

TEACHING READING COMPREHENSION STRATEGIES THROUGH A
GENRE ORIENTED READING COURSE.

MODALIDAD PROFUNDIZACIÓN

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BARRANQUILLA, May 2017

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ABSTRACT

Reading represents one of the most important skills in any language. When a student develops high reading comprehension levels, He opens a door to have success in different fields of the life. This paper reports the procedure of collecting valuable data of the needs and reading comprehension problems of a ninth grade students of the Institución Técnica Industrial de Sabanalarga, in order to design and implement partially a syllabus on the basis of the Genre-based approach. Some important reading comprehension strategies have been described and practiced in the activities proposed in this course. This intervention involved the exposure and analysis of the structure and patterns of two types of narrative texts (fables and short stories), identifying some linguistics features, learning new vocabulary focused on the development of two Genre-based approach phases which are Modelling and deconstruction of the text. The results of this intervention showed that the use of suitable reading strategies in these genres increased the motivation and interest of the students in understanding what they were reading and showed that improved their reading comprehension level.

Keywords: Genre-based approach/ Reading Strategies/ Reading comprehension/ Syllabus Design.

La lectura representa una de las habilidades más importantes en cualquier idioma. Cuando un estudiante desarrolla altos niveles de comprensión lectora, abre una puerta para tener éxito en diferentes campos de la vida. Este trabajo

reporta el proceso de recolección de datos de las necesidades y los problemas de comprensión lectora de los estudiantes de noveno grado de la I.E. Técnica Industrial de Sabanalarga para diseñar e implementar parcialmente un syllabus basado en la pedagogía de géneros. Algunas estrategias importantes de comprensión lectora han sido descritas y puestas en práctica en las actividades propuestas en este curso. Esta intervención implicó la exposición y el análisis de la estructura y los patrones de dos tipos de textos narrativos (Fábulas y cuentos cortos) identificando características lingüísticas, aprendiendo un vocabulario nuevo enfocado en el desarrollo de dos fases de la enfoque de géneros que son modelaje y deconstrucción de textos. El resultado de esta intervención mostro que el uso apropiado de estrategias de lectura en estos géneros, aumenta el interés y la motivación de los estudiantes por entender lo que leen y aumenta sus niveles de comprensión lectora.

1. INTRODUCTION

In the Colombian educational context the government has promoted new policies that include considering English language as fundamental aspect in the development of economy and in the social life around the world. Reading is an important issue that enables us to acquire and construct knowledge through different and new perspectives that allow learners face challenges worldwide. However, in Colombia, different projects are developed in the policy of bilingualism such as the Bilingualism National Plan stated by the Education Ministry in the public schools in the reading comprehension field that may give EFL teachers some clues as to how to deal with the low English comprehension levels in their students.

Consequently, in 2004, the educational policy of the Ministry of National Education has established to reinforce the mastery of English as a Foreign Language (EFL) through the National Bilingualism Program. It has been designed to get learners' English proficiency level B1 according to Common European Framework of Reference of Languages.

In this sense, it is very important to highlight that many school administrators and English teachers have supported and implemented the new bilingualism programs and projects developed in Colombia such as Programa de Fortalecimiento de Competencias en Lengua Extranjera (PFDCLE). This program is focused on developing communicative competences in English to

educators and learners to benefit and prepare them for the global marketplace; it has conventions with Fullbright-Icetex and the British Council.

On the other hand, many teacher researchers have found out that reading comprehension is an essential element in the learning process of the students because it constructs, instructs and develops their skill of understanding what they are reading, it improves their concentration and influences positively in the school performance. The implementation of a project which fosters the reading comprehension levels of learners through the explicit instruction of reading strategies by means of a genre oriented reading course at Institución Técnica Industrial de Sabanalarga with ninth grade students focused the attention on the improvement of reading comprehension levels.

The objective that the process of data collection in this document has is to identify the main problems of reading comprehension of a group of ninth grade in a public school of Sabanalarga (Atlántico) through the implementation of a genre-based course. The results of this intervention showed how useful is to teach students in an explicit way to become more efficient readers by means of the implementation of reading strategies to improve their reading comprehension levels. Students were exposed to the analysis of different narrative texts in which they used the most suitable reading comprehension strategies according to their interests, needs and proficiency levels.

1.1 Research Objectives

1.1.1 General objective

- 9th grade students from I.E.Técnica industrial de Sabanalarga should be able to apply reading strategies to comprehend different narrative texts.

1.1.2 Specific objectives

- Provide explicit instruction on reading strategies for the students to comprehend different narrative texts.
- Expose students to different types of narrative texts in order to identify its structural and linguistic features.
- Analyze the influence of the intervention based on genre pedagogy in the students' reading skills.

2. RATIONALE

2.1. Context description and needs

This research process is developed at Institución Técnica Industrial de Sabanalarga, (IETISA), which has eight (8) industrial workshops such as Applied Arts, Electricity, metalworking, Woodworking among others; these are considered the emphasis of the institution that is the reason why the other subjects have fewer hours during the week, for instance, English classes which are scheduled just three hours per week. Throughout the years, the learners have graduated from this institution with the Industrial profile from this town and other nearby municipalities. The qualification scale for grading students' performance goes

from 1.0 to 5.0. It is divided into four levels: Low, Basic, High and Superior. A particular constraint at IETISA is that some teachers are opposed to the changes in general, while the principal is supportive and accepts the new projects of the different school subjects implemented by the teachers' staff and the policies proposed by the government as in the case of the National Bilingualism project.

The main points in the Proyecto Educativo Institucional (PEI) of IETISA consist of gathering all the educational policies and regulations stated by the Ministry of National Education and the Law 115 of 1994 in Colombia, to establish and provide the guidelines of all the processes in academic, administrative and community managements. The PEI is not available for the public domain; it is only at the principal's office. The implications of not having a complete access to this document are the deficient knowledge of the pedagogical model among the school teachers and students and due to the limited development of the projects. Therefore, it is necessary to update this document and share it with all the school community. Currently, the principal has programmed meetings with the teachers to check and update some official documents as Evaluation System, Behavior Manual, and the vision of the PEI which is really out of date because it states that this institution will lead processes of human development, social participation and technological competences, and its mission is focused on providing high and efficient productivity to the learners with its Industrial Technical framework.

Another relevant aspect to analyze in this context is the English program that is mainly based on some textbooks and the Guide 22 about Basic Standards

for English Competence (2006), which makes it very monotonous and not accurate to fulfill communicative goals and to improve the development of learners' competences and skills. As a result, the students' English proficiency level is very low. Besides, there is not an appropriate emphasis on this important subject because there are fewer hours scheduled in contrast with other subjects. There is only a bilingualism classroom which is not available all the time and it is missing to fix some equipment and update the computer programs.

English staff consists of five teachers who are allowed to adapt the program according to the groups of students' features. The real situation in this school is that every English teacher works isolated, there are no commonalities in their teaching processes, and there are no area meetings. This situation makes difficult to create, organize and plan new projects in common to improve the English proficiency level, to achieve a common goal.

With the purpose of identifying the research problem, it was chosen the 9th grade "E" at IETISA, which is a group of 36 students in ages from 14 to 17 years old. All of them live in Sabanalarga (Atlántico), and they are in low socio-economic strata; some of them do not live with their parents, but with a grandmother or another relative. In English classes, 9th grade students' attitude toward English class is sometimes positive in the sense of being willing to learn from their teacher but there is a small group that is characterized by misbehavior at the first stage of the class. Most of them have low academic performance in English classes due to the lack of responsibility in doing homework, nor

dictionary neither materials for the class, constant class disruption and low involvement in the language learning class.

2.2 Significance of the study

This proposed study is significant for two reasons. Firstly, it contributes to understand how reading is being taught in the institution and what the most suitable methods are in order to find out what could be the most appropriate intervention to improve the reading comprehension levels of the 9th grade students at Institución Técnica Industrial de Sabanalarga.

Secondly, this research makes contributions in providing an insight into experience in planning and assessing the reading process of the 9th grade students through the exposure of different kinds of texts. With this research we hope that students can apply in an independent way different reading strategies when reading various types of texts.

3. PROBLEM DEFINITION

3.1 Data collection instruments: First moment

In this section, a description of the procedures followed to collect data and the instruments applied to identify the research problem will be explained.

Nowadays, research has an essential role for all language teachers, in order to make their teaching practice better and adapt it according to the reality of their particular contexts. Therefore, for being a good teacher researcher it is

necessary to know the class environment, the needs and the characteristics of the students to collect and analyze specific information in order to apply the most appropriate strategies in their teaching and to foster successful learning processes. In order to achieve that, it requires to analyze the contexts needs and to choose the most suitable methodology, and only then the teacher will be able to design an assertive way to teach and using authentic materials, resources and techniques based on pedagogical theories.

Holmes (1986, p.27) states in his research conclusion that factors such as teacher's attitude, time, resources and places to use during the class implementation can be analyzed through classroom research and the results can be shared with other teachers by different sources. Besides, another view of classroom research is found in Allwright and Bailey (1991), these authors conceive the research as a continuous process, which is useful for teachers to enable the interaction with their students, focused on identifying their classroom difficulties, and then to plan better how to approach them.

One of the most important issues in classroom research is the data collection and the systematic analysis of these data, which is widely used to analyze teaching and learning within a specific context, in order to identify the problem that may be hindering the compliance of the course goals in the classroom settings, and how the interaction is developed among teacher, context, and learners.

In order to understand or discover a possible research problem and draw conclusions, it is relevant to choose a method of organizing the examination of the data collected proposed by Cohen, Manion and Morrison (2007). For the particular research of the IETISA context, it was selected the fourth method of analysis which is called by *research question*. It allows us exploring relevant and coherent information at around a particular issue through these three instruments interviews, observation and questionnaire.

Since the nature of this current research process is qualitative and descriptive, three instruments were applied for the initial data collection: Classroom observation, questionnaire and interview applied to the sample of ninth grade students that were selected. These are described below based on their features, advantages and disadvantages in classroom research.

The analysis of the results will be focused on these two categories found in the context of the 9th grade. These are: the learning strategies used by the students and the factors that may be influencing learning positively and/or negatively. The starting point for this research is based on the reading of several theoretical documents about qualitative classroom research written by Wallace (1998), Richards (2003), McDonough & McDonough (1997), Allwright & Bailey (1991), Tred and Vyashur (1998), Cohen, Manion and Morrison (2007), among others. After this, it was necessary to design and apply the data collection instruments to the group of 9th grade students in order to create possible research questions about some problems in our language classroom context.

Hereunder, it is described and analyzed the first instrument applied in the ninth grade English classes: the observation.

3.1.1. Class observation

Genesee and Vjashur (1998) found that:

On the basis of their observations, teachers assess what students have and have not learned; they infer the learning strategies students may be using that are facilitating or impeding learning; they assess the effectiveness of particular teaching strategies; they determine which instructional activities and materials the students enjoy; and so on” (p.79).

Based on this view, observation is considered a systematic qualitative method of collecting valuable data about classroom behaviors. In a descriptive way, observation facilitates self-assessment to improve our teaching process, for making inferences about instructional process, for our professional development and the improvement of teaching and learning through the exploration of what goes on in our classrooms. This tool provides more detailed and precise evidence than other data source.

McDonough & McDonough (1997) state that observations can be affected by subjective factors like our beliefs and ideas about what we are observing. They explained some ways of recording data: whether it is live observation or using tape-recording or video recording which can distract the students’ attention, even distort the normality of the class and, if it is using transcription is a

very time-consuming exercise and loses more detailed information. Besides, some teachers are resistant to be observed because they believe that being observed is being assessed, and consider it as a stressful experience.

The results of the Classroom Observation applied in 9th grade were more descriptive. These are grouped in two main categories: Learning strategies used by the students and Factors that may be influencing learning positively and negatively.

Categories for the class observation analysis

✓ Category 1: Learning strategies

According to Oxford's (1990) Language Learning Strategy System is a way of classifying the learners' behaviors and actions to get a successful language learning process. This author has classified language learning strategies in **direct strategies** (memory, cognitive and compensation strategies) and **indirect strategies** (metacognitive, affective and social strategies).

This theory establishes that the use and training of these different strategies can benefit students in the choice of the most suitable techniques for a conscious and effective learning process. Learners can use both kinds of strategies to develop their mental processes (social, emotional, cognitive) for transferring and associating new information with the previous one. In the specific context of the 9th grade students, it can be seen that individuals have unconsciously implemented in English classes some direct strategies and some

indirect strategies that will be described below. The topic of the observed class was the future simple through a written practice activity, and students participated actively during the stages of the class.

Direct strategies: Some compensation strategies are applied by 9th grade students when they guessed intelligently and overcame limitations in speaking and writing activities because they needed to solve some exercises and they did not enough mastery of the vocabulary in this lesson.

Another direct strategy is Memory. It was observed when the teacher provided an example of a grammar structure through a dialogue, students created mental linkages and reviewed their prior knowledge in order to remember the topic and participate during the class. Students sometimes did not understand the teacher's instructions in English, then, they analyzed and took notes to ask for more clarification, and in this case, they used a Cognitive strategy.

Indirect strategies: Students applied affective strategy when they were switching to their first language frequently, it means, they alternate some phrases and words in L1 and L2 in order to communicate something. It was also observed that they used some Social strategies in actions such as: asking questions to the teacher and partners as needed, cooperating with others when they needed to clarify and understand something, and responding enthusiastically when they knew the topic of the class.

Oxford (1990) states the relevance of learning strategies: "Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p.9). This view confirms that as Foreign Language teachers is fundamental to take into account our learners' strategies to motivate them in developing and improving the use of strategies for making specific tasks.

✓ *Category 2: Factors that may be influencing learning positively and negatively*

Classroom observation has provided valuable information about teacher and students behavior. Based on Kumaravadivelu's (2006) categorization of learning factors into internal factors and external factors, established as individual (age, anxiety), affective (attitudes, motivation), tactical (learning strategies, communication strategies), knowledge (language knowledge, metalanguage knowledge), negotiation (interaction, interpretation), and environmental (social context, educational context). For this concern, it is not necessary to define each category. It only will be analyzed those which are observed in this particular English class.

Tactical and negotiation factors: Students are more willing to work in pairs or small groups in order to learn English easier. It influences positively in language learning process. In this particular case, teachers can observe that it is useful to implement in their English classes some of the foundations of the

cooperative learning approach in order to make students work together to maximize their own and each other's learning.

Knowledge factor: Concerning to the students likes for the type of activities they preferred more oral and writing activities even though they expressed their necessity of learning more vocabulary.

In the classroom observation applied in 9th grade, it was also revealed that the teacher helped their students to learn in the written practice activity, by giving them appropriate scaffolding and guiding them in the written process to evaluate the students outcomes. Besides, it was observed that there is Initiation Response Evaluation (IRE) pattern of interaction, through three steps: teacher initiates, students response and teacher evaluation. Teacher-students exchanges can have several sequences of interaction (IRE, IRF), but the most important aspect here is that the time class has to be propitious to foster language learning opportunities.

Then, the second instrument is described and analyzed: questionnaire to the students.

3.1.2 Questionnaire to 9th grade students.

Another valuable instrument for data collection is the Questionnaire. Cohen, Manion and Morrison (2007) consider that questionnaires are related to the research purpose and for being practical they allow selecting a sample of a group of students to apply them. It offers as advantage that is a relatively quick

way to collect information, it has reliability and practicability but in some situations it can take a long time due to the amount of questions. The responses of the questionnaires are more objective than in the interviews. The researcher must be careful to choose the appropriate questions, the right vocabulary and an interesting topic for the respondents.

The results of the questionnaire can be analyzed more objectively and easily quantified than in other instruments. In the questionnaires the open-ended questions can elicit a big amount of data that will take more time to analyze them. But it has some disadvantages which are if the questionnaire has too many questions the respondents could answer superficially because it takes much time to complete it. Also, the subjectivity of the researcher can influence the process of coding the open questions responses, and it does not allow collecting relevant information about the respondent's behavior and the context.

The questionnaire was applied during an English class. It consisted of ten questions and it only was chosen a sample of 15 of the 36 students of 9th grade, in ages of 14-17 years old. According to Cohen, Manion and Morrison (2007), there are three types of questionnaires: structured, semi-structured and unstructured questionnaires, this is related to the sample selected for each. For its features and small sample, this is a qualitative, less structured and open-ended questionnaire to get specific information in this current context.

The most relevant aspects in this questionnaire were the students' preference for oral or written communication in English classes, the enforcement

of pair work and group work, teacher procedures for enhancing students' interest in class, and the development of communicative skills in English.

The questionnaire showed that 53% of the students prefer oral and written activities, and they also prefer dynamic classes (See figure 1). When learners feel confidence to practice a conversation or a good reading is a good moment for teachers to give them appropriate instructional support and reinforce this ability.

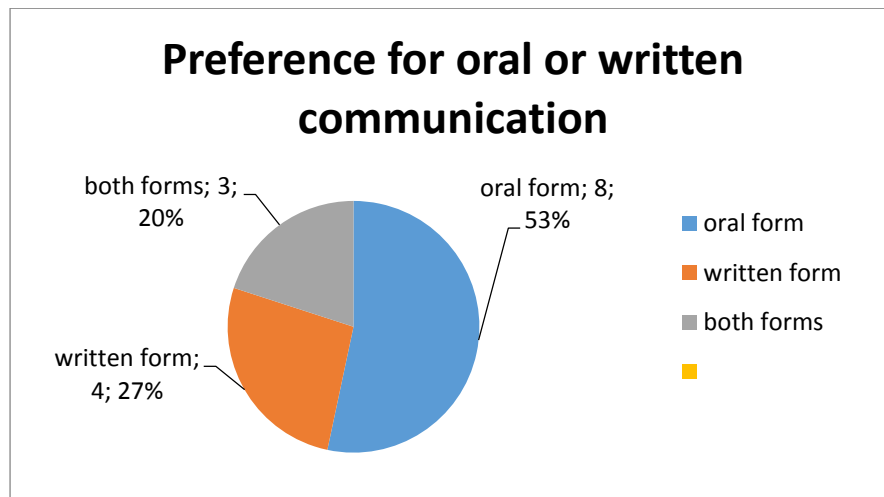


Figure1. Preferences for oral and written activities.

Regarding to the enforcement of pair work and group work consider that both forms are useful for the class integration and understanding the topics (See figure 2). This information could be used for the teacher to implement the basis of Cooperative learning approach in order to involve their students in real language learning opportunities through social exchanges and cooperation.

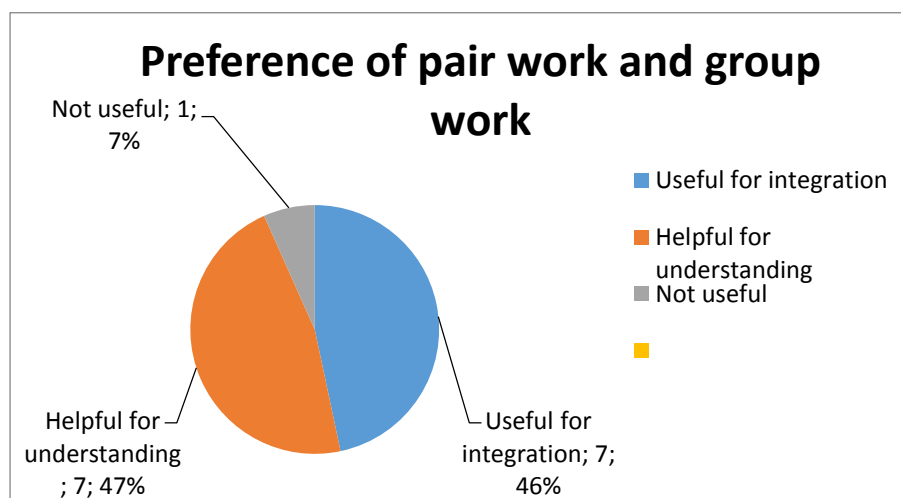


Figure 2. Preference for pair work and group work.

