Skerritt (1996) describe the cyclical process as follows: "(1) strategic planning, (2) implementing the plan (action), (3) observation, evaluation and self-evaluation, (4) critical and self-critical reflection on the results of (1) -(3), and making decisions for the next cycle of action research". (p. 19). This model was chosen for this study because it is an effective process to solve certain problems in the classroom, moreover, this type of research encourages people to investigate and enrich their work. On the other hand, it is helpful for teachers to contribute to the improvement of students' reading comprehension and to evaluate the descriptive data that they have gathered, overcoming the obstacles that may arise.

The cyclical process implemented: plan, act, observe and reflect as it is shown in the figure below:



*Figure 21.* A model of emancipatory research. Adapted from Zuber-Skerritt (1996, p. 96)

**6.3.1 Stages of Emancipatory Action Research.** The stages of this research are outlined throughout the following steps:

**Planning.** The first stage of the emancipatory action research: Planning was carried out in two moments during the research, at the beginning with a need analysis to define the research problem and to know students' and teachers' perceptions about the reading process before the intervention. The second moment was the planning of the intervention which consisted of designing a unit with lesson plans and materials based on explicit strategy instruction within GBA. This intervention was designed bearing in mind students' needs with the purpose of helping them acquire reading skills and improve their reading comprehension levels through the autonomous application of cognitive strategies and GBA. For this moment, data was collected through class observations, students' journals, and a reading post-test.

The period of instruction and practice consisted of one unit with two lesson plans (See appendix 5). Two short stories were chosen and adapted taking into account students'

preferences, age, and English level. The first lesson was done in six sessions of classes and took 12 hours; the second one was done in eight hours during 4 sessions, for twenty hours in total.

The application of GBA followed six stages for reading adapted by Moss, Benitez, and Mizuno (2016): Contextualization, structure and purpose of the text, detailed reading, representation of the ideas of the text, reaction to the text, and self-evaluation. Along with these stages, six cognitive strategies: Activation of prior knowledge, predicting, visualizing, skimming, scanning, and making inference were explained and modeled for the students by the teacher.

#### 6.4 Intervention Design

The following table displays the goals, the general objectives, and the syllabus matrix of the unit.

Table 1

*Matrix of the intervention.*

<b><u>GOALS</u></b>
<b><u>Target: (content, skills)</u></b> Development of reading competence
<b><u>Learning: (personal attitudes)</u></b> Development of autonomy through the use of reading comprehension strategies
<b><u>Human: (Social)</u></b> Encouragement of respect and value of others' opinions
<b><u>GENERAL OBJECTIVES</u></b>
Students should be able to: <ul style="list-style-type: none"> <li>• Read and comprehend the key features of short stories</li> <li>• Analyze and understand the structure of a narrative text: orientation, complication, resolution.</li> </ul>

- Identify the elements of narratives: characters, setting, events.
- Describe the characters, events and settings involved in the narrative.
- Apply appropriate reading comprehension strategies.
- Participate in the English class respecting and accepting their classmates' opinions.

**SYLLABUS MATRIX**

<b><u>GENRE:</u></b>		<b><u>TYPE OF TEXT:</u></b>		
Narrative		Short story		
<b><u>STAGES</u></b>	<b><u>GRAMMAR</u></b>	<b><u>VOCABULARY</u></b>	<b><u>LEVELS OF COMPREHENSION</u></b>	<b><u>COGNITIVE STRATEGIES</u></b>
				<b><u>DARTS</u></b>
Orientation (Exposition)	Past tenses (Simple past and progressive, present perfect)	Descriptive words  Common nouns  Feelings and emotions	Literal  Inferential	<b>Before reading</b>  Activating previous knowledge Predicting Skimming  <b>During reading</b>  Scanning Making inferences Visualizing  <b>After reading</b>  Questioning  <b>Specific DARTS</b>  Graphic Organizers  Sequencing
Complication (Rising action)	Regular and irregular verbs (Past tense)			
Evaluation	Time expressions (the other day, last year, years ago, one day)			

				Underlining
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### 6.5 Instructional Method

The course designed to address the main problems identified in this research will be based on the explicit instruction of cognitive strategies within the genre pedagogy cycle for reading. The explicit instruction of cognitive strategies will follow a scaffolding process in five stages as it is shown on the following chart, as it flows along the stages of the genre cycle for reading:

Table 2

*Instructional Method for the Intervention.*

<u>METHOD</u>	<u>STAGES</u>
Explicit instruction of cognitive strategies	<ol style="list-style-type: none"> <li>1. Explicit description of the strategy</li> <li>2. Modeling</li> <li>3. Collaborative use of the strategy</li> <li>4. Guided practice with a gradual release of responsibility</li> <li>5. Independent use of the strategy</li> </ol>
Genre Cycle for Reading	<ol style="list-style-type: none"> <li>1. Contextualization</li> <li>2. Structure and purpose of the text</li> <li>3. Detailed reading</li> <li>4. Representation of the ideas of the text</li> <li>5. Reaction to text</li> </ol>

	6. Self-evaluation
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Based on this chart shown above, all the steps of the lesson will be planned. On the next session the objectives of the unit for the intervention is outlined.

## **6.6 Course Objectives**

### **UNIT 1**

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

Students should be able to:

- read and comprehend the key features of short stories
- analyze and understand the structure of a narrative text: orientation, complication, and evaluation.
- identify the elements of narratives: characters, setting, events.
- describe the characters, events and settings involved in the narrative.
- apply appropriate reading comprehension strategies.
- participate in the English class respecting and accepting their classmates' opinions.

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

##### **a. Contextualization**

1. Make predictions of the content based on the title, headings, illustrations, layout, etc.
2. Share ideas or information about the topic of the text through the activation of previous knowledge.
3. Comprehend the social purpose for which the genre of narrative is used in different contexts.
4. Analyze and comprehend a text to determine author's purpose and target audience

##### **b. Structure and purpose of the text**

1. Identify grammatical features used in the story (that is, past tenses, time expressions)



2. Recognize and analyze the stages and structure of a short story.
3. Recognize different narrative events of a short story
4. Identify the particular language aspects of these kinds of texts such as sequence connectors, descriptive vocabulary etc.

### **c. Detailed reading**

1. Identify and demonstrate understanding of the main ideas and supporting details in a short story.
2. Answer questions in a literal and inferential comprehension level.
3. Identify complications and possible resolutions.
4. Use context clues to guess the meaning of unknown vocabulary.
5. Demonstrate use of skimming for general understanding of the story.
6. Demonstrate use of scanning for finding specific information in the text.
7. Make inferences and predictions based on comprehension of the text.

### **d. Representation of the ideas of the text**

1. Use a sequence chart to order the main events of the story.
2. Identify the characters, setting, rising action, climax and resolution on a story map.
3. Reconstruct the information of the text on a plot diagram.

### **e. Reaction to text**

1. Use questioning strategies to increase comprehension of what was read.

### **f. Self-evaluation.**

1. Reflect and evaluate the content of a narrative text.

**Action.** During this stage, the intervention was implemented through the instruction of reading strategies and the implementation of Genre Based Approach.

The participants in this intervention were eleventh grade students from the IED Villas de San Pablo, a public school located in Barranquilla-Atlántico. The class was integrated by 18 boys and 20 girls, whose ages range is 15 to 18 years old. The English teacher of this group was the researcher of the proposal and, she was the person who applied the intervention.

As stated above, for the purpose of this project, two short stories were deconstructed in two cycles of GBA. The first cycle was all teacher-lead, while in the second one was less guided. During the first stage, contextualization, the teacher showed pictures and asked questions to the students to activate their background knowledge. For the next stage, the genre of the text was introduced and explained to them. Additionally, the structure of the short story was showed and the information about the author was given as well as predicting and skimming strategies were modeled with some worksheets that allowed students to put them into practice, first collaboratively with the teacher's support and then individually.

In the detailed reading stage, the teacher and the students read the stories together, the teacher explained unknown vocabulary, language, and grammar features. The teacher modeled the reading sentence by sentence. Then, one or two students were chosen to read aloud the same sentences the teacher read. The teacher explained that most of short stories are written using past tenses. She reviewed past tenses and time expressions. The students participated mentioning the grammatical structures they found in the story. She constantly questioned students to verify if they knew the meaning of some words. She reminded them to use the context to guess the meaning. After that, with the teacher support and modeling, the students completed some DARTS activities related to vocabulary, underlining and highlighting specific ideas and keywords. Moreover, students practiced scanning and making inferences to answer literal and inferential questions about the stories. Furthermore, during the representation of ideas of the

text, the teacher modeled how to fill in graphic organizers such as a plot diagram and a sequence chart to encourage students to organize their ideas and the stories' information. In the last stage, students reflected on their reading process and understanding of the texts.

**Observing.** During and after the implementation of the intervention, it was necessary to collect data through the application of three instruments: class observations, students' journals, and a reading post-test. According to Macdonald and Headlam (2008), "the observation method highlights interpersonal relationships and the investigator can reflect upon social proximity and distance, observe relationships and explore body language and other behaviors" (p. 50). This research technique allows the researcher to examine and collect information directly through the senses or the assistance of an instrument. Besides, to conduct this method, it is necessary to take into account aspects such as the context of the students, the routine of the academic activities and establish trust for active participation of the students. Throughout the application of the lesson plans, the observations were audio-recorded to analyze the development of all the stages of the intervention and the students' progress while doing different activities. Besides, an observation format (See appendix 9) was designed focusing on different aspects of the class such as students' development of the activities, teacher's instruction, implementation of strategies, and students' attitude and participation. This format was composed of several statements and structured under the following scales: strong, apparent, and not displayed.

The second instrument implemented was the students' journals (See appendix 7), which allowed the researcher to know the students' feelings and opinions about the content, the strategies applied, and activities presented in the lessons. Rubin et al. (2007) highlight that "learners can use journals as a way of promoting awareness of strategies, especially if they are done in a focused manner" (p. 15). Four sets of four questions related to each of the GBA stages

and the reading strategies were carefully created and given to the students at the end of each session during the second lesson. According to Mackey and Gass (2005) “learners’ reports about their internal processes and thoughts can be elicited by carefully tailoring the questions that researchers choose to ask” (p. 177). Students were required to write their reflections after each lesson. They were allowed to write their journals in Spanish to help them feel more comfortable to express their ideas with fluency and honesty.

The third and last instrument applied was a reading post-test (See appendix 10). This test shared the same structure of the pre-test and was divided into two sections: the first section had five questions to test the literal level, and the second section four questions to test the inferential level in order to determine the effectiveness and the influence of using GBA and, the reading comprehension strategies that were used during the intervention.

**Reflecting.** After the implementation of the unit and the application of class observations, students’ journals, and a reading post-test the data collected were examined, interpreted, and triangulated to describe the effect of this intervention on students’ reading comprehension of short stories.

The next section will provide information related to the results obtained from the instruments implemented after the intervention as well as the analysis of the data collected.

## 7. Discussion of Results

The purpose of this research was to describe the influence of explicit reading strategy instruction on the development of reading comprehension through the implementation of Genre Pedagogy. This section is concerned with the analysis of the results obtained from the intervention and the application of some instruments. After the implementation of the intervention and the data collected through various instruments, all the information was systematized, analyzed and illustrated to evaluate the students' progress. Moreover, the findings were contrasted with the main objectives of the research to draw conclusions about the effectiveness of the intervention in the improvement of the target students' reading comprehension.

The following table shows the main findings after the application of the three instruments:

Table 3.

*Main findings after the intervention.*

INSTRUMENT	ASSOCIATED OBJECTIVE	MAIN FINDINGS
Reading pre-post Test	To compare the students' reading comprehension levels before and after the Genre-Based approach intervention and the explicit instruction of strategies.	After comparing the results of both tests, it was evidenced an improvement in the students reading comprehension process. The students showed more

		<p>confidence in their abilities while they were answering the literal and inferential questions. Most of them finished the test in less time when compared with the pre-test, and they had fewer doubts and questions.</p>
Class Observations	<p>To describe the effect of Genre Pedagogy instruction on the students' comprehension of short stories.</p>	<p>Throughout the class observation, it can be established that most of the students showed higher levels of engagement in the activities, more disposition to ask and answer questions, and definitely more accurate responses.</p> <p>The instructions and scaffolding given by the teacher following GBA and the application of the activities had a significant impact on the students'</p>

		<p>performance. Also, they were able to recognize that there is a structure in texts in English. The students participated actively in the class; this shows that the implementation of GBA facilitates the students' involvement in the learning process.</p>
Students' Journals	<p>To analyze the students' perceptions regarding the autonomous application of reading strategies.</p>	<p>According to the responses given by the students in their journals, it is clear that they were aware of the reading strategies that they could use in the different stages of the reading in order to improve their levels of reading comprehension in English. The explicit strategy instruction seems to have contributed to the students' ability to comprehend short</p>

		<p>stories. It can be said that there was an increase in the frequency of use of strategies and in task performance, as it was evident in the answers given to the different activities of the intervention.</p>
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The following are the results and findings of the analysis undertaken in addressing the three specific objectives of the research. Regarding the first objective which was to compare the students' reading comprehension levels before and after the Genre-Based approach intervention and the explicit instruction of strategies, the students showed an improvement in both levels. A pre-test was addressed to determine the students' current levels of reading comprehension. The test was divided into two sections: the first section had five questions to test the literal level, and the second section four questions to test the inferential level. The post-test was applied to the students under the same structure as the pre-test, but with a different story and questions to establish the contribution of GBA and, the explicit instruction of reading comprehension strategies on developing eleventh graders' English reading comprehension skills. A random sample of 10 students of 26 (two students were absent the day the post-test was applied) was chosen to analyze/contrast the results of both tests.

Table 5 compares the total of correct responses obtained by the students in each one of the tests and the approximate percentage of improvement.

Table 4



*Analysis of students' pre and post- test results.*

<b>Reading Comprehension Skills</b>					
<b>Student</b>	<b>Test</b>	<b>Literal Questions</b>	<b>Inferential Questions</b>	<b>Total Score</b>	<b>% of Improvement</b>
<b>S1</b>	Pre-Test	3/5	0/4	3/9	33 %
	Post-Test	4/5	2/4	6/9	
<b>S2</b>	Pre-Test	2/5	1 /4	3/9	33 %
	Post-Test	4/5	2/4	6/9	
<b>S3</b>	Pre-Test	3/5	0/4	3/9	22 %
	Post-Test	3/5	2/4	5/9	
<b>S4</b>	Pre-Test	2/5	1 /4	3/9	33 %
	Post-Test	4/5	2/4	6/9	
<b>S5</b>	Pre-Test	2/5	1 /4	3/9	22 %
	Post-Test	4/5	2/4	6/9	
<b>S6</b>	Pre-Test	2/5	0/4	2/9	22 %
	Post-Test	3/5	1 /4	4/9	
<b>S7</b>	Pre-Test	1/5	1 /4	2/9	22 %
	Post-Test	3/5	1 /4	4/9	
<b>S8</b>	Pre-Test	2/5	1 /4	3/9	44 %
	Post-Test	5/5	2/4	7/9	
<b>S9</b>	Pre-Test	1/5	0/4	1/9	44 %
	Post-Test	4/5	1 /4	5/9	
<b>S10</b>	Pre-Test	2/5	1 /4	3/9	22%
	Post-Test	4/5	2/4	6/9	

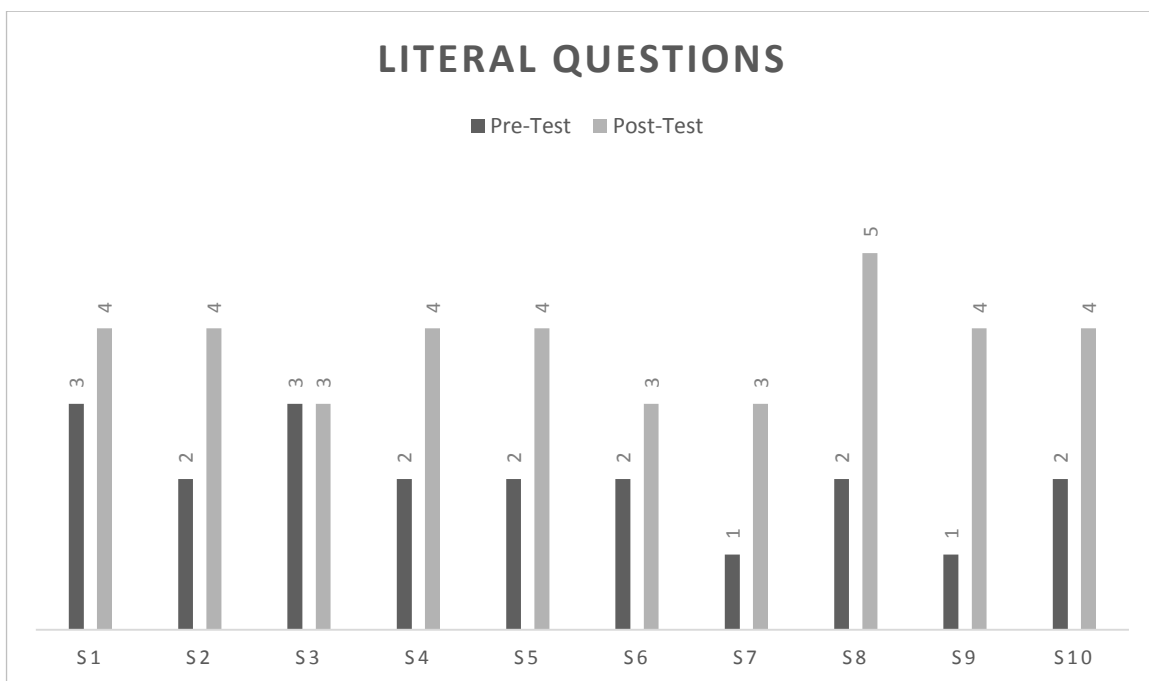
After analyzing the data of both tests, it can be seen that there are important differences in the results between the pre-test and the post-test. The results of the post-test indicated that students had better reading comprehension skills than in the pre-test. Concerning the results of the literal level, it is evident from this table that most of the students showed greater improvements in the results of the post-test. Most of the students answered the literal questions retrieving information from the stories in a proper way. According to ICFES (2015), it is expected that in this level students can understand the meaning of words, phrases and sentences that appear explicitly in the text. Also, students can seek and extract particular elements and specific information stated in the text. In the test, the students could answer questions related to

specific facts, sequential events and traits of the characters of the story. They showed their understanding by writing some phrases from the text to answer the literal questions. Moreover, the number of correct answers increased in comparison with the pre-test.

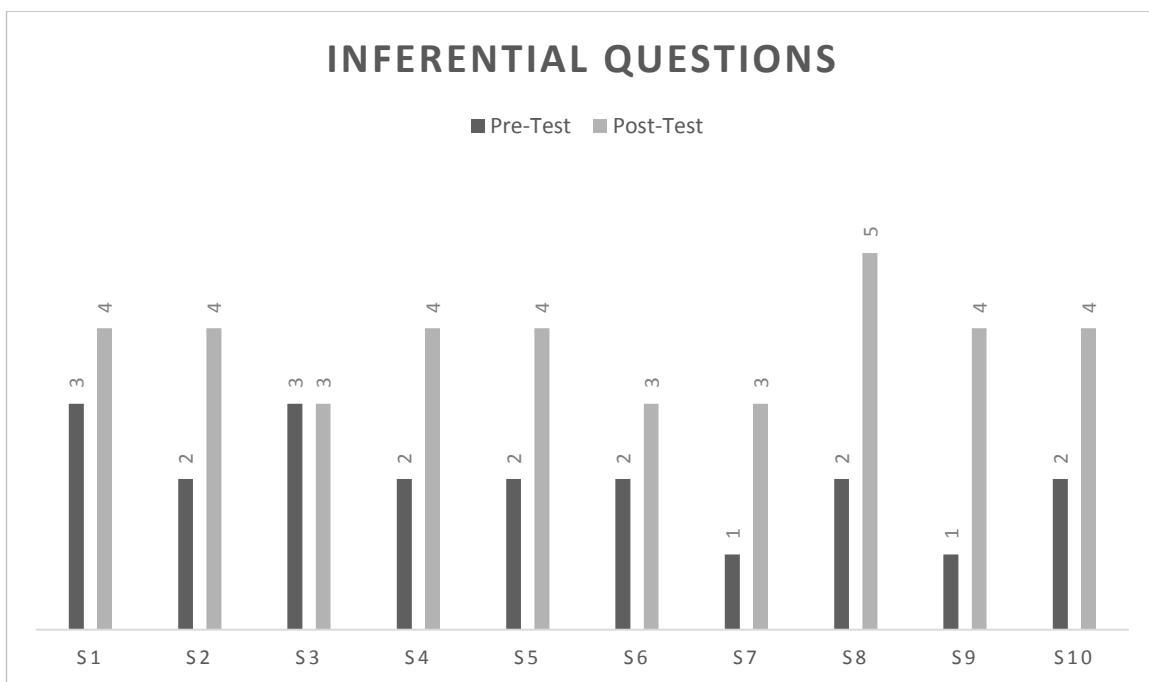
Based on these results showed in Table 5, it could be determined that the inferential reading was definitely the one in which students displayed the lowest performance in both tests. As provided by PISA, in this level, students are expected to recognize the main idea and build meaning within a limited part of the text when the information is not explicit. In addition, students at this level should be able to integrate and interpret information, predict endings, recognize the author's intention and the message of the text. In both tests, the students had difficulties to identify the author's communicative intention and conclude about those components of the text that appear implicit, immersed and directly related to the text, therefore, they failed to infer or deduce the meaning of the text. This issue has been affecting the students even in their mother tongue for a long time, however, an improvement in the number of correct answers was found between the pre-test and post-test but it was not a significant difference. The results of the pre-test showed that most of the students did not answer the inferential questions and some of them answered the questions using Spanish without giving details in contrast to the post-test in which some students used English to justify their answers with some spelling/grammatical errors that did not affect meaning.

As it can be seen, after receiving the explicit instruction of reading strategies and the application of Genre Based Approach, it was evidenced the progress in the students' reading comprehension levels. That progress was more significant in the literal level which demonstrated that students were able to identify explicit information from the text such as facts,

characters, settings, and sequential events. The Figures 22 and 23 below show that students had a better performance in the literal level.



*Figure 22.* Comparison of results pre and post-test: literal questions



*Figure 23.* Comparison of results pre and post-test: inferential questions

From the results obtained in the post-test, it can be concluded that most of the students performed three of the five processes suggested by PISA for understanding a text: Obtaining information, general understanding, and development of an interpretation. The majority of students became more successful in answering the reading comprehension questions in English taking less time to complete the test because they were more familiar with the main features of the stories, their organizational pattern, and also they were more conscious of the reading strategies they could use with the genre, which allowed them to feel less anxious and more confident generating a positive attitude towards reading.

On the other hand, the findings related to the second objective which was to describe the contribution of Genre Pedagogy instruction on the students' comprehension of short stories showed that the scaffolding process followed by the teacher fostered students' reading comprehension of narrative texts. The findings of the observation indicated that the implementation of the stages of Genre Pedagogy for reading had a positive effect on students' attitude towards reading. During the development of the stages, the teacher guided the students, encouraged them to participate actively in the class, checked their progress and made corrections on the board as they were building knowledge. The first stage: contextualization was essential to activate the students' prior knowledge, help them associate the readings with the real-life so they could see the relevance and significance of learning, raise students' interest, and familiarize them with the topic in general. In this stage, the teacher asked questions and showed pictures to the students, most of them participated actively by sharing their opinions and experiences, some of them tried to use English and others used their mother tongue. The following excerpts from the lesson transcriptions reflect these moments:

*Excerpt from lesson 1*

107	S	¿Los autores? Los hermanos Grimm
108	T	In English, please.
109	S	The Brothers Grimm Miss.
110	T	That's correct. We are going to learn something about the authors and you are going to use the background knowledge that you have about them. Do you know them? ¿Conocen a los hermanos Grimm?
111	S	Claro, lo dan todos los días en Caracol.
112	S	Todos los días no, nada más los sábados
113	T	Now, I'm going to give you our second worksheet. ( <i>Teacher hands out the worksheet</i> ) You are gonna use your background knowledge and the reading strategy predicting. Ok, this worksheet is about author and type of text information. So, as you already know, the authors are the brothers Grimm. The directions are: look at the title and the pictures, and answer the questions below. Then, read the passage and check. First, what can you see in the first picture? The first picture?
114	S	Two men
115	T	There are two men, good! Who are they?
116	Ss	¿Cómo?
117	T	Who are they?
118	Ss	Los hermanos Grimm
119	S	The Brothers Grimm
120	T	Ok, and in the other picture?
121	S	Map
122	T	Good! There's a map and the map has which country?
123	S	Alemania
124	T	How do you say Alemania in English?
125	S	Germany
126	T	Yes, Germany. So, where are the men from? Which country?
127	Ss	Germany
128	T	Do you know something about them? What do you know?
129	S	Ellos escribían cuentos

130	T	Yes, they wrote tales. What else? Who were their stories from?
131	S	Brujas, animals
132	T	How do you say “bruja” in English?
133	S	Witch
134	T	Yes, witch, witches in plural. Repeat witch/witches

*Excerpt from lesson 2*

27	T	Yes, you have the question in your worksheet. Have you ever wished to be older?
29	S	¿Alguna vez has deseado ser más viejo?
30	Ss	Nooo
31	T	Ser mayor de lo que eres ahora
32	Ss	Ahhhhh
33	T	Who wants to answer the question? Who wants to answer?
34	S	Yo, Miss.
35	T	Go, ahead Marlon.
36	S	Yes.
37	T	Why?
38	S	Para disfrutar los placeres de la vida <i>(Students laugh)</i>
39	S	Yo para entrar a Siglo 21.
40	T	What is that?
41	Ss	Una discoteca... <i>(Students laugh)</i>
42	T	Ahh ok. Thank you. Who wish to be older and why? Yes, Luis.
43	S	Sí, para trabajar y tener dinero
44	T	Can you say that in English?
45	S	Work and money... <i>(Students laugh)</i>
46	T	I wish to be older to work and have money. Say it.
47	S	I wish to que...
48	T	To be older

49	S	I wish to be older to work and have money
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The second stage was important to introduce the students to the stages of short stories and how to identify them. Some students related the stages with those used in Spanish and were excited to complete a chart with the information about each stage. This is evidenced in the following excerpt.

