A VIRTUAL LEARNING OBJECT (VLO) AS A TOOL TO TEACH READING FOR SPECIFIC PURPOSES TO COMMUNICATION AND JOURNALISM STUDENTS AT FUNDACIÓN UNIVERSITARIA UNINPAHU

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FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
MAESTRÍA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS
ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA
Bogotá D.C., Colombia
2017

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A thesis submitted as a requirement to obtain the degree of Magister en

Enseñanza de Lenguas Extranjeras

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Bogotá D.C., Colombia
2017

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Derechos de autor

Acknowledgements

	FORMATO
UNIVERSIDAD PEDAGOGICA NACIONAL	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE

Código: FOR020GIB	Versión: 01
Fecha de Aprobación: 10-10-2012	Página 6 de 184

1. Información General	
Tipo de documento	Tesis de grado maestría de investigación
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Titulo del documento	A Virtual Learning Object (VLO) as a tool to teach reading for specific purposes to communication and journalism students at fundación universitaria uninpahu.
Autor(es)	Hernández Urrego, Sandra Cecilia
Director	Moreno García, Nohora Patricia
Publicación	Bogotá. Universidad Pedagógica Nacional. 2017, 184 p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	VIRTUAL LEARNING OBJECT (VLO), READING STRATEGIES, ENGLISH FOR SPECIFIC PURPOSES (ESP), DESIGN OF A VIRTUAL TOOL.

2. Descripción
Tesis de Maestría en Enseñanza de Lenguas Extranjeras que presenta una investigación descriptiva de tipo cualitativo desarrollado en un programa de Maestría de la Universidad Pedagógica Nacional en la ciudad de Bogotá. La investigación tiene como objetivo general caracterizar la percepción de los estudiantes en el uso de un Objeto Virtual de Aprendizaje (OVA), al enseñar estrategias de comprensión de lectura en inglés para propósitos específicos a los estudiantes de segundo semestre del programa profesional de Comunicación Social y Periodismo del curso Inglés 2 de la Fundación Universitaria Uninpahu. Esta investigación tiene como objetivos específicos describir el impacto que la implementación del Objeto Virtual de Aprendizaje (OVA) genera en los procesos de enseñanza y aprendizaje; así mismo, identificar la percepción y opiniones de los estudiantes frente al uso del objeto virtual de aprendizaje, contenido, actividades, herramientas y rol de los participantes.

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4. Contenidos

El siguiente proyecto de investigación se divide en siete capítulos:

El capítulo1 incluye las generalidades del trabajo. Primero se presenta la introducción y el planteamiento del problema. Luego se mencionan los objetivos y las preguntas de investigación que guiaron el estudio; finalmente se describe la justificación del mismo en términos de necesidades y pertinencia.

En el capítulo 2, se presenta primeramente el estado del arte de la investigación; es decir los diferentes contextos en los cuales se ubica la investigación, que para este estudio se organizaron de la siguiente manera: contexto internacional y colombiano. Se presenta el marco teórico que iluminó el estudio. En primer lugar, se describe el proceso de lectura (Reading as a process) seleccionado para este estudio enfocado al programa Comunicación Social y Periodismo. Luego, la incorporación de las Tecnologías de la Información y la Comunicación (TICs) en la enseñanza de la lectura en inglés con propósitos específicos ESP; a continuación se describe la herramienta virtual VLO para la enseñanza de estrategias de comprensión lectura; así mismo se define el uso de las herramientas virtuales en el aprendizaje y enseñanza del idioma inglés con propósitos específicos. Finalmente, se presenta la perspectiva teórica sobre cómo diseñar herramientas virtuales en torno a la comprensión de lectura enfocados en áreas específicas.

En el capítulo 3 se presenta el marco metodológico del estudio. Primero, se define el paradigma dentro del cual está situado el estudio; en este caso, el paradigma es cualitativo.

Luego se caracteriza el estudio como investigación descriptiva. Posteriormente, se describe el escenario en el que se realizó el estudio, así como los participantes y el rol del investigador. Luego se presenta una descripción de los instrumentos que se usaron para recolectar los datos,

el proceso de pilotaje y los procedimientos empleados para tal fin.