✓ *Development of communicative skills*

Many research papers have shared a lot of information about communicative skills in Foreign Language and this fact reveals us that it is a very important aspect to take into account in EFL classrooms. In the questionnaire, the 80% of the students put an integral development of their four communicative skills as a priority. It is a valuable information to be used at the moment of preparing the class activities and to choose appropriate resources and techniques (See figure 3).

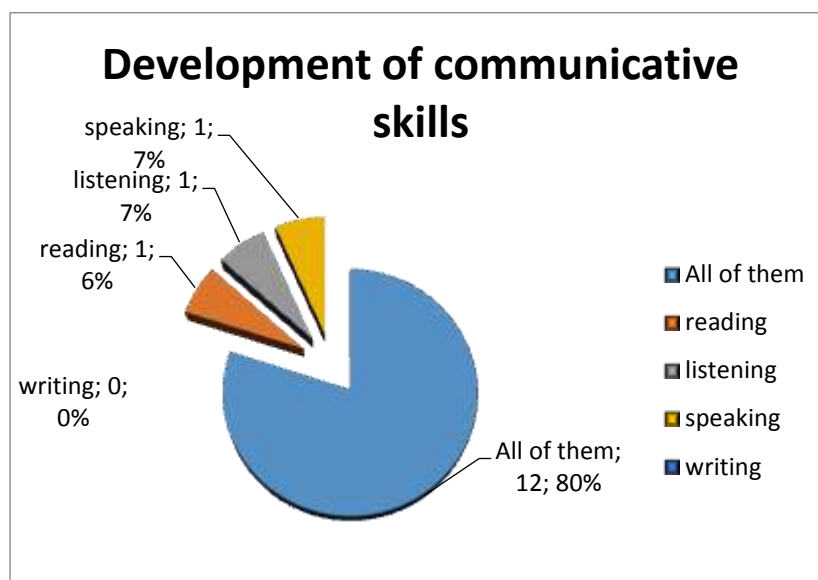


Figure 3. Integral development of communicative skills.

When language teachers plan their classes, they have to take into account the learners' needs for communicating their feelings, thoughts and opinions. It is possible in our real school contexts to develop a set of meaningful and purposeful classroom activities for the improvement of the communicative competence in our learners.

✓ *Teacher procedures for enhancing students' interest in class.*

This is a relevant aspect in classroom interaction in which teacher's role should be as facilitator of learning opportunities in order to create a favorable class environment. (See figure 4).

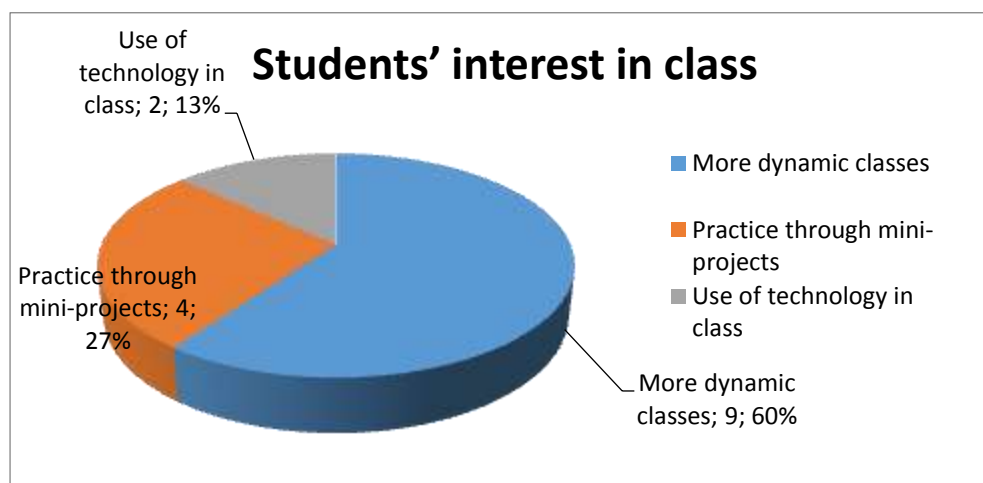


Figure 4. Students' interest in class.

Consequently, the last instrument is described and analyzed: the interview.

3.1.3 Interview to 9th grade students.

And the third instrument applied in this research is the Interview. Based on the theoretical perspective of Richards (2003), the qualitative interview can be defined as an effective data source with the purpose of collecting information and understanding several aspects of the day-to-day interaction in the classroom context. It offers positive advantages such as: the interview allows eliciting more honest and more sensitive information because it establishes a reliable relationship between the participants. It can also guide the improvement in teaching and learning processes because it offers more details.

Some interview techniques are more precise than others. The structured interviews allow a deeper exploration of specific topics; the interviewer makes

sure that certain topics are covered. While, the unstructured interviews allow the interviewee have control over the content of the interview. In both cases, the interview allows collecting valuable information and provides directions for the teachers to improve or modify their teaching.

The disadvantages of the interview application are that they are time consuming to carry out the data analysis. When the interviewers interpret and summarize the results of the interview this can be biased with their subjectivity, the accuracy of the collected information could be influenced if the interviewer has no experience in this issue, and if the interview is too long, it could affect the interest and quality of the interviewees' responses.

The interview was applied to 16 students in ages of 14-17 years old. This instrument revealed that all the interviewees considered very useful for their lives to study English. The students answered affirmatively to the question about the benefits and advantages of having a lot of interaction in English classes because this allows them learning more easily, enable participation and giving their opinions about the topics. Sometimes learners' motivation is related to the teacher's techniques and resources used in the class (See figure 5).

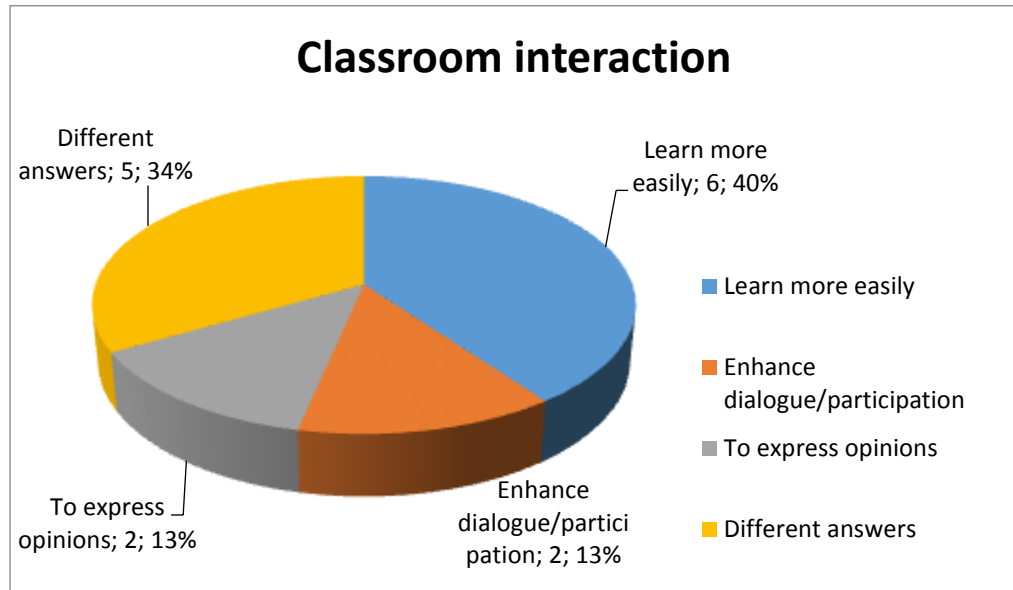


Figure 5. Classroom Interaction

Also, the interview showed that the 44% of the students expressed that they have learnt better through written activities rather than oral activities (See figure 6). The reason is because they consider that it is necessary to learn more vocabulary and this is an aspect that teachers can take into consideration to develop the reading activities to provide input. In fact, the 60% of them answered that they have more problems in vocabulary (See figure 7).

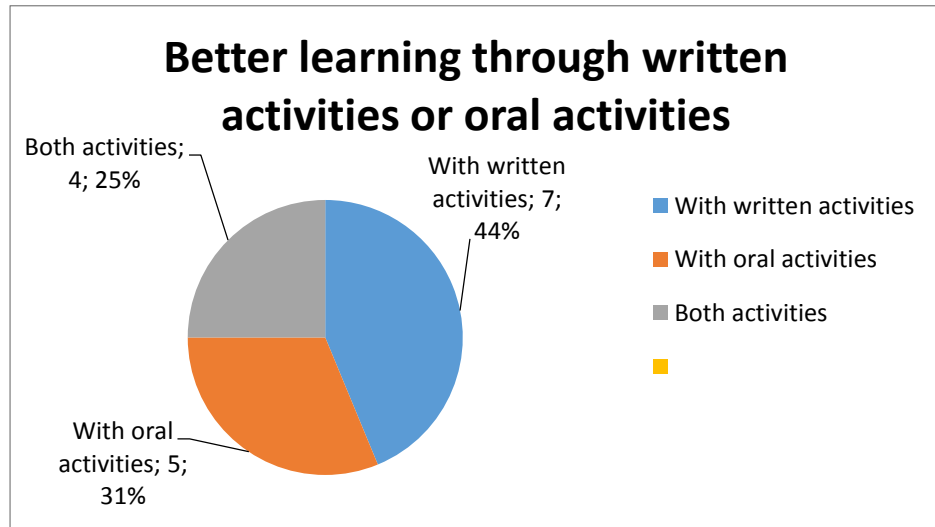


Figure 6. Better learning through written and oral activities.

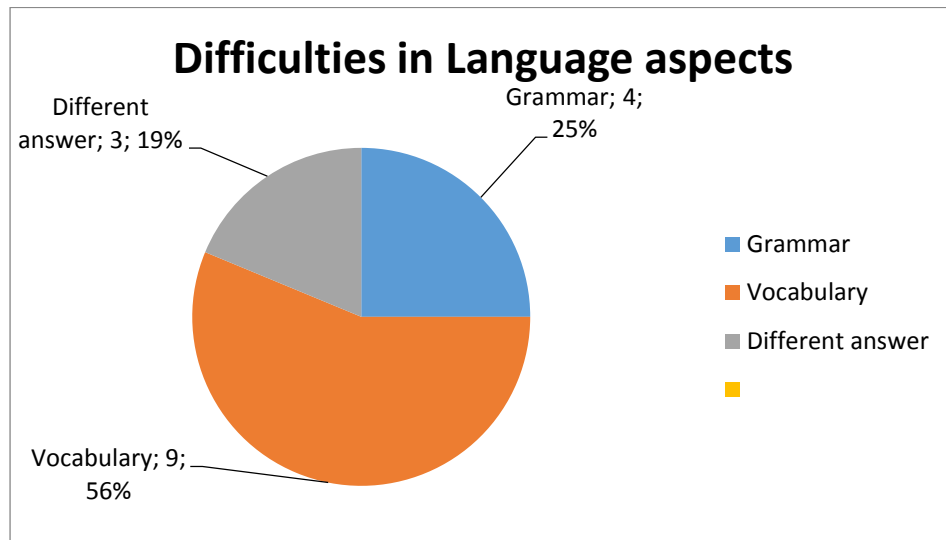


Figure 7. Difficulties in Language aspects.

Regarding to their preference about group work and pair work, 45% answered they like to work in pairs. Both interview and questionnaire revealed that 9th grade students consider important to develop the four communicative skills in English classes.

Hereunder, it can be drawn some important conclusions which will be useful to identify the routes to follow in this research and define the learning problems.

✓ *Conclusions of the three instruments applied*

After finishing the analysis of the results in this first moment of the research in the 9th grade “E” at Institución Técnica Industrial de Sabanalarga, it is possible to identify some learning problems in the language classroom context to deal with. In the results of the interview, it was clearly identified that 60% of the students present problems with the vocabulary rather than in grammar. Both in the questionnaire and in the interview, the results displayed that students do not like to work individually because they prefer to work in pair or in groups; it could be a constraint if the teacher wants to evaluate the learning process of every student.

3.2 PROBLEM DEFINITION

Starting from the results that the data collection instruments applied in the 9th grade it can be defined that students considered very necessary the development of the four communicative skills (writing, speaking, listening and reading). However, in a more specific way, the results showed that there are these specific problems: lack of basic vocabulary for the level, lack of strategies for reading, poor reading skills at literal, inferential and critical level.

Regarding to the needs of the students, the most relevant issue analyzed in this research is that students need to train and improve their language learning strategies by making a conscious use of them in different learning situations.

Research in the educational field offers a diversity of topics, methods and theories about behaviors, attitudes, and other aspects related to the teaching and learning processes. In fact, Classroom context research involves the language teacher as an investigator gathering data and performing analyses to determine what relevance these data has in their teaching practices.

As teachers, we consider that it is essential to improve the quality of the input (reading and listening) with the purpose of preparing learners to reach a higher level of proficiency after having adequate practice of the output skills (speaking and writing). When the learners are exposed to meaningful input within a suitable environment in which they can interact and experiment live language, they are able to produce a meaningful output, as Renandya, (2013) states in one of the three categories of the output-based practice, which is Communicative practice. This category is related to the development of suitable language in specific contexts.

To become good teacher researchers, we need to be accurate observers to identify what really goes on our classrooms and in our students learning process. It is necessary to reassess our performance, to enhance our ways of teaching, assume our role as facilitators and monitors of every process in our real learning world: our language classrooms.

4. THEORETICAL FRAMEWORK

For many years, reading has been studied and analyzed from many distinct points of view. Several researchers have seen reading as a valuable source of knowledge. Moreover, reading is an input which is essential for learning a new language. Therefore, this paper is focused on how important it is to understand what reading comprehension entails and what can be achieved through the development of reading strategies.

When learners read and comprehend a text, they are able to combine the information provided by the text with their prior knowledge. However, in the traditional view, the reader is conceived in a passive role, who only receives information and has to interpret the meaning that is within the text.

On the other hand, other theorists think otherwise. These authors state that this interaction needs to take into account the kind of readers, the context of the readers and the kind of text. "Reading is a complex cognitive process in which the reader, through interaction with the text, constructs meaning" (Hong Kim & Goetz, 1995),

It is relevant to implement the development of reading skills in the process of language acquisition because this input contains the structures, lexicon and all the stylistic information that learners need to know before being able to produce in a foreign language.

This theoretical framework consists of seven sections. The first section is about the definition of reading comprehension based on meaningful theories; the second section explains the reading as a process and the stages of reading from the perspectives of different authors. The third section focuses on the reading proficiency levels in order to know what level the 9th grade students are. Section four is about the most important reading strategies which are defined for several theorists. Section five defines the relevant connection between schema theory and reading process. The sixth section defines an important approach which is the Socio-cultural approach, and finally, in the section seven it will be the main approach of this research: genre-based.

4.1 Defining Reading Comprehension

In order to propose a suitable approach that enables 9th grade students at Institución Educativa Técnica Industrial de Sabanalarga (IETISA) to improve their English reading skills, it is necessary to understand the concept of reading comprehension and it is also important to know what students' current reading comprehension levels are by means of this research process.

Comprehension can be defined as the ability of the mind to perceive and understand ideas. It refers to a deep mental process in order to appreciate and recognize essential information within the text. Therefore, the reader can draw information that is direct or indirectly stated within the text to understand its purpose.

(Alfassi, 2004; Meneghetti, Carretti & De Beni, 2006) define comprehension as the interaction between the text being read and the reader's existing prior knowledge and expectations will generate meaning and comprehension. This means that comprehension is an internal process that should be activated through certain external developments that allow our readers reach higher reading comprehension levels.

Comprehension is constructed by stages and procedures that are given during the reading. Comprehension is not a product but a process. There is a meaningful interaction between text and reader, the latter assesses the text. Depending on this interaction, the reader could comprehend the text. Therefore, the reader is captivated by the author's intention and this connection produces a mixture of feelings and emotions that are related to real life experiences. This is what Durkin (1993) defines as "the essence of reading".

There are some features that enable reading comprehension. The first one is the instruction which must be explicit (Duffy, 2002; Palinscar & Brown, 1984). The teacher should guide the process using clear examples and demonstrations that students are able to imitate.

The second feature is "scaffolding" that engages students to be independent readers using their own strategies to enhance reading comprehension (Palinscar & Brown, 1984; Duke & Pearson, 2002). Then, the instruction must be previously prepared with enough time to avoid misunderstanding, and not as an improvised rule that appears for the needs

(Pressley, 1998). It should be integrated to the reading procedures with wide foundations.

Besides, it is worth to take into consideration that some students have different learning styles and respond faster to specific instructional practices and appropriate classrooms environments than others. For this reason, each instruction should be differentiated (Spiro, 2001). To engage an independent reader is not an easy work. This process demands a lot of dedication and maximum effort not only from the teacher but basically the student. This requires a clear instruction that should have the appropriate scaffolding according to their understanding level. Students require explicit instructions that enable them to find the main idea and details in a text, and they can also summarize, predict events, infer and monitor possible misunderstandings (Snow et al., 1998, p. 323).

Comprehension is a constructive process of meaning with different types of oral or written texts. Learners need to be instructed through all this process. Explicit instructions also enhance reading comprehension, in particular those that include processes where the students are monitoring and questioning themselves. A huge area of research has demonstrated that explicit instruction is a very effective instructional technique to improve students' reading comprehension (Forness et al., 1997).

After having a clearer the concept of comprehension, it is necessary to take into account these definitions at the moment of designing and implementing an intervention related to reading skills. That is why it is very important to

consider the conceptualization given by Burnes (1991:45) considering reading comprehension as a process where readers and author interact, share ideas, give opinions using the text. A similar definition is offered by Pardo (2004) who states that “comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text”.

4.2 Reading as a process and stages of reading

The psycholinguist Smith (1973) defined reading as an active process of communication to transfer information in which the reader is the receiver and the author is the transmitter. It is the reader who allows this transference through processes of decoding of symbols and the intention of the author.

4.2.1 Schema theory and reading process

There are different factors that affect positively or negatively reading comprehension process. In order to classify those factors and understand the interaction, researchers from diverse areas of linguistic and psycholinguistic have created the concept of schema theory (Barlett 1932; Rumelhart and Ortony 1977, Rumelhart 1980, p.76).

Those researchers argue that knowledge in the brain is classified and organized in units. Inside these units, the information is stored and used when is needed. In other words, a schema represents previous knowledge about how

something or somebody is formed or structured Bartlett 1932 (; Adams and Collins 1979; Rumelhart 1980, p. 76.) It is kept details, situations, and actions, sequences of events or actions. In this case, people have schemata to represent anything in any level.

Taking into account the concept of schema and the reader's schemata, anything that the reader has in its brain before, while and after reading a text, it is as important as the text itself. According to Rosenblatt (1994, p. 1063), "Every reading act is an event, or a transaction involving a particular reader and a particular pattern of signs, a text, and occurring at a particular time in a particular context. Instead of two fixed entities acting on one another, the reader and the text are two aspects of a total dynamic situation. The 'meaning' does not reside ready-made 'in' the text or 'in' the reader but happens or comes into being during the transaction between reader and text." It means that a text that does not have a reader is an irrelevant amount of words without sense. Nevertheless, when a reader interacts, contextualizes, and questioning a text, this acquires meaning and conveys the reader further the author's purpose.

Taking in consideration all of the above, it is important to highlight that English teachers can provide their students real learning opportunities in order to understand the content of a text and to improve their comprehension level, consequently, they can guide them through the five stages of reading stated by Tompkins (2006): Pre-reading, Reading, Responding, Exploring and Applying.