*Excerpt from lesson 2*

214	T	Good! Is where the climax of the story is presented as well as unexpected events and setbacks that the characters must face. What about the evaluation?
215	S	Es cuando ya se resuelven los conflictos que hubo
216	S	Miss es como en español, el inicio, nudo y desenlace.
217	T	Yes, it is very similar. In this stage, it is necessary to recognize the facts that have more influence on the character and that modify their actions. <i>(The students complete the chart with the teacher's support)</i> What is the orientation in this story?
218	S	The first párrafo donde dice there was once a girl who wanted to be grown up like her parents...se menciona los personajes.

Most of the students showed a great motivation and interest towards reading the stories which contained linguistic richness and communal values that were essential for students' reading improvement. As stated by Boccia et al (2013) narratives are "meaningful, attractive, and powerful means to acquire a second or foreign language" (p. 35). In their journals, the students expressed their opinions about the stories chosen for the intervention. The majority of students were satisfied with the readings. Many of them stated that they were interesting, short, entertaining, and appropriate for their level of English; however, a few students considered that the stories read were irrelevant. They expressed their answers as follows:

*Journal [1]*

*S1: Las historias vistas en clase son realmente interesantes son cortas lo que hace que sean fáciles de entender y entretenidas*

*S2: Fue muy interesante porque esos textos nos traen demasiada enseñanza y nos sirve para nuestra vida cotidiana.*

*S3: Me pareció interesante porque trataba de una niña grande pero indecisa en sus decisiones como somos nosotros a veces.*

The third stage was the longest because it involved the detailed reading and deconstruction of the stories that for each lesson were carried out jointly between the teacher and the students to ensure an adequate understanding of the content of the story, its communicative purpose, its generic structure and linguistic features with the purpose that the students were able to reach not only the literal level of comprehension but also the inferential level. As stated by Derewianka and Jones (2010), “coming through genre, students can understand how texts are organized according to the social purpose/s they are trying to achieve and how grammatical patterns contribute to the meaning of the text” (p. 9). The teacher’s guidance and the students’ interventions can be seen from the transcript below:

*Excerpt from lesson 1*

272	T	Let’s start the reading. The Tale of the Seven Ravens ( <i>The teacher reads aloud the first sentence of the story</i> )( <i>After the teacher reads one students re-reads the sentence</i> ) What’s the meaning of the verb need?
273	Ss	Necesitar
274	T	Good! ( <i>The teacher continues reading aloud. She makes gestures related to what is being read</i> ) What does river mean?
275	Ss	Rio
276	T	Yes. ( <i>The teacher continues reading aloud</i> ) Do you know a synonym for the word “afraid”?
277	S	¿Un sinónimo?
278	T	Yes, what word can replace that word?



279	S	Asustado
280	T	Yes, but in English?
281	S	Scared
282	T	Yes, thank you, Marlon. Good job! We finished the first paragraph. Do you have any questions? <i>(The teacher continues reading aloud)</i>
283	Ss	[...] <i>(Several students speak at the same time)</i>
284	T	Questions? Alguna duda.
285	S	No, sigamos.
286	T	Ok, let's continue with the second paragraph. <i>(The teacher continues reading aloud)</i> Have forgotten? Which tense is that?
287	S	Ese es present perfect

Finally, the last two stages: representation of ideas of the text and self-reflection were significant because the students could organize relevant information from the stories and critically analyze and reflect on the content of the narrative texts and their reading process. The discussion can be seen from the transcript below:

*Excerpt from lesson 2*

313	T	Now, in group of four, you are going to answer some questions about the lesson. The direction is: Reflect about what you have learned in this lesson. Talk with your partners to answer the questions below. Once you finish, report your answers to the whole class.
314	S	¿Miss los mismos grupos de la vez pasada?
315	T	Como deseen.
316	S	Bueno.
317	T	<i>(The students work groups)</i> Are you ready to share your answers?
317	S	Miss ya terminamos.
318	T	Let's start with the first question. What have we done so far? ¿Qué hemos hecho hasta ahora?

318	S	Teacher, nosotros.
319	T	Go ahead, Yeinar.
320	S	Predecir que va a pasar en la historia, identificar las etapas de la historia, la orientation, los personajes y el lugar, la complication, como los problemas que ocurren and la evaluación.
321	S	También usamos el skimming y scanning. La identificación de los verbos que los resaltamos.
322	T	Very good! Do you think to analyze the structure of the text help you to comprehend the story?
323	S	Sí
324	T	Yes, your group Susana.
325	S	Porque uno sabe el orden de las cosas y es más fácil encontrar las respuestas como usted nos dijo que había en cada stage y nos ahorra tiempo.

Regarding the activities presented in each stage, the students enjoyed identifying the stages of narrative texts (orientation, complication, and evaluation), highlighting with colors the grammatical features found in the stories and using graphic organizers to help them simplify the information and facilitate their learning. During these activities, they seemed more interested as they participated actively sharing and comparing their answers with their classmates. The majority of students achieved the proposed objectives for each stage of the class. The following excerpts illustrate this aspect:

*Excerpt from lesson 2*

348	T	Very good! Remember that in English we have regular and irregular verbs. What are the regular verbs?
349	S	A los que se les agrega la ed y no cambian.
337	T	That"s right! Who can give an example?

338	S	Work no?
339	T	Yes! Another example ( <i>The teacher writes the examples on the board</i> )
340	S	Live
341	T	Good! What about the irregular verbs?
342	S	Son los que cambian como eat
343	T	Very good! What is the past form of eat?
344	S	Ate
345	T	Thanks, repeat ate
346	Ss	Ate.
347	T	Ok. Now with a pink color we have to highlight the regular verbs of the story and with green the irregular verbs...and with yellow the past participle of the verbs.
348	S	O sea que buscamos los verbos aquí los verbos regulares e irregulares
349	T	Yes. Saray with what color we highlight the regular verbs?
337	S	Pink
338	T	Pink. In the story you have an example of each verb. En el texto tienen un ejemplo de los colores para que no se confundan ( <i>The teacher and the students highlight the verbs of the story</i> ). The verb needed is regular or irregular?
339	S	Regular
340	T	So, the color is pink
341	S	Miss, looked is regular?
342	T	Looked...yes regular ends in ED
343	S	¿Y saw?
344	T	Saw is regular o irregular?
345	Ss	Irregular
346	T	Good! See, saw, seen.

Although the activities were chosen according to their academic level, the students dealt with problems of not knowing the meaning of some words. After realizing the students' struggle with the unknown words, it was necessary to meet their needs by given synonyms or English

definitions of them, some students used their dictionaries and the teacher encouraged them to use the context clues to guess the meaning of the words. Evidence of this respect is depicted below:

*Excerpt from lesson 1*

140	T	Good! Now, we are going to read the information and answer more questions, so pay attention, please. <i>(The teacher starts reading the information about the author)</i> What were their names?
141	S	Jacob y Wilhelm
142	T	Good! Jacob and Wilhelm <i>(The teacher continues the reading)</i>
143	S	Miss what is Storytellers?
144	T	Storyteller is the person who tells the stories. Contador de....
145	Ss	Historias

*Excerpt from lesson 2*

112	T	Yes, her foot was as big as her house. <i>(The teacher continues reading the story with the students)</i> Do you know a synonym for the word “annoyed”?
113	S	Un sinónimo
114	S	¿Qué es?
115	T	What do you think is the meaning? According to the sentence.
116	Ss	Bravo
117	T	Yes! Enojado, molesto. So, could you tell me a synonym?
118	S	Angry
119	T	Good! Angry... <i>(The teacher continues reading the story with the students)</i> what is a farmer?

On the other hand, in their journals the students mentioned that when they did not know the meaning of a word they tried to analyze the context of the story or asked the teacher to help them understand.

*Journal [2]*

*S7: Pues lo más común es que nosotros tengamos claras algunas palabras, pero lo que yo hacía era preguntarle a la profesora o buscar un diccionario y así sabíamos cuál era el significado.*

*S4: Tratar de adivinar analizando el contexto de la historia*

*S3: Le pregunté a la profesora*

During the sessions of the second lesson, the students performed better on the reading activities showing more confidence when finding specific details to answer the literal questions, identifying the stages of a narrative text and grammatical features used in the short story. The following excerpts illustrate this aspect:

*Excerpt from lesson 2*

244	T	Yes. The direction is: Scan the story “The Girl Who Got Bigger and Bigger and answer the following questions. Do you remember the reading strategy scanning?
245	S	Yes. Para encontrar información específica.
246	T	Very good! You need to look at the questions and identify what is asked for in it. Scan the story to find the specific information. Remember you don’t have to read the full story again.
247	S	Miss como hicimos con la otra historia y escribimos la línea en donde encontramos la respuesta también.
248	T	Yes. The first literal question is how did the girl grow bigger?
249	S	¿Cómo se volvió grande?
250	T	Yes. Use the strategy scanning to find the answer.
251	S	La segunda línea.
252	T	What does the second line say?
253	S	She made a special drink that would make her grow.
254	T	Excellent. She made a special drink that would make her grow. Repeat would...
255	Ss	Would
256	T	Good! Let’s continue with the second question... How did her parents react to her growing bigger? What was the reaction of her parents?

257	S	Ahhh ellos estaban bravos.
258	T	Could you please find the information in the text?
259	S	Her parents were annoyed
260	T	Good job! Her parents were annoyed... In which line?
261	Ss	Six.

217	T	Yes, it is very similar. In this stage, it is necessary to recognize the facts that have more influence on the character and that modify their actions. <i>(The students complete the chart with the teacher's support)</i> What is the orientation in this story?
218	S	The first párrafo donde dice there was once a girl who wanted to be grown up like her parents...se menciona los personajes
219	T	Very good! Please label that part and complete the first part of the chart <i>(The teacher writes the stage on the board)</i> What is the complication?
220	S	Donde ella empieza a crecer mucho y los padres se molestan.
221	T	Which part of the story? ¿En qué parte?
222	S	Miss en el segundo párrafo
223	T	Ok, the second paragraph that's the first complication. Did you find a second problem?
224	S	Cuando se pierde
225	T	Which part? She was lost...
225	Ss	En el tercero
226	S	Night fell and she saw that she was completely lost. Nobody could show her the way back home.

Furthermore, students expressed in their journals their opinions and feelings about the activities developed during the second stage and the strategies that were instructed and practiced. Most of the students mentioned that analysis and identification of the stages of the stories helped them to comprehend the story. This was one of the activities that students enjoyed the most.

***Students' Journal Questions: Second Stage***

1. Do you think to analyze and identify the stages of the narrative text (orientation, complication, evaluation) helped you to comprehend the story? Why?
4. Have the reading activities used in this lesson helped you to reach a better understanding of the story? Please assign a number from 1 to 5, 1 being the most useful activity for you.

Underline main ideas

Highlight grammar structures and time expressions

Identify the stages of the story and fill in a chart

Identify specific details

Use context clues to guess the meaning of unknown words

*Journal [2]*

*S4: Tener un orden de los sucesos de la historia me ayudara a comprenderla mejor.*

*S9: Sí, porque me ayuda a identificar cada parte de un texto y eso te ayuda a comprenderlo con más facilidad.*

*S10: Sí, porque así lo entendiendo mejor ya que en la orientación puedo identificar los personajes y donde viven y eso en pocas palabras son como etapas de la historia*

Previous studies by Benitez and Hernandez (2017) and Dominguez (2016) also described the increasing participation and confidence in students as one positive effect of the implementation of GBA. It was easier for them to follow the instructions and access the story because they knew the strategies and the activities they had been practicing in the previous sessions. The following excerpts illustrate this aspect:

*Excerpt from lesson 2*

9	T	It has the same length. Es casi del mismo largo que la anterior. Recuerdan que fue lo primero que hicimos en la anterior lección.
10	S	Usted nos hizo una preguntas antes de leer
11	T	¿Y esas preguntas para que eran?
12	S	Para saber que sabíamos sobre el tema.
13	T	Very good! Do you remember the name of the reading strategy that we used?

14	Ss	[...] ( <i>Several students speak at the same time</i> )
15	T	Raise your hand if you want to talk. Yes, Steffy
16	S	Activar el conocimiento previo
17	T	In English?
18	S	Activation of previous knowledge.

80	T	Very good! Now, we are going to fill a prediction chart. Do you remember the strategy predicting?
81	Ss	Yes. Predecir.
82	T	Good! This reading strategy is useful to guess what is going to happen in the story. According to the title and the pictures what do you think is going to happen?
83	S	¿Qué va a pasar?
84	T	Yes.
85	S	Miss, la muchacha toma algo y se vuelve así gigante.
86	T	She drinks something. What does she drink?
87	S	Un remedio
88	T	¿Medicine?
89	S	No, una poción mágica.
90	T	¿A magic drink?
91	Ss	Yes.
92	T	Ok, when we read the story, we are going to know if your guesses are correct.

However, some students felt uninterested and tired, and they did not want to do the activities. This reaction might be caused by the repetition in the implementation of Genre Based Pedagogy that for some of the students tends to be boring. Nevertheless, the teacher kept encouraging and motivating students by giving them extra points in their final grades. This aspect can be found as follows:



*Excerpt from lesson 2*

236	T	I'm fine, thanks. Are you ready for today's lesson?
237	Ss	Nooooo
238	T	I know you are ready. Let's start with the attendance.
239	S	Miss otra vez con la historia esa. Ya hemos leído bastante.
240	T	Yes, it is interesting? Right?
241	S	Sí, pero yo pensé que ya habíamos terminado todo lo que hemos hecho.
242	T	Trabajen duro hoy ya nos falta poco. Además, van a tener extra nota por la participación y el trabajo ahora en el segundo período. ( <i>The teacher takes the attendance</i> ) I'm going to give you two worksheets today with literal and inferential questions. ( <i>The teacher hands out the material.</i> Let's start with the inferential questions.

At the end of the second lesson, most of the students were able to complete all the activities. Duffy (2009) highlighted that “the instructional goal is to put students in control of their own efforts to make sense out of text” (p. 59). The students used a variety of strategies with the teacher support and guidance and followed the Genre-Based approach pedagogy with its stages for reading comprehension process.

For the last objective of the research which was to analyze the students' perceptions regarding the autonomous application of reading strategies, the findings showed that students could put into practice the reading strategies but with the teacher's support. This aspect was intended to be observed beforehand and evidenced while observing the class. The use of these strategies seemed to help students improve aspects of their reading in English. This can be seen from the students' improvements in the results of the post-test. Moreover, the students' journals provided the researcher with an in-depth understanding of the students' perceptions of the implementation of the different stages of GBA and the explicit instruction of reading strategies.

Besides, they allowed students monitor their own reading process, thus becoming aware of their weaknesses and strengths and see how regarding the explicit instruction on cognitive strategies would help them become more autonomous and efficient readers. The answers of the third set of questions evidenced these aspects:

***Student's Journal questions: Third Stage***

1. What reading strategies did you use to answer the literal and inferential questions?
2. Which reading strategy do you need to practice more?
3. What activities did you find easy? Why?
4. What activities did you find difficult? Why?

According to the responses of the third set of questions, students seemed to be more conscious of the strategies used for each activity. Most of them recognized that they implemented scanning and skimming to answer the literal questions and they tried to use making inferences to answer the inferential questions. All the students answered that they need to practice making inferences because for them it is not easy to answer the inferential questions. Besides, most of the students mentioned that they found easier to answer the literal questions because they could find the information explicitly in the stories.

*Journal [3]*

*S2: Responder las preguntas literales porque comprendí las partes del texto*

*S9: Fue más difícil comprender las preguntas inferenciales porque hay que ir más allá del texto.*

*S5: Me resulto fácil responder las preguntas literales y un poco más difícil las inferenciales.*

During the second lesson, the students also said that it was easier for them to answer the literal questions and it was more complicated to answer the inferential questions. The excerpt below shows that moment.

*Excerpts from lesson 2*

272	T	You did an excellent job with the literal questions. Let's continue with the
-----	---	--

		inferential questions. In order to answer these questions, what strategy we should use?
273	S	La de las inferencias
274	S	Making inferences.
275	T	Very good! The information is explicit or implicit in the text?
276	Ss	Implicit
277	T	That's right! So, remember that we make an inference by combining text clues with what you already know to form a conclusion. Hacemos inferencias combinado las pistas que nos da el autor con lo que ya sabemos.
278	S	Miss más fáciles son las literales que uno ya encuentra las respuestas.

From the observation, it can be said that the explicit strategy instruction was meaningful and useful for the students. Throughout the intervention, the students received an explicit definition of each strategy and the instructions on how and when to use them. After that, they had the opportunity to work with a classmate under the supervision and the teacher's guidance and then, they tried to use the strategies independently in order to be in charge of their learning process implementing the reading strategies instructed. Most of the students were successful at making visualizations and predictions before they read about different texts. From the pictures, the titles, and the use of the skimming strategy they could make guesses about what were the stories about, anticipate events related to the stories sharing their guesses with their classmates and the teacher. The following excerpts from the lesson transcriptions reflect these moments:

*Excerpts from lesson 1*

70	T	Ok, no problem, but try to write in English your ideas. Are you ready? Who wants to share the predictions? Yes, Jader.
71	S	Miss, los cuervos se toman el agua, se convierten en humanos y viven felices para siempre ( <i>Students laugh</i> )
72	T	Good! The raven drank the water and became human again. And what was the

		prediction of your partner?
73	S	In English? En español
74	T	Try it in English.
75	S	The girl grow and help the brothers
76	T	Very good! Who else wants to share? Yes, Steffy.
77	S	[...]
78	T	Silence, please. Listen to your classmate.
79	S	Ella dice que la familia busca la cura para los cuervos que son los niños
80	T	That's a good prediction.
81	S	Miss la mia.
82	T	Go ahead Melisa.
83	S	Yo me centré en la última escena. I think the water is maldita.
84	S	¿Y tú como sabes?
85	S	Porque sí, porque yo sé
86	T	Ok, to know if your predictions are correct you need to read the story
87	S	Miss my prediction is that the ravens die
88	T	They die? Why?
89	S	The water is venenosa
90	T	Ok, the waiter is poisonous
91	S	Yes, poisonous

*Excerpt from lesson 2*

66	T	Could you please describe the picture?
67	S	Hay una niña gigante.
68	T	How do you say that in English? In English?
69	S	There's a girl.
70	T	What happened with her?
71	S	She is big
72	T	Good! What else?

73	S	Es más grande que la casa.
74	T	Yes, she's bigger than the house. Where is she?
75	S	Afuera
76	T	Outside, good! What is she wearing?
77	S	Jeans
78	T	Yes. What else?
79	S	Black shirt and tennis.
80	T	Very good! Now, we are going to fill a prediction chart. Do you remember the strategy predicting?
81	Ss	Yes. Predecir.
82	T	Good! This reading strategy is useful to guess what is going to happen in the story. According to the title and the pictures what do you think is going to happen?
83	S	¿Qué va a pasar?
84	T	Yes.
85	S	Miss, la muchacha toma algo y se vuelve así gigante.
86	T	She drinks something. What does she drink?
87	S	Un remedio
88	T	¿Medicine?
89	S	No, una poción mágica.

Moreover, the responses given by the students in their journals revealed that these strategies were the easiest to apply autonomously.

***Student's Journal Questions: First Stage***

1. Before reading, did you have a general idea of what the story was about? If so, how did you get this?
3. Which of the following reading strategies implemented in this lesson was easiest? Which was most difficult? Why?
  - Activate prior knowledge
  - Predicting
  - Skimming

Regarding the first question, most of the students stated that before reading the story they looked at the text, the pictures, and the title and tried to guess what was the story about putting into practice the strategy explained by the teacher. The responses to the question were expressed by the students as follows:

*Journal [1]*

*S1: Sí, porque pude ver imágenes, título y eso fue una ayuda para saber lo que íbamos a leer*

*S2: Sí, porque las imágenes que vimos nos dieron a entender el tema*

*S3: Sí, antes de leer el texto analicé imágenes y el título, intenté predecir mediante estos análisis sobre que iba a tratar*

*S4: Sí claro porque allí había imágenes y nos daba idea de que se trataba. También la miss nos explicó sobre las predicciones.*

Regarding the question about which of the strategies implemented in the first stage was the easiest and which was the most difficult, 50% of the students agreed that the easiest was activation of prior knowledge and the other 50% chose predicting. For the most difficult strategy the students chose the opposite answer.

*Journal [1]*

*S8: La más fácil fue hacer predicciones porque si te ponen unas imágenes en un texto y leyendo el título y una parte del texto sabrás de que se trata*

*S9: La más fácil para mí fue la del conocimiento previo porque puedo relacionarla con el diario vivir*

*S10: La más difícil fue hacer predicciones porque el saber qué sucederá en la historia exactamente es casi imposible si no la has conocido antes.*

The guiding questions before, during and after the readings and the scanning strategy also helped them to pay more attention and focus more on the details. However, the students displayed lower levels of performance on making inferences strategy since this strategy required high cognitive abilities in which the students need to use their background knowledge to add information to the text, building more meanings, enriching it and consequently producing a

better understanding of it. During the intervention the teacher explained and modeled this strategy several times through different activities, the students practiced the strategy and had the teachers' support; however, it was not easy for them to answer the inferential questions about the stories. It was evident that they need permanent support and practice in order to establish assumptions or hypotheses from the information provided by a given reading.

Another important aspect observed during the intervention was that the students showed an increase in their interactions in the classroom. Throughout the lessons, the students worked in pairs supporting each other exchanging information and then individually they tried to implement the strategies modeled by the teacher in the reading activities. Some of the students could work independently during the activities; but most of them needed the teachers' support.

In the next section, some conclusions will be presented about the development and findings of this study.

## 8. Conclusion

This section summarizes the conclusions that were documented in the light of these research results. In the first instance, the research question and the objectives will be revised to establish how this study has responded to them. Then, the limitations and implications for teaching and research will be discussed and finally, some recommendations that could be beneficial for teachers and researchers who might be interested in this kind of instruction to improve the teaching-learning process will be given.

In response to the research question, regarding the influence of explicit reading strategy instruction on the development of reading comprehension of short stories and the autonomy to read, through the implementation of GBA, the results indicated that the instructions and the application of the strategies and reading activities had a positive influence on the students' performance. Analyzing the outcomes from the activities and the post-test, it could be established that there was an improvement in students' reading comprehension levels after applying the strategies and the stages of Genre Pedagogy; most of the students showed fewer difficulties processing the information and seemed more interested and engaged in the reading process. In general, they showed interest in the activities with a good behavior, and disposition to apply the reading strategies at the moment of accomplishing the activities.

The following are the conclusions of this research according to each specific objective: In relation to the first objective: "To compare the students' reading comprehension levels before and after the Genre-Based approach intervention and the explicit instruction of strategies" it was evidenced that the students had an improvement in the reading comprehension levels on the post-test. Also, they read faster than in the pre-test taking less time to complete it and also showed



more confidence at the moment of answering the questions. Some students expressed the willingness to continue improving their reading skills for their university studies.