En el capítulo 4, se presenta el diseño pedagógico instruccional y tecnológico del proyecto. Primero se describe detalladamente el modelo pedagógico utilizado y luego se explica el paso a paso del diseño de los sílabos de lecturas integrados en tres ciclos para crear e implementar el Objeto Virtual de Aprendizaje (OVA).También se presentan los pasos para el diseño tecnológico del VLO, a saber, paso 1, diagnóstico por parte de los estudiantes sobre sus consideraciones en torno a la lectura, uso previo de herramientas virtuales y pre-diseño del VLO. Paso 2, fundamentos y planeación del VLO. Paso 3, diseño del VLO y paso 4, análisis de la implementación del VLO, sustentación y resultados. Se describe el proceso de instalación del VLO con en el espacio y link facilitado por la Universidad Pedagógica de Nacional, itaemoodle.pedagogica.edu.co. Luego se ilustra el proceso para matricular a los estudiantes al VLO. Finalmente, se muestra la transición del sílabo del formato en el documento de Microsoft Word al formato digital del programa EDILIM free software, usando el ciclo de lectura No.1 y la lección número 1 como ejemplo.

En el capítulo 5, se presenta el análisis de los datos y los hallazgos de la investigación. Primero se incluye una descripción de la estrategia empleada y perspectiva teórica que se utilizó para el análisis de los datos. Luego se describe de manera detallada el proceso de categorización: identificación de categorías y sub-categorías de acuerdo con las opiniones y respuestas de los participantes.

En el capítulo 6, finalmente se discuten las conclusiones para cada pregunta de investigación, basadas en los resultados obtenidos.

5. Metodología

La investigación presentada en esta tesis de grado se desarrolló en cuatro (7) etapas:

Reflexión sobre el proceso de comprensión lectora y enseñanza de estrategias de lectura aplicadas al inglés para propósitos específicos; lo cual implicó la selección de un modelo de lectura que se ajustara a las necesidades del proyecto.

Establecimiento de objetivos y preguntas de investigación.

Diseño Instruccional: selección del modelo pedagógico a utilizar, así como la creación y validación del sílabo del curso, desarrollado en 4 pasos 1) Diagnóstico para el pre- diseño del objeto virtual de aprendizaje, 2) Fundamentación y planeación, 3) Diseño del (OVA), 4) Análisis y resultados complementados en el capítulo 5 del estudio.

Diseño Tecnológico: diseño de cada una de las actividades y herramientas especificadas en el sílabo, incluyendo el diseño gráfico y personalización de la plataforma MOODLE.

5. Implementación de la acción y recolección de datos: corresponde al momento de la intervención pedagógica que se realizó en tres ciclos; en cada uno de los ciclos los estudiantes realizaban semanas de trabajo clasificadas en tres momentos: antes de la lectura, durante la lectura y después de la lectura acompañada de un quiz para evaluar la unidad. Se contó con el

consentimiento de la Coordinadora del Programa de Maestría en Docencia de la Química de la UPN y posteriormente se pidió el consentimiento de los estudiantes que participaron en la investigación.

Se aplicaron dos cuestionarios, uno al comienzo del estudio y otro al final; se realizaron tres entrevistas semi-estructuradas a los participantes, una al final de cada ciclo del proyecto. Por otro lado, se recolectaron las planillas de notas en la plataforma MOODLE y se aplicó un test inicial de comprensión lectora al inicio de la investigación y un test final, al final de la misma.

Finalmente se realizó un análisis de los datos recolectados utilizando el enfoque, identificación de categorías, y respuesta a las preguntas de investigación.

6. Conclusiones

En respuesta a las preguntas de investigación, las siguientes conclusiones surgieron , luego de analizar los resultados hallados y levar a cabo todo el proceso de investigación:

El diseño e implementación del Objeto Virtual de Aprendizaje (VLO) permitió que los estudiantes aprendieran a utilizar las estrategias de lectura para comprender artículos de periódicos y textos en el idioma inglés con propósitos específicos, adquiriendo y complementando a su vez vocabulario tanto académico como técnico relacionado con su profesión, Comunicación Social y Periodismo en la Fundación Universitaria Uninpahu.