These stages involve a set of actions that enable students to achieve a greater level of understanding of what they are reading.

The following process and stages can be understood as follows:

1. Pre-reading: In this stage the reader states purposes, establishes connections with prior experiences, associations with special interests. The reader can also predict, review the text and locate some information.

2. Reading: The reader can read the whole text, make deeper predictions, and apply reading strategies. He/she can practice independent reading, shared reading or guided reading, read aloud, interpret charts, diagrams, illustrations, try to find specific information and take notes while reading.

3. Responding: In this stage, the reader is able to carry out a reading record and to contribute effectively in instructional conversations.

4. Exploring: The reader through a deeper rereading can connect the information read with his/her personal life and literary background. There is analysis of quotes, a new vocabulary words acquisition, a high interest on reading procedures, concepts, strategies, and skills.

5. Applying: Here, the reader is able to create projects, make connections with others sources or books; make reflections to value the reading process.

In addition, there is another procedure of three stages which is constituted by: pre-reading, while-reading and post-reading. Regarding this, Zhang settles

that “comprehension is facilitated by explicitly introducing schemata through pre-reading activities” (1993, p.5).

1. Pre-reading stage

Pre-reading stage is considered a useful part of reading process because it enables learners to activate the creation and updating of schemas every time that someone reads. Teachers can motivate learners previously to read by asking some questions related to the topic of the text, previewing the headings, titles, and pictures on the text in order to raise their interest.

2. While reading stage

On the second stage, while-reading has as main purpose to help learners determine what strategies and skills use to interact with the text. Hedge (2003) states that “many students report positively on the usefulness of while-reading activities.” (p.210). Therefore, the activities proposed in this stage are focused on developing specific abilities to help learners become active readers such as predicting about text content, taking notes, guessing word meanings by using the context, skimming, scanning, reading for specific information, use the dictionary effectively, among others.

3. Post-reading stage

Post- reading stage enables a deeper analysis and comprehension of the text, is a process that facilitates learners to make connections of the new information with background knowledge. In this process, learners can identify

what strategies are more suitable for different types of texts. Barnett (1988) proposed that post-reading activities help examine reader's comprehension and enable readers to analyze better the text content, through activities as cloze exercises, making comprehension questions, thinking aloud, role-playing, drawing conclusions, and so on.

For the sake of comprehension, teachers need to make covert thought processes to the student through modeling, demonstrations, and guidance. Secondly, it is important for the teachers to provide temporary support, or "scaffolding," to help the student move toward independent application of strategies and skills, and the long-term goals of maintenance over time and generalization to related reading situations (Palincsar & Brown, 1984; Duke & Pearson, 2002).

4.3 READING PROFICIENCY LEVELS

Many theorists have done research on the reading comprehension process, defining some specific proficiency levels, which are categorized as follows:

1. LITERAL LEVEL

In this level, students try to identify what the author of a text is literally expressing. Students understand explicit information in the text that they read. The comprehension of literal information helps them to identify facts, main ideas,

details, and other important information to comprehend generally or summarize a text.

In this level, students also localize information using context clues, following specific directions; a sequence, retrieve information explained in the text; identifying established conclusions, reorganize it through categorization patterns and synthesizing.

Questions such as what happened in different moments of the story, in what things or characters of the story are similar or different are easy to be answered in this level.

2. INFERENCE LEVEL

In this comprehension level, students try to identify what the author means beyond what is explicitly expressed. The students read between the lines and make inferences about things that are not explicit in the text. The reader makes inferences taking into account facts and information obtained in literal level and their possible cause and effect relationship.

In this level students also interpret figurative language, draw a probable conclusion, predict consequences and can judge the author's point of view. Questions in relation to the theme, the characters personalities or what the reader thinks how the story will end, are fostered within this level of comprehension.

3. CRITICAL LEVEL

In the critical comprehension level, students attempt to find out why the author says what he or she says or take a personal position in relation to the facts or problems in the story. Students in this level need to use some external criteria from their own experience in order to evaluate author's point of view, and take a position. The reader will feel more emotionally and intellectually connected with the text and its author's reasons and opinions.

In this comprehension level, questions and answers can vary according to the different experiences of the readers. For instance, the question could be focused on the fact or opinion identification, the possible alternative that readers can give to the characters to solve a problem or how they agree or disagree with the author's point of view.

With this current research project is expected to improve the literal and inferential comprehension levels of the 9th grade students. This declaration is based on the results of the analysis of instruments applied in this group where it was found that the reading comprehension levels have deficiencies. By improving the literal level of the learners, they will be able to identify specific details such as names, characters, time and place in short texts. In the inference comprehension level, they will also be able to find main ideas, sequence of the actions and personalities of the characters in a text.

4.4 Reading comprehension strategies

Taking into consideration that reading may be understood as a three stage-process that leads to comprehension, it is relevant to identify different reading strategies that students could apply according to every stage of the reading process. Block (1986) states that: the use of strategies results to be effective in improving students' reading comprehension because they can reveal us how students make sense of what they are reading and how they understand and solve misunderstandings when they are making a specific task.

Barnett (1989:66) defines reading strategies as "the mental operations involved when readers purposefully approach a text to make sense of what they read." Then, it is considered necessary to define carefully each strategy and the most suitable way to apply them in each reading stage.

To define what the most suitable reading strategies are in order to improve the reading comprehension in the students of the group of study, it is important to have clear what a strategy is. Therefore, a strategy is defined as a careful plan or method for achieving a particular goal usually over a long term of time. This means that it is essential to know what the purpose of reading a text is, in order to choose an appropriate way to achieve it.

In agreement with the context and the features of students, specific strategies will be explicitly taught for the students to apply them in each stage of the reading process. As they are described below:

In Pre- reading stage, strategies such as activate prior knowledge, visualization, scanning, and making predictions will help students to contextualize the reading text and find sense of what they read.

In while reading stage, making inferences, skimming, and confirming predictions through literal and inferential questions will permit students to connect ideas and understand specific situations step by step in this level.

Finally, in post reading stage, summarizing and questioning the text will be useful to define and conceptualize what it is supposed students understand from the text. All these strategies may internalize appropriately the text to the students, and understand beyond the text itself.

4.4.1. PRE READING STRATEGIES

During the pre-reading stage we will define the most effective strategies taking into account the data collected previously about our students' reading comprehension levels, in which we found out that they need to connect and familiarize with the vocabulary and activate their previous knowledge through the application of the following set of strategies:

1. *Activate prior knowledge:* When we have enough experience reading different kinds of texts, prior knowledge tends to be easy and flows naturally. At the same time, we connect what we are reading with what we already know. Basically, to activate prior knowledge means that, to relate and connect previous

experiences, topics and concepts recorded in our minds with the current facts in order to understand anything (Rumelhart, 1980).

2. *Visualization*: It is a strategy that lets a reader to go beyond the mere text (Shepard, 1967). It consists of drawing ideas, situations, images that let the reader to evoke easily a moment and relate it with the text they read. In students mind in order to comprehend easily and involved in the story text.

3. *Making predictions*: Prediction is the metacognitive exercise of guessing what it is going to happen in a text (Teplin, 2008). Generally, readers observe titles, headings, pictures, or diagrams in a text in order to know what the reading is about. Some researchers think that making predictions are not frequently using in reading (Magliano, Trabasso, & Graesser, 1999) but if readers learn how to predict, they will identify future information and facts. It will also help students connect prior knowledge and the text.

4. *Scanning*: it refers to identify specific information in the text quickly. Readers can read a passage to look for dates, names, by trying to find the answer using the clues.

4.4.2 WHILE READING STRATEGIES

In this second stage, ninth grade students will be able to progress in the reading by applying new strategies to understand the ideas and the information that the author is transmitting in the text, they could go beyond what is stated explicitly in the text.

1. *Making inferences*: It is actually considered more than a strategy a skill. It consists on deducing what the author wants the readers think, judge and conclude, implicitly and explicitly about a text. As cited Pollete (2011) according to Bar, Kamil, & Mosenthal (2002), "It is the ability to make reasonable inferences which go beyond the actual information contained in the sentence which indicates that students comprehend text" (p. 6)

If the reader infer, he will be able to interact with the text, find interesting and meaningful what they read in different levels. Readers, who control this skill, employ multiples cognitive structures, make constructive discoveries, internalize the information and keep it in their memory (Brunner 1979, Farstrup and Samuels 2002, Gallagher 2009).

2. *Skimming*: refers to looking *only* for the general or main ideas, images and works best with non-fiction (or factual) material. Readers can notice graphs, charts, pictures, subheadings, headings, among others.

3. *Literal questions*: questions in which readers can find the answers by reading the text carefully in order to find the right words to give the right answers.

4. *Inferential questions*: in this type of questions it is necessary the readers read very carefully and make use of their previous knowledge to give answers that are not evident in the text.

4.4.3 POST READING STRATEGIES

After the implementation of the strategies in the previous stages, students will develop the ability to move along the text by reflecting, relating information and clarifying their understanding of what they are reading. Then this course suggests the next set of strategies:

1. *Summarizing*: Summarize is a strategy that consist of saying or writing into a few and own cohesive words something that have been written. Any kind of text can be summarized. Here it is emphasized main ideas and the most important information. It needs to analyzing information, distinguishing relevant from irrelevant details. All the strategies that make emphasize in summarizing have a profound effect on how well students summarize (Rosenshine, 1996).

2. *Questioning*: It is one of the most common strategies implemented in reading process. Unfortunately, teachers spend a lot of time making questions without having clear and effective purposes. Questions need to be focused on motivating and preparing students; check and review knowledge, develop critical thinking and involving students in the text they are reading (Marzano, Pickering, and Pollock 2001).

4.5 STRATEGY INSTRUCTION

With the purpose of improving the reading comprehension performance of our students it is relevant to consider strategy instruction as the most effective way to ensure the involvement of our students in learning process in active way.

When language teachers promote the use of comprehension strategies they provide students with appropriate tools to access to different types of texts.

The effectiveness of strategy instruction for the improvement of reading comprehension in our own classroom context will always depend on the ongoing practice in different types of texts, and on how well we will teach students valuable comprehension strategies as skimming, scanning, summarization and questioning, among others, in order to provide them with diverse tools to interact with the texts. When learners make a conscious use of the strategies they will save time when reading texts as they will be able to understand instructions and solve diverse comprehension activities.

4.6 SOCIO-CULTURAL APPROACH

Learning is basically a social process in which the learners construct knowledge, exchange ideas, and develop specific abilities; therefore, this process takes into account the important role of culture and language. One of the most important exponents of the sociocultural approaches to learning is Lev Vygotsky, with the principle of Zone of Proximal Development ZPD, which states the difference between what a learner knows independently and what he/she can learn with the guidance of a teacher or parent. Vygotskian theory has done valuable contributions to the educational field in order to apply appropriate teaching techniques and plans to develop skills in more effective ways.

In this sense, the scaffolding strategy is intrinsically linked to the sociocultural theory because it is focused on teacher's correct assistance to help their learners to accomplish a task. "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance" (Raymond, 2000, p.176). It means that when teachers identify what their learners are really able to do and not to do, so they can guide them to use proper strategies and tools in order to strengthen their knowledge and gradually to hand over responsibilities their own learning process. Specifically, in relation to the second language learning, teachers can apply different strategies which enable them to identify the kind of scaffolding that their students need.

4.7 GENRE BASED APPROACH

Another very important model process taken into consideration in this research is the genre based approach (GBA). This model has been considered, defined and conceptualized by experts during the last century. Nunan (1999), for instance, said:

"Genre is a purposeful, socially constructed oral or written communicative event, such as narrative, a casual conversation, a poem, recipe, or a description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question." (p.308)

In this case, Genre is intrinsically related to a specific context where facts, experiences and anecdotes happening and affecting the community. And all these situations are brought, reflected or expressed into a communicative process. It could be by oral or written way, however, this research wants to emphasize in the use of genre concept and its process as the way to stimulate the reading to produce new writings as a result.

Genre-based approach in reading helps students to spot language features, identify content, and create a context where they can interpret the discourse while it offers an alternative to respond to any communicative situation.

Genre approach also permits readers to understand how a text is structured and written. Genre-based guides teachers to plan a syllabus with formal and functional features of language, taking into account all the skills (reading, writing, listening and speaking). It provides a linguistic purpose for the activities and becomes a good tool to the teachers and the students for better reading comprehension (Macken-Horarik 2002).

Reading projects have highlighted the advantages of genre approach application. For instance Hewings & Henderson (1987); Hyon (1996) and other researchers in this area reveal positive effects of genre instruction on students to understand structures of texts and the improvement of reading comprehension.

Basically, the intention of GBA is taking into account the different genres of reading to adjust to the students' needs and likes and select the most suitable

texts in order to encourage students not only learn English but to love reading. For this reason, it will be taken into consideration the genre based approach cycles or stages: Building the context, modeling and deconstructing the text, joint construction of the text, linking related texts and independent construction of the text (Feez, S., and Joyce, H. ,1998) which are focused on the process and not in the result.

Another important aspect to bear in mind when developing this approach to reading, is to induce students to discover valuable language aspects as true and false cognates, commons nouns, action and non- action verbs, and qualitative adjectives.

Within this approach, it is relevant for students to analyze texts by using the most appropriate reading strategies according to the stage of the reading and the phase of the genre based approach (modelling of the text and deconstruction of the text) they are working on.

5. RESEARCH METHODOLOGY

5.1 Research Paradigm: Qualitative Research

The nature of this current research process is qualitative and descriptive. This kind of research is concerning the findings about people´s lives, perceptions and behaviors which are valuable at the time of designing a suitable intervention for this particular school context. Many researchers as Richards (2003) have revealed in their studies about qualitative research that the purpose of this types

of research, is to provide explicit data about human groups in specific settings, in their everyday world.

For instance, qualitative research offers to schools and institutions a better perception of the ongoing practices in educational contexts through appropriate data collection instruments in order to understand the behavior and the environment of the participants, teachers and learners.

5.2 Type of Study: Action Research

Among all methods and techniques used to collect data such as case study, action research and ethnographic inquiry, we selected Action Research method of the qualitative paradigm as the most appropriate for this research project because of its detailed descriptive nature which enables us to understand and describe what is happening in classrooms and we can use the results of the data collected to design possible solutions to a specific research problem.

Through the method of Action Research, a problem within a specific educational context is identified and addressed through an intervention that seeks to solve such problems. It promotes the improvement and the involvement of the teachers and all the participants of the study, in order to take action in doing positive changes in their own environment. This is a valuable tool for us because we found that in our school context there is a particular problem in our students' reading comprehension level.

Richards (2003) also states that: “The characteristic approach associated with this tradition is the action research spiral of planning- acting and observing- reflecting-planning, and so on” (p.24).

This appreciation allows us to think that teachers must challenge their students to be part of their own reading process continuously in order to involve them in the improvement of their comprehension levels. Moreover, teachers must be organized during their pedagogical practice planning, taking into account all the unexpected situations that appear in the process, make a profound reflection about advantages or disadvantages during the intervention designed for this reading course.

This study used an action research design because it is a powerful agent for solving specific problems in classroom settings in which all participants are also encouraged to investigate and improve their practices. This type of study enables teachers to value the descriptive data gathered in order to find possible solutions and make an intervention in difficulties of reading comprehension.

6. INTERVENTION, OBJECTIVES AND EXPECTED RESULTS

6.1 Main Problem, Needs and constraints and Type of intervention

In this current chapter of the research, after having identified the main problems within the English class, specifically related to low performance when doing reading comprehension exercises due to a lack of basic vocabulary and poor use of reading strategies that affect the comprehension of different texts, it

will be discussed the methodology to be implemented in this research process. In a previous stage, the data collection instruments applied showed that the 9th grade students consider necessary the development of the four communicative skills (writing, speaking, listening and reading).

However, the results of the questionnaire gives us a clearer perspective about what the real issue is about, which is that students demonstrate poor vocabulary knowledge which impairs the reading comprehension and they also lack strategies, because of that, it is relevant to guide students to recognize and apply effective reading strategies in order to improve their understanding of different texts in the English classes. Regarding to their lack of vocabulary we plan to teach them new sets of words by combining these effective strategies, by presenting new words in context, in reading passages with definitions, and by direct instruction. On the other hand, in the interview, it is shown that students experiment fear and anxiety when they find unknown vocabulary in the texts, it is reflected a kind of interaction where the teacher is considered by students the source of knowledge. For the improvement of these findings, it is necessary to work with clear and relevant vocabulary input through different techniques, and it requires an explicit instruction regarding the use of reading strategies. Besides, learners show an unhealthy dependence on the teacher in all the different stages of the class. For this reason, it will be designed a reading course based on the instruction of metacognitive strategies. It is relevant to develop the autonomy of the learners through a change in the type of interactions where students and

teachers communicate each other taking into consideration a text of common interest; therefore, this course will implement learner centered activities. This is why it is essential adapting different texts according to the needs of the learners to help them improve their reading comprehension.

Regarding to the needs of the students, the most relevant issue analyzed in this research is the need of a specific instruction concerning to the use of reading strategies, in order to improve their reading comprehension by applying them consciously in different learning situations. The implementation of reading strategies and the exposure to different kinds of texts will facilitate students an appropriate interaction between them and the texts, as readers in an active role. In addition to this, teachers should teach explicitly effective metacognitive strategies to achieve a good performance in several tasks, getting them involved in the reading comprehension process.

The design of the course requires organizing and planning the classes well to choose the most assertive way to teach some reading comprehension strategies through adapted materials. Therefore, it is necessary to take into account the class environment, the needs and the characteristics of the students, in order to apply the most appropriate reading strategies in the course. This type of intervention is based on a course designed and focused on the genre based approach. It will contain a set of units and lesson plans which are aimed to expose the students to different types of texts with the purpose of fostering students' genre reading and their diverse likes. Moreover, an assertive instruction

in which students would work on activities applying specific reading comprehension strategies in order to increase their reading proficiency level.

It is our main concern to properly choose the approach, the method, materials and mediations to be applied with the purpose of improving the reading comprehension levels of 9th grade students, by making emphasis on different types of texts.

After the implementation of these units, other instruments will be applied for data collection, with the purpose of drawing conclusions about the effectiveness of the intervention such as Class Observation using the genre based approach, a reading test after the intervention, as well as a final interview to students.

These intervention decisions and the consequent implementation of a set of valuable reading strategies such as scanning, skimming, making inferences, predicting and summarize among others will enable students to improve their ability to read and comprehend different types of texts. This process requires appropriate instructions for the students to be able to select and apply by themselves the most suitable strategies according to the text purposes. Therefore, it will be necessary to determine an effective interaction between the readers and the text, which would hopefully allow us improve the students reading comprehension levels.

Then, it is expected that after this intervention, those students can demonstrate how they can improve their reading comprehension levels, how cooperative they could become, and how meaningful a reading activity can be when they interact in a more autonomous way.

7. COURSE DESIGN

It is essential for any researcher to have greater clarity about which approaches are the most appropriate to deal with education, language or learning. Therefore, it is fundamental that the approaches integrate possible solutions to the problems and take into account the target needs of the group, the school's standards, situational constraints of the institution and the class, the goals of the course, and what the students need to know and what they will be able to do in order to achieve those goals, which may be defined in terms of course objectives and competences. All this planning will enable us to design a course that fits with students' needs and it will facilitate us to guide them in every stage of the process.

Selecting an approach that could meet students' needs is not an easy work. However, there are instruments and strategies that would help us to carry out this task. In this case, the results of the application of data collection instruments enabled us to choose the Genre Based Approach to expose students to different kinds of texts and guide student to identify the particular characteristics of an specific genre and to teach them the most effective reading strategies in order to achieve the goals that would allow them improve the

students' reading comprehension competences. GBA offers us two cycles and four stages in which students will be exposed to diverse types of texts with distinctive characteristics. For the fulfillment of the objectives of the research this course will be focused only in two stages: of Modelling of the text and Deconstructing the text.