With respect to the second objective: “To analyze the students’ perceptions regarding the autonomous application of reading strategies”, it can be concluded that there were positive changes in the students’ perceptions of their own reading skills and performance in the English class. The explicit instruction of cognitive strategies and guided practice was essential for the students’ awareness of reading strategies that help them overcome problems in reading comprehension in a foreign language. It is necessary to create an environment where they can work together and support each other because that would help them relax and have fun while practicing the reading strategies. During this intervention, most of the students apply the reading strategies before, while and after reading with the teacher’s scaffolding but only a few of them showed a slight evidence of an autonomous use of some strategies.

Concerning the third objective: “To describe the effect of Genre Pedagogy instruction on the students’ comprehension of short stories”, it was evident that Genre Based Approach was important to increase the interaction in the English class and improve students’ understanding of the short stories chosen because students could identify the organizational pattern of the stories and familiarize with the vocabulary and the general grammar features. Moreover, the class stages followed during the lessons, and the scaffolding process followed by the teacher had a positive effect on students’ attitude towards reading. Likewise, students reported an increase in their participation in class as they were involved in each one of the GBA stages.

Moreover, some implications could be mentioned after analyzing the findings of this research. One of them could be the contribution to the transformation and improvement of teacher’s methodology not only on the planning of the lessons but also on the design of materials

to be used to meet students' needs and expectations. Besides, through this intervention, it was possible to verify that the continuous practice of reading strategies is an effective tool to improve students' reading skills.

Regarding the limitations of the study, it is important to point out that both the instruction/application of reading strategies and the implementation of Genre Pedagogy take a lot of time therefore, it is complicated to carry out the process in a fluid sequence especially in most of the public schools where the hours of English class per week are limited. More time would have been helpful in instructing and practicing making inferences causing a higher impact on students' reading comprehension.

Furthermore, the following recommendations are suggested taking into account all the research processes and the results: First, teachers should be aware of their students' interests and needs and choose the suitable type of texts and materials. Moreover, the activities have to be relevant, appealing and related to the students' context because when they are interested, they feel that what they learn is useful. Second, independence in reading can be achieved if the strategies are taught to the students with enough scaffolding and give them the opportunity to gain familiarity with them since they help students comprehend and analyze the text that they are reading and, eventually, they will learn to be independent in identifying when to use each strategy. Third, sometimes students can feel the stages of Genre Pedagogy repetitive and somehow overwhelming so teachers might consider using games or competitions during the reading classes to keep students motivated and interested and, fourth, it is important to take into account that the implementation of the strategies should be permanent due to students' reading comprehension and the autonomous use of strategies take time, therefore instruction must be constant.

In sum, this intervention had a positive influence on these eleventh graders. Before this intervention, they did not have a specific methodology to learn how to read and they had not received explicit instruction on how to use reading strategies to have a better comprehension of the texts. It will be enriching and helpful to continue using GBA to keep improving students' levels of reading comprehension.

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## Appendices

### Appendix 1. Students' Questionnaire

#### CUESTIONARIO SOBRE LA LECTURA EN INGLÉS

**Descripción:** Este cuestionario está diseñado para fines exclusivamente investigativos. La información de los datos recolectados no será usada para otros fines. No hay respuestas correctas o incorrectas. Apreciamos su colaboración para responder sinceramente las preguntas. Este cuestionario es anónimo, por lo cual usted no debe escribir su nombre.

#### PERFIL DEL ENCUESTADO

Edad: \_\_\_\_\_

Sexo: F  M

1. ¿Cuál es el motivo principal por el que lees en inglés?

Me gusta     Aprendo cosas nuevas     Completar trabajos de clase     Me obligan

Otra (por favor, especifique)

2. ¿Qué aspectos consideras que dificultan la lectura en inglés en la institución? (Puedes seleccionar varias opciones)

Recursos (libros, computadores, diccionarios)

Tipos de textos

Metodología del docente

Vocabulario desconocido

Falta de tiempo

Otra (por favor, especifique)

#### ESTILOS DE APRENDIZAJE

3. ¿Cuál es la mejor forma de leer en clase para ti en inglés?

Leer en silencio     Leer en voz alta con un compañero     Escuchar al profesor leer     Escuchar a otros.

4. ¿Qué haces generalmente cuando lees en inglés? (Puedes seleccionar varias opciones)

Lees en silencio

Tratas de concentrarte en la lectura

Buscas las palabras que no conoces en el diccionario

Tratas de leer rápido para terminar enseguida

Te distraes bastante

Lees en voz alta tratando de pronunciar las palabras

Te haces preguntas mientras lees

Otra (por favor, especifique)

5. ¿Cómo te sientes cuando te enfrentas a un texto de comprensión de lectura en inglés?

- Me siento bien
- Me siento frustrado/a
- Me siento seguro/a
- Me siento inseguro/a

6. ¿Qué crees que es lo más importante al leer en la clase inglés? (Enumera de mayor a menor importancia, siendo el 1 lo más importante)

- Entender lo que lees
- Conocer el significado de la mayoría de las palabras
- Disfrutar la lectura
- Leer rápido
- Pronunciar bien todas las palabras
- Usar estrategias para entender mejor

#### TIPOS DE TEXTOS/ MATERIALES

7. ¿Qué tipo de textos prefieres leer en inglés?

- Poesía   
  Cuentos   
  Novelas   
  Ensayos   
 Biografías   
 Ciencia ficción   
 Ninguna
- Otra (por favor, especifique)

8. Las lecturas en la clase de inglés generalmente son

- Cortas
- Largas
- Acordes a mi nivel

9. Las lecturas en la clase de inglés generalmente son de un nivel de dificultad

- Alto
- Medio
- Bajo

10. Las lecturas escogidas en la clase de inglés me parecen

- Interesantes
- Aburridas

11. ¿Cuál formato de lectura prefieres?

- Libro impreso
- Texto electrónico (para leer en el computador o celular)
- Revistas
- Fotocopias

Otra (por favor, especifique)

12. ¿Qué tipo de materiales quisieras que se usara en la clase de inglés para ayudarte en el proceso de lectura?

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## METODOLOGÍA

13. ¿Cómo te parece la forma en que los docentes desarrollan las actividades de lectura en inglés?

- Excelente
- Buena
- Regular
- Deficiente

14. En las actividades de lectura realizadas en la clase de inglés el docente

- guía el proceso antes, durante y después de la lectura
- guía el proceso solo al principio de la lectura
- no guía el proceso

15. ¿Qué actividades suele pedirte el docente que hagas en el proceso de lectura en inglés? (Puedes seleccionar varias opciones)

- Responder preguntas
- Hacer resúmenes
- Hacer un gráfico
- Identificar palabras claves
- Ninguna
- Otra (por favor, especifique)

16. ¿Qué actividades te gustaría que se incluyeran en la clase de inglés para mejorar el proceso de lectura?

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Muchas gracias por tu colaboración y por el tiempo dedicado a contestar este cuestionario.

## Appendix 2. Teachers' Interview

**Description:** The following questions have the purpose of collecting information about the reading process that the English teachers at the IED Villas de San Pablo in Barranquilla have in their classrooms as well as their ideas and suggestions.

Age: \_\_\_\_\_ Time of experience (months/years): \_\_\_\_\_

### Questions

1. Do you think it is important to teach your students how to read in English in our school? Why?
2. What is the methodology that you normally use to develop reading comprehension in your class?
3. What are the aspects you take into account to choose the texts and materials for your reading activities?
4. What type of texts do you think your students like to read the most?
5. What do you think is the best way to encourage your students to read in English?
6. What activities do you usually use to check that your students have achieved some level of comprehension of a text?
7. What are the most common difficulties that students encounter when they read a text in English in our school?
8. Does the school have a reading component in the curriculum that can support the students reading process?

### Appendix 3. Reading Pre-Test

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the story and answer the questions

#### Classroom Trial

Sometimes difficult situations occur in a classroom which can create conflict among students. In this occasion there is a situation in Mrs. Castillo class, in which the whole class discusses the ownership of a pen. Mrs. Castillo's sixth grade class was holding a simulated trial. The accuser was Alex, who claimed



The jury members were the students. They were prepared to hear each boy's testimony. "It's my pen," Alex insisted. "My uncle is an astronaut and he gave it to me. It writes upside down and can be used in outer space." "It's my pen." Zachary said, "Ask my brother." Some of the students looked at each other with disbelief.

They knew Zachary's brother was out of town. He was on a business trip in another city promoting his new line of computers. Mrs. Castillo passed around the pen. It had the words "NASA Space Program" printed along the side. The boys had left the room while the class discussed the facts of the case. An hour later, Zachary was cleaning the chalkboards and pouting. His face was red. Alex was at his desk, writing a story with the NASA pen. He had a content look on his face.

#### Glossary

**Trial:** Juicio

**Ownership:** Propiedad-posesión

**Jury:** jurado

Adapted from: Fifth Grade Basic Skills: Reading Comprehension and Skills- Teacher's Friend, a Scholastic Company.

#### Literal comprehension

1) Where did the story take place?

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2) What was happening in the class?

---

3) What was the students' role?

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4) What is Alex's uncle job?

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5) What words had the pen printed along the side?

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**Inferential comprehension**

6) Who did some of students look at each other after Daniel said, "Ask my brother"?

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7) Why was Daniel cleaning the board?

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8) Why decided the true ownership of the pen?

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9) Why were the students the jury members?

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## Appendix 4: Sample of a Student's Pre-Test

Skill: Reading comprehension

## READING PRE -TEST

NAME: Anderson Gaudin10<sup>00</sup>DATE: 02/09/2018

Read the story and answer the questions below:

Classroom Trial

Sometimes, difficult situations occur in a classroom which can create conflict among students. In this occasion there is a situation in Mrs. Castillo's class, in which the whole class discusses the ownership of a pen.

Mrs. Castillo's sixth grade class was holding an imitation trial. Alex said that Daniel had taken his pen.

The jury members were the students. They were prepared to hear each boy's testimony. "It's my pen," Alex insisted. "My uncle is an astronaut and he gave it to me. It writes upside down and can be used in outer space. "It's my pen." Daniel said, "Ask my brother." Some of the students looked at each other with disbelief. They knew Daniel's brother was out of town. He was on a business trip IN ANOTHER CITY promoting his new line of computers. Mrs. Castillo passed around the pen, It had the words "NASA Space Program" printed along the side. The boys had left the room while the class discussed the facts of the case. An hour later, Daniel was cleaning the board. His face was red. Alex was at his desk, writing a story with the NASA pen. He had a happy face.

Glossary

Trial: Juicio

Ownership: Propiedad - Posesión

Jury: Jurado

Adapted from: Fifth Grade Basic Skills: Reading Comprehension and Skills - Teacher's Friend, a Scholastic Company

Literal comprehension

1) Where did the story take place?

classroom

2) What was happening in the class?

conflict among students

3) What was the students' role?

The jury members were the students

4) What is Alex' uncle job?

astronaut

5) What words had the pen printed along the side?

nasa space program

Skill: Reading comprehension

**Inferential comprehension**

6) Why did some of the students look at each other after Daniel said, "Ask my brother"?

the brother of in another city promoting his new  
line of computers

7) Why was Daniel cleaning the board?

because the teacher to lift a punishment a Daniel

8) Who decided the true ownership of the pen?

students

9) Why were the students the jury members?

they were selected to hear each boy's testimony



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## Appendix 5: Lesson Plans

<b>Teacher: Karine Royet Mozo</b> <b>School Name: IED VILLAS DE SAN PABLO</b>
<b><u>UNIT OVERVIEW</u></b>
<b>Unit Title: Unit 1 – Short stories</b> <b>Grade Level: 11<sup>th</sup> grade</b> <b>Level of students: A1 - A2</b> <b>Allotted time: 24 Hours</b>
<b><u>UNIT FOUNDATION</u></b>
<b>Goals:</b> <ol style="list-style-type: none"> <li>1. Target: (content, skills) Development of reading competence</li> <li>2. Learning: (personal attitudes) Development of autonomy through the use of reading comprehension strategies</li> <li>3. Human: (Social) Encouragement of respect and value of others' opinions</li> </ol>
<b><u>STUDENT OBJECTIVES/LEARNING OUTCOMES</u></b>
<b>General Objectives of the Unit:</b> Students should be able to: <ol style="list-style-type: none"> <li>1. Read and comprehend the key features of short stories</li> <li>2. Analyze and understand the structure of a narrative text: orientation, complication, evaluation.</li> <li>3. Identify the elements of narratives: characters, setting, events.</li> <li>4. Describe the characters, events and settings involved in the narrative.</li> <li>5. Apply appropriate reading comprehension strategies.</li> <li>6. Participate in the English class respecting and accepting their classmates' opinions.</li> </ol> <b>Specific Objectives of the Unit:</b> <ol style="list-style-type: none"> <li>a. Contextualization</li> </ol>

1. Make predictions of the content based on the title, headings, illustrations, layout, etc.
2. Share ideas or information about the topic of the text through the activation of previous knowledge.
3. Comprehend the social purpose for which the genre of narrative is used in different contexts.
4. Analyze and comprehend a text to determine author's purpose and target audience.

**b. Structure and purpose**

1. Identify grammatical features used in the story (that is, past tenses, time expressions).
2. Recognize and analyze the stages and structure of a short story.
3. Recognize different narrative events of a short story.
4. Identify the particular language aspects of these kinds of texts such as sequence connectors, descriptive vocabulary, new vocabulary etc.

**c. Detailed reading**

1. Identify and demonstrate understanding of the main ideas and supporting details in a short story.
2. Answer questions in a literal and inferential comprehension level.
  1. Understand the implicit information from the text.
  2. Use context clues to guess the meaning of unknown vocabulary.
3. Demonstrate use of skimming and scanning reading strategies to comprehend text.

**d. Representation of the ideas of the text**

1. Identify the characters, settings, events and resolution on a story map.

**e. Reaction to text.**

1. Use questioning strategies to increase comprehension of what was read.

**f. Self-evaluation.**

1. Reflect and evaluate the content of a narrative text.

Genre and text	Linguistic features (grammar, vocabulary, text features/structure)	Cognitive Strategies /Darts
<p>Narrative texts: Short stories</p> <p><b>Text 1:</b> The Tale of the Seven Ravens by the Brothers Grimm (See appendix 1)</p> <p><b>Text 2:</b> The Girl Who Got Bigger and Bigger by Matt Purland (See appendix 2)</p>	<ul style="list-style-type: none"> <li>• Past tenses (simple past, present perfect, and past progressive)</li> <li>• Regular and irregular verbs</li> <li>• Time expressions</li> <li>• Feelings and emotions</li> <li>• Descriptive words.</li> </ul>	<p><b>Before reading</b></p> <p>Activating previous knowledge</p> <p>Predicting</p> <p>Skimming</p> <p><b>During reading</b></p> <p>Scanning</p> <p>Making inferences</p> <p>Visualizing</p> <p><b>After reading</b></p> <p>Questioning</p> <p><b>Darts</b></p> <p>Graphic Organizers</p> <p>Sequencing</p> <p>Underlining</p>

### LESSON PLAN 1

Name of the teacher: **Karine Royet Mozo**

Class / grade: **11<sup>th</sup> grade**

Number of students: **28**

Average ages of students: **14 - 18**

Unit/Topic: **Short stories**

Allotted time: **12 hours**

**Goals:**

1. Target: (content, skills) Development of reading competence
2. Learning: (personal attitudes) Development of autonomy through the use of reading comprehension

strategies

3. Human: (Social) Encouragement of respect and value of others' opinions

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

1. Identify the structure of short stories by identifying its stages: orientation, complication and evaluation
2. Analyze and comprehend the short story to determine author's purpose and target audience
3. Identify grammatical features used in the story (that is, past tenses, temporal linkers, literary devices, signal words)
4. Apply reading strategies for a better understanding of the text such as activating previous knowledge, predicting, skimming, scanning, and making inferences.
5. Identify the characters, settings, events and resolution on a story map.
6. Share their opinions with their classmates

**Assumed Knowledge:** Students are assumed to be able to make predictions based on the images, titles and subtitles. They are expected to have certain knowledge of past tenses. They had no prior knowledge about the concept of genre, text structure and stages of a narrative text.

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

- Make predictions
- Genre identification
- Stages of a narrative text
- Past tenses and time expressions
- Descriptive words and common nouns

**Materials and resources that will be used in this class:** Board, students' hand-outs, laptop, video beam, highlighters, markers, colors.

Class Stage	Objective	Teacher's procedures and activities	Materials	Allotted time and type of interaction
<p><b>Contextualization</b></p> <p>Pre-reading activities</p> <p>Introduction of the topic and warm up.</p>	<p>1. Share ideas or information about the topic of the text through the activation of previous knowledge.</p>	<p>Teacher will elicit students' prior knowledge, and generate interest in the topic, through the use of visual prompts and questions.</p> <p>To introduce the topic: short stories, the teacher will explain what the students are going to do, and what they will learn in the class.</p> <p>The teacher will ask the students the following questions:</p> <ul style="list-style-type: none"> <li>• What a short story is?</li> <li>• Have you ever read a short story?</li> <li>• Can you name a traditional story from your country?</li> <li>• What characteristics do short stories have?</li> </ul> <p>After students answer the questions, the teacher will present the concept of short story to familiarize students with the genre/text type.</p> <p><i>She will explain that activating prior knowledge will help them to better comprehend the text. Giving students time to think about and discuss the questions is an essential part of helping them activate their background knowledge on the topic.</i></p>	<p>Markers</p> <p>Board</p> <p>Readings</p> <p>Colors</p> <p>Highlighters</p> <p>Pictures</p>	<p>Teacher-Students Interaction</p>



	<p>2. Make predictions of the content based on the title, headings, illustrations, layout, etc.</p>	<p>The teacher will show the students the title of the story “The Tale of the Seven Ravens” (<b>Text sample 1</b>). She will encourage students to guess what the story is about.</p> <p><i>Teacher will explain to the students that before reading a text, readers can make predictions about the reading. This can help to understand the text better. Good readers ask themselves questions about what they are about to read. It is important to use clues from the text and our own background knowledge to think about what will happen in the future.</i></p> <p>The teacher introduces the strategy by defining the word „predicting“, tells the students that authors provide clues, and then uses language such as: ...let me show you how I make predictions. I know that the title is...As a good reader, I start making predictions about what is going to happen. I start using the clues to the topic in the title, which is ... I say to myself, “I know from previous experience that...., so I predict that ...</p> <p>Then, she will show a sequence of pictures (<b>See worksheet 1</b>) representing the different parts/moments in the story, and ask them to order them. She will ask students to talk about what they see and what may be happening in the pictures. She will encourage students to draw on their personal experiences as they interpret the pictures. The teacher will ask some</p>		<p>Student-Student interaction</p> <p>Teacher-Students interaction</p>
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	<p>3. Comprehend the social purpose for which the genre of narrative is used in different contexts and analyze and comprehend a text to determine author's purpose and target audience.</p>	<p>target questions, such as:</p> <ul style="list-style-type: none"> <li>• Look at the pictures. What do you see?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> <p>She will ask the students to write their predictions and then share and compare their predictions with a classmate. After that, the teacher will show the students the first paragraph of the short story to check their ideas and ask them what they think will happen next in the story. They have to read the whole story to know if their predictions are correct. Following teacher modeling, students are monitored by the teacher as they begin to practice the strategies in the context of real reading.</p> <p>The teacher will introduce the author's purpose to students. She will explain that authors write for different reasons, including entertaining with a story, to inform about a topic, to teach how to do something, and to persuade to take action. By understanding the author's purpose, readers can better understand the main ideas that the author is trying to convey.</p> <p>The teacher will ask the students to use their background knowledge and predicting strategies to look at the</p>		
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<p><b>Structure and purpose of the text</b></p> <p>Structure</p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Complication</li> <li>• Evaluation</li> </ul> <p>The purpose is to resolve a complication</p>	<p><b>4.</b> Recognize and analyze the stages and structure of a short story.</p> <p><b>5.</b> Demonstrate use of skimming for general understanding of the story.</p>	<p>title and the pictures, and answer the questions below. Then read the text to check their answers. <b>(See worksheet 2)</b></p> <p>Where were the men from?</p> <p>Do you know something about them?</p> <p>Who were their stories from?</p> <p>The teacher will give very brief information about the writer in order that the students can see the writers in the context of their time. After reading the information, the students will answer some questions about the authors.</p> <p>The teacher will explain that the text is a narrative and mention again what a short story is and what are its main elements.</p> <p>The teacher will be explicit about how writers organize a text. Stories are distinguished by a structure that begins with a setting, characters and a problem (orientation); proceeds through a series of events; (complication) and culminates in a resolution (evaluation).</p> <p>The teacher will show the students the stages of a short story and will highlight and explain all the parts using a chart. <b>(See worksheets 3).</b> She will also explain the</p>	<p>Teacher-Students interaction</p>
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<p><b>Detailed reading</b></p> <p>The teacher accompanies the students and reads with them sentence by sentence explaining and helping them with the obstacles they could encounter.</p>	<p>6. Identify grammatical features used in the story (that is, past tenses, temporal linkers, literary devices, signal words)</p>	<p>characteristics in each and some other important narrative features such as setting, characters, and plot.</p> <p><i>Teacher will explain that skimming involves rapid eye movements across lines of text to absorb the main idea. To understand the gist of a text the learner skates over the title, subtitles, sub-headings, illustrations and captions of a text and then may go on to read the first and last paragraph. The teacher will tell students that it is important to find key words and phrases that can give them a general idea of the text.</i></p> <p>The students will identify the parts of the short story. <b>(See worksheet 3)</b></p> <p>They will find a chart and they should rewrite each paragraph taking into consideration the order and the stages of the story.</p> <p>The teacher will read aloud the text <b>(Text Sample 1)</b> together with the students. While she is reading students follow her. Then students re-read individually sentence-by-sentence. Teacher clarify ideas or terms when necessary.</p> <p>Students will take turns to read the first paragraph again <b>(Text sample 1)</b>. Then, teacher will ask students to describe the setting and mention the characters. In order to students identify the function of an orientation in a short story, the</p>		
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		<p>teacher will make the following questions:</p> <p>Who are the main characters in this part of the text?</p> <p>Where do they live?</p> <p>Teacher will draw attention to organizational and linguistic features found in short stories (<b>See worksheet 4</b>).</p> <p>Teacher will deconstruct the text to model the students how to identify its structure and language features.</p> <p><i>Teacher will explain that <u>underlining</u> will help the student to keep information for later study or use and to focus on the most important ideas and color coding help them to see the information and is very valuable for visual readers.</i></p> <p>After modeling the activity, students do the same (skimming) the text. What they have to do is to find, underline, and highlight the words they know using color pencils. Teacher verifies their answers and makes a list on the board.</p> <p>The teacher explains that these words are important to comprehend the text and the author uses them to make emphasis on the topic. The teacher will lead students' attention to focus on the past tense verbs in the paragraph 1, (<b>Text Sample 1</b>) making this question:</p> <ul style="list-style-type: none"> <li>• What do they have in common?</li> </ul> <p>After that, the teacher will review</p>		
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		<p>how to form regular and irregular in past tense by showing some examples on the board. She will explain that most of the narrative short stories are written using past tenses.</p> <p>Once the text has been analyzed, the teacher gives feedback for clarifying any doubt.</p> <p>After that, the teacher will provide a worksheet (<b>See worksheet 5</b>) to the students with some vocabulary, sequencing, and grammar exercises. Students will work individually first, and after a while, the teacher will ask them to share answers with their classmates and finally will provide them feedback.</p> <p>For the vocabulary activity (<b>See worksheet 5</b>) the teacher will ask students to go back to the reading to observe the words in bold and see each word used in context. The students match the words with their definitions. The students will work individually and then check answers with the whole class.</p> <p>Students will get together in pairs and complete a sequence exercise (<b>See worksheet 5</b>) containing some extracts from the reading. They read all the sentences and then organize the text in logical order. Teacher checks the activity and the right order of sentences.</p>		
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	<p>7. Demonstrate use of scanning for finding specific information in the text.</p>	<p>The teacher will ask their students some literal questions (<b>See worksheet 6</b>) and will explain them how they can find literal information using scanning.</p> <p><i>She will explain that when readers scan a text they look for specific information. Readers move their eyes quickly over the page, and do not read the information that they are not looking for.</i></p> <p>The teacher will guide them through key words and examples. Then, the teacher will show the students the number of lines in text where they can find the answers. The teacher reminds students that they have to go to the text. After that, the students will share their answers with their classmates.</p>		
	<p>8. Understand the implicit information from the text.</p>	<p><i>To explicitly teach making inferences, the teacher will start by teaching synonyms for the word „infer“, such as “believe, think, understand and assume” in order to expand students’ understanding of the concept and help them become more aware of how often inferring is used in real-life situations.</i></p> <p><i>As with the other reading strategies, the teacher will use the think-aloud technique to show students when and why good readers infer and how they activate their prior knowledge and experiences and</i></p>		

<p><b>Representation of ideas</b></p> <p>The students practice the structure of the genre with some activities. They work in groups.</p>	<p><b>9.</b> Identify the characters, settings, events and resolution on a story map.</p>	<p><i>combine them to help gain an understanding of the author’s message. After demonstrating and verbalizing how to infer, the teacher and students work together several times to practice</i></p> <p>The students will answer some questions about the text (<b>See worksheet 7</b>) and then they will share their answers with their classmates.</p> <p><i>The teacher will explain that graphic organizers help readers to better understand a text, assess and organize the information in the reading.</i></p> <p>The teacher and the students will work together to elaborate a story map about the main events of the story. Teacher will complete the chart on the board. Then the students write down the information in their own chart. <b>(See worksheet 8)</b></p>		
<p><b>Self- Reflection</b></p>	<p><b>10.</b> Reflect and evaluate the content of a narrative text.</p>	<p>The teacher will explain to the students that they are going to answer some questions in order to reflect about what is taught so far. Students will make groups of four and answer the questions. <b>(See worksheet 9)</b></p>		



## LESSON PLAN 2

Name of the teacher: **Karine Royet Mozo**

Class / grade: **11<sup>th</sup> grade**

Number of students: **28**

Average ages of students: **14 - 18**

Unit/Topic: **Short stories**

Allotted time: **8 hours**

### **Goals:**

4. **Target: (content, skills)** Development of reading competence
5. **Learning: (personal attitudes)** Development of autonomy through the use of reading comprehension strategies
6. **Human: (Social)** Encouragement of respect and value of others' opinions

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

1. Share ideas or information about the topic of the text through the activation of previous knowledge.
2. Make predictions of the content based on the title, headings, illustrations, layout, etc.
3. Identify the structure of short stories by identifying its stages: orientation, complication and evaluation
4. Analyze and comprehend the short story to determine author's purpose and target audience
5. Identify grammatical features used in the story (that is, past tenses, time expressions, descriptive words)
6. Apply reading strategies for a better understanding of the text such as activating previous knowledge, predicting, skimming, scanning, visualizing and questioning.
7. Identify the characters, settings, events and resolution on a plot diagram.
8. Reflect and evaluate the content of a narrative text.
9. Share their opinions with their classmates.