Los estudiantes resaltaron los beneficios que tiene el objeto virtual de aprendizaje en relación con el diseño de las actividades y los tres ciclos de lectura por medio de las imágenes, juegos y herramientas virtuales incluidas para favorecer la comprensión de los artículos y temas desarrollados, haciendo énfasis en que no tenían que depender de traductores online, facilitándose así su proceso de lectura. Lo anterior permitió que los estudiantes aumentaran su nivel de comprensión lectora en inglés, teniendo en cuenta los resultados del test inicial, para el que la gran mayoría de los estudiantes tenía dificultades al momento de comprender un artículo en inglés. Una vez finalizada la participación de los estudiantes en VLO journalist readers, estos resultados cambiaron favorablemente mostrando un mayor progreso y mejores resultados de los estudiantes en el test final con notas de bueno y excelente, demostrando que la integración de las estrategias de lectura con las actividades propuestas en el VLO son de gran ayuda para fortalecer el proceso de lectura de los estudiantes.

La implementación y uso del Objeto Virtual de Aprendizaje para la enseñanza de estrategias de lectura en inglés con propósitos específicos, es una excelente herramienta virtual pedagógica que tiene en cuenta las necesidades e intereses de los estudiantes, siendo una alternativa diferente para aprender a leer en inglés y comprender de manera apropiada artículos periodísticos en este idioma; generándole más confianza a los estudiantes al momento de leer y así motivándolos a continuar reforzando esta habilidad que es de gran importancia en su profesión y es un plus comprender diversos temas en inglés.

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Revisado por:	Nohora Patricia Moreno Garcia.

Fecha de elaboración del Resumen:	10	08	2017

Abstract

This qualitative research study was conducted under a socio-constructive perspective as a qualitative descriptive study to characterize, describe and explore student's perceptions using a Virtual Learning Object (VLO), through teaching reading strategies for specific purposes of Social Communication and Journalism students in second semester English course level 2 at Universidad Uninpahu.15 participants used the virtual tool and integrate the readings proposed in their professional program showing their experience in the data collection process through, initial and final test, initial and final questionnaire, an interview, Moodle's reports and teacher's journal. The data analysis showed that participants learned how to apply reading strategies to read newspapers articles and texts in English language for specific purposes. Participants highlighted the benefits that a virtual learning object has with regard to reading activities design, games, images and virtual tools included in the VLO to strength their understanding when reading articles. The data also showed that students assumed an active role in order to complement their reading skill that demonstrated a further progress based on their needs and interests, which the VLO was a different way of reading and learning developing confidence in their reading process. After discussing the findings of the research study in the light of theory, the implications and some considerations for further research are presented.

Key Words: Virtual Learning Object (VLO), reading strategies, English for Specific Purposes (ESP), virtual tool design.

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Introduction

The use of Virtual learning Objects (VLO) has become one of the most important modalities to complement reading comprehension strategies for English courses in undergraduate students at universities. Nappa and Pandiela (2012), explain the Virtual learning Objects (VLO) web resources bring many benefits for teaching and learning. First, they develop social interaction and reading skills, they encourage independent learning and transfer English content in an interactive way. Students have the opportunity to communicate, exchange ideas, and work with other classmates through different activities.

Second, Virtual learning Objects (VLO) motivate students to learn and build their self-confidence as the teacher is always there to provide support and resolve students' concerns because they allow students to have an individualized instruction and interaction with the teacher. Motivation is also another special component in Virtual learning Objects (VLO) web resources. Osorio, Muñoz, Álvarez and Arévalo (2008), highlight important advantages of web resources that need to be taken into account such as: Accessibility, flexibility, reusability, durability, educability, interactivity, and adaptability, that can be focused on the teaching of reading comprehension strategies to promote learner's self-confidence, increase learners' goal-oriented education, create a pleasant classroom environment, and recognize students' effort.

I agree with Osorio because in my experience as an English teacher at Fundación Universitaria Uninpahu, I always recognize and reward my students' efforts and abilities, so that they feel that they are part of a positive atmosphere where they could learn the language and therefore, develop their reading skills in a social community of learning.