7.1 Needs analysis

Needs analysis is related to the process of collecting background information from their students taking into account their real learning needs, what they want and wish to learn. In this research, needs analysis has been useful to select the most suitable approaches, techniques and procedures that could define the way to help students to achieve the goals, and meet the objectives of this course.

Furthermore, it will help us designing a reading course that allows us to evaluate their strengths and weaknesses in the reading comprehension as an important component of their second language acquisition process. Through the development of this course, the most suitable reading strategies will be defined with the purpose of improving the reading comprehension of the students of 9th grade while using the most appropriate narrative texts, according to student's learning needs and levels of comprehension.

The process of needs analysis was carried out after applying some data collection instruments such as class observation, a questionnaire with students

and an interview with students which enabled us to identify the needs and constraints as they are described below (See table 1).

7.2 Target Needs and Situational Constraints

The target needs can be defined in terms of all the information that our students need to know and what they need to be able to do after finishing the course, which will allow us to define the goals of the course that they would achieve. In order to address the difficulties identified in the target context: students' problems in reading comprehension, this course design is proposed for improving the students' performance when doing reading comprehension exercises due to a lack of basic vocabulary and poor use of reading strategies that affect the comprehension of different texts.

Specific Needs	Situational Constraints
<p>Necessities: what learners need to know</p> <ul style="list-style-type: none"> -To understand different texts -To communicate in target language -To interact effectively with the text - To motivate independent readers through individual reading activities. 	<ul style="list-style-type: none"> -No reading habits -There is no access to a diversity of texts or books to read in the classes. -No library at school. -Poor use of learning strategies -Low-interest in reading -Poor knowledge of vocabulary

<p>Lacks:</p> <p>Motivation to read different texts</p> <p>More time to practice reading in English classes</p> <p>Selection of motivating texts and effective strategies to read and comprehend them.</p> <p>Wants: what the learners want to learn</p> <p>Students want to understand what they read</p> <p>Students want to apply effective reading strategies.</p>	
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Table 1 Target Needs and Situational Constraints

7.3 Needs and Situational Constraints

This institution has many constraints concerning to its infrastructure and organization. It does not have some essential locations such as a library and science labs. In relation to the materials for teaching English and technological tools are insufficient for all the students; for instance, there is no Wi Fi connection, no library and no bilingual lab. The English classes are based on the contents of a basic course book. In spite of all these difficulties, most of the students show themselves interested in learning English.

Consequently, this table describes what the target needs, learning needs and situational constraints are in the specific context of the Institution:

TARGET NEEDS	LEARNING NEEDS	SITUATIONAL CONSTRAINTS
<p>Development of reading comprehension.</p> <p>Increase reading comprehension levels for ICFES test.</p> <p>Lack of reading strategies to understand different types of texts.</p>	<p>Limited vocabulary</p> <p>Low reading comprehension levels in L1.</p> <p>Understanding different kinds of texts.</p>	<p>Classrooms are not suitable for development of language skills.</p> <p>No Wi Fi connection in the school.</p> <p>Currently, this school does not have programs or projects to promote English Language Teaching.</p>
<p>Contents related to technical – industrial modality of the I.E. and to everyday situations.</p> <p>Increase English levels. Get to English level A1.2 (C.E.F.) to meet the Estándares de Inglés for the</p>	<p>Read short texts related to real life.</p> <p>Interact through group works and pair works to help each other in understanding texts.</p> <p>Develop autonomy learning through individual activities to contribute and</p>	<p>Technological resources are not enough for students or teachers.</p> <p>Lack of support at home activities are frequently evidenced by students</p> <p>Socio-cultural context has no places or</p>

component Lectura for eighth and ninth grades.	construct cooperative work.	situations where the foreign language can be used in meaningful way.
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Table 2 Description of the target needs, learning needs and situational constraints.

7.4 Specific needs and course approaches

In the following table, it is showed the description of the students' specific needs and the course approaches which will be developed through the reading course:

Specific Needs	Course Approaches
Students need to construct their own knowledge by exploring and analyzing aspects of their social context.	Approach to Education: Hermeneutical
Students need to communicate their ideas, feelings by interacting with others and integrate their learning process with the use of the language.	Approach to Language: Functionalist

Students need to cooperate and interact with others considering their cultural background.	<p>Approach to Learning:</p> <p>Sociocultural</p>
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Table 3 Specific needs and course approaches

8. THEORETICAL APPROACHES EMBEDDED IN THE COURSE DESIGN

8.1 Approach to Education: Hermeneutic

This course must be designed taking into account one of the two classes of approach to education purposed by Rorty (1980) epistemological or hermeneutical. The epistemological approach pretends to form useful citizens into a cultural, scientific and traditionalist society. However, taking in consideration the needs analysis and constraints, this course will be designed under Hermeneutical approach to education, since this approach allows to form critical, autonomous and humanistic individuals that construct their own knowledge and will contribute with their ideas changes in their families and the community. This conception is closer to the kind of students and the context focus of this research.

8.2 Approach to Language: Functionalist

This course will be designed under Functionalist approach to language since this allows students use and interact with the language and its functions,

taking into account that we use language for different purposes, it is not only to communicate, it requires to develop specific skills and competences. For this reason, it is also relevant that teachers explain clearly the vocabulary words and phrases according to each language function.

8.3 Approaches to Learning: Sociocultural

This course will be designed under sociocultural approach to learning since it allows our students construct their knowledge in community, interacting and cooperating with others, with their texts and the members include in the learning process. Fortunately, sociocultural approach will allow us to integrate different activities from other approaches to our course, taking in consideration the variability of students and their context.

9. GOALS AND OBJECTIVES

Goals	General Objectives
<p>Target:</p> <p>Development of reading comprehension through the identification of the type of texts</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ➤ Interpret different types of texts.

<p>Learning:</p> <p>Development of several reading strategies</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ➤ Apply reading strategies before, while and after reading different type of texts.
<p>Human:</p> <p>Development of autonomy through reading comprehension</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ➤ Understand the importance of contributing with autonomy work to construct cooperative learning environments. ➤ Accept and respect other people's ideas

Table 4 Goals and objectives.

10. SYLLABUS FOCUS

With the purpose of getting students involved in the reading skill process, we have decided to select the skills-based syllabus focus. This syllabus is considered the most suitable for our context because it enables us to discover the potential knowledge and the learners' abilities through the use of the different skills in the target language. Besides, this syllabus establishes the most appropriate evaluation procedures which require the use of skills and strategies to learn a second language.

Furthermore, this syllabus encourages the students to be involved in their own learning process and develop one input skill, which is reading while they practice the others. It can also be particularly associated to the needs of the

students and the socio-cultural context of the school. This syllabus is made according to the three data collection instruments applied in the institution.

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

Syllabus Focus	Points For
Skills-based approach	<p>Some advantages in using this type of syllabus are related to the emphasis of this course which is on the development of L2 reading skills and also writing as a result of reading comprehension.</p> <p>Focus on one or more skills.</p> <p>Students are active language users and teachers will be facilitators.</p> <p>Emphasize both learning and language skills.</p> <p>It points to undertaking of cognitive, metacognitive and socio-affective strategies for learning.</p>

Table 5 Syllabus focus.

10.1 Syllabus Focus: Skills-based

One of the definitions given to this term is found in Widdowson cited in Nunan (1988) where he says that syllabus is the organization of different activities designed to be worked and which are set in an outline. Also, it is a tool to facilitate learning and when it is seen only as an established set of rules to decide what to teach is considered as a bad reference for pedagogy. This

definition states syllabus as a unit where different criteria are broken down within a framework and he firmly considers that syllabus is useful as long as it is not taken as a strict guide for teaching. Syllabuses tend to be more concrete, localized and particularized to specific teaching and learning situations (Candlin, 1984 as cited by Nunan, 1988).

10.2 Syllabus Sequence and Structure

Among the different syllabus structures proposed to course design, we opted to choose the matrix. This format gives flexibility to choose topics from a stated table of contents. This is useful since learning goals can be specified by particular moves to do in developing classes and, according to Moss (2008), this model matches consequently to a skill-based syllabus. Another reason for the selection of this type of structure lies in the fact that this kind of syllabus model views knowledge as a holistic unit considering it from different angles and takes into account the needs analysis of our target group, it is possible to consider topics and activities related to their likes and the specific skill that learners are going to develop in the course.

According to our needs analysis, it is important that the syllabus follows an established sequence. This kind of sequence creates priorities to teaching features of the language our target group presented. According to Moss (2008), one of the advantages this syllabus sequence has is that researchers can take as reference the information provided in the needs analysis as reference for the application of this syllabus criterion, leaving aside the intention of researching

again. It is evident that learners would take advantage of this syllabus because they have the necessity to know strategies how to read and understand texts. Therefore, this syllabus sequence selection matches our expectations.

10.3 Matrix of the course

The syllabus of the reading course is displayed in terms of genres and different types of texts, structure of the texts, language aspects, lexical items, titles of texts, reading strategies and reading competences, as it is explained in the matrix below:

Text Type Structure	Language Functions (Grammar)	Lexical items	Title of the Text / unit one	Reading Strategy	Reading competences
Genre: Narrative Type of text: fables Structure: Subject Plot Setting Characters Falling action Resolution	Describe past experiences Recognize different narrative events in a story Differentiate between Regular and irregular past tense verb endings. Identify Past Time Expressions	Common Nouns: hunter dove king Qualitative Adjectives Young Old successful Action and non-action Verbs: wish run away live seem arise say True cognates distance,	Title: The hunter and the doves. Fable from the collection of Panchatantra Tales.	Before Reading Modeling activities Deconstruction activities Activate prior knowledge Visualization While Reading Scanning and skimming	Identification of true or false cognates What is the text about and about whom? What is the moral of the fable?

<p>Stages:</p> <p>Exposition Rising Action Climax</p>		<p>disperse, club, group, possible idea, unity, portion, acceded, include</p> <p>False cognates gently trapped pick</p>			
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Text Type Structure	Language Functions (Grammar)	Lexical items	Title of the Text / unit one	Reading Strategy	Reading competences
<p>Genre :</p> <p>Narrative</p> <p>Type of text:</p> <p>Fables</p> <p>Structure:</p> <p>Subject Plot Setting Characters Falling</p>	<p>Describe past experiences.</p> <p>Differentiate between Regular and irregular past tense verb endings.</p> <p>Identify Past Time Expressions</p>	<p>Common Nouns:</p> <p>Enemy Mouse/Mice Cat Something Hole Bell meeting</p> <p>Qualitative Adjectives:</p> <p>Angry frightened</p> <p>Action Verbs:</p> <p>Come run cry</p> <p>True cognates</p>	<p>Title:</p> <p>Who will bell the cat? By Aesop.</p>	<p>Before Reading:</p> <p>Activate prior knowledge</p> <p>Visualization</p> <p>While Reading:</p> <p>Scanning and skimming</p> <p>DARTS</p> <p>Prediction</p> <p>Question generator</p>	<p>Identification of true or false cognates</p> <p>What is the text about and about whom? How is the message within the text Conveyed?</p> <p>Identify moral</p>

action Resol ution		decide, plan, constant, simple, fortune, different			characteri stics Character ization.
Stage s: Expos ition Rising Action Climax		False cognates once, Mice			

Table 6 Matrix of the course

Analyzing these kinds of texts, students will be able to focus on an imaginary main event or theme in chronological order; recognize transitions of time, place and events. They will also have a clear plot, setting and conflict. In the same way, readers will notice complicating events and obstacles in the story. Identify descriptive attributes, movements, comparisons which suggest making use of all good reader senses. Perceive the dialogues that reveal characteristics and the sequence of events of the plot, and find a resolution to the central conflict.

11. GENRES AND TYPES OF TEXTS

NARRATIVE GENRE

"Narrative is the recounting of a series of facts or events and the establishing of some connection between them." (Ross, p.156) Taking into consideration this appreciation made by Ross, it is easy to see narrative from two kinds of categories, fiction and nonfiction. Fiction, based on imaginary stories and nonfiction based on real facts found in informative text. For instance:

newspapers, essays and reports. Sometimes, nonfiction narrative can tell a story based on people and events extracted from real life such as autobiographies and biographies. Taking into consideration students' needs, low proficiency level and interests it would result suitable select short stories and fables from fiction narrative genre. These types of texts will be described as follow:

11.1 *Fables*

In literature fables are used for didactic purposes, they are defined as short tales starring animals, nature forces or inanimate objects that have human attributes whose main function is to convey a moral lesson or message and can be used for criticism or satirize human vices.

✓ *Main characteristics of a fable*

The most relevant features of the fable are the use of animals as the main characters that personify human characteristics such the abilities of speaking or reasoning. And the other one is to provide a moral learning; fables invite readers to reflect on a particular situation. Its main components are: Humor, morality, personification and animals with human features.

Besides, fables are always short fictional stories, its structure is simple and it is the same in all the fables, they always use allegories to express its message. They are mainly written for teaching children some moral lessons through examples.

✓ *Fables stages*

Fables have a clear narrative structure which is very short. It is composed of orientation, complication, resolution and a coda or moral. In the orientation stage, it is established the setting or context where actions take place and introduce the main characters (animals, inanimate objects, plants personified). In the complication a problem is presented, a single incident that involve characters in the story.

In the resolution, after presenting the details of the conflict, the story is moved to its resolution in which the characters' actions contribute to solve the problem. Finally, in the coda it is introduced the moral lesson of the story, it is mainly stated in an additional sentence to express the message.

11.2 Short story

A short story is a brief legendary fictional text written in prose, for instance: Anecdotes, fables, fairy tales, and parables. Around the world, different events have influenced the development of the short story; it is clear that it is the case of epic wars that inspired Homer's works or oral tradition in Irish towns that encouraged many ghost stories. To continue delving deeply about short stories, it will be considerate some of the general characteristics of this kind of stories and those specific ones that will be taken into account during the process of analysis of the selected stories.

✓ *Main characteristics of a short story*

Length: A short story can be classified according to number of words.

According to Kurtus (2007) students will read short stories typically range from 1,600 to 20,000 words. Although authors and critics have debated the length, we consider that due to the comprehension level that readers have, and the time for English classes (three hours a week) they should spend their reading time with short stories that have no more than this range of words. In this way, readers would spend from thirty minutes to two hours reading each selected stories.

Some of the constituent elements of a short story are theme, plot, setting, characters and point of view they are explained as follow:

Theme/ Subject: In most of the short stories the events are developed by focusing on a single subject or theme. Subjects or themes appear from unexciting daily mission or a ghost tale.

Plots: Are those chains of events or logical interaction of the various thematic elements in a story that clarify to the reader what is happening, (Klarer, 1998).

Setting: setting is considered as the time and place where events happen (Merriam Webster online, 2009). Furthermore, represents the location, historical period, and social moments where actions occur (Klarer 1998) Short stories usually take place in a single setting. Most of the time, events developed in this setting tent to begin and end abruptly. As they involve just one plot line and are limited in word length.

Limited number of characters: Klarer (1998) defines character as that person with more complex and differentiated features. Most of the short stories are limited in the numbers of characters. This, due to limited time may never be totally developed. However it could be some exceptions.

After knowing what these general characteristics of a short story are and decide how important would be for understanding this genre, it is important to determine the short story stages. In this way, it could be easier to understand what, when, where and why different events of the story happen.

✓ *Short story stages*

In a short story there are plots that maintain the cycle of the story. This cycle passages allow to the readers understand the sequence of the events and why these events happen. These cycle passages receive the name of stages and there are specifically four: orientation, complication, evaluation and resolution.

Stage 1- Orientation: In this stage the author presents the story and all its characteristics. This presentation includes characters, setting and main conflicts.

Stage 2 - Complication: when a problem or conflicts start to be built, this sets a sequence of interesting events.

Stage 3 – Evaluation: refers to the moment when the characters show their feelings related to the actions that happened.

Stage 4 - Resolution: the problems are solved; it includes a description of the final.

12. CONSTITUENT ANALYSIS AND TEACHING POINTS

This constituent analysis and teaching points have carefully described our students' current level of proficiency in the target language, which is very low. We take as a basis for some of the points mentioned in this course design the Common European framework and the document of English Proficiency Basic Standards (Guide 22). Our intention with this analysis is to identify our students' strengths and weaknesses so as to have a teaching plan that could serve as a pedagogical tool to improve their performance in second language learning.

In this part of the research path we need to establish what students need to know and what they need to be able to do to achieve the proposed goals. Therefore, in this section we will talk about the specific teaching points that will let us meet the goals of this reading course:

CONSTITUENT ANALYSIS OF TARGET GOAL
Goal Development of reading comprehension through the identification of the type of texts.
General objective Students should be able to identify the particular structure of narrative texts.
Starting questions <ol style="list-style-type: none"> 1. What do learners need to know in order to read a short story and a fable? (Constituent knowledge) <ul style="list-style-type: none"> ➤ Identification of structure and specific features of the genre ➤ Explain the definitions of what short stories and fables are. ➤ Analysis of structural components of the short stories and fables ➤ Deconstruct the texts and identify the structure and specific features of short stories and fables 2. What do learners need to be able to do in order to read a short story and a

<p>fable? (Constituent skills)</p> <ul style="list-style-type: none"> ➤ To recognize the main parts of a narrative text. ➤ To identify the main characters of short stories and fables. ➤ To describe the setting and the plot of short stories and fables. ➤ Identification of Language aspects within short stories and fables ➤ To deconstruct the texts and identify the particular language aspects of these kinds of texts such as sequence connectors, verbs in past, and adverbs that are necessary to understand how short stories and fables work. ➤ To establish the differences between the short story and fables in terms of the language functions developed in each type of text.
<p>Teaching points</p> <ul style="list-style-type: none"> ➤ How to recognize key structural aspects of short stories and fables. ➤ Analysis of the short story and fables to identify the elements of the narrative structure.
<p>CONSTITUENT ANALYSIS OF LEARNING GOAL</p>
<p>Goal Development of reading comprehension strategies</p>
<p>General objective Students should be able to apply different reading comprehension strategies when reading short stories and fables.</p>
<p>Starting questions</p> <ol style="list-style-type: none"> 1. What do learners need to know in order to use effective strategies to understand short stories and fables? (Constituent knowledge) Students need to know that reading strategies help: <ul style="list-style-type: none"> ➤ To understand what a text is about. ➤ To exercise their reading skills ➤ To identify the keywords in each text ➤ To interpret the use of connectors within the text ➤ To identify main ideas and supporting details in the text 2. What do people need to be able to do in order to use effective strategies to understand short stories and fables? (Constituent skills) Students need to be able: <ul style="list-style-type: none"> ➤ To identify different reading comprehension strategies. ➤ To select and apply appropriate reading comprehension strategies. ➤ To use their background knowledge in order to predict and interpret relevant information ➤ To read short stories and fables using inference and analysis in basic samples. ➤ To develop students` reading skills such as Characterization, Comparing and Contrasting, Identifying cause and effects and differentiating the structure and specific features when reading short stories and fables.
<p>Teaching points</p> <ul style="list-style-type: none"> ➤ What the different reading comprehension strategies are before, while and after reading.