**Assumed Knowledge:** Students are assumed to be able to make predictions based on the images, titles and subtitles. They are expected to have certain knowledge of past tenses. They had no prior knowledge about the concept of genre, text structure and stages of a narrative text.

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

- Make Inferences
- Genre identification
- Stages of a narrative text
- Past tenses and time expressions
- Descriptive words

**Materials and resources that will be used in this class:** Board, students' hand-outs, laptop, video beam, highlighters, markers, colors.

Class Stage	Objectives	Teacher's procedures and activities	Materials	Allotted time and type of interaction
<p><b>Contextualization</b> Pre-reading activities Introduction of the topic and warm up.</p>	<p>1. Share ideas or information about the topic of the text through the activation of previous knowledge.</p>	<p>The teacher will elicit students' prior knowledge, and generate interest in the topic.</p> <p>To introduce the topic: short stories, the teacher will explain what the students are going to do, and what they will learn in the class.</p> <p>The teacher will ask the students the following questions:</p> <ul style="list-style-type: none"> <li>• Have you ever wished to be older? Why?</li> <li>• What things would you like to do if</li> </ul>	<p>Markers Board Readings Colors Highlighters Pictures</p>	<p>Teacher/Students Interaction</p>

	<p>2. Make predictions of the content based on the title, headings, illustrations, layout, etc.</p> <p>3. Analyze and comprehend the short story to determine author's</p>	<p>you were older?</p> <p><i>After students answer the questions, the teacher will explain that activating prior knowledge will help to think about and use what you already know and make associations.</i></p> <p>The teacher will ask the students to skim the text and read the title of the story “The Girl Who Got Bigger and Bigger” (<b>Text sample 2</b>) and look at the pictures. She will encourage students to guess what the story is about. She will ask the students to skim the text and complete a predicting chart (<b>See Worksheet 10</b>)</p> <p>The teacher will remind the students that making predictions before and during reading a text helps them to understand the text better. They can use clues from the title and pictures to help them make a guess. During reading, readers may find out that their predictions are correct or incorrect. Revising the predictions during the reading is helpful to monitor comprehension.</p> <p>The teacher will ask some students to share their predictions.</p> <p>The teacher will remind students what is a narrative text and discuss about its purpose. In this stage before the teacher began with the story, the teacher will ask some questions related with the material to activate background</p>		<p>Teacher/Students interaction</p>
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<p><b>Structure and purpose of the text</b></p> <p>Structure</p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Complication</li> <li>• Evaluation</li> </ul> <p>The purpose is to resolve a complication</p>	<p>purpose and target audience</p> <p><b>4.</b> Identify the structure of short stories by identifying its stages: orientation, complication and evaluation</p>	<p>knowledge. The students will skim the story and answer what is the purpose of the text and what is the main tense the author uses to tell the story.</p> <p>The teacher will remind the students how writers organize short stories text. Short stories begin with a setting, a character and a problem (orientation); proceeds through a series of events; (complication) and culminates in a resolution (evaluation).</p> <p>The teacher will ask the students to read the story, identify the stages and organize them in a chart. <b>(See worksheet 12)</b></p>		
<p><b>Detailed reading</b></p> <p>The teacher accompanies the students and reads with them sentence by sentence explaining and helping them with the obstacles they could encounter.</p>	<p><b>5.</b> Identify grammatical features used in the story (that is, past tenses, time expressions, descriptive words)</p>	<p>The teacher will read aloud the text “The Girl Who Got Bigger and Bigger” <b>(See Worksheet 11)</b> together with the students. While she reads students follow her. Then students re-read individually sentence-by sentence. Teacher clarify ideas or terms when necessary.</p> <p>Students will take turns to read the first paragraph again. Then, teacher will ask students to describe the setting and mention the characters. In order to students identify the function of an orientation in a short story, the teacher will make the following questions:</p> <p>Who are the main characters in this part of the text?</p>		

	<p>6. Apply reading strategies for a better understanding of the text such as visualizing and inferencing.</p>	<p>Where do they live?</p> <p>The teacher will deconstruct the text for modeling to the students how to identify its structure and language features.</p> <p><b><i>Teacher will explain that <u>underlining</u> will help the student to keep information for later study or use and to focus on the most important ideas and color coding help them to see the information and is very valuable for visual readers.</i></b></p> <p>After modeling the activity, students do the same (skimming) the text. What they have to do is to find, underline, and highlight the words they know using colors. The teacher verifies their answers and makes a list on the board. The teacher will explain that these words are important to comprehend the text and the author uses them to make emphasis on the topic.</p> <p>Once the text has been analyzed, the teacher gives feedback for clarifying any doubt.</p> <p>While reading the story the teacher will introduce another reading strategy to the students: visualization. Teacher will explain to the students that visualizing refers to forming a mental picture of the author’s words while reading. It also helps the reader remember what has been read. This strategy, help readers to stay actively engaged in the reading</p>		
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	<p>7. Demonstrate use of scanning for finding specific information in the text.</p>	<p>process. The teacher will show the students four pictures related to a scene from the story (<b>See worksheet 13</b>) and then she will have them to write down the parts of the story that describe the pictures. The teacher will model the first part and then they will continue with the rest of the pictures, when they finished they will compare their answers with their classmates.</p> <p>For the next activity, the students will practice the reading strategy inferencing. They will make inferences about the main character's feelings and motives, then the students will justify their impressions with examples from the story, and finally they will compare their answers with a classmate.</p> <p>The teacher will ask their students some literal questions (<b>See worksheet 14</b>) and will explain how they can find literal information using scanning.</p> <p><i>She will explain that when readers scan a text they look for specific information. Scanning can be useful to find the place in a passage about which a question is asked.</i></p> <p>The teacher will guide them through key words and examples. Then, the teacher will show the students the number of lines in text where they can find the answers. The teacher reminds students that they have to go to the text. After that, the students will share their answers with their classmates.</p>		
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<p><b>Representation of ideas</b></p> <p>The students practice the structure of the genre with some activities. They work in groups.</p> <p><b>Self-Reflection</b></p>	<p><b>8.</b> Make inferences based on the comprehension of the text.</p> <p><b>9.</b> Reconstruct the information of the text on a plot diagram.</p> <p><b>10.</b> Reflect and evaluate the content of a narrative text.</p>	<p>For the next activity the students will answer inferential questions. The teacher will tell students that they can make an inference by combining text clues with what they already know to form a conclusion.</p> <p>The students will read the text and then answer the inferential questions, explaining their answers by referencing details from the text. <b>(See worksheet 15).</b></p> <p>The teacher will remind the students that graphic organizers help readers to better understand a text, assess and organize the information in the reading.</p> <p>The teacher and the students will work together to elaborate a plot diagram to map the events in the story. <b>(See worksheet 16)</b></p> <p>The teacher will explain to the students that they are going to answer some questions in order to reflect about what have been taught so far. Students will make groups of four to answer the questions. <b>(See worksheet 17)</b></p>		
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## Appendix 6. Class Materials

### Text Sample 1

**Genre:** Narrative

**Type of text:** Short story

### The Tale of the Seven Ravens

By the Brothers Grimm

Once upon a time, there lived a man and a woman who had seven sons. The couple wanted a daughter very much, and finally, they had a girl. One day, the father needed water for the child. So he sent the seven brothers to a river in the



forest to get it. Once there, the boys began to fight and the water jug fell into the river. The boys looked into the river and thought of their father. They were afraid to go home.



Hours passed. “Where are those boys” shouted the father angrily. “They are probably playing a game and have forgotten about the water. I wish they were all turned into ravens!” And he looked up; he saw seven black birds flying away. The father was shocked. “What have I done?” he thought. But it was too late. He could not take back his words.

In time, the girl grew up and discovered she had brothers and she decided to find them. For years she searched and did not stop. Finally, she found their home. To enter, she needed a special key made from chicken bone, which she did not have. The girl thought for a moment, and then took a knife and cut off one of her fingers. With it, she opened the door and went inside. On a table, there were seven plates and seven cups. She ate and drank a little from each. In the last cup, she accidentally dropped a ring that her parents had given her.

Eventually, the ravens returned for their meal. The girl hid behind the door and watched. When the seventh raven drank from his cup, something hit his mouth. The raven recognized it immediately; it was his parents’ ring. “I wish our sister were here,” he said, “and then we could be free”. At that moment, their sister ran to them, and suddenly the ravens were human again. The brothers kissed their sister, and all eight of them went home together happily.

Text taken and adapted from: Reading Explorer 1 by Nancy Douglas.



## Worksheet 1: PRE-READING ACTIVITY

Name: \_\_\_\_\_

*Short story**Title: The Tale of the Seven Ravens by the Grimm Brothers*

**Directions:** Look at the pictures.  
Can you order the sequence of the pictures?  
What do you think is happening?  
What do you think will happen?

**Reading Strategy: Predicting**

Good readers  
think about what's going to  
happen and make predictions  
based on what they know.



2. Compare your predictions with a classmate. How different or similar are they?

**What I think will happen next**

**My classmate's predictions**

3. **Predict.** What do you think happens next in the story? Read the first paragraph to check your ideas. How do think will happen next? Read the rest of the story to find out.

Once upon a time, there lived a man and a woman who had seven sons. The couple wanted a daughter very much, and finally, they had a girl. One day, the father needed water for the child. So he sent the seven brothers to a river in the forest to get it. Once there, though, the boys began to fight and the water jug fell into the river...

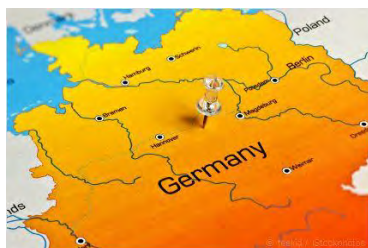
## Worksheet 2: AUTHOR AND TYPE OF TEXT INFORMATION

### BEFORE READING

#### Authors: The Grimm Brothers

**Directions:** Look at the title and the pictures, and answer the questions below. Then read the passage to check.

- Where were the men from?
- Do you know something about them?
- Who were their stories from?



The Brothers Grimm were born in Hanau, Germany. Jacob was born on the 4th of January 1785 and Wilhelm - on the 24th of February 1786. From early youth, until their death, the brothers were very close friends, always complementing each other. The brothers loved stories about adventure and magic. They began to collect traditional folktales from storytellers in Germany. Grimms' stories reflected traditional

life and beliefs in Germany. For example, forests are common in Germany and this image appears often in the Grimms' stories. In Grimms' fairy tales, witches, talking animals, and other magical beings live in the forest.



### AFTER READING

- What are the aspects that their stories reflect?
- 
- What do you think is the main purpose of short stories?
- 

## SHORT STORIES

Short stories refer to texts that introduce characters in a scenario, display a series of events that lead to a complication, offer some evaluation, and eventually a resolution. Stories serve the purpose of entertaining through anecdotes and examples for all ages, and background. The purpose of the text is to **resolve a complication.**

**MAIN ELEMENTS:** Plot, characters, setting.

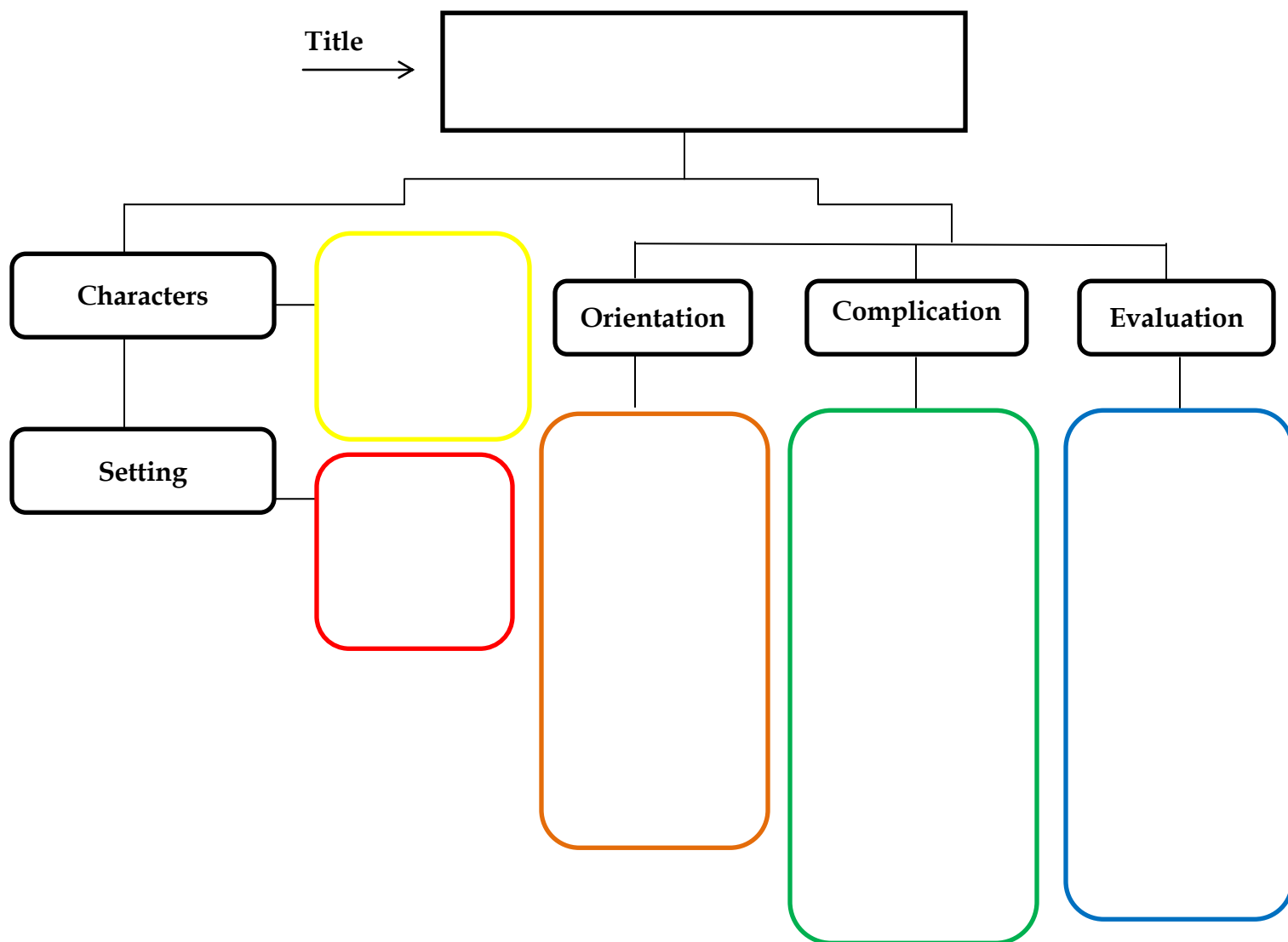


## Worksheet 3: IDENTIFICATION OF STAGES

Name: \_\_\_\_\_

**Directions:** Complete the chart with the information from the text.

Type of text: \_\_\_\_\_

Purpose of the text:  
\_\_\_\_\_

## Worksheet 4: IDENTIFICATION OF LINGUISTIC ASPECTS

**Genre:** Narrative  
**Type of text:** Short story

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Directions:** Read the text. Underline the time expressions and highlight with different colors the past tenses that you identify in the text.


**The Tale of the Seven Ravens**  
**By the Brothers Grimm**


Once upon a time, there **lived** a man and a woman who had seven sons. The couple wanted a daughter very much, and finally, they had a girl. One day, the father needed water for the child. So he **sent** the seven brothers to a river in the forest to get it. Once there, the boys began to fight and the water jug fell into the river. The boys looked into the river and thought of their  
 5 father. They were afraid to go home.


Hours passed. “Where are those boys” shouted the father angrily. “They are probably playing a game and **have forgotten** about the water. I wish they were all turned into ravens!” And he looked up; he saw seven black birds flying away. The father was **shocked**. “What have I done?” he thought. But it was too late. He could not take back his words.

10 In time, the girl grew up and discovered she had brothers and she decided to find them. For years she searched and did not stop. Finally, she found their home. To enter, she needed a special key made from chicken bone, which she did not have. The girl thought for a moment, and then took a knife and cut off one of her fingers. With it, she opened the door and went inside. On a table, there were seven plates and seven cups. She ate and drank a little from  
 15 each. In the last cup, she **accidentally** dropped a ring that her parents had given her.

Eventually, the ravens returned for their meal. The girl **hid** behind the door and watched. When the seventh raven drank from his cup, something hit his mouth. The raven **recognized** it **immediately**; it was his parents’ ring. “I wish our sister were here,” he said, “and then we could be free”. At that moment, their sister ran to them, and **suddenly** the ravens were human  
 20 again. The brothers kissed their sister, and all eight of them went home together happily.

 Time expressions

 Simple past – Regular verbs

 Simple past – Irregular verbs

 Present perfect

## Worksheet 5: LINGUISTIC ASPECTS RELATED TO THE GENRE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**BUILDING VOCABULARY****Directions:** Let's check. Match the words in bold from the text with their definitions.

1. Shocked \_\_\_\_\_
2. Accidentally \_\_\_\_\_
3. Hid \_\_\_\_\_
4. Recognized \_\_\_\_\_
5. Immediately \_\_\_\_\_
6. Suddenly \_\_\_\_\_

- a) Unintentionally, happening by chance.
- b) Quickly and unexpected
- c) Recalled or remembered something
- d) Right away
- e) Put something or someone in place where they cannot be easily found.

**WORDS IN CONTEXT****Directions:** Complete each sentence with the best answer.

1. If something happens accidentally, it happens \_\_\_\_\_  
 a) by chance                      b) because you planned it
2. If you hide something, you \_\_\_\_\_ people to see it.  
 a) want                              b) don't want
3. If something happens suddenly, it happens \_\_\_\_\_  
 a) slowly                            b) quickly
4. If something shocks you, it surprises you in a \_\_\_\_\_ way.  
 a) bad                                b) good

**SEQUENCING****Directions:** Put the **events** below in order from 1- 6. Then retell this story to a partner.

- a. \_\_\_\_ One raven finds the ring and wishes he could see his sister
- b. \_\_\_\_ The ravens change back into humans and return home with their sister.
- c. \_\_\_\_ The girl finds the house of the seven ravens.
- d. \_\_\_\_ The father makes an angry wish. His sons change into birds.
- e. \_\_\_\_ The girl drops her ring into one of the raven's cups
- f. \_\_\_\_ The girl discovers she has brothers and she searches for them.

## Worksheet 6: READING COMPREHENSION QUESTIONS - LITERAL LEVEL

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## READING COMPREHENSION: LITERAL QUESTIONS

**Directions:** Scan the text and answer the questions that follow. Refer to the text to specify the line where the answers of the questions are.

1. Who is the story about?

\_\_\_\_\_

Line (s) number: \_\_\_\_\_

2. Why were the brothers in the forest?

\_\_\_\_\_

Line(s) number: \_\_\_\_\_

3. What was the father's wish?

\_\_\_\_\_

4. In line seven, what does "turned into" means?

a) changed to                      b) returned to

5. Why does the girl cut off her finger?

\_\_\_\_\_

\_\_\_\_\_

Line (s) number: \_\_\_\_\_

6. How do the ravens become human again?

\_\_\_\_\_

\_\_\_\_\_

Line (s) number: \_\_\_\_\_

**Reading strategy: Scanning is looking through a passage for information you need. This saves time because you only read the information you want.**

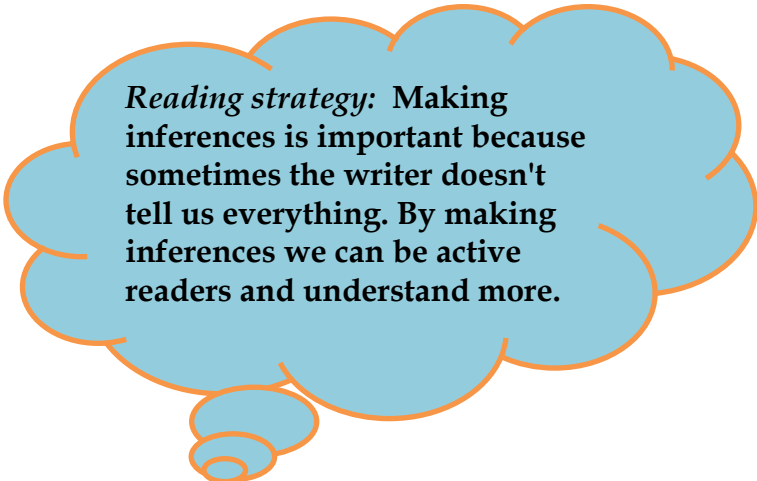


## Worksheet 7: READING COMPREHENSION QUESTIONS - INFERENCE LEVEL

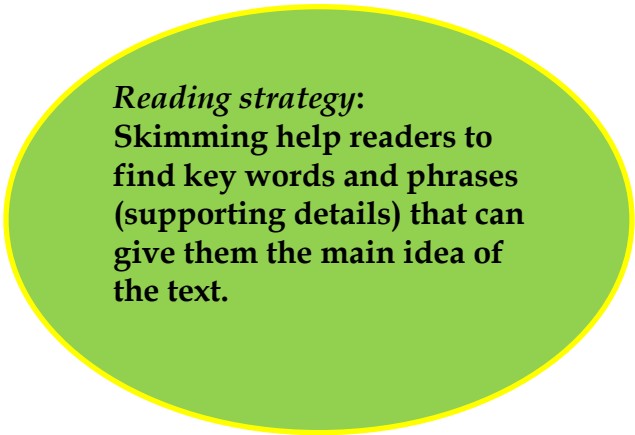
Name: \_\_\_\_\_ Date: \_\_\_\_\_

### READING COMPREHENSION: INFERENCE QUESTIONS

**Directions:** Read the text again and make inferences to answer the following questions:



**Reading strategy:** Making inferences is important because sometimes the writer doesn't tell us everything. By making inferences we can be active readers and understand more.



**Reading strategy:** Skimming help readers to find key words and phrases (supporting details) that can give them the main idea of the text.

1. What could be a different title for this short story?

---

2. Why do think the father thought their sons were playing?

---



---

3. Why do you think the wishes came true?

---



---

4. What is the moral of this story?

- a. Your parents always know best
- b. A wish can change your life.
- c. Don't talk to strange people.
- d. Work hard and you will be happy.