This research project follows a qualitative descriptive research study which attempts to describe student's perceptions about the use and implementation of a Virtual learning Object (VLO) to teach reading strategies for students enrolled in the Social Communication and Journalism

program at Fundación Universitaria Uninpahu. It also attempts to identify and describe the impact

of using a virtual learning object (VLO) centered on teaching reading strategies.

   The use of the (VLO) as proposed by Barraza, (2014) has several advantages in

incorporating interactive and technological tools for ESP reading comprehension strategies. Some

of the advantages deal with the development of analysis and reflective strategies, clarifying doubts,

and self-assessment. Also, (VLO) virtual learning objects help in generating interests and

motivation , as the tools permanently have accessibility, flexibility, reusability, durability,

interoperability, educability, management, generativity, interactivity, and adaptability.

   For the development of reading strategies as a process through the use and implementation

of the (VLO) in ESP, I situated reading based on the proposal by The RAND Reading study,

(2002), as an active and constructive meaning making process following the three macro

developmental processes involved in reading comprehension strategies: Before Reading, During

reading, and After Reading integrating the classification of a variety of reading strategies organized

in three reading cycles and located in each reading activity designed and planned, taking into

account a sample of a syllabus reading cycle proposed by Craven M (2003).

CHAPTER 1

Statement of the problem

The insertion of new technologies has arrived thanks to advances in information and virtual tools, which has made the educational context evolve to integrate these into educative environments to encourage teachers to develop innovative pedagogical experiences taking into account students' needs and interests.

Following the aforementioned ideas, there are established guidelines for learning English as a foreign language and requirements related to the English courses offered by Fundación Universitaria Uninpahu to students from different programs, as one of the requirements to obtain the bachelor's degree. Three levels were defined as an intensive time of "three hours" of class weekly, the difficulty is in the low frequency for learning English as a foreign language, along with the deficiencies in students' competence in reading skills, as when they enter higher education specifically at Fundación Universitaria Uninpahu, they do not get the minimum score on the test applied each term as shown in Appendix 18; as a matter of fact, they can only do basic parts of the test, as most of the students come from non-English bilingual schools or schools with an intensive English program. This becomes a complex situation, when there is insufficient time to level students; thus, they move closer to the minimum required by the Ministry of Education. Hence, a Virtual Learning Object to teach reading strategies is the proposed strategy to improve second semester students' reading comprehension skills in the professional Social Communication and Journalism program at Fundación Universitaria Uninpahu. Students who register this class, take six English courses during their professional program.

As these aspects are essential for keeping integration of English courses at Uninpahu; thus, finding suitable reading strategies to help students comprehend articles with specific purposes seemed to be important, in order to provide them with the necessary tools to comprehend and understand those texts. Therefore, this research study contributed to the construction of knowledge through the implementation of collaborative learning, guided by the teacher during the academic space allocated weekly for the development and use of a Virtual Learning Object (VLO). This object was chosen as the means to carry out the project by using and integrating the EDILIM program, that is a free software with an interactive virtual learning environment called LIM, in which different activities are created, developed, and edited for the creation of virtual learning objects and other technological tools. These tools are meant to aid in developing and understanding newspaper articles with a specific purpose, taking advantage of virtual tools such as time flexibility, easy access from anywhere, anytime, and their support to learning English as a foreign language focused on reading skills, since students are required to read about topics related to the content of their professional program.

Bearing in mind that advances and innovations in teaching and learning English as a Foreign Language are transforming teaching practices in higher education; focusing on student's needs and interests to provide them with an effective learning experience (Beatty 2010). Therefore, a Virtual Learning Object (VLO) was chosen as the means to carry out this project by using technological tools oriented towards the development of reading comprehension strategies included in the learning process.

Research Questions

What are students' perceptions of the implementation of a Virtual Learning Object (VLO) to teach reading strategies in English for Specific Purposes (ESP)?

What is the impact of using a Virtual Learning Object (VLO) centered on the teaching of reading strategies in ESP to students at Fundación Universitaria Uninpahu?

General objective

To characterize students' perceptions of the use of Virtual Learning Object (VLO) when teaching reading comprehension strategies for ESP to students of the professional program Social Communication and Journalism at Fundación Universitaria Uninpahu.