<ul style="list-style-type: none"> ➤ Sequence connectors to establish the sequence of the events in short stories and fables. ➤ Analysis of texts in terms of main ideas and supporting details.
CONSTITUENT ANALYSIS OF HUMAN GOAL
Goal Learners involvement in their own learning process
General objective Students should be able to recognize what they need for the appropriation of their own learning process.
<p>Starting questions</p> <p>1. What do people need to know for the appropriation of their own learning process? (Constituent knowledge)</p> <ul style="list-style-type: none"> ➤ Foster students' responsibility for their own learning process ➤ The concepts of critical reflection and independent readers which are essential for being autonomous learners. <p>2. What do people need to be able to do in order to make autonomous reflection? (constituent skills)</p> <p>Students need to be able</p> <ul style="list-style-type: none"> ➤ To make autonomous reflection and take actions when learning English. ➤ To recognize their capacities and set of skills to learn new knowledge. ➤ To contribute to the cooperative work
<p>Teaching points</p> <ul style="list-style-type: none"> ➤ Foster cooperative learning through promotion of face-to-face interaction between students ➤ Develop learners' autonomy by implementing activities for pair and group work. ➤ Help students become independent readers through the application of different strategies and cooperative work.

Table 7 Teaching points.

13. COURSE METHODOLOGY

Specifically regarding to the development of reading comprehension and reading strategies, it is relevant to explain that they will be fostered within a genre pedagogy approach. It is fundamental to mention some methodological aspects that will be followed during the design and implementation of this course.

In relation to students' access to different genres, it is appropriate to provide them with opportunities to adjust their needs and likes of reading with a variety of narrative texts that suit their needs and interests. These adapted materials will let them

make a connection between the characters and events in the story with their real life. This methodology will encourage students to get involved in not only learning English but loving to read.

Taking into consideration this aspect, it is necessary to design a course with a focus on reading activities, based on genre pedagogy with an explicit instruction on reading strategies. These activities are piloted in order to collect valuable data about the impact that the implementation of the course has in our students, consequently some important conclusions will be drawn, with the purpose of suggesting some changes in the methodology for teaching reading in our specific context.

Direct Activities Related to Text (DARTS)

This teaching technique is related to the analysis of texts to learn a subject and promotes reading as valuable tool to enable students to develop specific activities in pairs or small groups. At the same time, DARTS permit students interact with the text, improve comprehension of the students and take them to a critical level.

DARTS can be applied in magazine, newspapers, passages from history, science or geography textbooks and others. It also can be used in all kind of literature texts. For instance, a poem, novels, plays and, like in this reading course, short stories.

There are two groups of DARTS. The first one is reconstruction activities, where activities require that students reconstruct and complete texts using missing information like words or sentences. The second group is analysis activities. Here, activities require that students find and categorize information by marking or labeling texts.

The reading activities of this course will be based upon the Direct Activities Related to Text (DARTS), the selected teaching techniques will be explained below in the next table:

TYPE OF TEXT/TOPIC	SPECIFIC TECHNIQUE TO USE
Short Stories And fables	<p>1. Specific Dart to improve Reading Strategies and Reading Comprehension levels :</p> <p>a. Prediction</p> <ul style="list-style-type: none"> • Definition: prediction is a basic technique that consists on making mental inference based on textual evidences. The main idea is to predict what is going to happen in the story in order to arrive to a possible and logical conclusion. • Objective: Students will activate previous knowledge and engage in the text by anticipating what the text is going to be about. <p>b. Question Generator</p> <ul style="list-style-type: none"> • Definition: This technique consists on formulating questions that will help readers to understand the text. The question could be formulated by the teacher at the beginning, during or at the end of the text. • Objective: Students will be able to make questions that allow them to discover information. <p>2. Specific Darts to foster the identification of Language Aspects within short stories and fables:</p> <p>a. Text marking:</p> <ul style="list-style-type: none"> • Definition: This strategy helps students to interact with the text by underlining main ideas, details, and other important aspects in order to comprehend the text easily.

	<ul style="list-style-type: none"> • Objective: readers will be able to select meaningful ideas and words in order to understand the text. <p>b. Visualization</p> <ul style="list-style-type: none"> • Definition: Visualization is a useful narrative reading technique for young readers that allows them to evoke through images contexts, characters and events of their prior knowledge in order to relate them with a text. According to some researches, like Oakhill & Patel, (1991) and McCallum and Moore,(1999) participants who have applied this technique remember and comprehend more than control students. • Objective of the dart: To identify a general context and specific words through an image to evoke previous information within short stories and fables. <p>c. Summarizing</p> <ul style="list-style-type: none"> • Definition: This dart involves the learner to write or say only the main idea(s) from the text under analysis into his/her own words. This is a useful skill when making notes, and highlighting the most relevant aspects of a text. • Objective of the dart: To foster reading comprehension at all levels and reading strategies to look for and identify general or specific information within short stories and fables. <p>III. Specific Darts to foster the identification of structural parts of short stories and fables :</p> <p>a. Graphic Organizers:</p> <ul style="list-style-type: none"> • Definition: Charts and grids encourage learners to locate and organize information and to reject irrelevant information. They can provide a framework for comparing ideas, concepts or structural aspects of a text and promote their understanding especially where learners prefer to learn visually. • Objective of the dart: Analyze the structure and purpose of
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	<p>short stories and fables by identifying its stages: Orientation, Complication and Resolution, as well as identify the different phases of short stories, in terms of setting, description, episode, problem, solution, reaction, comment and reflection.</p> <p>b. Gap Fill Activity</p> <ul style="list-style-type: none">• Definition: These activities require the learner to understand context, vocabulary or grammar elements in order to identify the correct words or type of words that belong in the deleted parts of a text. Words are deleted from a passage according to a specific criterion, e.g. all adjectives that describe characters in a short story. The extract of the text is presented to learners, who insert correct words in the gaps as they read, to construct appropriate meaning from the text• Objective: Identify the language aspects and patterns embedded in short stories and fables, specifically tenses to express past time and some connectors. <p>c. Sequencing Activity</p> <ul style="list-style-type: none">• Definition: Introducing learners to sequencing can help them understand the importance of coherence and cohesion within a piece of text. The process involves the learners rearranging jumbled pieces of text into a logical order. To do this correctly they must pay close attention to the discourse markers and connectives and to the logical organization of the text, so that they can structure it. This activity can be used to illustrate the concept of chronology, the importance of clearly sequenced instructions or the structure of any text.• Objective of the activity: Identify the language aspects and patterns embedded in short stories and fables, specifically regarding to Connectors to do with time and sequence. <p>IV. Specific Activity to develop reading skills when reading fables:</p>
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	<p>a. Graphic Organizers:</p> <ul style="list-style-type: none"> • Definition: Charts and grids encourage learners to locate and organize information and to reject irrelevant information. They can provide a framework for comparing ideas, concepts or structural aspects of a text and promote their understanding especially where learners prefer to learn visually. • Objective of the dart: To develop students reading skills specifically applied to fables, skills such as “Characterization”, to identify character traits (adjectives to describe characters` personalities) within the story.
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Table 8. Directed Activities related to texts (DARTS)

13.2 TEACHER AND LEARNER'S ROLES

The role of the teacher

The role of the teacher in this course is linked to the genre-based approach. Starting from this methodology, the teacher assumes the role of instructor, facilitator of knowledge, responsible of guiding students in each stage of the genre-based process by giving them clear instructions through scaffolding. The teacher scaffolds in the development of their skills to help them comprehend what they read during each stage.

The teacher must try to create friendly and pleasant environment to promote interaction, self-confidence to participate meaningfully on each activity of the course. He also has to use a familiar language that invites to the students to propose their ideas, build their own knowledge, collaborate and cooperate with their learning process.

The teacher must construct a channel of mediation with interactive activities that simplify the connection between the material information and students in order to reach the expected reading comprehension level.

The role of the learners

When the teacher accomplishes each one of his responsibilities proper of his role, the students will be able to participate actively using the second language and achieve communicative goals. The quality of the material provided by the teacher, which will be adopted and adapted taking into consideration students' level, needs and likes, it will determine students' participation interacting in different contexts with the second language.

This conditioned environment will invite students to read and apply the different reading comprehension strategies to save time and access to different types of texts with the purpose of making them independent readers. Furthermore, the process lived in this course will motivate them to work by collaborating each other and it will promote values and attitudes useful to interact properly with different social groups.

13.3 Types of Interactions

For this reading course, many activities are developed in small groups to promote cooperative work, social interaction and opinion sharing. Besides, two types of interaction will be fostered: teacher-students, and students – students, in which each participant assume responsibilities to develop the tasks designed in the reading classes.

14. LESSON PLANNING

14.1 Unit Planning Application

Teacher: Luz Mary Benítez Hernández	
School Name: Institución Educativa Técnica Industrial de Sabanalarga	
UNIT OVERVIEW	
Unit 1: My favorite fables!	
Grade Level: 9 th grade	Number of students: 31
Allotted time: nine hours	Level of students: A1
UNIT FOUNDATION	
<ol style="list-style-type: none"> 1. Target Goal: Development of reading comprehension through the identification of the type of texts 2. Learning Goal: Development of reading strategies towards narrative texts 3. Human Goal: Develop autonomy reading comprehension 	
STUDENT OBJECTIVES/LEARNING OUTCOMES	
General Objectives of the Unit:	
<ol style="list-style-type: none"> 1. Students should be able to identify the particular structure of a fable. 2. Students should be able to apply different reading comprehension strategies when reading fables. 3. Students should be able to reflect and make independent actions. 	
Specific Objectives of the Unit:	
Specific Objectives to develop Reading Comprehension when approaching fables.	

<p>a. Reading Strategies:</p> <p>1. Apply reading strategies such as exploring preview knowledge, skimming and scanning, making and confirming Predictions, and Making Inferences when reading fables and short stories.</p> <p>b. Reading Competence:</p> <p>2. Identify the structure of fables by identifying its stages: setting, characters, plot, and resolution.</p> <p>c. Reading autonomy:</p> <p>3. Contribute with sharing their own ideas to construct cooperative work.</p>			
ASSESSMENT PLAN			
Learning will be assessed on the notion of effectiveness of reading comprehension throughout a process in which the development of reading skills and effective application of reading strategies will be evaluated and evidenced through reading tasks at literal and inferential level.			
UNIT DETAILS: organize the topics, linguistic features and strategies of the unit to be developed.			
Topic	Genre	Linguistic features (grammar, vocabulary, text features, structure)	Strategies / Skills
Fables	<p>Narrative texts: fables.</p> <p>Text 1: “The hunter and the doves” Fable from the collection of Panchatantra</p>	<ul style="list-style-type: none"> ➤ Differentiate Regular and irregular past tense verb endings. ➤ Past Time Expressions ➤ Common Nouns ➤ Qualitative 	<p>Before Reading:</p> <p>Activate prior knowledge</p> <p>Visualization</p> <p>While</p> <p>Reading:</p> <p>Scanning and</p>

	Tales. Text 2: Who will bell the cat? Fable of Aesop.	Adjectives ➤ Action and non Action Verbs ➤ True cognates/False cognates	skimming.
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14.2 Lesson plans and attachments

LESSON PLAN 1

LESSON PLAN 1	
Name of the teacher: Luz Mary Benitez.	
Class/ grade: 9 th grade	Number of students: 31
Average ages of students:	Level of students: A1
Unit/ Topic: My favorite fables!	
Allotted time: nine hours.	
Goals:	
Target Goal: Development of reading comprehension.	
Learning Goal: Development of reading strategies towards narrative texts.	
Human Goal: Develop autonomy reading comprehension	
At the end of this lesson, students will be able to:	
1. Apply reading strategies such as exploring preview knowledge, skimming and scanning, making and confirming Predictions, and Making Inferences when reading fables.	
2. Identify the structure of fables by identifying its stages: setting, characters, plot, and resolution.	
3. Contribute with sharing their own ideas to construct cooperative work.	

<p>Assumed Knowledge: Students are assumed to know the use of some regular and irregular verbs, use the dictionary to look for unknown words. They have poor knowledge about narrative texts.</p>				
<p>Linguistic features and skills that will be developed in this class:</p> <ul style="list-style-type: none"> ➤ Differentiate Regular and irregular past tense verb endings ➤ Simple Past tense and Time Expressions ➤ Common Nouns, Qualitative Adjectives ➤ Action and non-Action Verbs ➤ True cognates/False cognates 				
<p>Materials and resources that will be used in this class: Board, video beam, laptop and students' handouts.</p>				
Class Stage	Objective	Teacher's procedure and Activities students will perform	Materials	Allotted time and Type of interaction
Preparing Before Reading	Apply reading strategies such as explore previous knowledge, visualization and Making Inferences when reading fables.	The teacher introduces the topic on Narrative Genre. Teacher ask to his student question like: What do you know about fables? What characteristics does the fable have? What fables do you know?	Set of illustration that represents different events, places related to the past. Worksheets Computer/ Video beam	45 minutes Teacher/Student interaction

<p>2. Reading comprehension stage</p>	<p>Apply reading strategies to improve students reading comprehension at literal and inferential levels when reading fables or short stories,</p>	<p>Pre-reading activity: Warm up!</p> <p>Exploring previous knowledge</p> <p>Teacher explains through examples and explores previous knowledge and other strategies to help readers to understand and increase reading comprehension. She activates students' prior knowledge by using some images and asking them some target questions, such as: What can you see in the pictures? What happened?</p> <p>Linguistic aspects related to the genre – past tense</p> <p>Filling the blank Teacher briefly reminds students about the past tense of the verbs</p>	<p>Text 1. Narrative text sample worksheet "Unit is straight" (title of the fable)</p> <p>Worksheets slides</p>	<p>45 minutes</p> <p>45 minutes Teacher/Student interaction</p>
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	<p>strategies such as skimming and scanning.</p>	<p>in order to guide next grammar activity. The teacher shows an example of the sentences to explain them how to fill the blank of each sentence.</p> <p>Students will complete the sentences with the past form of the highlight verbs that appeared in the fable.</p> <p>The students will read the fable and will try to confirm the answers that they used to fill the blank in the sentences.</p> <p>Reading comprehension Literal questions The teacher will ask their students some literal questions and will explain them modeling, how they can find literal information using skimming and scanning. The teacher will guide them through key words and examples. The</p>	<p>Worksheets</p> <p>Computer/ video beam</p>	<p>40 minutes</p> <p>45 minutes Teacher/Student interaction</p> <p>40 minutes</p>
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<p>Modeling Stage</p>	<p>Students will identify structure a fable by showing the main parts</p>	<p>teacher specifies the answers by writing the number of the line. The teacher reminds students that they have to go to the text. (Students share their answers)</p>	<p>Pictures, slides, worksheets</p>	<p>40 minutes</p>
<p>After reading</p>	<p>Students will identify the moral of the fable</p>	<p>Inferential questions A similar process happens with inferential questions. The teacher models and clarifies how student must be more aware of little details and associated them with their knowledge. (Students share their answers)</p> <p>Deconstruction – modeling of the genre</p> <p>The teacher will retake the fable and step by step explain the definition of each part of the fable. Students at the same time will try to identify on the text which part is associated with</p>		<p>40 minutes</p>

<p>Activity 2 1.Preparing Before Reading</p>	<p>Apply reading strategies such as explore previous knowledge, visualization.</p>	<p>the definition. Students will argue their selection and the teacher will guide the right answer.</p> <p>Moral of the story</p> <p>The teacher will show some pictures related to different possible morals from the fable. The teacher will ask what each one of them represents for them and they will argue which is from the text. (The answers are shared in louder voice by a leader from different groups)</p> <p>Pre-reading activity: Activate previous knowledge</p> <p>The teacher will share a picture with their students. The teacher will ask them to associate some words with</p>		<p>40 minutes</p>
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<p>2. Reading comprehension stage</p>	<p>Apply reading strategies to improve students reading comprehension at literal and inferential levels when reading fables or short stories, strategies such as skimming and scanning.</p> <p>Identify characters personalities and compare them when reading fables. (CHARACTER TRAIT)</p>	<p>characters that appear on the picture.</p> <p>Linguistic aspects related to the genre – past tense</p> <p>Students will complete the sentences with the past of the verbs that appeared in the fable.</p> <p>The teacher shows an example of the sentences to explain them how to fill the blank of the sentences.</p> <p>Reading comprehension Literal questions</p> <p>The teacher will ask their students some literal questions The teacher will guide them through key words and examples. The teacher reminds students that they have to go to the text. (Students share their answers)</p>		<p>40 minutes</p>
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<p>(modeling Stage)</p>	<p>Students will identify structure a fable</p>	<p>Inferential questions A similar process happens with inferential questions. The teacher models and clarifies how student must be more aware of little details and associated them with their knowledge. (Students share their answers)</p> <p><i>Character traits</i> The teacher explains the advantages of knowing details of characters (behaviors, personalities, etc.) The teacher explains some adjective and use of them.</p> <p>The teacher asks to the students match the personality adjectives with the characters of the fable they have read. According to actions of each character, they have to select with a letter a suitable adjective</p>		<p>40 minutes</p> <p>40 minutes</p> <p>40 minutes</p>
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	<p>Students will identify the moral of the fable.</p>	<p>to describe them. The teacher models doing the first part of the exercise.</p> <p>Joint negotiation of the genre Students will try to identify on the text the main parts of the fable. Then, they will write their selection to fill a chart and the teacher will guide the right answer.</p> <p>Moral of the story</p> <p>The teacher will show some pictures related to different possible moral from the fable. The teacher will ask students about what represents each picture for them and they will argue which is from the text. (The answers are shared by a leader from different groups)</p>		<p>40 minutes</p>
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LESSON PLAN 2

LESSON PLAN 2	
<p>Name of the teacher: Luz Mary Benitez.</p> <p>Class/ grade: 9th grade Number of students: 31</p> <p>Average ages of students: Level of students: A1</p> <p>Unit/ Topic: My favorite short story!</p> <p>Allotted time: nine hours.</p>	
<p>Goals:</p> <ol style="list-style-type: none"> 1. Target Goal: Development of reading comprehension through the identification of the type of texts. 2. Learning Goal: Development of reading strategies towards narrative texts. 3. Human Goal: Develop autonomy reading comprehension 	
<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply reading strategies such as exploring preview knowledge, skimming and scanning, making visualization, Predicting and confirming Predictions when they read short stories. 2. Identify the structure of short stories by identifying its plot elements. 3. Contribute with sharing their own ideas to construct cooperative work. 	
<p>Assumed Knowledge: Students are assumed to know the use of some regular and irregular verbs, use the dictionary to look for unknown words. They have poor knowledge about narrative texts.</p>	
<p>Linguistic features and skills that will be developed in this class:</p> <ul style="list-style-type: none"> ➤ Differentiate Regular and irregular past tense verb endings ➤ Simple Past tense and Time Expressions ➤ Common Nouns, Qualitative Adjectives ➤ Action and non-Action Verbs ➤ True cognates/False cognates 	

<p>Materials and resources that will be used in this class: Board, video beam, laptop and students' handouts.</p>				
<p>Class Stage</p>	<p>Objective</p>	<p>Teacher's procedure and Activities students will perform</p>	<p>Materials</p>	<p>Allotted time and Type of interaction</p>
<p>1.Preparing Before Reading</p>	<p>Apply reading strategies such as explore previous knowledge, visualization and prediction when reading short stories.</p>	<p>The teacher introduces the topic on Narrative Genre.</p> <p>Teacher ask to his student question like: What do you know about short stories? What characteristics do the short stories have that fable does not? What short stories do you know?</p> <p>1. Pre-reading activity: Warm up!</p> <p>Exploring previous knowledge</p> <p>Teacher explains through examples and explores previous knowledge and other strategies to help readers to understand and increase reading</p>	<p>Set of illustration that represents different fears that people usually have.</p> <p>Worksheets</p> <p>Computer/ video beam</p>	<p>45 minutes Teacher/Student interaction</p> <p>45 minutes</p>