5. What is the story mainly about?

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**Worksheet 8: SEQUENCE CHART**

**Directions:** Complete the sequence chart with the main events of the story: **The Tale of the Seven Ravens.**

SEQUENCE CHART		
<b>Characters:</b> Who	<b>Setting:</b> When & Where	
<b>Complication</b>		
<b>Event</b>	<b>Event</b>	<b>Event</b>
<b>Resolution / Evaluation</b>		



**Worksheet 9: SELF-REFLECTION**

**Direction:** Reflect about what you have learned in this lesson. Talk with your partners to answer the questions below. Once you finish, report your answers to the whole class.

1. What have we done so far? Make a list.

2. What kind of text is it?

3. How many stages does it have?

4. What information do we find in the orientation stage?

5. What information do we find in the complication stage?

6. Which reading strategies did help you the most to better understand the text?

## Text Sample 2

Genre: Narrative

Type of text: Short story



### The Girl Who Got Bigger and Bigger

*By Matt Purland*

There was once a girl who wanted to be grown up like her parents, so she made a special drink that would make her grow. She grew until she was as big as her parents, but she didn't stop there. She kept on growing until her foot was the size of her house.

She enjoyed being so big, but her parents were annoyed. She found her breakfast was too small, and even after several bowls of corn flakes she was still very hungry. Her mother had to start making some big clothes for her.

She spent all that day visiting towns that she had never been able to go to before. Night fell and she saw that she was completely lost. Nobody could show her the way back home. A farmer let her stay at his farm for the night. She cried herself to sleep and felt sad because nobody was as big as her.

In the morning she awoke and was sad to see that she was still just as big. Saying goodbye to the farmer she left, determined to find her way home. Suddenly she felt a tap on her shoulder. It was a boy. And he was even bigger than she was. 'Hello,' said the boy. 'Did you make a drink to get big and grow big too?' asked the girl. 'Yes,' he replied, 'this is my town.' The girl explained to him that she was lost and he invited her to come and stay with him.

'I'm tired of being too big. I want to be small.'

With that she shrank back down to her original and normal size. 'Wow,' she gasped, 'I wasn't expecting that.' She told him where she thought she lived. He seemed a little disappointed that she was no longer big, but nevertheless let the girl ride on his shoe as he walked.

When they arrived at the girl's home she shouted, 'Thanks for the lift!' The boy smiled and marched away. Her parents were very worried. They were extremely pleased to see her.

They all had ice cream and strawberries, and the girl was allowed to stay up until half past nine with her parents. But she couldn't help wishing to be big again like the boy, because his head had brushed the clouds in the daytime and at night-time the stars.

Retrieved and adapted from Banana.com

## Worksheet 10: PRE-READING ACTIVITY

*Short story: The Girl who Got Bigger and Bigger*

### BEFORE READING

**Directions:** Answer the following questions.

1. Have you ever wished to be older? Why?

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2. What things would you like to do if you were older?

Share your answers with a classmate.

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**Skim the story and complete the prediction chart**

Story prediction chart

What does the <b>title</b> tell you about the story?	What does the front <b>picture</b> tell you?
Based on what you already know, what do you think is going to happen?	What <b>actually</b> happen?

**Skim the text and choose the correct answer.**

- Which is the main tense the writer uses to tell the story?  
a) past simple    b) present simple    c) past continuous
- What is the purpose of this text?  
a) to entertain    b) to inform    c) to persuade



**Reading Strategy: Activating Previous Knowledge:** This strategy helps you to think about and use what you already know and make associations

## Worksheet 11: IDENTIFICATION OF LINGUISTIC ASPECTS

**Directions:** Read the text. Underline the time expressions and highlight with different colors the past tenses that you identify in the text.



### The Girl Who Got Bigger and Bigger

*By Matt Purland*

There was once a girl who wanted to be grown up like her parents, so she made a special drink that would make her grow. She grew until she was as big as her parents, but she didn't stop there. She kept on growing until her foot was the size of her house.

She enjoyed being so big, but her parents were annoyed. She found her breakfast was too small, and even after several bowls of corn flakes she was still very hungry. Her mother had to start making some big clothes for her.

She spent all that day visiting towns that she had never been able to go to before. Night fell and she saw that she was completely lost. Nobody could show her the way back home. A farmer let her stay at his farm for the night. She cried herself to sleep and felt sad because nobody was as big as her.

In the morning she awoke and was sad to see that she was still just as big. Saying goodbye to the farmer she left, determined to find her way home. Suddenly she felt a **tap** on her shoulder. It was a boy. And he was even bigger than she was. 'Hello,' said the boy. 'Did you make a drink to get big and grow big too?' asked the girl. 'Yes,' he replied, 'this is my town.' The girl explained to him that she was lost and he invited her to come and stay with him.

'I'm tired of being too big. I want to be small.'

With that she **shrank back down** to her original and normal size. 'Wow,' she gasped, 'I wasn't expecting that.' She told him where she thought she lived. He seemed a little **disappointed** that she was no longer big, but nevertheless let the girl ride on his shoe as he walked.

When they arrived at the girl's home she shouted, 'Thanks for the **lift!**' The boy smiled and marched away. Her parents were very worried. They were **extremely** pleased to see her.

They all had ice cream and strawberries, and the girl was allowed to stay up until half past nine with her parents. But she couldn't help wishing to be big again like the boy, because his head had brushed the clouds in the daytime and at night-time the stars.

— Time expressions


■ Simple past - Irregular verbs

■ Simple past - Regular verbs

■ Present perfect

**Worksheet 12: SHORT STORY STAGES** Name: \_\_\_\_\_

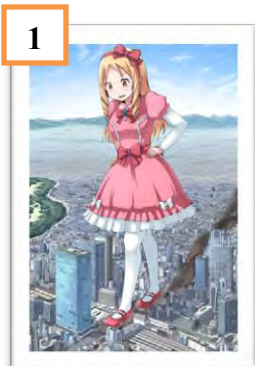
**Directions:** A narrative text usually has three important stages: *Orientation*, *Complication* and *Evaluation*, read the story, identify the stages and organize them in the following chart.

<p><b>Genre:</b> Narrative <b>Type of text:</b> Short story</p>	
<p><u>Purpose</u> Resolving a complication</p>	
<p><u>Stages</u> <b>1. Orientation</b></p>	
<p>This stage gives the reader the background information about the main characters. The opening paragraph should answer the questions: who, what, where, when, and how.</p>	
<p><b>2. Complication</b></p>	
<p>In this stage, the climax of the story is presented as well as unexpected events and setbacks that the characters must face.</p>	
<p><b>3. Evaluation</b></p>	
<p>In this stage, it is necessary to recognize the facts that have more influence on the character and that modify their actions are those that show the decisive factors of the story.</p>	

Worksheet 13:

**WHILE READING**

**Reading strategy:** Visualization helps readers to create pictures in their minds that represent or reflect the ideas in the text.



**Directions:** Write down the sentences of the story that describe the pictures.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Characters traits**

Make inferences about the main character's feelings and motives. How would you describe the girl's personality? Highlight the words which you think apply to her....

hard-working | sensitive | stupid | focused | crazy | kind | light-hearted | sad | ambitious |  
 hopeless | confused | angry | shy | loving | eccentric | friendly |

Justify your impression with examples from the story, then compare your answers with a classmate.

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## Worksheet 14: READING COMPREHENSION QUESTIONS - LITERAL LEVEL

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### LITERAL COMPREHENSION QUESTIONS

**Directions:** Scan the story "The Girl Who Got Bigger and Bigger" and answer the following questions.

*Reading Strategy:* Look at the questions and identify what is asked for in it. Scan the story to find the **specific information**.



1. How did the girl grow bigger?

\_\_\_\_\_

**Line (s) number:** \_\_\_\_\_

2. How did her parents react to her growing bigger?

\_\_\_\_\_

**Line (s) number:** \_\_\_\_\_

3. Where did she spend the night?

\_\_\_\_\_

**Line (s) number:** \_\_\_\_\_

4. Who did she meet the next day?

\_\_\_\_\_

**Line (s) number:** \_\_\_\_\_

5. How did the girl get home?

\_\_\_\_\_

**Line (s) number:** \_\_\_\_\_

6. Why did the girl wish that she was big again?

\_\_\_\_\_

**Line (s) number:** \_\_\_\_\_

## Worksheet 15: INFERENTIAL COMPREHENSION QUESTIONS

### INFERENTIAL COMPREHENSION QUESTIONS

**Directions:** Read the text and then answer the inferential questions. Explain your answers by referencing details from the text.

1. What could be another title for the story?

---

2. Why did the girl want to be as big as her parents?

---

How do you know this?

---

3. Why do you think the boy was disappointed?

---

What detail in the text supports your answer?

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4. Besides the big size, what other aspect did the boy and the girl have in common?

---

What detail in the text supports your answer?

---

5. Do you think the girl is going to make the special drink again? Why?

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6. How did the main character feel at the end of the story?

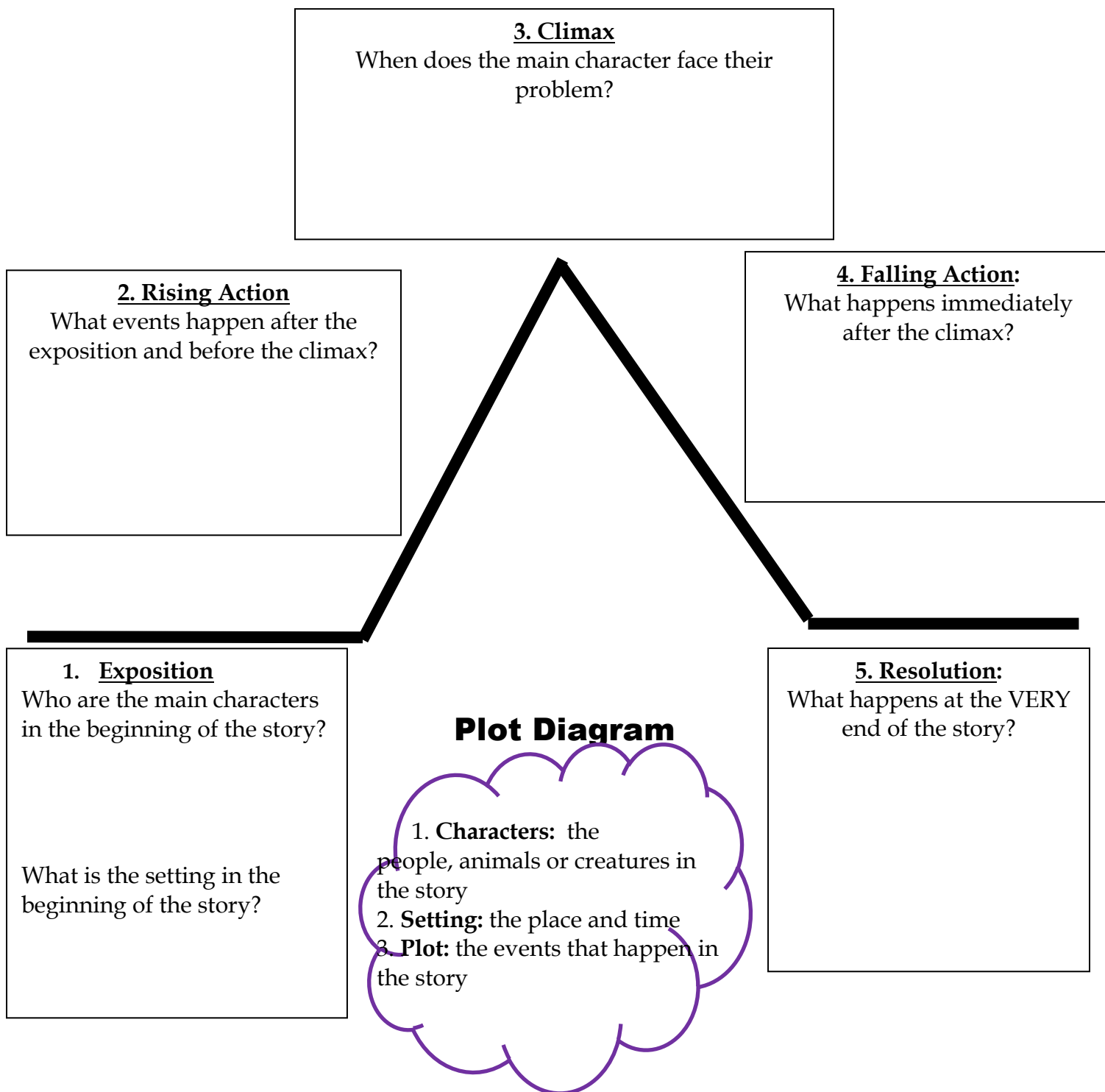
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**Reading strategy:** You make an inference by combining text clues with what you already know to form a



## Worksheet 16: PLOT DIAGRAM - REPRESENTATION OF IDEAS OF THE TEXT

**Directions:** Read the story and complete the plot diagram



**Worksheet 17: SELF-REFLECTION**

**Direction:** Reflect about what you have learned in this lesson. Talk with your partners to answer the questions below. Once you finish, report your answers to the whole class.

1. What have we done so far? Make a list.

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---

2. What reading strategy is useful to extract specific information?

---

3. What are the stages of narrative texts?

---

4. What is the purpose of the orientation stage?

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---

5. Do you think to analyze the structure of the text help you to comprehend the story? Justify your answer.

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6. Which reading strategies did help you the most to better understand the text?

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## Appendix 7: Students' Journal

**Description:** The objective of this instrument is to collect information about the student perceptions and opinions related to the implementation of GBA and the explicit instruction of strategies.

### *Student's Journal: Questions part 1*

Name: \_\_\_\_\_

1. Antes de leer, ¿tuviste una idea general sobre que se trataba la historia? Si la respuesta es positiva, ¿cómo lograste saberlo?
2. ¿Crees que conocer el propósito del texto y saber información sobre el autor es útil para entender el texto? ¿Por qué?
3. ¿Cuáles de las siguientes estrategias de lectura usadas en esta lección fue la más fácil? ¿Cuál fue la más difícil? ¿Por qué?
  - Activación del conocimiento previo
  - Hacer predicciones
  - Skimming
4. ¿Qué piensas de la historia escogida para esta lección?

### *Students' Journal: Questions part 2*

1. ¿Crees que analizar e identificar las etapas del texto narrativo (orientación, complicación, evaluación) te ayudó a comprender mejor la historia? ¿Por qué?
2. ¿Cuál de las siguientes estrategias de lectura usadas en esta lección te pareció la más fácil? ¿Cuál te pareció la más difícil? ¿Por qué?
  - Skimming
  - Scanning
  - Hacer inferencias
  - Visualizar
3. ¿Qué hiciste cuando no supiste el significado de una palabra?
4. ¿Las actividades realizadas en esta lección te ayudaron a tener una mejor comprensión de la historia? Ordena las actividades de 1 a 5 siendo la **1** la actividad más útil para ti.

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Subrayar ideas principales                                    |
| <input type="checkbox"/> | Resaltar tiempos verbales y expresiones de tiempo             |
| <input type="checkbox"/> | Identificar las etapas de la historia y completar un gráfico. |
| <input type="checkbox"/> | Identificación de información específica.                     |
| <input type="checkbox"/> | Deducir el significado de palabras desconocida.               |

***Student's Journal: Questions part 3***

1. ¿Cuáles estrategias de lectura usaste para responder las preguntas literales e inferenciales?
2. ¿Cuál estrategia crees que necesitas practicar más?
3. ¿Cuáles actividades te parecieron más fáciles? ¿Por qué?
4. ¿Cuáles actividades te parecieron más difíciles? ¿Por qué?

***Students' Journal: Questions 4***

1. ¿Cuáles estrategias de lectura consideras más importantes para comprender la historia? Puedes escoger más de una opción.

Activación del conocimiento previo    Predecir    Skimming    Scanning  
 Visualizar    Hacer inferencias

2. ¿Qué cosas has encontrado útil y no tan útiles sobre esta lección?
3. Después de analizar e identificar la estructura de la historia, ¿eres capaz de reconocer y mencionar el propósito de cada etapa?
4. ¿Cómo te sentiste durante esta lección? ¿Qué fue lo más significativo que aprendiste?

## Appendix 8: Evidence of a Student's Journal

**Student's Journal: Questions part 1** Name: Yenar Carroza Escobar 11<sup>202</sup>

1. Antes de leer, ¿tuviste una idea general sobre que se trataba la historia? Si la respuesta es positiva, ¿cómo lograste saberlo?
2. ¿Crees que conocer el propósito del texto y saber información sobre el autor es útil para entender el texto? ¿Por qué?
3. ¿Cuáles de las siguientes estrategias de lectura usadas en esta lección fue la más fácil? ¿Cuál fue la más difícil? ¿Por qué?
  - Activación del conocimiento previo
  - Hacer predicciones
  - Skimming
4. ¿Qué piensas de la historia escogida para esta lección?

**Students' Journal: Questions part 2**

1. ¿Crees que analizar e identificar las etapas del texto narrativo (orientación, complicación, evaluación) te ayudó a comprender mejor la historia? ¿Por qué?
2. ¿Cuál de las siguientes estrategias de lectura usadas en esta lección te pareció la más fácil? ¿Cuál te pareció la más difícil? ¿Por qué?
  - Skimming
  - Scanning
  - Hacer inferencias
  - Visualizar
3. ¿Qué hiciste cuando no supiste el significado de una palabra?
4. ¿Las actividades realizadas en esta lección te ayudaron a tener una mejor comprensión de la historia? Ordena las actividades de 1 a 5 siendo la 1 la actividad más útil para ti.
 

2	Subrayar ideas principales
3	Resaltar tiempos verbales y expresiones de tiempo
1	Identificar las etapas de la historia y completar un gráfico.
4	Identificación de información específica.
5	Deducir el significado de palabras desconocida.

**Student's Journal: Questions part 3**

1. ¿Cuáles estrategias de lectura usaste para responder las preguntas literales e inferenciales?
2. ¿Cuál estrategia crees que necesitas practicar más?
3. ¿Cuáles actividades te parecieron más fáciles? ¿Por qué?
4. ¿Cuáles actividades te parecieron más difíciles? ¿Por qué?

**Students' Journal: Questions 4**

1. ¿Cuáles estrategias de lectura consideras más importantes para comprender la historia? Puedes escoger más de una opción.
 

<input checked="" type="radio"/> Activación del conocimiento previo	<input type="radio"/> Predecir	<input type="radio"/> Skimming	<input type="radio"/> Scanning
<input checked="" type="radio"/> Visualizar	<input checked="" type="radio"/> Hacer inferencias		
2. ¿Qué cosas has encontrado útil y no tan útiles sobre esta lección?
3. Después de analizar e identificar la estructura de la historia, ¿eres capaz de reconocer y mencionar el propósito de cada etapa?
4. ¿Cómo te sentiste durante esta lección? ¿Qué fue lo más significativo que aprendiste?

1. Si claro por que allí habian imagenes y nos daba idea de que se trataba
2. Si por que podemos saber que busca el autor y de donde viene y saber sus culturas
3. -Hacer predicciones fue la más facil para mi por que tuve que observar las imagenes y titulos y ahí supe de que se trataba el texto.
4. - Para mi fue Activación del conocimiento por que tuve dificultad en relacionarlo con mi vida
4. fue muy interesante por que esos textos nos traen demasiada enseñanza y nos sirve mucho para nuestra vida cotidiana

---

1. Si, por que ayuda a identificar cada parte de un texto y te ayudan a comprenderlo con más facilidad

2. - Para mi la más facil fue subrayar por que se va proyectando imagenes sobre lo que sucede en el texto  
La difícil fue hacer inferencias por que uno tiene que interpretar en el texto.

3. con ayuda de la profesora

---

1) las estrategia de lectura que utilice fue scanning y skimming  
2) Hacer inferencias

3) las utilicé por que solo tenemos que subrayar las ideas principales.

4) las inferenciales por que hay que interpretar y eso se me dificulta hacerlo

## Appendix 9: Observation Format

**Description:** The objective of this format is to observe the reading sessions to analyze how Genre Pedagogy and the explicit instruction of reading strategies help students on the comprehension of short stories.

OBSERVATION FORMAT				
STAGES				
Contextualization	Not displayed	Apparent	Strong	Comments
The teacher introduces the topic before reading the story in order to activate prior knowledge.			X	This first stage started with the teacher activating students' prior knowledge through the use of visual prompts and questions, and in turn most of the students participated actively raising their hands, others, only listened as their classmates share their experiences and answers. It was evidenced at this stage that the teacher prepared the students about the story to be read.
The teacher presents the story inviting the students to participate actively by modeling the predicting strategy.			X	The teacher encouraged students to guess what the story is about by introducing and modeling the strategy. The students practiced the strategy first individually and then in pairs.
The teacher draws students' attention to the purpose of text and intended audience.			X	The teacher introduced the author's purpose to students by showing them information about the author and some pictures. The teacher asked students to use their background knowledge and practice predicting.
The teacher explains the meaning of Narrative text.				The teacher explained that the text is a narrative and

			X	mentioned what a short story is and what are its main elements.
The students show interest towards the reading class.			X	Most of the students showed a good attitude and were interested in the new activities they were doing. They asked questions when they had doubts.
The students participate actively during the reading class.		X		Some students shared their answers with the whole class
The teacher checks understanding and provides feedback.			X	The teacher provided scaffolding during the activities. Students were monitored by the teacher as they began to practice the strategies and did the activities. Also the teacher corrected students' responses when it was necessary and motivated them to find the correct answer.
The students follow the teacher's instructions.		X		Most of the students followed the instructions given by the teacher, some of them felt confused at the beginning because some activities were new to them.
It is evidenced teacher-student interaction during the class.			X	During the teacher-student interaction, teacher wrote students' ideas on the board. Most of the students could work by themselves; however, others need the teachers' support.
<b>Structure and Purpose of the Text</b>	<b>Not displayed</b>	<b>Apparent</b>	<b>Strong</b>	<b>Comments</b>
The teacher presents the structure that belongs to narrative texts (Orientation, Complication, and Evaluation).			X	The teacher explained and showed the students how to identify the stages of a short story using a chart.
The teacher models skimming strategy.			X	The teacher explained and modeled skimming. Teacher provided students opportunities to practice by themselves once they understand the instruction and



				then shared with the whole class.
The students participate actively during the genre stages identification.			X	The students were very attentive during the explanation and identification of the three stages. They asked questions and used skimming to fill in a chart with the information for each stage.
<b>Detailed Reading</b>	<b>Not displayed</b>	<b>Apparent</b>	<b>Strong</b>	<b>Comments</b>
The teacher guides students to read the sentences of the story after her.			X	In this stage the text were delivered to the students. The teacher modeled the reading sentence by sentence. Then, one or two students were chosen to read aloud the same sentences the teacher read. Another student explained what he/she understood. As the reading is done, the teacher asked questions to clarify and explain
The teacher explains sentence structure.			X	The teacher explained that most of short stories are written using past tenses. She reviewed past tenses and time expressions. The students participated mentioning the grammatical structures they found in the story.
The students read the text with the teacher.		X		The teacher constantly questioned students to verify if they knew the meaning of some words. She reminded them to use the context to guess the meaning and if they really have difficulties to understand the words, they could use the dictionary.
The students evidence the independent implementation of reading strategies.		X		The students worked in pairs and then individually implementing the strategies introduced by the teacher in the reading activities. Most of the students could work independently, others needed the teachers' support.

The teacher encourages students to participate.			X	Teacher gave students extra points for participating in the activities.
<b>Representation of ideas</b>	<b>Not displayed</b>	<b>Apparent</b>	<b>Strong</b>	<b>Comments</b>
The teacher uses graphic organizers to help students identify information about the story.			X	The teacher and the students worked together to identify the characters, settings, and main events on a story map and plot line.
The teacher promotes collaborative work as well as independent work.			X	The students worked cooperatively during the reading activities to increase students' involvement and interaction in the learning process.
<b>Self-Reflection</b>	<b>Not displayed</b>	<b>Apparent</b>	<b>Strong</b>	<b>Comments</b>
The teacher fosters the critical attitude of students towards the stories read.		X		At this stage the teacher asked questions to critically analyze the content of the narrative text these questions were oriented so that the student expressed their reaction to the story in general.
The students reflect and evaluate the content of a narrative text.		X		The students worked individually and then in groups to answer the questions given by the teacher. Most of them participated actively.

## Appendix 10: Observation's Transcripts

**Conventions:** Teacher (T)

Student (S)

Students (Ss)

Observer's comments: (italics and between brackets)

Indistinguishable/Inaudible: [...]