Specific objectives

To identify and describe the impact of using a virtual learning object (VLO) centered on the teaching of reading strategies to students of the professional program Social Communication and Journalism at Fundación Universitaria Uninpahu.

To explore students' perception of the use of a Virtual Learning Object (VLO) to teach reading strategies in ESP at Fundación Universitaria Uninpahu.

Rationale

The development of this research study intended to explore students' reading comprehension skills. Based on the fact that in recent semesters students obtained low results that did not reach the level expected by the University and most of them had difficulties understanding simple reading texts.

At the moment of this research, Fundación Universitaria Uninpahu implemented its programs in face to face practices and did not take into account other learning and teaching strategies within the technological tools that could give other learning opportunities to those enrolled in the programs. Integrating new methodologies was a challenge that would enable us to see how the uses of Information and Communication Technology (ICTs) could contribute to academic improvement and better outcomes.

In the process of teaching and learning English as a foreign language, it is recommended to provide students with more intensity for the understanding of reading strategies and comprehension because according to the class time at Fundación Universitaria Uninpahu, it was necessary to establish a curricula standard to be consistent with international guidelines for the study of English. This project aimed at implementing an alternative from virtual tools, where students complemented their knowledge through interactive activities, puzzle, games, crosswords, word search, among others, that enabled them to improve their reading process as an essential part of their professional development, where learning and teaching processes take advantage of ICT resources for education.

Taking into account that technology plays an important role in the teaching of English as a foreign language, it is helpful to incorporate it so that students feel motivated towards learning, especially in a language learning context. Considering the role that ICTs play nowadays in the progress of education, new pedagogical practices have arisen to be a part of the English as a foreign language EFL- classroom. This incorporation has made of vital importance the fact that both teachers and students are updated with the latest resources and environments for language learning, using those elements to benefit their practice, as a new way of enriching the pedagogical expertise and boosting the learning process Betty (2012). Based on this, students have the opportunity to access the knowledge of innovation, to be skilled in understanding newspaper articles, academic and scientific texts, strengthening their reading comprehension skills in the target language in order to understand articles and texts required; all of these constitute an important benefit for future

This research study aimed at taking advantage of a Virtual Learning Object (VLO) tool to strengthen and provide students' with reading comprehension strategies to cope with difficulties in terms of the appropriation of the concepts and information presented in newspaper articles. Thus, this would allow them to get more confidence when reading an article in English related to their profession. The participants were the main actors of this beneficial educative experience framed by the relations established between technology and education when a high pedagogical emphasis on this project was made to build a (VLO) for journalist readers, based on a teaching and didactic design mediated by technological tools that promoted both independent and collaborative learning. Besides, the VLO was designed under the structure of social-constructivism, where interaction with others and independent learning represents a new way of learning.

As a result, the use and implementation of the VLO generates a direct approximation to the management of ICT by using different tools, activities, and external links for a specific pedagogical intervention in which participants and the teacher encompass the adaptation of the technological resources provided, access to academic content and material in real contexts, and students' needs and interests are taken into account through their experience with the reading process.

CHAPTER 2

Literature review and theoretical framework

Recent Studies

In the international context Davood J, (2015), carried out a mixed research study with a group of 14 teachers and 4 groups of a total of 60 students at an Iranian Senior High School, whose purposes were to identify students and teacher's perceptions towards the effects of integrating ICT resources into reading comprehension processes through Computer Assisted Language Learning (CALL) sample reading passages in a multimedia package with a variety of interactive activities such as jigsaws, decision making with graphics and items, word lists matching definitions and meaning in order to increase learning opportunities and check the benefits of using ICT while reading extensively in EFL.

The data were gathered from two questionnaires and an interview addressed to both, students and teachers. Three relevant aspects were found in this study: First, the lack of motivation in extensive reading materials because the integration of ICT was not promoted in their classes, following traditional approaches of teaching and learning. Second, the use of technology in the EFL classroom made learners more eager to read and integrate ICT resources into language reading instruction. Third, most leaners benefited from integrating ICT resources because they encouraged them to learn in a more fruitful learning environment, to be more self-confident in reading the passages, taking advantage of the computer multimedia program activities designed based on their needs.