<p>2. Reading comprehension stage</p>	<p>Apply reading strategies to improve students reading comprehension at literal and inferential levels when reading fables or short stories, strategies such as skimming and scanning, prediction and visualization.</p>	<p>comprehension. She activates students' prior knowledge by using some images and asking them some target questions, such as: What do you scare more to be alone at home? What was the first and the last time you were alone at home at night? How did you feel?</p> <p>Linguistic aspects related to the genre – past tense</p> <p>Predicting Teacher remind students what prediction is, how to use chart to organize their predictions. Then, ask students to start reading <i>Home Alone</i>, several times and ask them to try to predict what will happen at the end of the story.</p> <p>The teacher shows examples</p>	<p>Text 1. Narrative text sample worksheet "Home Alone" (title of the short story)</p> <p>Worksheets slides</p> <p>Worksheets Computer/ video beam</p>	<p>45 minutes Teacher/Student interaction</p> <p>40 minutes</p> <p>45 minutes Teacher/Student interaction</p>
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<p>(modeling Stage)</p>	<p>Students will identify structure a fable by showing the main parts</p>	<p>of how visualize vocabulary help them to remember words meaning when they need it.</p> <p>Students will match some pictures with lightened words from the short story.</p> <p>The teacher explain what skimming consist on and ask The students to answer questions taking into account image related to the short story. Then the students will try to complete charts skimming main ideas from the text.</p> <p>After that, The teacher will show students the end of the short story in order to confirm their predictions and will answer a question about differences and similarities.</p> <p>Then, The teacher will</p>	<p>Pictures, slides, worksheets</p>	<p>40 minutes</p> <p>40 minutes</p>
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<p>After reading</p>	<p>Students will identify the plot elements of short stories.</p>	<p>remind students what those plot elements are and how they will fill a chart through modeling</p> <p>Deconstruction – modeling of the genre</p> <p>The teacher will retake the short story and step by step explain the definition of each part of its plot element.</p> <p>Students at the same time will try to identify on the text which part is associated with the definition.</p>		<p>40 minutes</p>
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<p>Activity 2</p> <p>1.Preparing Before Reading</p>	<p>Apply reading strategies such as explore previous knowledge, visualization and prediction when reading short stories.</p> <p>Apply reading strategies to improve students reading comprehension at literal and inferential levels when reading visualization and prediction when reading short stories.</p>	<p>Pre-reading activity: Activate previous knowledge</p> <p>The teacher introduces the new Short story.</p> <p>Teacher explains through examples and explores previous knowledge and other strategies to help readers to understand and increase reading comprehension. She activates students' prior knowledge by using some images and asking them some target questions, such as: What you know about camping? When was the last time you camp? How did you feel?</p>		<p>40 minutes</p> <p>40 minutes</p>
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<p>2. Reading comprehension stage</p>	<p>Identify characters emotions and compare them with their real experiences.</p>	<p>Linguistic aspects related to the genre – past tense and - ED adjective.</p> <p>Predicting Teacher asks students to start reading <i>Wait for Dark</i>, several times and ask them to try to predict what will happen at the end of the story.</p> <p>The teacher asks Students to match some pictures with lightened words from the short story.</p> <p>Then, ask The students to answer questions taking into account image related to the short story. Then the students will try to complete charts skimming main ideas from the text.</p> <p>After that, The teacher will show students the end of the short story in order to confirm</p>		<p>40 minutes</p> <p>40 minutes</p>
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<p>(Modeling Stage)</p>	<p>Students will identify structure of a short story.</p> <p>Students will identify plot elements from a short story.</p>	<p>their predictions and will answer a question about differences and similarities.</p> <p>Then, The teacher asks to students fill a chart through modeling</p> <p>Deconstruction – modeling of the genre</p> <p>The teacher will retake the short story and ask students that step by step explain each part of the plot elements they found. Students at the same time will compare and try to identify on the text which part is associated with their partners' answers.</p>		<p>40 minutes</p> <p>40 minutes</p>
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15. PILOTING

At the final stage of this research, there was an intervention in which a reading course was designed, and one unit was piloted within a genre pedagogy steps. The purpose of this intervention was to observe, find and apply the most suitable reading strategies for improving reading comprehension levels in the piloted students. Then, to adapt and adopt those readings and strategies according to student's learning needs.

15.1 Piloting Data collection instruments: Second moment

To start this process, it was necessary to apply some instruments before and after the intervention. First, there was a reading test to know the real reading comprehension level of the students. This test contained literal, inferential and critical questions that allowed demonstrating that the students have not developed their critical thoughts when they read. Second, some strategies and activities were selected to be applied during the reading course such as: exploring previous knowledge, skimming, scanning and questioning, there were also literal and inferential questions. These activities permitted to identify how useful is for the students to apply reading strategies when they read.

It was also taken into account the structure of a reading course based on genre pedagogy, which included an orientation towards the identification of structural aspects of different types of genre, in this case fables and short stories.

At the same time, a follow-up was made to the intervention through the application of other instruments: direct observation and one interview to students, at the beginning and at the end of the course.

Direct observation was focused on these categories: The instruction of the strategies, the interaction in the classroom, reading comprehension, the level of the activities and, the recognition and application of strategies. At the same way, the interview to students took into account those categories to formulate the questions to the students to reveal and collect valuable information of the students' opinions and perceptions about the implementation of the reading course activities. Finally, a new reading test was applied to confirm new progress or weaknesses in the students' reading comprehension level and the conclusion of each instrument.

✓ *Analysis of the instruments applied before and after the intervention*

After the application of a test to identify the students' reading comprehension levels, whose results showed that they are able to develop activities and answer literal and some inferential questions, it was applied a set of two instruments: direct observation and one interview to students in order to know how students apply some reading strategies to solve the reading comprehension activities. Furthermore, it was useful to know how students felt, interacted among them, worked in teams and how they got interested in English reading through genre pedagogy strategies.

15. 1. 1 Observation analysis and conclusions: Compare and Contrast

Two Class observations were applied to identify how students develop and apply the reading comprehension strategies, with the purpose of knowing how they feel when interacting, working and reading narrative texts according to their learning needs before and after the course. The table below compares and contrasts two different moments of the intervention, taking into consideration five categories of analysis: The instruction of the strategies, the interaction in the classroom, reading comprehension, the level of the activities and, the recognition and application of strategies. Furthermore, it was considered some criteria, for instance: how the teacher explains the objectives and gives instruction; the English level used in the class to read and interact; the motivation and the class environment created through the development of the activities.

CATEGORIES	CRITERIA	BEFORE INTERVENTION	AFTER INTERVENTION
	The teacher explains the objective of the class.	<p>The teacher occasionally explains what the purpose of the activities is.</p> <p>Most of the students are not aware of importance of reach the objectives.</p>	<p>The teacher guides students by explaining well the objectives and asks them to be aware of the purposes of each activity.</p> <p>Most of the students accept the challenge of the objectives and show a positive attitude to face them up.</p> <p>The teacher knows the reading comprehension level of their students. The teacher utilizes a clear and suitable vocabulary and expressions.</p>

<p>INSTRUCTION OF THE STRATEGIES</p>	<p>The instruction is according to the level of competence of the students.</p>	<p>The teacher frequently asks students to do the activities using few instructions.</p> <p>Students rarely read the instructions and seldom know what to do.</p> <p>The teacher speaks and gives instructions in English but frequently has to translate into Spanish.</p>	<p>The students follow instructions and easily know what to do and how to work on each activity.</p> <p>The teacher speaks and gives instruction in English but she still has to translate into Spanish.</p>
<p>INTERACTION IN THE CLASSROOM</p>	<p>The classroom interaction is in English.</p> <p>The students are motivated with the activities and the class atmosphere.</p>	<p>Teacher and students rarely establish short conversations about the text during the activities.</p> <p>The students are regularly absentminded and bothering in the class.</p>	<p>Teacher and students establish short conversation about the text during the activities.</p> <p>Almost all of the students are concentrated and interested in participating in the activities.</p>
<p>READING COMPREHENSION</p>	<p>The teacher explains the structure of the text.</p>	<p>The teacher does not explain the structure genre of the text that students are reading.</p> <p>The students do not comprehend structure of the</p>	<p>Through reading strategies, it is evidenced that almost all of the students identified the structure genre and its characteristics. Exploring previous knowledge most of the students remember the vocabulary used in the</p>

		text and misunderstand	text.
LEVEL OF THE ACTIVITIES	The texts and the reading comprehension activities are at the level of students' comprehension	the type of genre they are reading. The activities are misunderstood although the vocabulary in the text is according to students' level.	The rest made use of visualization or inference to assimilate the words. All this allowed them to work on the activities easily.
RECOGNITION AND APPLICATION OF STRATEGIES	The teacher fosters the application of reading strategies in their students. Different types of activities are used to trigger an effective reading comprehension.	The teacher enhances students to use their own strategies to work on the activities. Although the instructions are not clear, the students try to solve the exercises using their own strategies. The exercises have only one structure where Questioning strategy primes on the activities.	After knowing some of the strategies to apply, the students sometimes used them on the activities. The activities are varied and summit to reach different aims. Students understand the text after using strategies.
SIMILARITIES		DIFFERENCES	
It was evidenced that the teacher, in both moments of the observation, used the second language frequently		There were many significant changes from one moment to other. At the first moment, the teacher and students	

<p>to explain or give instructions.</p> <p>The teacher also translated into Spanish some parts of the text.</p> <p>However she did it with less frequency after the observation.</p> <p>At the same way, it was observed that students tried to do the exercises using in both moments strategies despite of being meta-cognitive or cognitive.</p>	<p>did not consider to clarify the objectives and the instructions while at the second moment, Teacher and students considered suitable to follow the instruction to reach the proposed objectives according to their comprehension level.</p> <p>The difficult level of the activities was suitable for the students. Although in both moments the teacher considered that each activity and exercise of the task were easy to do, after the observation this was more evident due to students demonstrated interest in participating, more assertive and faster giving their answers.</p> <p>The classroom interaction was more evident at the end of the intervention. It was evidenced when students in their groups talked, interacted and shared important information to solve the activities. It was noticed more cooperative work and the intention of the students to help each other.</p> <p>The reading strategies applied consciously</p>
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	<p>allowed students develop their reading skills.</p> <p>Most of the students used the recommended strategies to understand the text, solve the activities and answer any question related to the text. They were aware of implementing each strategy and of the characteristics of the genre.</p>
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Table 9 Class observation analysis.

✓ *Class observation conclusions*

This research project was implemented during three weeks with 9th grade students at Institución Educativa Técnica Industrial de Sabanalarga, however, two sessions of direct observation were applied, one before and another after the intervention, which evidenced how important is for students to receive an explicit instruction on reading strategies to improve their comprehension of texts. The most relevant conclusions derived from the observation sessions were:

✓ *Exposure to different types of texts:*

At the beginning of the classes students showed a kind of distrust with the type of material they were going to work. They used to receive activities with only few information about what they had to develop and then give them back, everything stopped there. When they had to face a text with explicit structure, in this case the fables, with its particular characters and a series of planned activities, they accepted the

challenge. They became more confident and felt closer to the text when they discovered what the text was about through appropriate reading activities.

✓ *Explicit strategy instruction*

First of all, it was evidenced that giving explicit instruction on strategies plays an important role in the comprehension and performance of the activities. Despite of the teacher and students used frequently the first language, the fact of receiving an appropriate instruction on strategies helped them to solve easily every exercise proposed on the course.

It was also noticed that in the moment that students are familiarized with the genre of the text is when they can understand it and enjoy it. They are able to interact with the text. They feel confidence to answer questions and share their activities with others.

✓ *Types of interactions*

It was also demonstrated that interaction type is IRF (Initiation-response-feedback), that is between teacher – students, and students- students, which was more evident in the second session of observation than in the first one. Students asked each other, answered their questions, and explained the exercises to others in their group. Step by step they were creating an environment of cooperation and familiarization to build teams instead of groups. However, during the observation the teacher and the students still used the first language to interact and communicate each other in some moments of the class.

✓ *Motivation shift*

It was verified that students felt satisfied and motivated to continue working on these kinds of sessions. Focusing on the use of reading strategies and taking into account their reading likes, interests, advantage and disadvantages.

✓ *Identification of texts' structure*

It was evidenced that most of the time students tried to use what they were learning according to the strategies and instructions in the class. It was evident that some of the students applied the genre based approach phases of modeling and deconstruction of the text appropriately, but others only differentiated and recognized the characteristics of genre that they worked through the structure activities.

✓ *Connection with background information*

At the same way, they made use of the information that they knew through previous knowledge exploration. They noticed that reviewing and using their mental bank words they could build the context, recognize characteristics of characters in the fable and solve the activities.

15. 1. 2 Analysis and conclusions of the interview to the students

For implementing this instrument, a sample of 11 small groups of 2-3 students was taken and it was applied just after the intervention, its objective was to determine the students' learning needs and analyze their opinion and perception about the reading

lessons application. This interview was applied using 10 questions about three main aspects:

Perception about the readings used and the activities developed
Questions:

1. ¿Cuál es tu opinión acerca de las lecturas usadas en la clase de inglés?
2. ¿Cuál es tu opinión acerca de las actividades de Lectura que realizamos en las clases de este proyecto, en comparación con las clases regulares de inglés?
3. ¿Identificas con facilidad la estructura del género narrativo en la lectura con la que trabajaste?

In this aspect, 55% of the students interviewed considered very useful and interesting the texts and the reading activities used in classes because they learnt meaningfully and helped them to understand easier than before. They also expressed that the reading activities were something new and different from others used in the normal classes because there was more reading comprehension and they had the opportunity of learning more. Regarding the question about the identification of the structure of the narrative genre, 45% answered by writing some of the parts of the structure, and 36% answered affirmatively. In this phase, it was evidenced that when a teacher organizes and plans carefully their classes makes possible the students' motivation toward a learning purpose (See figure 8).

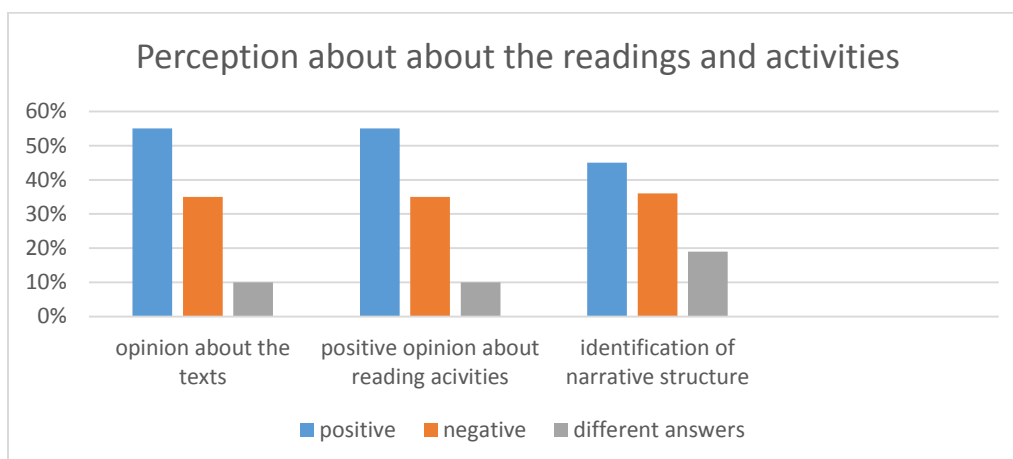


Figure 8 Perception about the readings used and the activities developed.

Perception about the Reading Strategies

Questions:

4. ¿Cuál es tu opinión acerca de **las estrategias de lectura** aplicadas en las actividades de comprensión durante estas clases de inglés?

5. ¿Qué tan importante consideras que fueron estas **estrategias de lectura** para ayudarte a ser más efectivo y a facilitarte el desarrollo de tus habilidades?

6. ¿Te sentiste motivado al aplicar las estrategias propuestas por tu profesor?

7. ¿Consideras que las herramientas que utilizaste refuerzan, enriquecen y fomentan la comprensión de lectura en inglés influenciando de manera positiva tu desempeño en tu equipo?

On this part, the students answered that the use of these reading strategies were effective and interesting because they helped them to develop and understand the

activities, besides these motivated them to work in groups. They also considered that the reading strategies are very important to understand texts in English and it is an important tool to facilitate their abilities for reading. 90% of the students expressed that they felt motivated during the development of the activities and answered that using the reading strategies reinforced their level of comprehension (See figure 9).

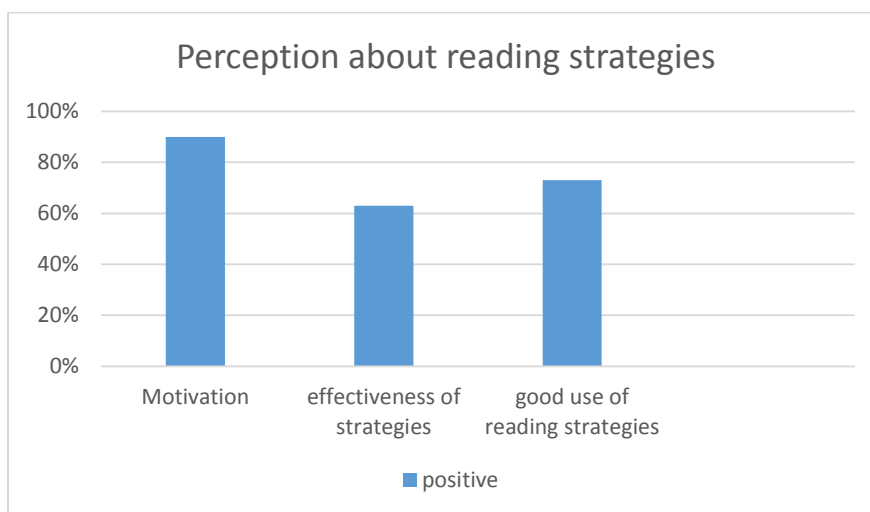


Figure 9 Perception about reading strategies.

- ✓ **Perception about the materials used, instructions and objectives of the activities.**

Questions:

8. ¿El tiempo que utilizaste para aplicar estrategias y desarrollar las actividades fue suficiente?
9. ¿Las **instrucciones** presentadas en el material de trabajo y por tu profesor fueron claras?
10. ¿Crees que alcanzaste los **objetivos** propuestos para cada actividad?

About this aspect, 100% of students answered that the material and teacher's instructions were clear enough which enable them to understand and solve the activities.

With regard to the fulfillment of the proposed objectives for each activity, 82% of students answered affirmatively, one group answered that they had some constraints and one group did not answer. (See figure 10).

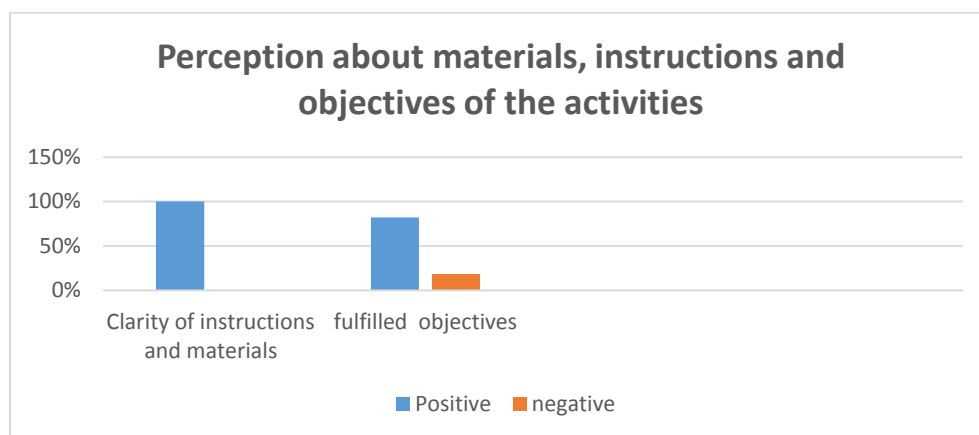


Figure 10. Perception about the materials used, instructions and objectives of the activities.