Transcript of Lesson 1		
1	T	Good morning guys!
2	Ss	Good morning teacher!
3	T	How's it going today?
4	Ss	Fine, thank you. And you?
5	T	I'm good, thank you. So, today we're gonna start the lesson about Short Stories. We're going to learn about the structure of short stories and apply some reading strategies. Before start the lesson, I'm gonna ask you some questions. Who knows what a short story is?
6	S	Miss, ¿lo podemos decir en español?
7	T	Yes, you can use Spanish. Puedes decirlo en español.
8	S	Puede ser un cuento, una historia corta.
9	T	Ok, thank you. Have you ever read a short story? Have you ever read a story?
10	Ss	Yes, cuentos.
11	T	StoryTales. Which one?
12	S	La Cenicienta
13	S	La Gallina de los huevos de oro.
14	T	Ok, Cinderella, The Hen and the Golden Eggs. Now, can you name a traditional story from your country? A traditional story from Colombia.
15	S	El Hombre Caimán.
16	S	La Madre Monte.
17	T	Ok, thanks. Now, what characteristic or elements do you think short stories have?
18	S	¿Qué características?
19	T	Yes, characteristics.
20	S	They're general. Son generales no profundizan mucho.
21	S	Dejan una enseñanza
22	T	Ok, they're general also they have a moral. Moral es moraleja. What else? What other things we can find in short stories?
23	S	Personajes
24	T	Good! Characters. What else?
25	S	Time. El tiempo. El escenario donde se desarrolla.
26	T	Very good! The time and the setting
27	S	Tienen un inicio, nudo y desenlace.
29	T	That's right. They have a beginning, middle and an end. We are gonna learn about that in a moment. So, now I'm gonna show you the objectives for this lesson ( <i>The teacher gets students' attention to a PowerPoint slide and read the objectives</i> ). The

		first reading strategy that we will implement is activating previous knowledge. This strategy is important because it helps you comprehend the text. How? It is necessary to connect the things that you already know with the information of your reading. Es importante conectar la información que ya sabemos con el texto. For example, I asked you questions at the beginning of the class about short stories and you had some ideas about short stories and their characteristics. We can use this strategy before the reading like in this case or during our reading. Any questions? ¿Tienen alguna pregunta?
30	Ss	[...]
31	T	Any doubts?
32	S	Miss, la activación del conocimiento previo es como relacionar lo que uno sabe del tema con lo que uno está leyendo.
33	T	Exactly. At the beginning of the lesson you answered some questions related to the topic of the lesson. Now, I'm going to present the concept or definition of short stories. As you can see, short stories refer to texts that introduce characters as you said "personajes" in a scenario, display a series of events that lead to a complication, offer some evaluation, and eventually a resolution at the end of the story. Stories serve the purpose of entertaining through anecdotes and examples for all ages, and background. The purpose of the text is to resolve a complication that means the problem of the story. Now, we are going to continue with some activities before reading the story. Here you have the first worksheet. <i>(The teacher hands out the worksheets)</i> Vamos a continuar con algunas actividades antes de la lectura y poner en práctica otra estrategia de lectura.
34	S	Miss faltó yo. No me dio la copia.
35	T	Sorry, here you have. First, we have the title of the short story that we are going to read. What is the title? Could you read it please? Read the title of the story.
36	S	The Tale of [...]
37	T	Yes, The Tale of...
38	S	The Tale of the Seven Ravens by the Grimm brothers
39	T	Good! The tale of the Seven Ravens by The Grimm brothers. Who knows what a raven is? What is a raven?
40	S	Cuervo.
41	S	Claro, como los del Junior.
42	T	Very Good! Now, we are gonna look at the pictures. Look at the three pictures there. <i>(The teacher shows the worksheet to the students)</i> Can you order the sequence of the pictures? Can you determine which one is the first, second and third?
43	S	¿Cuál es el orden de las imágenes?
44	T	Exacto. ¿Cuál es el orden de las tres imágenes?
45	S	Primera, segunda y tercera.
46	T	Yes, what do you think? What happens first in the story? We are going to predict what will happen in the story. Predict is to guess what will happen next. Vamos a predecir que va a pasar en la historia que vamos a leer. Yes, Melany.
47	S	[...]
48	T	Speak louder, please.

49	S	La última imagen es la uno, la del centro es la tres y la de acá la segunda.
50	T	Ok, Melany said that the last picture is the first. What is happening in the last picture? What can you see? ¿Qué está pasando?
51	S	There is a baby.
52	T	Good! There is a baby. What else?
53	S	Hay niños alrededor
54	T	Yes, there are children around
55	S	The parents
56	T	Yes, the parents and their children. And in the second picture? How many children are there? One, two, three....how many?
57	S	Seven
58	T	Yes, seven. And in the second picture how many birds or ravens are?
59	S	¿Cuál?
60	T	The second
61	Ss	Seven
62	T	Good! You can see that the title and the pictures help us predict things about the story. What do you think will happen next in the story?
63	S	Se dedican a comer alpiste seño.
64	T	You are gonna guess what will happen in the story. You are going to write your prediction and then compare your prediction with a classmate. Work with a classmate when you finish your prediction.
65	S	Hay que escribir que va a pasar, según las imágenes.
66	T	Yes, you are going to use the strategy prediction before reading the story. <i>(The coordinator enters the classroom and gives an information to the students)</i> Ok, guys you have five minutes to write your prediction. After that, you have to write your classmate's prediction here. <i>(The teacher shows the worksheet)</i> To write your prediction you can use expressions such as <i>(The teacher writes on the board)</i> I predict that...I think that...Remember that we can predict from the title of the story and the pictures.
67	S	Miss, I'm finished.
68	T	Ok, remember when you finish you have to compare your prediction with a classmate. Deben comparar sus predicciones con un compañero.
69	S	Miss yo estoy escribiendo en español.
70	T	Ok, no problem, but try to write in English your ideas. Are you ready? Who wants to share the predictions? Yes, Jader.
71	S	Miss, los cuervos se toman el agua, se convierten en humanos y viven felices para siempre <i>(Students laugh)</i>
72	T	Good! The raven drank the water and became human again. And what was the prediction of your partner?
73	S	In English? En español
74	T	Try it in English.
75	S	The girl grow and help the brothers
76	T	Very good! Who else wants to share? Yes, Steffy.
77	S	[...]
78	T	Silence, please. Listen to your classmate.

79	S	Ella dice que la familia busca la cura para los cuervos que son los niños
80	T	That's a good prediction.
81	S	Miss la mia.
82	T	Go ahead Melisa.
83	S	Yo me centré en la última escena. I think the water is maldita.
84	S	¿Y tú como sabes?
85	S	Porque sí, porque yo sé
86	T	Ok, to know if your predictions are correct you need to read the story
87	S	Miss my prediction is that the ravens die
88	T	They die? Why?
89	S	The water is venenosa
90	T	Ok, the waiter is poisonous
91	S	Yes, poisonous
92	T	Poisonous
93	S	Eso, poisonous
94	T	Good! Predicting is very important because it helps us understand the story better. Now, our next activity is number three. What do you think happens next in the story? Read the first paragraph to check your ideas. Ok, I'm going to read the first paragraph of the story ( <i>The teacher reads the first paragraph, the students listen</i> ) What is the meaning of daughter?
95	Ss	Hija
96	T	Good! ( <i>The teacher continues reading</i> ) What is a river?
97	S	Río
98	T	Right. And forest?
99	Ss	Bosque
100	T	Good! ( <i>The teacher continues reading</i> ) After reading the beginning of the story what do you think will happen next in the story?
101	S	The children go home
102	S	No, Melisa eso no pasa
103	S	Ellos caen al rio
104	T	Ok, after that they went home or they fell into the river. What else?
105	S	Se vuelven ravens
106	T	Good! They turned into ravens. We are gonna know if your predictions are correct when we read the story. Now, we are going to learn about the authors of the story. It's important to know why the authors write. Some of them write for entertaining with a story, to inform about a topic, to teach how to do something. By understanding the author's purpose, readers can better understand the main ideas that the author is trying to convey. Who are the authors of the story?
107	S	¿Los autores? Los hermanos Grimm
108	T	In English, please.
109	S	The Brothers Grimm Miss.
110	T	That's correct. We are going to learn something about the authors and you are going to use the background knowledge that you have about them. Do you know them? ¿Conocen a los hermanos Grimm?
111	S	Claro, lo dan todos los días en Caracol.

112	S	Todos los días no, nada más los sábados
113	T	Now, I'm going to give you our second worksheet. <i>(Teacher hands out the worksheet)</i> You are gonna use your background knowledge and the reading strategy predicting. Ok, this worksheet is about author and type of text information. So, as you already know the authors are the brothers Grimm. The directions are: look at the title and the pictures, and answer the questions below. Then, read the passage and check. First, what can you see in the first picture?
114	S	Two men
115	T	There are two men, good! Who are they?
116	Ss	¿Cómo?
117	T	Who are they?
118	Ss	Los hermanos Grimm
119	S	The Grimm Brothers
120	T	Ok, and in the other picture?
121	S	Map
122	T	Good! There's a map and the map has which country?
123	S	Alemania
124	T	How do you say alemania in English?
125	S	Germany
126	T	Yes, Germany. So, where are the men from? Which country?
127	Ss	Germany
128	T	Yes, the next question is do you know something about them?
129	S	Ellos escribían cuentos
130	T	Yes, they wrote tales. What else? Who were their stories from?
131	S	Brujas, animales
132	T	How do you say "bruja" in English?
133	S	Witch
134	T	Yes, witch, witches in plural. Repeat witch/witches
135	Ss	Witch/witches
136	T	¿Y brujo en ingles?
137	S	No sé.
138	T	Wizard, repeat Wizard
139	Ss	Wizard
140	T	Good! Now, we are going to read the information and answer more questions, so pay attention, please. <i>(The teacher starts reading the information about the author)</i> What were their names?
141	S	Jacob y Wilhelm
142	T	Good! Jacob and Wilhelm <i>(The teacher continues the reading)</i>
143	S	Miss what is Storytellers?
144	T	Storyteller is the person who tells the stories. Contador de....
145	Ss	Historias
146	T	Yes, <i>(The teacher continues the reading)</i> After reading the information we have two questions. The first question is what are the aspects that their stories reflect?
147	S	¿Qué reflejan ellos?
148	T	What are the aspects their STORIES reflect?

149	S	Es como la historia de ellos. Su vida. La biografía
150	T	Yes, we are learning about them. Their biography. But according to the information what aspects?
151	S	Aquí dice the adventure and magic.
152	T	Yes, but in the text you have two aspects that are always in their stories
153	S	Dos aspectos
154	T	Yes, two aspects
155	S	Traditional life and beliefs in Germany. O sea la vida tradicional en Alemania
156	T	Good! That's the answer Luis. Their stories reflect the traditional life and beliefs in Germany. The next question is: what do you think is the main purpose of short stories? Entertain, teach, inform? Which one?
157	Ss	Entertain
158	T	Excelent! Entertain. Mostly we read stories for entertainment. Now, we are going to remember what is short story is. Short stories refer to texts that introduce characters... what does characters mean?
159	Ss	Personajes
160	T	Good! ( <i>Teacher continues the reading</i> ) in a scenario, display a series of events that lead to a complication, offer some evaluation, and eventually a resolution. Stories serve the purpose of entertaining through anecdotes and examples for all ages, and background. The purpose of the text is to resolve a complication. What is a complication?
161	S	Problem
162	T	That's correct, Nicolas. Short stories also have some elements. The main elements are the plot, characters and the setting. What does "setting" mean?
163	S	¿Ajustes?
164	T	Yes, but not in this context. In short stories what is the setting?
165	Ss	[...] ( <i>Several students speak at the same time</i> )
166	T	Setting is the place where the story takes place.
167	S	Lugares
168	T	Yes, according to the first paragraph, what is the setting of the story?
169	Ss	The forest
170	T	Yes. And the characters?
171	S	The children
172	S	The woman
173	T	Yes, the woman that is the mother
174	S	The girl
175	S	The sons
176	S	The animals
177	T	The characters of the story are: the daughter, the child no the children, the father and the mother.
178	S	The couple
179	T	Yes, the couple is the father and the mother. After doing these pre-reading activities we are gonna start reading the story. That's all for today, the class is over. We will continue next class. Please, give me the worksheets. Take care. Bye.
180	T	Good morning!



181	Ss	Good morning!
182	T	How are you today?
183	Ss	Fine thank you and you?
184	T	I'm pretty good, thanks. So, we are going to continue with the reading of the short story and the reading strategies. But first I'm going to take the attendance. Ayala.... <i>(The teacher takes the attendance)</i> . Ok, what was the type text that we were reading last class?
185	S	Short stories
186	T	That's right. Short stories. Who were the authors?
187	S	Ah?
188	T	Who wrote the story?
189	S	Los hermanos Grimm
190	S	The Grimm Brothers
191	T	Yes. The Grimm Brothers are the authors of the story. What is the name of the story?
192	S	¿El nombre?
193	T	Yes, the name.
194	S	Los Siete Cuervos
195	T	What's the name in English?
196	Ss	[...] <i>(Several students speak at the same time)</i>
197	T	Raise your hand to participate, please. Andrea...
198	S	The Tale of the Seven Ravens
199	T	Good! The Tale of the Seven Ravens. Everybody "ravens"
200	Ss	Ravens.
201	T	Yes, ravens. Perfect. We also started using reading strategies. Do you remember those strategies?
202	S	Prediction
203	T	Very good! Predicting
204	S	Eso que digo.
205	T	Good, predicting. What else? What other strategy did we use?
206	Ss	[...] <i>(Several students speak at the same time)</i>
207	T	Please, raise your hand. Melany what was the strategy?
208	S	Activation of previous knowledge
209	T	Thank you! Activation of previous knowledge. What does it mean in Spanish? ¿Qué significa?
210	S	Activación del conocimiento previo
211	T	Yes, do you remember how we use this strategy?
212	S	Relacionando lo que uno ya sabe con lo uno lee para tener más idea.
213	T	Yes, we use the knowledge that we have. You paid attention last class. Ok, today, we are going to recognize and analyze the stages...Keiner please!...the stages of short stories. I'm gonna give a worksheet with the information <i>(the teacher hands out the material)</i> . Narrative texts have three stages...do you know the word "stage"?
214	S	Yes. <i>(Students nod their head)</i>
215	T	What's the meaning of that word in Spanish?

216	S	¿No es etapa?
217	T	Yes, that's correct. Camilo, what is the meaning of the word "stage"?
218	S	Ehhh, no sé Miss.
219	T	¿Y por qué no sabes? Tu compañero Carlos lo acaba de decir.
220	S	Disculpe, no estaba prestando atención.
221	T	Por favor, guarda el celular y presta atención.
222	S	Todo bien.
223	T	Ok. Let's continue. Short Stories have three Stages. The first stage is called orientation. Silence. In this stage some important details of the story are revealed as well as some characteristics of the main characters and the environment. So, in this stage, we need to ask ourselves some questions. Look at the chart please. Here in the chart you can see the questions... Juan can you see the questions... Luis please pay attention... ok the first question: Who are the characters of the story? The characters...
224	S	Personajes
225	T	Yes, characters. The next question. Where do they live?
225	S	Donde viven
226	T	That's right. The place. What they do usually do?
227	S	¿Qué hacen usualmente ellos?
228	T	Good! What they do look like?
229	S	¿Qué ven?
230	T	¿Cómo se ven? ¿Cómo lucen? ¿Cómo son ellos físicamente? Look like.. <i>(The teacher writes on the board)</i> Generally, we can find the answers of these questions in the orientation stage. Encontramos las respuestas de esas preguntas en la parte de orientación, la primera etapa. The first stage. The second stage is complication. In In this stage, the climax of the story is presented as well as unexpected events and setbacks that the characters must face. So the complication is the second stage. In these stages, we find the problem or problems of the story. What happened to them one day? What else occurred? And the last stage is evaluation. In this stage, it is necessary to recognize the facts that have more influence on the character and that modify their actions are those that show the decisive factors of the story. For example, is the problem solved? How is the problem solved? ¿Cómo se resolvió el problema? So far, who can tell me the three stages?
231	Ss	[...] <i>(Several students speak at the same time)</i>
232	T	Please, raise your hand to participate. Yurley, what are the stages of narrative texts?
233	S	La orientation, complication y evaluation
234	T	Good! Orientation, complication AND evaluation. <i>(The teacher writes the stages of narrative on the board)</i> What kind of information we can find in the orientation? Information about what?
235	S	Los personajes y el lugar
236	T	How do you say "personajes" in English?
237	S	Character
238	T	Very good! Characters. What else?
239	S	The environment
240	T	Yes, we can find the description of the environment and the setting.

241	S	Como son los personajes
242	T	Yes, the traits of the characters. And in the complication?
243	S	Problem
244	T	Yes, the problems that the characters have in the story. The last stage is...
245	S	Evaluación
246	T	Yes, evaluation. What happens here?
247	S	Que hacen los characters eso, para resolver el problema, es como el desenlace de la historia.
248	T	That's right. At the end, we find the resolution
249	S	La solución del problema del complication
250	T	Very good! It is necessary that we learn to identify these stages to better understand the story. So now, we are going to start reading the story together and identify the stages of a narrative in this story. Please, pay attention. I'm going to give you the full story. <i>(The teacher gives students a worksheet with the story)</i> What is the title?
251	Ss	The Seven Ravens
252	T	We are going to identify the stages of the story. Ok? Is it clear?
253	Ss	Yes Miss.
254	T	Ok, when we finish we are going to fill a chart with the information of each stage. Orientation, complication and evaluation.
255	S	¿Miss para qué pidió colores?
256	T	For the next activity, but we don't have time today. Los colores deben traerlos el próximo miércoles.
257	S	¿Hoy no?
258	T	No tenemos tiempo. Please bring the colors next Wednesday.
259	S	¿Para el otro miércoles?
260	T	Sí. Ok, let's start with the reading of the story. Juan Carlos, pay attention, please. Don't forget to write your name and the date in the papers. The worksheet is the chart with the stages right? Donde dice type of text: What is the type of text?
261	Ss	Story
262	T	Short story a narrative text. So, in the space write that. Then, the purpose. What's the purpose?
263	S	Resolve a complication
264	T	Very good! Resolve a complication. And what else?
265	S	Entretener
266	T	Yes, we read stories for entertainment.
267	S	Entretenimiento.
268	T	Yes, everybody is filling the first part of the chart right now
269	S	¿Con lápiz?
270	T	You can use whatever you want. If you have a pen. There's no problem
271	S	Ok, tengo pen.
272	T	Let's start the reading. The Tale of the Seven Ravens <i>(The teacher reads aloud the first sentence of the story)</i> <i>(After the teacher reads one students re-reads the sentence)</i> What's the meaning of the verb need?
273	Ss	Necesitar
274	T	Good! <i>(The teacher continues reading aloud. She makes gestures related to what</i>

		<i>is being read</i> ) What does river mean?
275	Ss	Rio
276	T	Yes. <i>(The teacher continues reading aloud)</i> Do you know a synonym for the word “afraid”?
277	S	¿Un sinónimo?
278	T	Yes, what word can replace that word?
279	S	Asustado
280	T	Yes, but in English?
281	S	Scared
282	T	Yes, thank you, Marlon. Good job! We finished the first paragraph. Do you have any questions? <i>(The teacher continues reading aloud)</i>
283	Ss	[...] <i>(Several students speak at the same time)</i>
284	T	Questions? Alguna duda.
285	S	No, sigamos.
286	T	Ok, let’s continue with the second paragraph. <i>(The teacher continues reading aloud)</i> Have forgotten? Which tense is that?
287	S	Ese es present perfect
288	T	Yes, present perfect! <i>(The teacher continues reading aloud)</i> Do you know what is “turn into”? According to the context what do you think is “turn into”?
289	S	Convertirse
290	T	Yes, los chicos se convirtieron en cuervos. Turn into es convertirse, volverse. Good. Any questions? No? Ok. Let’s continue with the third paragraph. <i>(The teacher continues reading aloud the story)</i> Found is the past tense of which verb?
291	S	¿El pasado?
292	T	Yes, found is the past form of a verb. Which verb?
293	S	Encontrar
294	T	In English?
295	S	Find
296	T	Find. Repeat find.
297	Ss	Find
298	T	Good! <i>(The teacher continues reading aloud the story)</i> What is a bone? We have bones in our body.
299	S	Hueso
300	T	Yes, that’s correct. <i>(The teacher continues reading aloud the story)</i> Everything is clear?
301	S	Miss ¿qué es dropped?
302	T	Let’s read the sentence one more time... in the last cup, she accidentally dropped a ring that her parents had given her. According to the full sentence what do you think is the meaning of that word? Can you guess the meaning?
303	S	No sé. ¿Perder?
304	T	Uhhh no. Who knows the answer?
305	S	Ahí dice que ella dejó caer accidentalmente un anillo. Es es lo que yo entendí.
306	T	Thank you. Jhoiner. So, Andrea what <i>is</i> drop in this context?
307	S	Dejar caer como dijo Jhoiner
308	T	Perfect. That’s the past tense of the verb drop. Let’s continue with the last part of

		the story. <i>(The teacher continues reading aloud the story)</i> Do you know the meaning of the word “suddenly”?
309	Ss	[...] <i>(Several students speak at the same time)</i>
310	T	What does the word “suddenly” means?
311	S	Miss yo lo busqué y es de repente.
312	T	Yes, de pronto, de repente. Do you have any questions about the story?
313	S	Miss ya sonó el timbre. Y llegó la profe Steffi.
314	T	Ok, next class. We are going to identify the stages of a narrative text. Re-read the story at home and don’t forget the colors. See you next time.
315	Ss	Bye!
316	T	Good morning guys!
317	Ss	Good morning teacher!
318	T	How’s it going?
319	Ss	Good! And you?
320	T	I’m fine, thanks! So, today we are going to continue with the story about the seven ravens. Last class, we finished the reading and today we are going to identify the three stages of a narrative text. Do you remember the three stages?
321	S	Era la orientación ¿y cuál era la otra?
322	S	La complication
323	T	Very good! The first one is orientation, the second complication and the last is...
324	Ss	Evaluación.
325	T	Yes, evaluation. Do you have your worksheets?
326	Ss	Yes.
327	T	Do you remember the characters of the story?
328	S	The boys, the parents.
329	T	Very good Reina. Who else?
330	S	La hija
331	T	How do you say “hija”?
332	S	Daughter. The seven brothers.
333	T	Yes, daughter. Do you remember the setting of the story? The place where the story takes place.
334	S	El bosque
335	T	Yes, the forest. In order to find the stages in the story. We are going to use another reading strategy that is called “skimming”. Skimming involves rapid eye movements across lines of text to absorb the main idea. Rapidamente movemos los ojos leyendo las líneas sin detallar. To understand the gist of a text we skate over the title, subtitles, sub-headings, illustrations and captions of a text and then may go on to read the first and last paragraph. For example, if I read the first paragraph quickly I can read about the character and the place. What is the name of the first stage?
336	S	Orientation.
337	T	Yes! Now please in your worksheets write the orientation. Please write the orientation here in your chart. What’s in the orientation?
338	S	Miss yo digo que la primera parte donde nombra los personajes y el lugar.
339	T	That’s correct. From once upon a time, there lived a man and a woman who had

		seven sons.... <i>(The teacher labels the paragraph and asks students to do it)</i>
340	S	¿Aquí se escribe la orientation? <i>(The student shows the chart)</i>
341	T	Yes. What is the next stage?
342	Ss	Complication.
343	T	Good! What is the first problem the characters faced? In which paragraph we find the complication? <i>(The teacher focuses the students on the complication)</i>
344	S	En el segundo. Donde el papa dice "I wish they were all turned into ravens!" And he looked up; he saw seven black birds flying away" los niños se convierten en cuervos.
345	T	Do you agree? ¿Están de acuerdo? Is it correct? The boys turned into ravens?
346	Ss	Yes
347	T	Yes. Good! That's the first complication. <i>(The teacher and the students identify the complication in the story)</i> And the last stage the evaluation?
348	S	Miss al final de la historia, donde los cuervos vuelven a ser humanos y se encuentran con la hermana.
349	T	Very good! Please complete the chart. <i>(The students complete the chart with the teacher's support)</i> . After the identification of the stages, we are going to analyze the linguistic features of the story, the grammar, the vocabulary and time expressions. As you can see in your worksheet we have to underline the time expressions with a red color, highlight with pink the regular verbs, with green the irregular verbs and with yellow the present perfect tense. Underline help us keep information for later study or use and to focus on the most important ideas. You have the instructions there. Any questions? We are going to work together ok?
337	S	Miss yo no tengo color rosado, ¿Lo hago con rojo?
338	T	No problem. Try to use the colors. Traten de usar los colores que se les indicó. Let's start first with the time expressions.
339	S	Expresiones de tiempo. Yo tengo la primera. Once upon a time. Érase una vez. ¿Es esa?
340	T	Yes! Very good. Underline the expression with what color?
341	Ss	Red
342	T	Right! Underline the words. Next one...Siguiente...
343	S	One day
344	T	Good! Underline that word too. Most of the time the short stories are narrated in past tenses. We have simple past...
345	S	Past progressive
346	T	Good!
347	Ss	Present perfect.
348	T	Very good! Remember that in English we have regular and irregular verbs. What are the regular verbs?
349	S	A los que se les agrega la ed y no cambian.
337	T	That's right! Who can give an example?
338	S	Work no?
339	T	Yes! Another example <i>(The teacher writes the examples on the board)</i>
340	S	Live
341	T	Good! What about the irregular verbs?