✓ *Conclusions of the interview*

As conclusion of this interview, we could evidence that there was a positive impact of this intervention in the most of the students. They had a favorable perception about the implementation of new strategies, techniques and resources that promote a continuous improvement of their reading comprehension level. Language teachers must assume that reading comprehension can be promoted for different factors as an

appropriate strategy instruction and students' knowledge of the text structure and characteristics in order to facilitate their motivation and engagement when reading.

15.1.3 Comparative analysis and conclusions of the reading tests applied before and after the intervention.

Two reading tests were applied in two sessions to identify Reading comprehension levels before and after the implementation of the reading course. These reading tests compares two different moments of the intervention, taking into consideration the type of questions that they should know to answer according to their basic learning level. Now, this analysis is described in the following table:

READING TEST BEFORE THE INTERVENTION	READING TEST AFTER THE INTERVENTION
<p>Description:</p> <p>This reading test was applied to a sample of 14 students of 9th grade in ages among 14-16 year old. Its purpose was to know the reading comprehension level of the students before the intervention. The students read a fable, and then they had to answer 3 sections of questions at literal, inferential and critical levels.</p> <p>Results:</p> <p>In the literal questions, it was evidenced that 90% of the students have literal comprehension level, they identified relevant information in the text which enabled them to answer the questions. They also switched first language to second language when answering some questions.</p> <p>In the inferential questions, most of</p>	<p>Description:</p> <p>This test was applied to the 11 small groups that participated in the intervention with the purpose of assessing their reading comprehension at literal and inferential levels, they read another short fable and answered ten questions.</p> <p>Results:</p> <p>It is worth to mention that in this second reading test it was evidenced a very significant progress in the comprehension process of the students concerning to a notable improvement in their answers to the literal and inferential questions, due to they showed more confidence at the moment of answering the questions, they solved this test taking less time than in the first one. All the students answered the literal questions correctly using English language by taking information from the text.</p> <p>In the inferential questions, students answered using the second language even though they</p>

<p>the students used Spanish to answer the questions. Some students used words in English and others didn't answer the Why question, they didn't justify their answer. 86% of the students answered the questions with partial information about the fable, even though it was missing some details which demonstrated that they have low level of interpretation.</p> <p>In the critical questions, 57% of the students used Spanish to explain their answers, 14% of the students did not answer this section and 21% only answered "Yes", but they did not justify their answers.</p>	<p>made many grammatical mistakes.</p>
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Table 10 Reading tests analysis.

✓ *Conclusions of the reading tests:*

At the end of this analysis we can conclude that in 9 grade students it was evidenced a significant advance of their reading comprehension process in the two different moments of the intervention.

The first test demonstrated that students had difficulties to understand the question. Therefore, they spent too much time to answer them. They recurred to a lot of help and orientations from the teacher. It showed that they have difficulties to answer inferential and do not have skill to face critical questions. It was also evidenced that they lack of reading strategies and poor vocabulary to interact with a narrative text.

The second test evidenced a meaningful progress in different aspects. The intervention using reading comprehension strategies and the implementation of the two phases of Genre Based Approach enable them to access and comprehend a narrative text. Their answers to literal questions were right. They identified specific information inside the text easier than previous stages of the research. Furthermore, they also dare to use English to answer inferential questions. All this demonstrated more confidence and a remarkable understanding of the text.

16. FINAL CONCLUSIONS AND RECOMMENDATIONS

At the end of this research, and after living A new reading processes during our intervention, it is possible to verify how useful is to teach students explicitly, the implementation of reading strategies to improve their reading comprehension levels. It was also found out which were the most suitable reading comprehension strategies to be applied in different narrative texts according to their interests, needs and proficiency levels. This intervention opened the doors in the institution towards a future Genre Oriented reading course implementation.

Some of the most important aspects that benefited the intervention were the acceptance of the students and the efforts to participate during the activities in the new reading process. They knew that all their determination and participation would allow them to enhance their reading levels in English. They also were aware of the need to innovate in reading classes and use suitable texts according to their interest.

Firstly, the participants of the intervention evidenced that explicit instructions on strategies are useful tools to make clear each part of the activities and improve their reading comprehension. Although in time lapses during the activities the participant had to attend to the first language, this did not prevent them from enjoying and familiarizing with the genre of the text. At the same time, they feel confident to interact, ask and answer questions, and share their perception about the text with others.

Secondly, the instructions opened the doors to create an environment of interaction and communication in the classroom. As students recognize easier what they had to do in each activity, they could assume its respective role inside their groups. This process enables them to create an environment of dialog, collaboration and cooperation. It is made them to work as teams.

Thirdly, in a reading course focused on Genre based approach (GBA), two important factors influenced in the students' comprehension level which are: explicit instruction of genres which enabled students to identify the type of text, its structure, the grammar, linguistic and lexical features involved in it, and an appropriate performance in the development of the two phases of GBA: modeling and deconstruction.

Fourthly, the modeling phase allowed the participants to carry out the activities using models of fables and short stories in which students could read, understand and analyze its structural features and communicative purpose, through the practice with different reading activities. After this phase, the deconstruction of the text permitted students reading new fables and short stories in which they put in practice the analysis of the type of text, its structure, the grammar, linguistic and lexical features following the model proposed in the first phase.

At the end of this implementation course; where authentic and suitable reading text were selected, appropriate reading comprehension strategies according students levels and observed a meaningful advanced in students reading comprehension and interaction using a foreign language; it may possible to negotiate an inclusive and motivating environment of reading where students could apply and develop their reading skills. It is recommended adopt and adapt some important changes to the English curriculum and methodology that open ways to the reading course in all the school in order to establish precedents that benefit future reading process with students and the community in general.

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18. APPENDIXES

NEEDS ANALYSIS INSTRUMENTS

APPENDIX 1 INTERVIEW TO STUDENTS

INTERVIEW TO STUDENTS		
<p>Topic: How context influences in the students' behavior. Sample group: 8° grade E Objectives: - To collect data extensively for the research case study. -To enable the researcher to have direct and close contact with the phenomenon -To observe verbal and non-verbal behaviors of the respondents.</p>		
<p>NOMBRE DE LA INSTITUCION: _____ FECHA: _____ EDAD: _____ GRADO: ____</p>		
<p>Por favor responda estas preguntas de la manera más sincera posible. Esta entrevista te garantiza la confidencialidad y anonimidad en los datos que ofrecerás en tus respuestas. Gracias por participar.</p>		
<p>Q.1: ¿Consideras útil para tu vida estudiar Inglés en el colegio? _____</p>		
<p>Q.2: ¿Durante la clase de inglés con quien interactúas más: Con tu docente o con tus compañeros? ¿O simplemente no interactúas? _____</p>		
<p>Q.3: ¿Aprendes inglés mejor con las actividades escritas o las actividades orales? _____</p>		
<p>Q.4: ¿Cuáles son las ventajas o beneficios de tener una clase de inglés con mucha interacción? Nombra dos ventajas _____ _____</p>		
<p>Q.5: ¿Consideras importante desarrollar tus habilidades comunicativas en Inglés? ¿Sí? _____ ¿No? _____ ¿Por qué? _____</p>		
<p>Q.6: ¿Te sientes afectado(a) si la clase de Inglés no es motivadora? ¿Sí? _____ ¿No? _____ ¿Por qué? _____</p>		
<p>Q.7: ¿Qué beneficios recibes cuando la clase de inglés es desarrollada con actividades dinámicas? Nombra por lo menos dos beneficios _____ _____</p>		
<p>Q.8: ¿Qué dificultades tienes durante las clases de inglés? ¿Es en gramática? ¿En vocabulario? _____</p>		
<p>Q.9: ¿Tu docente de inglés te ayuda con tus dificultades en el desarrollo de las clases? ¿Sí? _____ ¿No? _____ ¿Por qué? _____</p>		
<p>Q.10: ¿Con qué frecuencia recibes orientación de tu docente cuando tienes dificultades? _____</p>		

Q.11: ¿Cómo preferirías trabajar en las clases de inglés: en grupos o en parejas?

Q.12: ¿Te sientes motivado(a) al momento de hacer las tareas y compromisos de inglés? ¿Sí? _____ ¿No? _____ ¿Por qué?

Q.13: ¿Le dedicas esfuerzo y tiempo al desarrollo de los talleres y diferentes actividades durante las clases de inglés? ¿Sí? _____ ¿No? _____ ¿Por qué?

APPENDIX 2 STUDENTS' QUESTIONNAIRE

INSTITUCIÓN EDUCATIVA TECNICA INDUSTRIAL DE SABANALARGA

QUESTIONNAIRE FOR 8th GRADE STUDENTS

FECHA: _____ EDAD: _____

OBJETIVO: Recolectar nueva información y establecer nuevos hechos relacionados con la opinión, actitudes y conductas de los estudiantes.

Lea las preguntas y seleccione una opción de respuesta en cada ítem. Gracias por participar.

P.1: ¿Con qué frecuencia practicas ejercicios de gramática en tus clases de inglés?

- a. Siempre []
- b. En algunas ocasiones []
- c. Semanalmente []
- d. Nunca []

P. 2: ¿Cómo prefieres comunicarte en la clase de inglés: en forma escrita o en forma oral?

P. 3: ¿Cuál de los siguientes aspectos consideras que es el más importante para que aumente tu interés en las clases de inglés?

- a) Que tu profesora utilice más actividades lúdicas en clase
[]
- b) Que tu profesora cambie el espacio del aula por lugares abiertos
[]
- c) Que tu profesora practique las temáticas a través de mini-proyectos
[]
- d) Que tu profesora complemente la clase con el uso de recursos tecnológicos.
[]

P.4: ¿Consideras importante que tu docente de inglés desarrolle actividades dinámicas para iniciar sus clases?

Si [] No []

P.5: En tu opinión, ¿Cuántas horas semanales crees que serían suficientes para desarrollar los contenidos de inglés?

- a. Una hora []
- b. Dos horas []
- c. Tres horas []
- d. Cuatro o más horas []

P.6: Para ti, la aplicación de trabajo en parejas o en grupos en las clases es:

- a) Una pérdida de tiempo []
- b) No apropiado porque genera indisciplina el aula []
- c) Útil para la integración de los estudiantes []
- d) Una ayuda para la comprensión de los temas []

P.7: ¿Cuántas veces tus padres te preguntan sobre tus tareas? (Por favor encierra una sola respuesta)

- Nunca..... 1
- 1 ó 2 veces a la semana..... 2
- 3 ó 4 veces a la semana..... 3
- Todos los días.....4

P.8: ¿Cuál de estas habilidades comunicativas debe ser más desarrollada en las clases de inglés? Marca con una X tu respuesta.

- Escuchar _____
- Hablar _____
- Todas _____
- Leer _____
- Escribir _____

Por favor indica tu nivel de acuerdo o desacuerdo con las siguientes expresiones; escribe el número dentro de los corchetes.

1-Firmemente de acuerdo 2- De acuerdo 3- En desacuerdo 4-Firmemente en desacuerdo

P.9: “Los profesores de inglés no nos deben pedir opiniones sobre cómo queremos las clases” []

P.10: “Todos los profesores de inglés deberían dictar las clases en Español” []

APPENDIX 3 CLASS OBSERVATION

<p>CLASS OBSERVATION</p> <p>OBJECTIVE: In the course of 8° E, it will be applied one observation with the purpose of describing the students´ attitudes and motivation toward the language class.</p> <p>Name of the school: _____ Grade: _____</p> <p>Name of the teacher: _____ Subject: _____</p> <p>Topic: _____ Session: _____</p> <p>Date: _____ Time of observation: _____</p> <p>Number of students: _____ Level of student´s proficiency: _____</p>	
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Class stages	Criteria/ Observable behaviors	Observation comments
Presentation	Teacher requires the student´s prior knowledge	
	Teacher applies a motivating strategy	
	Teacher introduces the topic of the class	
	Teacher introduces the objectives of the class	
Practice	Before doing a task, students discuss about what the best way to solve is.	
	Use of clear strategies during the class	

	What types of resources teacher uses during the class	
Evaluation	In what way the teacher assesses the new knowledge	
	How does the teacher handle the time in this stage?	
	Does the teacher explain more than once the assignment?	

DATA COLLECTION INSTRUMENTS: SECOND MOMENT

APPENDIX 4 CLASS OBSERVATION

Institución Educativa Técnica Industrial de Sabanalarga					
CLASS OBSERVATION 9 th grade					
Teacher: _____					Date: _____
Criteria	Totally agree	Agree	Partially agree	Disagree	Comments
The teacher explains the objective of the class.					
The teacher fosters the application of reading strategies in their students.					

The teacher explains the structure of the text					
Different types of activities are used to trigger an effective reading comprehension					
The classroom interaction is in English.					
Teacher's methodological strategies leads to a teaching-learning process of genres					
Students are motivated with the activities and the class atmosphere					
The materials are useful for the class development and the reading comprehension.					
The instruction is according to the level of competence					

of the students					
The time assigned for each activity is enough to develop the whole class					
The texts and the Reading comprehension activities are at the level of students' comprehension.					

APPENDIX 5 READING TEST BEFORE THE INTERVENTION

Reading Proficiency Test

Subject: English Grade: 9° E
Teacher: Luz Mary Benitez Hernández
Name:

Read “the Donkey and the Goat” and then answer the questions below



Once, a villager owned a donkey and a goat. He used the donkey to carry loads of articles from the village to the city where he would walk around the whole day selling his articles. Sometime he could lend his donkey to others rented when they needed it. As the donkey worked hard the whole day, the villager used to feed the donkey more food than he gave to the goat.

The goat felt jealous of the donkey. He advised the donkey, "You work all day long and hardly get any rest. You must act that you are ill and fall down unconscious. This way, you'll get rest for a few days." The donkey agreed to this and acted as if he was ill. The villager called the doctor. The doctor said, "Your donkey has a strange illness. To cure him, you must feed him the soup made of a goat."

The villager at once killed the goat and cooked soup out of him. Then he fed the soup to the donkey.

The goat had tried to hurt the donkey because he felt jealous but he had been killed for his evil nature.

Now, give complete responses to the questions:

Section 1: Literal Comprehension

1. Who are the characters of the story?
2. What did the villager use the donkey for?
3. Who was jealous?
4. What did the doctor say?
5. What did the villager do with the goat?

Section 2: Inferential comprehension

1. Is there any relation between the title of the fable and the picture? Why?
2. Is there any relation between the picture and the fable? Why?
3. What are the differences between the donkey and the goat?
4. Why was the goat feeling jealous?
5. What is the moral of the fable?

Section 3: Critical Comprehension

1. Do you think the villager preferred the donkey's work than the goat's work? Why?
2. Do you think it was a good decision that the villager gave more food to the donkey? Why?
1. Do you agree with villager decision? Why?
2. What would you do if your classmate received better grades for his work than you? Why?
3. Do you think the villager was a bad person? Why?

APPENDIX 6 READING TEST AFTER THE INTERVENTIONREADING TEST FOR 9th GRADE STUDENTS AT IETISA

NAME _____

Please, read the following fable and answer the questions below.

The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him.

"Sorry, Oh King," cried the little Mouse: "forgive me this time, I will never forget it: who knows but what I may be able to do you a turn some of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Sometime after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse.

Little friends may prove great friends.

LITERAL QUESTIONS

1. Who are the characters of this fable?

2. What did the little Mouse do to waken the Lion? _____
3. Did the Lion accept the idea of the little Mouse? _____
4. What happened to the Lion? _____
5. How did the little Mouse help the Lion? _____

INFERENTIAL QUESTIONS

1. How could the little Mouse convince to the powerful Lion?

2. What can you learn of this story?

3. What could you do if you are in a dangerous situation like the Lion?

4. What is the moral of this fable? Select one of these 3 options:
 - a. "A friend in need is a friend in deed"
 - b. "Lions are friends of good mice"
 - c. "Never under-estimate anyone"
5. What effect does the help of the Mouse on this fable?

APPENDIX 7 STUDENTS INTERVIEW

ENTREVISTA A ESTUDIANTES SOBRE HABILIDADES DE LECTURA EN INGLES

Objetivo: La presente entrevista se realizó posterior a la intervención dentro de los estudios de Maestría en la Enseñanza del Inglés en la Universidad del Norte y como parte de un proyecto de investigación con el propósito de determinar las necesidades y establecer los objetivos de aprendizaje del inglés como idioma extranjero en la I.E. Técnica Industrial de Sabanalarga, con un grupo de estudiantes de noveno grado. Le solicito contestar en forma honesta las preguntas de la siguiente entrevista. La información que va a proporcionar es confidencial y se utilizará solamente para propósitos de investigación.

¡Gracias por su colaboración!

Fecha: _____

Responde las siguientes preguntas según tu criterio personal:

ACERCA DE LAS ACTIVIDADES Y LECTURAS USADAS EN CLASES.

1. ¿Cuál es tu opinión acerca de las lecturas usadas en la clase de inglés?

2. ¿Cuál es tu opinión acerca de las actividades de Lectura que realizamos en las clases de este proyecto, en comparación con las clases regulares de inglés?

3. ¿Identificas con facilidad la estructura del género narrativo en la lectura con la que trabajaste?

ACERCA DE LAS ESTRATEGIAS DE LECTURA

4. ¿Cuál es tu opinión acerca de **las estrategias de lectura** aplicadas en las actividades de comprensión durante estas clases de inglés?

5. ¿Qué tan importante consideras que fueron estas **estrategias de lectura** para ayudarte a ser más efectivo y a facilitarte el desarrollo de tus habilidades?

6. ¿Te sentiste motivado al aplicar las estrategias propuestas por tu profesor?

7. ¿Consideras que las herramientas que utilizaste refuerzan, enriquecen y fomentan la comprensión de lecturas en inglés influenciando de manera positiva tu desempeño en tu equipo?

ACERCA DE LA INSTRUCCIÓN DE ESTRATEGIAS

8. ¿El tiempo que utilizaste para aplicar estrategias y desarrollar las actividades fue suficiente?

9. ¿Las **instrucciones** presentadas en el material de trabajo y por tu profesor fueron claras?

10. ¿Crees que alcanzaste los **objetivos** propuestos para cada actividad?

APPENDIX 8 UNITS FOR THE READING COURSE**UNIT 1: MY FAVORITE FABLE!****OBJECTIVES:**

- Students should be able to identify the particular structure of fables.
- Students should be able to apply different reading comprehension strategies when reading fables.
- Students should be able to reflect and make independent actions.

Pre-reading activity: Warm up!

EXPLORING PREVIOUS KNOWLEDGE

Observe the sequence of the pictures and try to guess what probably happened.



Select a possible option:



- a. The doves escaped. b. The hunter shot the doves. c. The dog trapped and ate the doves.

ANSWER:



STRATEGY: SCANNING

It refers to reading a text quickly in order to find specific information e.g. figures or names

Example:

What animal helped the doves?

They flew to a hill near a city of temples where there lived a mouse that could help them.

Linguistic aspects related to the genre – past tense

Find the past form of the verbs in the box to complete the following sentences.

You can use the highlight verbs of the fable below:

BEGIN FLY ENCOURAGE PICK MOVE HAVE

EXAMPLE: 1. The doves began eating under a tree.

2. The dove king _____ all the doves to eat very fast after the storm.
3. The hunter _____ very quickly toward the doves.
4. The hunter _____ up the net.
5. The dove king _____ happily with the rest of doves in the center of the park.
6. I _____ the moral of the story. It was too easy!
7. The doves moved their wings quickly and _____ away.
8. The dove king _____ a good idea to save the doves.

While reading activity 1: READING COMPREHENSION

WHAT HAPPENED NEXT?

Read the following fable:

Unity is strength!

1 Once upon a time, there was a group of doves that **flew** in search of food led by their
2 king. One day, they flew a long distance and were very tired. The dove king
3 **encouraged** them to fly a little further. The smallest dove **picked** up speed and found
4 some rice dispersed under a mango tree. So all the doves landed and **began** to eat.

5 Suddenly a net fell over them and they were all trapped. They saw a hunter
6 approaching carrying a huge club. The doves desperately **moved** their wings trying
7 to get out, but it was not possible. The king **had** an idea. He advised all the doves to
8 fly up together carrying the net with them. He said that there was strength in unity.

9 Each dove picked up a portion of the net and together they flew off carrying the net
10 with them. The hunter looked up in surprise. He tried to follow them, but they
11 were flying high over hills and valleys. They flew to a hill near a city of temples
12 where there **lived** a mouse that could help them. He was a faithful friend of the
13 dove king.

14 When the mouse heard the loud noise of their approach, he went into hiding. The
15 dove king gently called out to him and then the mouse was happy to see him. The
16 dove king explained that they were trapped and needed the mouse's help to gnaw
17 at the net with his teeth and set them free.

18 The mouse agreed saying that he would set the king free first. The king insisted
19 that he first frees his subjects and the king last. The mouse **understood** the king's
20 feelings and acceded to his wishes. He began to cut the net and one by one all the
21 doves were freed including the dove king.

22 They all thanked the mouse and flew away together, united in their strength. When
 23 you work together, you are stronger.

COMPREHENSION QUESTIONS

Read the fable and find the number of the line where the answers of the following questions are and write them:

LITERAL QUESTIONS

Example:

QUESTIONS	LINES	ANSWERS
What did the dove king encourage the dove to do?	3	The dove king encouraged them to fly a little further.

QUESTIONS	LINES	ANSWERS
Who are the characters of the story?		
What did the doves eat?		
What happened then?		
Who had an idea?		
What did the plan consist on?		

INFERENTIAL QUESTIONS

C. Read the text again and make inference to answer the following questions:

Example:

QUESTIONS	ANSWER
What could be a different title for this fable?	The dove king and his friend mouse.

QUESTIONS	ANSWERS
Is there any relation between the picture and the fable? Why?	
What are the differences between the first and the second plan?	
Was the plan of the dove king a good plan? Why?	
What is the moral of the fable?	
What kinds of values are reflected in this fable?	

AFTER READING ACTIVITY

MODELLING OF THE GENRE

OBJECTIVE: Students will identify the structure of a fable by showing the main parts

Fable "Unity is strength!"



Once upon a time, there was a group of doves that flew in search of food led by their king. One day, they flew a long distance and were very tired. The dove king encouraged them to fly a little further. The smallest dove picked up speed and found some rice dispersed under a mango tree. So all the doves landed and began to eat.

Suddenly a net fell over them and they were all trapped. They saw a hunter approaching carrying a huge club. The doves desperately moved their wings trying to get out, but it was not possible. The king had an idea. He advised all the doves to fly up together carrying the net with them. He said that there was strength in unity.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The hunter looked up in surprise. He tried to follow them, but they were flying high over hills and valleys. They flew to a hill near a city of temples where there lived a mouse that could help them. He was a faithful friend of the dove king.

Setting:
where
the story
takes
place.

Characters:
people or
animals, places,
things that are
presented as
people.

Rising
action:
relevant
actions to
create
suspense,
interest
and
tension.

Climax: is
a very
intense
moment of
resolution
of a
conflict .

When the mouse heard the loud noise of their approach, he went into hiding. The dove king gently called out to him and then the mouse was happy to see him. The dove king explained that they were trapped and needed the mouse's help to gnaw at the net with his teeth and set them free.

Falling action: when the main problem of the story is solved.

The mouse agreed saying that he would set the king free first. The king insisted that he first free his subjects and the king last. The mouse understood the king's feelings and acceded to his wishes. He began to cut the net and one by one all the doves were freed including the dove king.

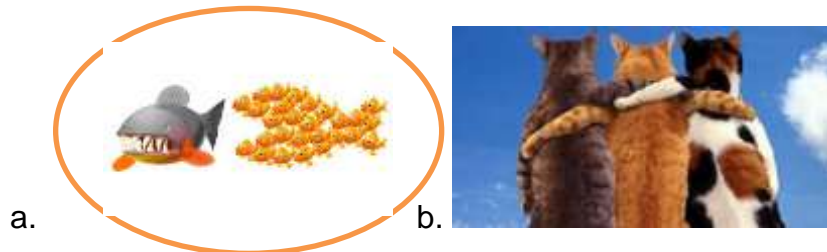
Resolution: the problem is resolved in a happy or sad ending.

They all thanked the mouse and flew away together, united in their strength. When you work together, you are stronger.

After reading activity

MORAL OF THE STORY

1. Which picture represents better the moral of the fable Unity is strength!? Select just one and share with your partners why you choose it.



I think the answer is b. because...

1 What is the moral of the fable Unity is strength!? Select one answer:

- a. When you work together, you are stronger.
- b. When your friends help you, the work becomes easier.
- c. When you are young, you make more mistakes.

ACTIVITY 2

OBJECTIVES: Students will apply some reading strategies when reading a fable.

1. Pre-reading activity:

ACTIVATE PREVIOUS KNOWLEDGE

Observe the picture below and answer:

- a. What words of this list are related with the picture? Circle them

Car	cat	house	mouse	bell	tell	lion
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WHO WILL BELL THE CAT?

1. The Mice once called a meeting to decide on a plan to free themselves of
2. their enemy, the Cat. At least they wished to find some way of knowing
3. when she was coming, so they might have time to run away. Indeed, mice
4. had to do something, for they lived in such constant fear of her talons that
5. they hardly dared mixing from their holes by night or day. The mice
6. discussed many plans, but none of them was good enough. At last a very
7. young Mouse got up and said that he had a plan that seemed very simple,
8. but he knew it could be successful.
9. All what the mice had to do was to hang a bell about the Cat's neck. When
10. they heard the bell ringing they knew immediately that their enemy was
11. coming.
12. All the Mice were much surprised that they had not thought of such a plan
13. before. But in the middle of the meeting over their good fortune, an old
14. Mouse arose and said that the plan of the young Mouse was very good.
15. But asked one question: Who will bell the Cat? There was no reply. The
16. joy of the mice disappeared in a moment. They left the place.

LINGUISTIC ASPECTS RELATED TO THE GENRE – PAST TENSE

Find the past form of the verbs in the box to complete the following sentences. You can find the verbs in the fable.

~~CALL~~ HAVE WISH DISCUSS HAVE GET UP SEEM

- EXAMPLE: 1. The Mice once called a meeting.
2. They _____ to find some way.
3. Mice _____ to do something.
4. The mice _____ many plans.
5. A very young mouse _____ and _____ that he ____ a plan that _____ very simple.

While reading activity:

READING COMPREHENSION
LITERAL QUESTIONS

Find on the fable the number of the line where the answers of the following questions are and write them.

Example:

QUESTIONS	LINES	ANSWERS
What did the old mouse ask?	15	“Who will bell the cat?”

QUESTIONS	LINES	ANSWERS
Who are the characters of the story?		
Who is the enemy of the mice?		
How many plans did the mice discuss?		
Who had a good		

plan?		
What did the plan consist on?		

INFERENCIAL QUESTIONS

Read the text again and make inference to answer the following questions:

QUESTIONS	ANSWERS
Is there any relation between the picture and the fable? Why?	
What are the differences between the young and the old mouse?	
Do you consider that the young mouse's plan was a good plan?	
What is the moral of the fable?	

AFTER READING ACTIVITIES

Objective: Students will identify characters personalities and compare them. (CHARACTER TRAIT)

Character traits are all the aspects of a person's behavior and attitudes that make up that person's personality. Everyone has character traits, both good and bad. Even characters in books have character traits. Character traits are often shown with descriptive adjectives, like patient, unfaithful, or jealous.

1. Match the personality adjectives with the characters of this fable. According to actions of each character, select with the letter a suitable adjective to describe them.

Characters of this fable



- a. mice young mouse c. old mouse d. cat

Personality adjectives

- () Wise () Brave () Dangerous () Fearful

Complete the chart with the fable's information. Confirm your information by reading the text again.

WHO WILL BELL THE CAT?

SETTING	CHARACTERS	PLOT			RESOLUTION

--	--	--	--

WHO WILL BELL THE CAT?

1. The Mice once called a meeting to decide on a plan to free themselves of their enemy,
2. the Cat. At least they wished to find some way of knowing when she was coming, so they
3. might have time to run away. Indeed, mice had to do something, for they lived in such
4. constant fear of her talons that they hardly dared mixing from their holes by night or day.
5. The mice discussed many plans, but none of them was good enough. At last a very young
6. Mouse got up and said that he had a plan that seemed very simple, but he knew it could be successful.
7. All what the mice had to do was to hang a bell about the Cat's neck. When they heard the
8. bell ringing they knew immediately that their enemy was coming.
9. All the Mice were much surprised that they had not thought of such a plan before. But in
10. the middle of the meeting over their good fortune, an old Mouse arose and said that the
11. plan of the young Mouse was very good. But asked one question: Who will bell the Cat?
12. There was no reply. The joy of the mice disappeared in a moment. They left the place.

MORAL OF THE STORY

Which picture represents better the moral of the fable “Who will bell the cat?” Select just one and share with your partners why you choose it.



a. b.



c.



In my opinion the answer is ___ because...

2. What is the moral of the fable “Who will bell the cat?” Select one answer:

- a. It is easy to say it, but quite different to do it.
- b. Working together makes the work easier
- c. "slow and steady" wins the race.

UNIT 2: SHORT STORIES ARE FUN!**Objectives:**

- Students should be able to identify the particular structure of a short story.
- Students should be able to apply different reading comprehension strategies when reading short stories.
- Students should be able to reflect about the values involved in the short stories.

Activity 1. Before Reading:

Remember! The before Reading will help you prepare to read the next story. It makes you easier to select the proper skill to develop activities and comprehend better the story.

WHAT DO YOU SCARE MORE TO BE ALONE AT HOME?

Exploring previous knowledge: Explore previous knowledge will help you to remember ideas that you know and are connected with the story you will read.

Being scared or afraid of something is a feeling relatively normal for the human being. For instance, people are scared of snakes, spiders, and violence or unknown things. Moreover, this feeling is intensified when we face moments of solitude at home and at night. However, some people attend to help others to face their fears.

1. Make a list of things that make you feel scare and share it with your team. You can start telling your partners I`m scare (afraid) of ...

2. Tell your partners what you usually do to face your fears. Share with the class your ideas.

Read carefully the following text title "Home Alone".

Home Alone

(Taken and adapted from <http://www.english-for-students.com/Stories.html>)



1. It was a dark and stormy night. I was alone at home and about to go
2. to bed, when I saw a scary shadow figure at my window.
3. "Who's there" I shouted.
4. Suddenly there was a flash of lightning followed by thundershower.
5. I saw a lion's face and a scary thunderous roar at the window. It
6. looked like the lion from the local circus that was announced
7. missing on the television news channel. I felt very scared. I ran to
8. my bed and pulled my blanket over my head. I started to shout for
9. my parents but there was no reply. Then I remembered they were
10. at a late night party.
11. I looked out of my blanket but it was too dark to see anything. Then
12. I heard footsteps. They were getting louder and louder. Soon the
13. footsteps stopped.
14. The grandfather clock marked 12. I went back to bed and tried to
15. sleep, but I couldn't. I felt too frightened. I filled my mind of scary
16. thoughts. After some time passed, finally I fell asleep.

PREDICTION: When you *predict*, you guess about what will probably happen next. Your guesses are based on clue details, specific characteristics in the story and/or proper experience. You can use charts to organize your guesses.

- As you started reading *Home Alone*, read again from the 9th to 13th line and try to predict what will happened at the end of the story. Use the chart below:

SHORT STORY	MY PREDICTION	CLUE DETAILS
Home Alone	Somebody opened his door and take off his blanket. Then he saw a man with a knife and stole his house.	He was alone It was dark He heard some steps

Activity 2. While reading:

Visualization: Some images illustrate the meaning of words and help you to remember them when you need it and understand the story.

Match the following pictures with the lightened words from the text:



A



B



C



D



E

(a) Stormy night () scary shadow () night party () too frightened ()
the grandfather clock

Skimming: it refers to looking *only* for the general or main ideas, images and works best with non-fiction (or factual) material.

Observe the picture of the text and **circle** the correct answers:

How does the boy look like?

SCARED HAPPY SAD HUNGRY ANGRY

Where is the boy?

AT HOME AT THE CIRCUS AT THE KITCHEN
AT THE MOVIE AT THE SUPERMARKET



Who is the boy with?

HIS FATHER HIS MOTHER HIS PARENTS ALONE

Complete the following chart using information from the text.

Title of the Story	Home Alone
Main sentence of the 1 st paragraph	
Main sentence of the 2 nd paragraph	
Main sentence of the 3 rd paragraph	
Main sentence of the last paragraph	

Activity 3. After reading

After reading: The after Reading activities review and confirm the skills you have been

Read again Home Alone and complete the reading with its two final paragraphs.

17. I woke up only after eight in the morning and switched on the TV news.

18. I was excited to see the lion was already trapped in the morning by

19. the ring master of the circus. I felt very much relieved after the news.

- 20. Later I narrated the whole incident to my parents. They were dumb
- 21. shocked and decided in future not to leave me alone at home during
- 22. night.

Confirm your prediction: Look back at the prediction that you did in pre reading activities and compare with the real one. How different or similar are they?

R:

My Prediction	What really happened

Plot elements: The series of events is the story's plot.

Complete the plot chart with the information from the short story Home Alone.
 The plot usually follows a pattern as show this graphic:

Exposition	Rising action	Climax	Falling Action	Resolution
* Introduces the setting and characters. * Sets up or hints at the conflict	* Show how the conflict becomes more difficult. * Builds suspense	* Is the most exciting part and turning point. * Makes the outcome of the conflict clear	* Eases the tension * Shows how the main character resolves the conflict	*Reveals how everything turns out *Sometimes called the denouement

<p>It was a dark and stormy night. I was alone at home and about to go to bed, when I saw a scary shadow figure at my window.</p>	<p>Suddenly there was a flash of lightning followed by thundershower.</p> <p>I saw a lion's face and a scary thunderous roar at the window. It looked like the lion from the local circus that was announced missing on the television news channel.</p>	<p>I felt very scared. I ran to my bed and pulled my blanket over my head. I started to shout for my parents but there was no reply. Then I remembered they were at a late night party.</p>	<p>The grandfather clock marked. I went back to bed and tried to sleep, but I couldn't. I felt too frightened. I filled my mind of scary thoughts. After some time passed, finally I fell asleep.</p>	<p>I woke up only after eight in the morning and switched on the TV news. I was excited to see the lion was already trapped in the morning by the ring master of the circus. I felt very much relieved after the news.</p> <p>Later I narrated the whole incident to my parents. They were dumb shocked and decided in future not to leave me alone at home during night.</p>
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WHEN WAS THE LAST TIME YOU CAMP?

Camping is one of the outdoor recreational activities that consist of staying away from home overnight and live for short time in a tent near to the nature. When was the last time you went camping?

1. Make a list of things that you needed to go camping and share it with your team. You can start telling your partners: The last time I went camping was ... and I needed a (some)...

2. Tell your partners what you did in your camping day. Share with the class your ideas.

Read carefully the following text title Wait For Dark.

Wait For Dark

by Zoe

(Vancouver, BC, Canada)

(Taken and adapted from <http://www.creative-writing-now.com/wait-for-dark-and-other-very-short-stories.html>)



1. We were sat around the fire. He told us the story of the shadow that gets bigger
2. and bigger, until there's nothing in you but shadow. The little blonde girl screamed,
3. and we all looked around in terror. Nothing, of course; the story was a lie.

4. We slept on our cold hard mats in the tents that night. Everyone could sleep,
5. even the little blonde girl, the one who screamed and shocked us to our bones,
6. everyone but me. I sat alone outside by the last bit of fire, and shivered as the
7. imaginary growing shadow crept into my mind. The shadow that gets bigger and
8. bigger, until there's nothing in you but shadow.






9. We didn't know. He didn't know. Small lies can get bigger, big lies can get bigger,
10. massive lies can keep getting bigger and bigger until they fill everything and

11. there's no room for anything else and there is no adjective big enough.
12. There's a shadow in that corner. The one where the light meets the tree's.
13. There's a piece of darkness that couldn't be there. It's getting bigger, edges
14. creeping to consume the light. Creeping to have anything in its path, filled and
15. surrounded by secrets and lies and darkness.

1. As you started reading *Wait For Dark*, read again from the 12th to 15th line and try to predict what will happened at the end of the story. Use the chart below:

SHORT STORY	MY PREDICTION	CLUE DETAILS
Home Alone		

Match with a line the following pictures with the lightened words from the text:

 <p>A.</p>	 <p>C.</p>
 <p>B.</p>	 <p>D.</p>
 <p>E.</p>	<p>() Shivered</p> <p>() Screamed</p> <p>() surrounded</p> <p>() Shocked</p> <p>() Crept</p>

Observe the picture of the text and **circle** the correct answers:

Where is the boy sitting?
 IN THE TENT AROUND THE FIRE
 IN A BOAT IN THE CHAIR

What is the boy doing?
 READING CAMPING
 SURFING WALKING

What is the boy not doing?
 CAMPING DRINKING
 SLEEPING SITTING



Complete the following chart using information from the text.

Title Of the Story	WAIT FOR DARK
Main sentence of the 1 st paragraph	
Main sentence of the 2 nd paragraph	
Main sentence of the 3 rd paragraph	
Main sentence of the last paragraph	

Read again WAIT FOR DARK and complete the reading with its two final paragraphs.

- 16. We didn't know. He didn't know. Small lies can get bigger and bigger until they fill
- 17. everything. If something is everything, then it has to be real.
- 18. I did not know what happen. Maybe it was me, but dark. Maybe I did not exist
- 19. anymore, just the dark. But I knew soon. The shadow put the fire out.

Confirm your prediction: Look back at the prediction that you did in pre reading activities and compare with the real one. How different or similar are they?

R:

My Prediction	What really happened

Read WAIT FOR DARK again and complete the chart below.

1. We were sat around the fire. He told us the story of the shadow that gets bigger
2. and bigger, until there's nothing in you but shadow. The little blonde girl creamed,
3. and we all looked around in terror. Nothing, of course; the story was a lie.

4. We slept on our cold hard mats in the tents that night. Everyone could sleep,
5. even the little blonde girl, the one who screamed and shocked us to our bones,
6. everyone but me. I sat alone outside by the last bit of fire, and shivered as the
7. imaginary growing shadow crept into my mind. The shadow that gets bigger and
8. bigger, until there's nothing in you but shadow.

9. We didn't know. He didn't know. Small lies can get bigger, big lies can get bigger,
10. massive lies can keep getting bigger and bigger until they fill everything and
11. there's no room for anything else and there is no adjective big enough.

12. There's a shadow in that corner. The one where the light meets the tree's.
13. There's a piece of darkness that couldn't be there. It's getting bigger, edges
14. creeping to consume the light. Creeping to have anything in its path, filled and
15. surrounded by secrets and lies and darkness. and darkness.
16. We didn't know. He didn't know. Small lies can get bigger and bigger until they fill
17. everything. If something is everything, then it has to be real.

18. I did not know what happen. Maybe it was me, but dark. Maybe I did not exist
19. anymore, just the dark. But I knew soon. The shadow put the fire out.

Complete the plot chart with the information from the short story WAIT FOR DARK.

Exposition	Rising action	Climax	Falling Action	Resolution