342	S	Son los que cambian como eat
343	T	Very good! What is the past form of eat?
344	S	Ate
345	T	Thanks, repeat ate
346	Ss	Ate.
347	T	Ok. Now with a pink color we have to highlight the regular verbs of the story and with green the irregular verbs...and with yellow the past participle of the verbs.
348	S	O sea que buscamos los verbos aquí los verbos regulares e irregulares
349	T	Yes. Saray with what color we highlight the regular verbs?
337	S	Pink
338	T	Pink. In the story you have an example of each verb. En el texto tienen un ejemplo de los colores para que no se confundan ( <i>The teacher and the students highlight the verbs of the story</i> ). The verb needed is regular or irregular?
339	S	Regular
340	T	So, the color is pink
341	S	Miss, looked is regular?
342	T	Looked...yes regular ends in ED
343	S	¿Y saw?
344	T	Saw is regular o irregular?
345	Ss	Irregular
346	T	Good! See, saw, seen.
347	T	Ok. Now with a pink color we have to highlight the regular verbs of the story and with green the irregular verbs...and with yellow the past participle of the verbs.
348	S	O sea que buscamos los verbos aquí los verbos regulares e irregulares
349	T	Yes. Saray with what color we highlight the regular verbs?
350	S	Pink
351	T	Pink. In the story you have an example of each verb. En el texto tienen un ejemplo de los colores para que no se confundan ( <i>The teacher and the students highlight the verbs of the story</i> ). The verb needed is regular or irregular?
352	S	Regular
353	T	So, the color is pink
354	S	Miss ¿looked is regular?
355	T	Looked...yes regular ends in ED
356	S	¿Y saw?
357	T	Saw is regular o irregular?
358	Ss	Irregular
359	T	Good! See, saw, seen. ( <i>The students with the teacher's support highlight the regular and irregular verbs of the story</i> ) ( <i>The teacher verifies their answers and makes a list on the board</i> ) Ok, guys, for the next worksheet we are going to work with vocabulary, sequencing and grammar exercises ( <i>The teacher hands out the worksheet</i> ) Please, work individually when you finish you can share your answers with a partner. In the first activity, you need to go back to the reading to observe the words in bold and see each work used in context, then match the words with their definitions. Who can explain the activity? ¿Quién puede explicar el primer

		ejercicio?
360	S	Miss hay que unir los significados de las palabras.
361	T	Exactly, for example, the first word in bold “en negrita” is shocked and the definition is surprised the letter F. It is clear? ¿Está claro?
362	Ss	Sí...yes.
363	T	Ok, you have five minutes. Try to read the full sentence to guess the meaning, if you don’t know use the <i>dictionary</i> . ( <i>The students work individually and the teacher supervises them</i> ). Are you finished?
364	Ss	Yes.
365	T	Now, compare your answers with a classmate. Compartan las respuestas con un compañero. ( <i>The students work in pairs</i> ) Let’s check your answers ( <i>The teacher gives students feedback</i> ) Let’s continue with the next activities “Words in context” here you have to complete each sentence with the best answer and in the last you have to put the events of the story in order from one to six 6. Then retell this story to a partner.
366	S	¿Hay que ordenar la historia)
367	T	Sí., deben ordenar la historia y luego contársela a un compañero. Tienen diez minutos. You have ten minutes for these activities. ( <i>The students work individually under the teacher supervision</i> ) ( <i>The students compare the answers and the teacher gives them feedback</i> ) You did a good job guys. That’s all for today, we will continue next class. See you next class.
368	Ss	Bye Miss.
369	T	Hello guys!
370	Ss	Good morning!
371	T	How are you?
372	Ss	Fine, thank you and you?
373	T	I’m fine too, thanks.
374	S	¿Miss vamos a seguir con la historia?
375	T	Sí, hoy tenemos preguntas de comprensión lectora. Vamos a responder preguntas literales e inferenciales como lo estamos haciendo en el pre-icfes. Primero voy a pasar lista. ( <i>The teacher takes the attendance</i> ) Ok, as I said before today we are going to answer some literal and inferential questions. First, I’m going to give you two worksheets.
376	S	¿En parejas?
377	T	No, individually.
378	S	Individually
379	T	Yes. To answer the literal questions, we are going to apply another reading strategy that is called Scanning ( <i>The teacher writes on the board</i> ). When readers scan a text they look for specific information. Readers move their eyes quickly over the page, and do not read the information that they are not looking for.
380	S	Escanear el texto.
381	T	Es buscar rápidamente información específica en el texto. In the text, you have the lines. Can you skim the story and tell me how many lines does it has? Juan Carlos ¿cuántas líneas tiene el texto? Puedes ver los números al final de cada párrafo.
382	S	Tiene veinte profe.



383	T	How do you say veinte in English?
384	S	Twenty
385	T	Thank you, twenty lines. We are going to use scanning to find the answers and when we find them, we write here ( <i>The teacher shows the worksheet</i> ) the number of the line or lines where the answers of the questions are. For example, la pregunta numero 1 dice... Who is the story about? We already know the characters of the story right? The characters...Do you know the characters?
386	Ss	Yes.
387	T	So, which line of the text have that information? En qué línea del texto aparece. Usan la estrategia scanning para buscar esa información en específico
388	S	Ahh por ejemplo, línea uno párrafo uno
389	T	Así es. That's right. Try to answer the questions individually, then compare with your classmates and finally with the whole class. Ask if you have any doubt. ¿Alguna pregunta?
390	S	¿Hay que entregarlo ahora?
391	T	Al final. At the end of the class.
392	S	Miss ¿esto es nota?
393	T	Todo lo tendré en cuenta para este período. ( <i>The students scan the text to answer the questions, the teacher walks around the classroom</i> ) Remember that you don't have to read the full story again, use scanning to find the answers. Are you finish?
394	S	Yes!
395	T	Let's check your answers. ( <i>The students share their answers and the teacher gives them feedback</i> ) After answering the literal questions, we are going to answer some inferential questions about the text. Who can tell me what is infer?
396	S	Miss algo que se infiere ( <i>Students laugh</i> )
397	T	Yes, but how?
398	S	¿Cómo?
399	T	Ajá
400	S	Es como interpretar lo que quiere decir el autor.
401	T	That's right, Interpret, To answer the inferential questions, we are going to implement two reading strategies skimming to find general ideas and making inferences. The synonyms for the word „infer“ are “believe, think, understand and assume” (The teacher writes on the word) Do you know those verbs?
402	S	Pensar
403	S	Creer, entender
404	T	And assume?
405	S	Es como asumir
406	T	Yes, the information is implicit or explicit?
407	Ss	Implicit
408	T	Yes, making inferences is important because sometimes the writer doesn't tell us everything. Now, we are gonna use skimming to find supporting details and making inferences that help us to answer the questions. ( <i>The teacher reads the questions with the students and help them to answer the questions</i> )
409	S	Miss ¿the moral es la enseñanza? La moraleja
410	T	Yes, after reading the story what do you think is the moral? Choose one answer.

		<i>(The teacher supports the students and gives them feedback)</i> Thank you guys for your attention and good behavior. You did a good job. We are going to finish this lesson next class. See you next time, bye.
411	S	See you, Miss.
412	T	Hello! How are you today?
413	S	Hello! Fine and you?
414	T	I'm fine. Thank you. Today, we are going to finish the lesson about the story of the Seven Ravens. Last class, we answered literal and inferential questions. Now, we are going to complete this sequence chart. <i>(The teacher shows the chart to the students)</i> I'm going to give you the material.
415	S	¿En parejas?
416	T	Lo haremos todos juntos. Yo también en el tablero.
417	S	Así es mejor, señor.
418	T	Ok. A sequence chart is a graphic organizer.
419	S	Como los mapas conceptuales
420	T	Algo así. Graphic organizers help readers to better understand a text, assess and organize the information in the reading. As you can see, in this sequence chart we have to complete the main events of the story: The Tale of the Seven Ravens. The characters: Who, the setting: When and Where, the complication, do you remember the complication?
421	Ss	La complicación
422	T	¿Qué pasa ahí?
423	S	El problema de la historia
424	T	Very good! Also in the sequence chart we are going to complete the events, los principales tres acontecimientos and at the end the resolution.
425	Ss	La solución.
425	T	¿Para qué nos sirve este graphic organizer?
426	S	Es como un resumen de la historia
427	T	Yes, it is like a summary and what else?
428	S	Organizarla
429	T	Very good! Please, I need your ideas and contributions to fill this chart. Write down the information in your own chart. <i>(The teacher fills the chart with the students' help)</i>
430	T	In the last part of this lesson, you are going to work in groups of four students.
431	S	De cinco Miss
432	T	Groups of four. You are going to answer some questions in order to reflect about what we have learned so far. Van a responder preguntas sobre lo que se ha hecho hasta ahora en esta lección. Let's organize the groups, each group has one worksheet. When you finish, choose one member to share the answers.
433	S	Miss, ¿las podemos responder en español?
434	T	Sí, pero intenten hacerlo en inglés. Todo lo hemos visto en clase. <i>(The Students work in groups and the teacher supervises and supports them)</i> Thanks for your participation. Next class, we are going to analyze a different story and apply the reading strategies that we have been practicing. See you next Friday. Bye
435	Ss	Bye.

Transcript of Lesson 2		
1	T	Good morning guys!
2	Ss	Good morning!
3	T	How are you today?
4	Ss	Fine, thank you. And you?
5	T	I'm good, thank you. For today, we have a new short story.
6	S	Ah sí, usted dijo que hoy íbamos a leer otra historia.
7	T	Yes.
8	S	¿Es larga?
9	T	It has the same length. Es casi del mismo largo que la anterior. Recuerdan que fue lo primero que hicimos en la anterior lección.
10	S	Usted nos hizo una preguntas antes de leer
11	T	¿Y esas preguntas para que eran?
12	S	Para saber que sabíamos sobre el tema.
13	T	Very good! Do you remember the name of the reading strategy that we used?
14	Ss	[...] ( <i>Several students speak at the same time</i> )
15	T	Raise your hand if you want to talk. Yes, Steffy
16	S	Activar el conocimiento previo
17	T	In English?
18	S	Activation of previous knowledge.
19	T	Perfect. Activation of previous knowledge. But before start the lesson, I'm going to take the attendance....Ayala...Ok, let's start with the lesson. First, I'm going to share with you the objectives of this lesson... ( <i>The teacher reads the objectives of the lesson</i> ) For the first part, you are going to receive the first worksheet. ( <i>The teacher hands out the worksheet</i> ) This a pre-reading activity. The story chosen is called "The Girl who Got Bigger and Bigger" by Matt Purland. Do you know the meaning of that title?
20	S	¿En español?
21	T	Yes, in Spanish
22	S	La chica...
23	S	La chica más grande y más grande
24	S	La chica que quería ser más grande
25	T	La chica que se volvió más y más grande. Ese sería el título en español. First, I'm going to ask you one question: Have you ever wished to be older? Why?
26	S	El wish es desear
27	T	Yes, you have the question in your worksheet. Have you ever wished to be older?
29	S	¿Alguna vez has deseado ser más viejo?
30	Ss	Nooo
31	T	Ser mayor de lo que eres ahora

32	Ss	Ahhhhh
33	T	Who wants to answer the question?
34	S	Yo, Miss.
35	T	Go, ahead Marlon.
36	S	Yes.
37	T	Why?
38	S	Para disfrutar los placeres de la vida <i>(Students laugh)</i>
39	S	Yo para entrar a Siglo 21.
40	T	What is that?
41	Ss	Una discoteca... <i>(Students laugh)</i>
42	T	Ahh ok. Thank you. Who wish to be older and why? Yes, Luis.
43	S	Sí, para trabajar y tener dinero
44	T	Can you say that in English?
45	S	Work and money... <i>(Students laugh)</i>
46	T	I wish to be older to work and have money. Say it.
47	S	I wish to que...
48	T	To be older
49	S	I wish to be older to work and have money
50	T	Very good! Anyone else? No..ok. When I was a child I wished to be older to have money and buy my own things
51	S	Me too, me too.
52	T	Ok... With this question what do you think is the story about?
53	S	¿De qué va a tratar la historia?
54	T	Yes
55	S	Sobre la madurez
56	T	Ok, what else?
57	S	Alguien que ya quiere crecer
58	T	Ok, someone who wants to be older. Remember that the activation of previous knowledge help reader relate the things they already know with the reading. Nos ayuda a relacionar lo que ya sabemos con las cosas nuevas de la lectura. We already know the title. Now, we are going to use skimming to see the general features of the story. Nos ayuda a ver la forma general del texto. For example... How many pictures the story has? How many pictures?
59	Ss	One
60	T	How many paragraphs?
61	Ss	[...] <i>(Several students speak at the same time)</i>
62	T	How many?
63	S	Seven
64	T	Thank you.
65	S	No, six
66	T	Could you please describe the picture?
67	S	Hay una niña gigante.
68	T	How do you say that in English? In English?
69	S	There's a girl.

70	T	What happened with her?
71	S	She is big
72	T	Good! What else?
73	S	Es más grande que la casa.
74	T	Yes, she's bigger than the house. Where is she?
75	S	Afuera
76	T	Outside, good! What is she wearing?
77	S	Jeans
78	T	Yes. What else?
79	S	Black shirt and tennis.
80	T	Very good! Now, we are going to fill a prediction chart. Do you remember the strategy predicting?
81	Ss	Yes. Predecir.
82	T	Good! This reading strategy is useful to guess what is going to happen in the story. According to the title and the pictures what do you think is going to happen?
83	S	¿Qué va a pasar?
84	T	Yes.
85	S	Miss, la muchacha toma algo y se vuelve así gigante.
86	T	She drinks something. What does she drink?
87	S	Un remedio
88	T	¿Medicine?
89	S	No, una poción mágica.
90	T	¿A magic drink?
91	Ss	Yes.
92	T	Ok, when we read the story, we are going to know if your guesses are correct.
93	S	Ahora no tiene donde vivir porque no cabe en la casa
94	T	That's a big problem. Please complete the prediction chart, then compare your predictions with a classmate. Any questions?...No? <i>(The students work individually under the teacher supervision and support)</i> After skimming the text...Which is the main tense the writer uses to tell the story?
95	Ss	Past
96	T	Very good! Past. We can see a lot of verbs in past tense. What is the purpose of this text? Inform, entertain, persuade?
97	Ss	Entertain
98	T	Good! Entertain.
99	S	Miss la última pregunta: what actually happen? ¿Hay que responderla?
100	T	Good question, thanks. Guys, you are going to complete the last question after reading the story. Después de la lectura.
101	S	Ahhh bueno. <i>(The students fill the prediction chart and share their answers)</i>
102	T	Your guesses were very creative. For the next part, we are going to put in to practice another reading strategy that is visualizing. <i>(The teacher writes the word on the board)</i> Visualizing is a reading strategies helps us create pictures in our minds that represent or reflect the ideas in the text. What is visualizing in Spanish?

103	Ss	Visualizar
104	T	Visualizar nos ayuda a crear imágenes en nuestra mente sobre lo que leemos. Cuando leamos la historia debemos crear imágenes de lo que pasa. So, let's start with reading together. The title of the story is "The Girl Who Got Bigger and Bigger" by Matt Purland. Who's Matt Purland?
105	Ss	El autor.
106	T	Yes, the author. ( <i>The teacher start the reading, then a student re-reads the sentence</i> ) What's the meaning of the verb grew? That verb was in the story of the ravens
107	S	Es crecer ¿no?
108	T	Yes, you're right. It is a regular or irregular verb?
109	Ss	Irregular
110	T	Good! ( <i>The teacher continues reading the story with the students</i> ) After reading the first part...which pictures did you visualize?
111	S	Miss yo me imaginé el pie del mismo grande que la casa
112	T	Yes, her foot was as big as her house. ( <i>The teacher continues reading the story with the students</i> ) Do you know a synonym for the word "annoyed"?
113	S	Un sinonimo
114	S	¿Qué es?
115	T	What do you think is the meaning? According to the sentence.
116	Ss	Bravo
117	T	Yes! Enojado, molesto. So, could you tell me a synonym?
118	S	Angry
119	T	Good! Angry...( <i>The teacher continues reading the story with the students</i> ) what is a farmer?
120	Ss	Granjero.
121	T	Good! And farm?
122	Ss	Granja
123	T	Yes, let's continue...( <i>The teacher continues reading the story with the students</i> ) Do you remember the word "suddenly"? We read that work in the previous story and you found the definition. Do you remember?
124	S	Miss yo me acuerdo que era de repente
125	T	Thank you Reina. That's the meaning, de pronto, repentinamente. Suddenly....repeat...suddenly.
126	Ss	Suddenly.
127	T	Perfect. ( <i>The teacher continues reading the story with the students</i> ) What does the expression "shrank back down" means?
128	S	Miss ella se volvió pequeña. Volvió a su tamaño normal. Normal size.
129	S	Ella se encogió.
130	T	That's correct. Let's continue with the last part. ( <i>The teacher continues reading the story with the students</i> )
131	S	Miss qué es disappointed?
132	T	Disappointed.
133	S	Eso
134	T	Who knows the meaning? Is it a verb?

135	S	Miss, decepcionado.
136	T	Ajá. Is it a verb?
137	Ss	No, adjetivo.
138	T	Yes, adjective. <i>(The teacher continues reading the story with the students)</i> Did you enjoy the story?
139	Ss	Yes.
140	T	Do you any questions about the vocabulary? Is everything clear?
141	Ss	Sí.
142	T	Perfect. For the next exercise you have four pictures, you need to write down the sentences of the story that describe the pictures. Ok? Deben escribir las escenas que describen esas imágenes.
143	S	Ahh Ok.
144	T	You can use the reading strategy scanning to find the specific information. Do you remember the strategy?
145	S	No hay que leer todo el texto sino buscar donde está la respuesta, leyendo rápidamente.
146	T	Thank you Melissa. For example, the scene of the first picture is... She spent all that day visiting towns.
147	S	Miss I have the second.
148	T	Tell us, Yulieth. She made a special drink that would make her grow.
149	T	That's correct. Thank you. <i>(The teacher helps students complete the exercise)</i> . For the next class, we are going to describe some characteristic of the main character. Who's the main character?
150	Ss	The girl.
151	T	Yes, the girl is the main character. We will continue with this activity next class. See you next time. Bye. Please bring the colors. <i>(At the end of the lesson the students answer the journal questions)</i>
152	Ss	Bye Miss.
153	T	Good morning. Today is a beautiful day.
154	Ss	Good morning.
155	S	Miss está serenando.
156	T	Sí. Hoy no hace tanto calor. ¿Dónde están los demás?
157	Ss	En la biblioteca. Ya vienen.
158	T	Vamos a esperar que estén todos para comenzar... Ok, let's start with the class.
159	T	Today, we are going to make inferences about the main character's feelings and motives. How would you describe the girl's personality? Highlight the words which you think apply to her... There you have sixteen adjectives. Vamos a hacer algunas inferencias. You need to justify your impression with examples from the story, then compare your answers with a classmate. The first adjective is hardworking. Do you think she was hardworking?
160	S	Trabajadora
161	T	Yes, that's the meaning...but can you apply that adjective to her?
162	Ss	Noooo
163	T	Next one is sensitive
164	S	Sensitiva

165	S	Nooo, es sensible.
166	T	Yes, Reina. You're right. Sensitive is sensible. Do you think she was sensitive?
167	S	Yes.
168	T	Then highlight that word please. What example from the story justify your answer? Un ejemplo que justifique su respuesta.
169	S	Miss donde dice "she cried herself to sleep"
170	T	Good job, Yeinar. <i>(The teacher continues supporting the students)</i> After putting into practice the strategies visualizing and making inferences, we are going to identify linguistics aspects of the text. The same activity that we did with the previous story. Did you bring the colors?
171	Ss	Yes.
172	S	Vamos a resaltar los verbos y las expresiones.
173	T	Yes, in this text, you are going to underline the time expressions and highlight with different colors the past tenses that you identify in the text. Time expressions with red, regular verbs with pink, irregular verbs green and other past tenses with yellow. <i>(The teacher helps students to identify the verbs and writes them on the board)</i>
174	S	Miss ¿los regulares with read?
175	T	No. The regular verbs with pink. You have the instructions at the end of the page. So, what is the first irregular verb?
176	Ss	Was
177	T	Good! Is the past tense of...?
178	Ss	El verbo to be
179	T	Yes, the verb to be. Please highlight that verb with the color...
180	Ss	Green.
181	T	Yes. What other irregular verbs can you find in the first paragraph?
182	Ss	[...] <i>(Several students speak at the same time)</i>
183	T	Raise your hand to participate. Dina
184	S	Grew, kept
185	T	That's correct. Grew repeat grew
186	Ss	Grew
187	T	Kept
188	Ss	Kept
189	T	Perfect! <i>(The teacher helps students identify the grammatical features of the text)</i>
190	T	That's all for today guys. Next class, we are going to identify the stages of a narrative text in this short story. See you next time. Bye.
191	Ss	Bye.
192	T	Hello guys! How are you today?
193	Ss	Hello teacher, fine and you?
194	T	Pretty good! Thanks. Before start with our lesson, I'm going to take the attendance. Ayala... <i>(The teacher takes the attendance)</i> So, today we are going to identify the stages of a narrative text in this story. Do you remember the stages? The three stages?
195	S	Orientation



196	T	Yes, that's the first. And the second?
197	Ss	Complication.
198	T	Very good! And the last?
199	Ss	Evaluation.
200	T	Good! A narrative text usually has three important stages: Orientation, Complication and Evaluation. Last class, we read the story, so today we are going to use skimming to identify the stages and organize them in the chart that I'm gonna give you right now. <i>(The teacher hands out the worksheets)</i>
201	S	¿En parejas?
202	T	We are going to work together in this part. What happens in the first stage?
203	S	Allí sabemos quiénes son los personajes y donde viven
204	T	Thank you Dina. The opening paragraph should answer the questions: who, what, where, when, and how.. The characters and the se...
205	Ss	Setting.
206	T	What happened Juan Carlos?
207	S	Me cogió el celular
208	T	Who? ¿Quién?
209	S	Camilo
210	T	Camilo pay attention...you're not working. No estás trabajando.
211	S	Ya se lo dí.
212	T	Let's continue with the stages of the story. So, the complication is about what?
213	S	Los problemas que tienen los personajes
214	T	Good! Is where the climax of the story is presented as well as unexpected events and setbacks that the characters must face. What about the evaluation?
215	S	Es cuando ya se resuelven los conflictos que hubo
216	S	Miss es como en español, el inicio, nudo y desenlace.
217	T	Yes, it is very similar. In this stage, it is necessary to recognize the facts that have more influence on the character and that modify their actions. <i>(The students complete the chart with the teacher's support)</i> What is the orientation in this story?
218	S	The first párrafo donde dice there was once a girl who wanted to be grown up like her parents...se menciona los personajes
219	T	Very good! Please label that part and complete the first part of the chart <i>(The teacher writes the stage on the board)</i> What is the complication?
220	S	Donde ella empieza a crecer mucho y los padres se molestan.
221	T	Which part of the story? ¿En qué parte?
222	S	Miss en el segundo párrafo
223	T	Ok, the second paragraph that's the first complication. Did you find a second problem?
224	S	Cuando se pierde
225	T	Which part? She was lost...
225	Ss	En el tercero
226	S	Night fell and she saw that she was completely lost. Nobody could show her the way back home.
227	T	Very good! And the last stage the evaluation?

228	S	Cuando encontró al boy y la ayudó y regresó a casa.
229	T	That's correct. She resolved the complication. <i>(The teacher helps students fill the chart with the information from the story) (At the end of the lesson, the students answer the journal questions)</i>
230	T	That's all for today. Next class we are going to answer literal and inferential questions and practice reading strategies. Bye.
231	Ss	Bye.
232	T	Good morning!
233	S	Good morning!
234	T	How's it going?
235	Ss	Fine, thank you and you?
236	T	I'm fine, thanks. Are you ready for today's lesson?
237	Ss	Noooo
238	T	I know you are ready. Let's start with the attendance.
239	S	Miss otra vez con la historia esa. Ya hemos leído bastante.
240	T	Yes, it is interesting? Right?
241	S	Sí, pero yo pensé que ya habíamos terminado todo lo que hemos hecho.
242	T	Trabajen duro hoy ya nos falta poco. Además, van a tener extra nota por la participación y el trabajo ahora en el segundo período. <i>(The teacher takes the attendance)</i> I'm going to give you two worksheets today with literal and inferential questions. <i>(The teacher hands out the material. Let's start with the inferential questions.</i>
243	S	¿Con ésta? <i>(The student shows the worksheet)</i>
244	T	Yes. The direction is: Scan the story "The Girl Who Got Bigger and Bigger and answer the following questions. Do you remember the reading strategy scanning?
245	S	Yes. Para encontrar información específica.
246	T	Very good! You need to look at the questions and identify what is asked for in it. Scan the story to find the specific information. Remember you don't have to read the full story again.
247	S	Miss como hicimos con la otra historia y escribimos la línea en donde encontramos la respuesta también.
248	T	Yes. The first literal question is how did the girl grow bigger?
249	S	¿Cómo se volvió grande?
250	T	Yes. Use the strategy scanning to find the answer.
251	S	La segunda línea.
252	T	What does the second line say?
253	S	She made a special drink that would make her grow.
254	T	Excellent. She made a special drink that would make her grow. Repeat would...
255	Ss	Would
256	T	Good! Let's continue with the second question... How did her parents react to her growing bigger? What was the reaction of her parents?
257	S	Ahhh ellos estaban bravos.
258	T	Could you please find the information in the text?
259	S	Her parents were annoyed

260	T	Good job! Her parents were annoyed... In which line?
261	Ss	Six.
262	T	Yes, line six. Please write the answer. Next question is: Where did she spend the night?
263	S	Spend?
264	T	What is the meaning of the verb spend?
265	S	Gastar. Spend money
266	T	Yes. But in this context?
267	S	¿Dónde pasó la noche? En una granja
268	T	Very good! In this case is pasar el tiempo... como dice Melanny ¿Dónde pasó la noche?
269	Ss	Farm
270	S	A farmer let her stay at his farm for the night.
271	T	Very good! <i>(The teacher continues helping the students with the literal questions)</i>
272	T	You did an excellent job with the literal questions. Let's continue with the inferential questions. In order to answer these questions, what strategy we should use?
273	S	La de las inferencias
274	S	Making inferences.
275	T	Very good! The information is explicit or implicit in the text?
276	Ss	Implicit
277	T	That's right! So, remember that we make an inference by combining text clues with what you already know to form a conclusion. Hacemos inferencias combinado las pistas que nos da el autor con lo que ya sabemos.
278	S	Miss más fáciles son las literales que uno ya encuentra las respuestas.
279	T	Yes, but we also need to think and interpret. Silence please! Pay attention. This part is very important. The direction is: Read the text and then answer the inferential questions. Explain your answers by referencing details from the text. Vamos a escribir detalles del texto que nos ayuden con la respuesta. Ok?
280	Ss	Yes.
281	T	Let's start with the first inferential question. Why did the girl want to be as big as her parents? Also you have to write How do you know this?
282	S	¿Por qué quería ser grande?
283	T	Yes, what do you think? What's the clue that the author gives us?
284	S	Yo digo que era porque ella quería viajar por el mundo
285	T	How do you say "viajar por el mundo" in English? How do you say that? She wanted to
286	S	Travel
287	T	Yes, she wanted to travel...
288	S	Around the world.
289	T	Now, the full sentence.
290	S	She wanted to travel around the world
291	T	Good! She wanted to travel around the world. Now, how do you know this? ¿Cómo lo saben?

292	S	Ay porque lo primero que hizo fue irse para los pueblos y vagar ( <i>Students laugh</i> )
293	T	Good point. Do you agree?
294	S	Yes.
295	T	Ok, answer the question, please. You can work with a partner to answer the next questions. ( <i>The students work in pairs under the teacher's supervision</i> ) ( <i>The students share their answers and the teacher gives them feedback</i> ) ( <i>At the end of the lesson the students answer the journal questions</i> )
296	T	That's all for today guys see you next time! Bye, bye.
297	S	Bye Miss.
298	T	Hello, hello!
299	Ss	Hello
300	T	How are you?
301	Ss	Fine, thank you and you?
302	T	I'm fine too! Today, we are going to finish with the second lesson.
303	S	¿Hoy es la última?
304	T	Depende de ustedes. Today, we are going to complete a plot diagram. Do you know what is a plot diagram?
305	Ss	[...]
306	T	A plot diagram is a tool used to organize the story. I'm going to give you a worksheet. ( <i>The teacher hands out the worksheet</i> ) Can you see now the plot a diagram?
307	S	Como el que hicimos, pero con más cosas.
308	T	Yes, a graphic organizer. First we have the exposition that is about the characters and the setting. What are the characters of the story and where they live?
309	S	The girl
310	T	Good! Who else?
311	S	The parents, the boy, el granjero
312	T	Good! The farmer. So, let's write the information in our plot diagram. ( <i>The students complete the plot diagram</i> ) Then we have the rising Action What events happen after the exposition and before the climax? That is the complication. ( <i>The teacher supports the students helping them to fill the plot diagram</i> )
313	T	Now, in group of four, you are going to answer some questions about the lesson. The direction is: Reflect about what you have learned in this lesson. Talk with your partners to answer the questions below. Once you finish, report your answers to the whole class.
314	S	¿Miss los mismos grupos de la vez pasada?
315	T	Como deseen.
316	S	Bueno.
317	T	( <i>The students work groups</i> ) Are you ready to share your answers?
317	S	Miss ya terminamos.
318	T	Let's start with the first question. What have we done so far? ¿Qué hemos hecho hasta ahora?
318	S	Teacher, nosotros.

319	T	Go ahead, Yeinar.
320	S	Predecir que va a pasar en la historia, identificar las etapas de la historia, la orientation, los personajes y el lugar, la complication, como los problemas que ocurren and la evaluación.
321	S	También usamos el skimming y scanning. La identificación de los verbos que los resaltamos.
322	T	Very good! . Do you think to analyze the structure of the text help you to comprehend the story?
323	S	Sí
324	T	Yes, your group Susana.
325	S	Porque uno sabe el orden de las cosas y es más fácil encontrar las respuestas como usted nos dijo que había en cada stage y nos ahorra tiempo.
326	T	<i>(The students share their answers) (The students answer the last set of question of the journal)</i> Thank you guys for your work and your attention. See you next class.

**Appendix 11: Reading Post-Test**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read the story and answer the questions below:

**The Emperor's New Clothes**  
by Hans Christian Andersen

Once upon a time there was an emperor whose only interest in life was to dress up in fashionable clothes that he spent all his money in clothes. He had a different suit for each hour of the day.



One day, two thieves decided to teach him a lesson. They told the emperor that they were tailors and could sew a new suit for him. It would be so light and fine that it would seem invisible. Only those who were stupid could not see it. The emperor was very excited and ordered the new tailors to begin their work.

One day, the king asked the prime minister to go and see how much work the two tailors had done. He saw the two men moving scissors in the air but he could see no cloth! He kept quiet for fear of being called stupid. Instead, he praised the fabric and said it was wonderful.

Finally, the emperor's new dress was ready. He could see nothing but he did not want to appear stupid. He admired the dress and thanked the tailors. He went to the grand annual parade down the street for all to see the new clothes. The people could only see a naked emperor but no one admitted it for fear of being thought stupid.

They praised the invisible fabric and the colors. The emperor was very happy.

At last, a child cried out, "The emperor is naked!"

Soon everyone began to murmur the same thing and very soon all shouted, "The emperor is not wearing anything!"

The emperor realized the truth but preferred to believe that his people were stupid.

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Retrieved and Adapted from: <https://www.k12reader.com/>

**Glossary**

Thieves: Ladrones

Tailors: Sastres

Praise: Elogiar, felicitar

**Literal comprehension**

1) What did the emperor spend all his money on?

---

2) How many suits did the emperor have?

---

3) What did the thieves tell the emperor about the new suit?

---

4) Why did the emperor want to go to the parade?

---

5) What did the child cry out?

---

**Inferential comprehension**

6) Why did the emperor think he was wearing the suit even if he didn't see it?

---

---

---

7) Why didn't the prime minister admit that he couldn't see the clothes?

---

---

---

8) The child is the only one who tells the emperor that he is not wearing the suit. What can you infer from the child's attitude?

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9) Why do you think the emperor continued with the parade?

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## Appendix 12: Evidence of a Student's Post-Test

11-02

Reading Comprehension IED VILLAS DE SAN PABLO 11° GRADE

**READING POST - TEST**

Name: Yos Pardo Acosta  
 Date: October 7<sup>th</sup> 2019

Directions: Read the story and answer the questions below:

**The Emperor's New Clothes**  
 by Hans Christian Andersen

Once upon a time there was an emperor whose only interest in life was to dress up in fashionable clothes that he spent all his money in clothes. He had a different suit for each hour of the day.

One day, two thieves decided to teach him a lesson. They told the emperor that they were tailors and could sew a new suit for him. It would be so light and fine that it would seem invisible. Only those who were stupid could not see it. The emperor was very excited and ordered the new tailors to begin their work.


One day, the king asked the prime minister to go and see how much work the two tailors had done. He saw the two men moving scissors in the air but he could see no cloth! He kept quiet for fear of being called stupid. Instead, he praised the fabric and said it was wonderful.

Finally, the emperor's new dress was ready. He could see nothing but he did not want to appear stupid. He admired the dress and thanked the tailors, He went to the grand annual parade down the street for all to see the new clothes. The people could only see a naked emperor but no one admitted it for fear of being thought stupid.

They praised the invisible fabric and the colors. The emperor was very happy. At last, a child cried out, "The emperor is naked!" Soon everyone began to murmur the same thing and very soon all shouted, "The emperor is not wearing anything!" The emperor realized the truth but preferred to believe that his people were stupid.

Retrieved and Adapted from: <https://www.k12reader.com/>

**Glossary**  
 Thieves: Ladrones  
 Tailors: Sastres  
 Praise: Elogiar, felicitar





Reading Comprehension IED VILLAS DE SAN PABLO 11<sup>o</sup> GRADE

Literal comprehension

1) What did the emperor spend all his money on?

he spent all his money

2) How many suits did the emperor have?

He had a different suit for each hour of the day

3) What did the thieves tell the emperor about the new suit?

It would be so light and fine that it would seem invisible

4) Why did the emperor want to go to the parade?

He went to the grand annual parade down the street for all to see the new clothes

5) What did the child cry out?

the emperor is naked

Inferential comprehension

6) What is the author's purpose in writing this story?

Para entretener a las personas

7) Why didn't the prime minister admit that he couldn't see the clothes?

8) What can you infer about the child?

que dijo la verdad

9) Why do you suppose the emperor continues with the parade?

Por que dijo que ellos eran estupidos



## Appendix 13: Students' Work Samples

Reading Comprehension IED VILLAS DE SAN PABLO 11<sup>o</sup> GRADE


Name: Reina Reina Delante

Worksheet 1: PRE-READING ACTIVITY  
Short story




Title: *The Tale of the Seven Ravens by the Grimm Brothers*

Directions: Look at the pictures.  
Can you order the sequence of the pictures?  
What do you think is happening?  
What do you think will happen?

Reading Strategy: **Predicting**



Good readers think about what's going to happen and make predictions based on what they know.

2. Compare your predictions with a classmate. How different or similar are they?

What I think will happen next	My classmate's predictions
<p>I predict that 3 childrens of a family and his friends lose a ball in a river and the ducks the return.</p>	<p>The childrens drink the water change in ducks look with attention the river that the return his bodys</p>

3. Predict. What do you think happens next in the story? Read the first paragraph to check your ideas. How do think will happen next? Read the rest of the story to find out.

Once upon a time, there lived a man and a woman who had seven sons. The couple wanted a daughter very much, and finally, they had a girl. One day, the father needed water for the child. So he sent the seven brothers to a river in the forest to get it. Once there, though, the boys began to fight and the water jug fell into the river...

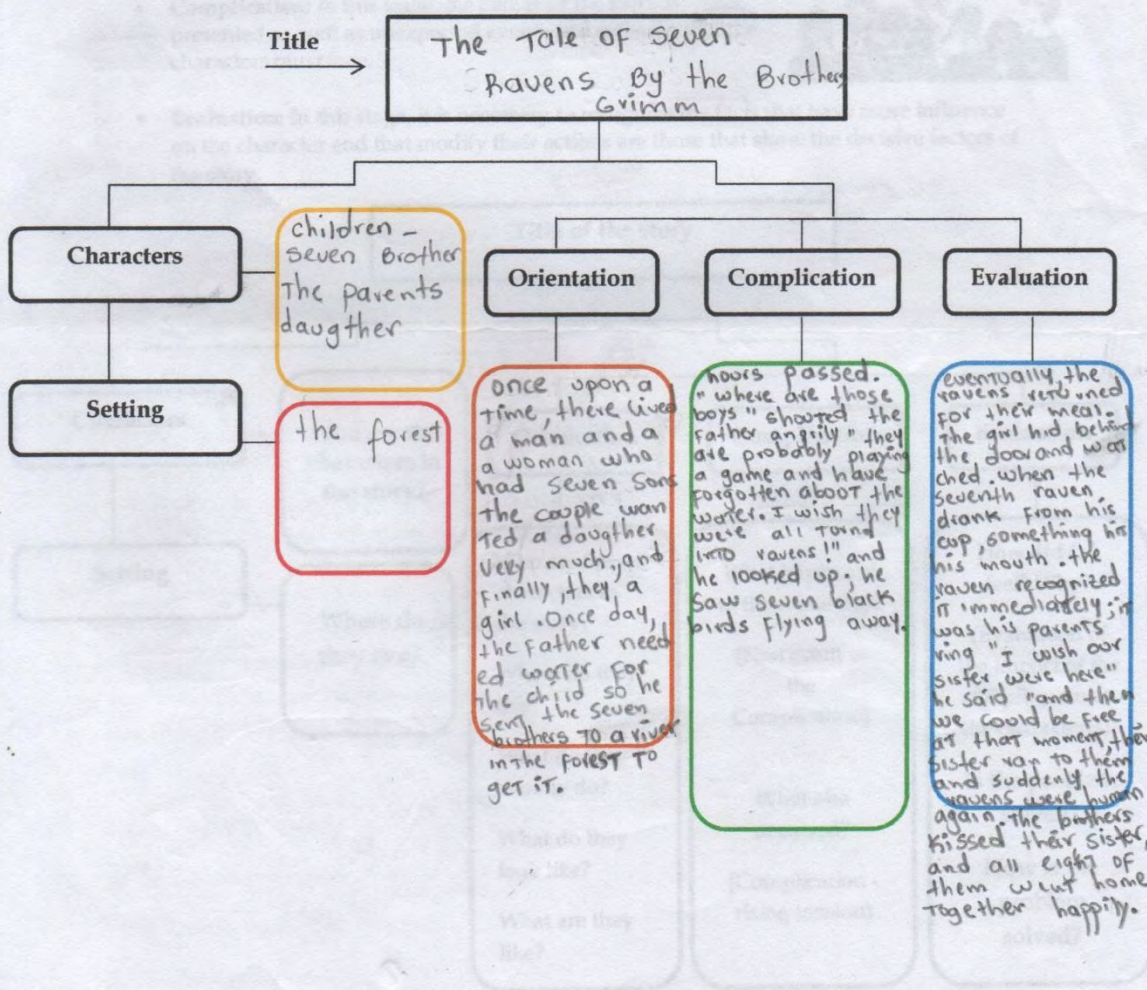
Worksheet 5: FILLING THE CHART

Name: Nicolás Ledesma

Directions: Complete the chart with the information from the text.

Type of text: SHORT STORY

Purpose of the text: Entertain and resolve a complication



Reading Comprehension IED VILLAS DE SAN PABLO 11° GRADE

## Worksheet 6: IDENTIFICATION OF LINGUISTIC ASPECTS

Genre: Narrative

Name: Sharay yepes

Type of text: Short story

Date: July 27 2019

**Directions:** Read the text. Underline the time expressions and highlight with different colors the past tenses that you identify in the text.

**The Tale of the Seven Ravens**  
By the Brothers Grimm

Once upon a time, there **lived** a man and a woman who **had** seven sons. The couple **wanted** a daughter very much, and finally, they had a girl. One day, the father **needed** water for the child. So he **sent** the seven brothers to a river in the forest to get it. Once there, the boys began to fight and the water jug fell into the river. The boys **looked** into the river and thought of their father. They were afraid to go home.

Hours **passed**. "Where are those boys?" shouted the father angrily. "They are probably playing a game and **have forgotten** about the water. I wish (they were all **turned** into ravens!) And he looked up; he saw seven black birds flying away. The father was **shocked**. "What **have I done?**" he thought. But it was too late. He could not take back his words.

In time, the girl grew up and **discovered** she had brothers and she **decided** to find them. For years she **searched** and did not stop. Finally, she **found** their home. (To enter (she **needed** a special key made from chicken bone) which she did not have. (The girl thought for a moment, and then took a knife and cut off one of her fingers) With it, she opened the door and went inside. On a table, there were seven plates and seven cups. She ate and drank a little from each. In the last cup, she **accidentally** dropped a ring that her parents had given her.

Eventually, the ravens **returned** for their meal. The girl **hid** behind the door and **watched**. When the seventh raven **drank** from his cup, something hit his mouth. The raven **recognized** it **immediately**; it was his parents' ring. "I wish our sister were here," he **said**, "and then we could be free". At that moment, (their sister ran to them, and **suddenly** the ravens were human again. The brothers **kissed** their sister, and all eight of them went home together happily.

— Time expressions

■ Simple past - Regular verbs

■ Simple past - Irregular verbs

■ Present perfect

Orientation

Complication

Evaluation

## Worksheet 8: READING COMPREHENSION QUESTIONS - LITERAL LEVEL

Name: Marlon Aguado Date: Wednesday, August 21, 2019

## READING COMPREHENSION: LITERAL QUESTIONS

**Directions:** Scan the text and answer the questions that follow. Refer to the text to specify the line where the answers of the questions are.

1. Who is the story about?

the story is about a man, a woman and seven sons

Line (s) number: 1

2. Why were the brothers in the forest?

the brothers were in the forest because the father needed water.

Line(s) number: 2-3

3. What was the father's wish?

the father wish was that they were all turned into ravens - 2, 3

4. In line seven, what does "turned into" means?

a) changed to       b) returned to

5. Why does the girl cut off her finger?

the girl cut off her finger because she opened the door and went inside

Line (s) number: 13-14

6. How do the ravens become human again?

they became human again because they wished that their sister were there and be free

Line (s) number: 18-19

**Reading strategy: Scanning** is looking through a passage for information you need. This saves time because you only read the information you want.




## Reading Comprehension IED VILLAS DE SAN PABLO 11° GRADE

## Worksheet 15: SHORT STORY STAGES

Name: Yulieth Rangel

**Directions:** A narrative text usually has three important stages: *Orientation*, *Complication* and *Evaluation*, read the story, identify the stages and organize them in the following chart.

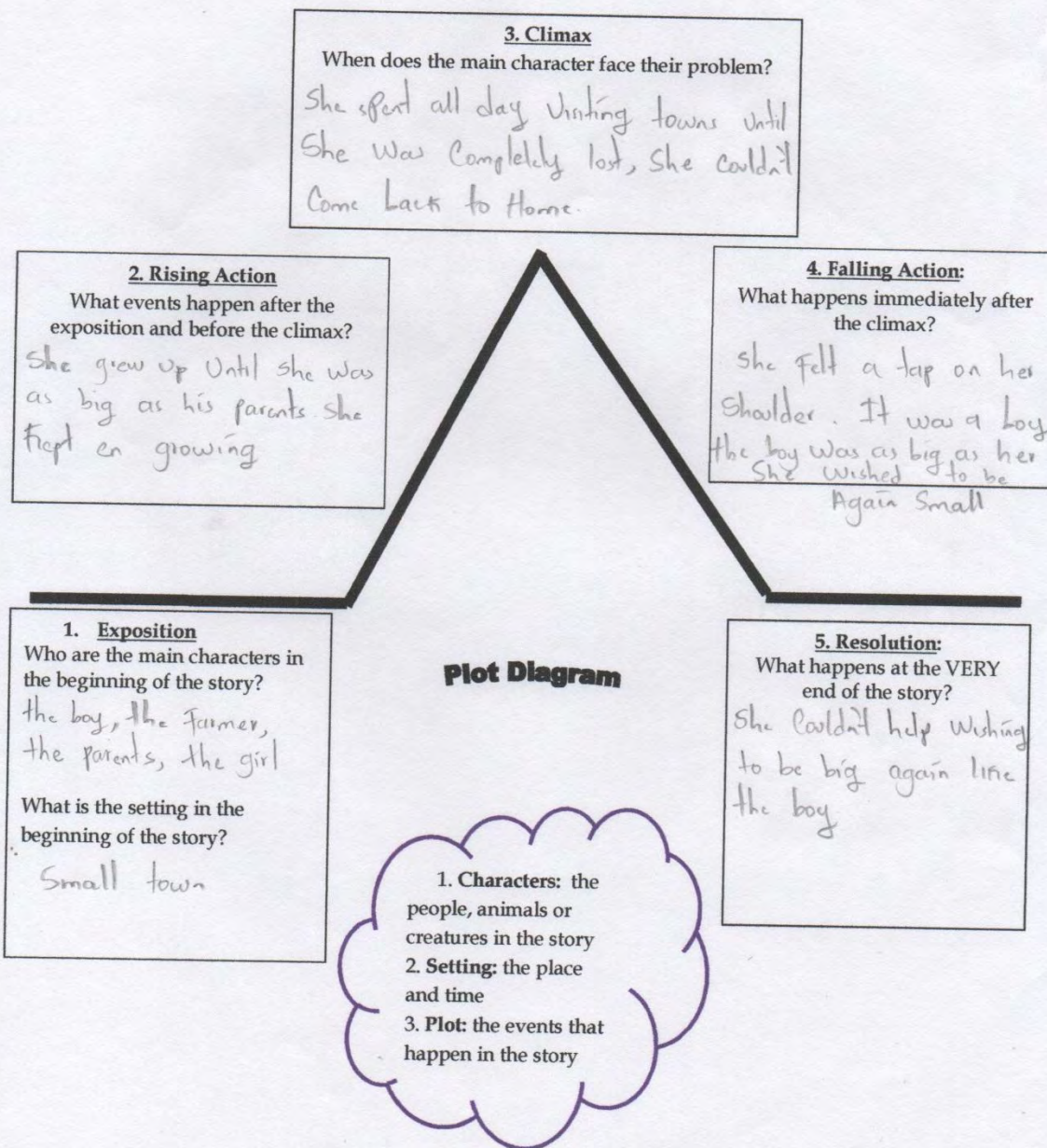
<p><b>Genre:</b> Narrative <b>Type of text:</b> Short story</p>	
<b>Purpose</b>	
Resolving a complication	
<b>Stages</b>	
<b>1. Orientation</b>	
This stage gives the reader the background information about the main characters. The opening paragraph should answer the questions: who, what, where, when, and how.	
<p>there was once a girl who lived in a small town. She wanted to be grown up like her parents, so she made a special drink that would make her grow. she grew until she was as big as her parents, but she didn't stop there. she kept on growing until her foot was the size of her hand.</p>	
<b>2. Complication</b>	
In this stage, the climax of the story is presented as well as unexpected events and setbacks that the characters must face.	
<p>one night fell and she saw that she was completely lost. nobody could show her the way back home. a farmer let her stay at his farm for the night. she asked herself to sleep and felt sad because nobody was as big as her.</p>	
<b>3. Evaluation</b>	
In this stage, it is necessary to recognize the facts that have more influence on the character and that modify their actions are those that show the decisive factors of the story.	
<p>the girl said that she was tired of being too big. I want to be small, with that she shrank back down to her original size. the girl rode in the boy's shoe. she arrived to her home and her parents were extremely happy to see her. at the end, she couldn't help wishing to be big again.</p>	

Nicolas Valencía Górriz 11°02.

Reading Comprehension IED VILLAS DE SAN PABLO 11°GRADE

**Worksheet 18: PLOT DIAGRAM - REPRESENTATION OF IDEAS OF THE TEXT**

**Directions:** Read the story and complete the plot diagram



Annexes