Barraza, J (2014) conducted a qualitative descriptive case study with a group of 26 Spanish speaking students who were mechanical and electrical engineers from the civil mining in Santiago de Chile; their aim was to describe and analyze the effects of the use of interactive, graphic, and technological strategies in the level of English reading comprehension, in order to attain more evidence to support the claim that the use of graphic organizers enhances the level of students' reading comprehension. To reach this objective, the VirtualLab contained two reading strategy sections; first, reading activities to monitor students' comprehension through questions. Second, activities with graphic organizers called (GOs) as visual models in order to classify, comprehend, and apply the text information to get main and specific facts. The data collection instruments used in this study were two questionnaires at the beginning and at the end of the implementation and observations during six sessions with the Virtual Lab.

The reading content selected focused on engineering topics from Oxford and Cambridge texts in English for Specific Purposes (ESP). These texts were chosen taking into account students' needs and interests, as well as reading difficulties such as figuring out unknown words, getting main ideas, and identifying the text structure. The findings of this study showed that most of the students agreed that they took advantage of the use of the VirtualLab USACH reading activities described in four relevant aspects: Their reading learning experience, reading strategies, overall reading effectiveness, and the advantage of using interactive activities and graphic reading organizers as an enjoyable and practical learning experience.

A study was developed in two different settings by Clavijo, Hine, and Quintero (2008), with a group of 17 students from first semester at Universidad Distrital in Bogotá, Colombia and a group of 24 senior high school students from New Brunswick, Canada. The participants in this study exchanged cross-cultural stories as an alternative way to enhance foreign language learning in both English and Spanish through a virtual forum (www.ourdigitalculture.net.).

The data obtained came from the use of personal blogs, thematic wikis, social forums, and debates which showed that students explored specific topics in a web space provided and a blog used for a weekly debate. Based on this, the teacher-researchers found three main relevant aspects in this study: First, learners integrated their perspectives about their own culture comparing and sharing their own and foreign lifestyles among Colombians and Canadians, while using the target language for regular communication. Second, teachers focused on pedagogical activities that allowed students to have a space to meet and interact taking into account countries time schedules.

Third, through students meetings and virtual interactions consolidated a community promoting collaborative and democratic participation language environment. I took into account this study planned in two different countries and monitoring a Virtual Forum to describe and analyze student's perceptions exchanging cultural stories integrating reading activities and vocabulary consolidation which is relevant to this research project because was highlighted the importance of vocabulary interactive activities such as puzzles, word search and images matching to increase reading comprehension facilitating extracting meaning from leaners reading process in the given context. Additionally, this study shows the interactional implications displayed between students from the two different countries entailing collaborative work and democratic participation building interactional and academic spaces.

These three research studies included a variety of issues to complement this research project for three main reasons. First, the teacher's researchers from previous studies explained that the management between ICT tools and reading strategies in English as a foreign language relies on the ways to motivate students to read, taking advantage of interactive reading activities designed by teachers and which are based on the facilities that virtual tools offer. Second, they considered important the integration of ICT as enjoyable and engaging tools to promote language learning, offering more practice opportunities as a differentiated component from traditional classes. Third,

these studies agreed with the benefits of using virtual reading activities because students understand

academic texts better and get self-confidence in their reading performance, motivating themselves

to foster their English language skills.

        In the Colombian context, research studies have been carried out in relation to the use of

virtual tools in the EFL classroom. One of them is Osorno and Lopera (2012), who used a Web-

based reading comprehension course in order to facilitate and analyze a group of 21 first semester

students of a specialization program in Law at Universidad de Antioquia in Medellín, Colombia.

The researcher's purposes were to implement the web-based reading course which consisted of

interactive activities and exercises around reading strategies such as prediction, skimming,

scanning; and graph interpretation. These allowed students to interact with the web-based friendly

environment through selective reading activities that improved their reading skills. Participants took

120-hours in reading sessions in the academic space Moodle and they followed the planning

proposed such as: Objectives, evaluation, content, scheduled activities, recommendations, and extra

resources (on-line dictionaries and links). It was an multiple exploratory case study that aimed at

analyzing real life events, checking personal insights from teachers and students, and highlighting

the advantages and disadvantages of the interactional activities proposed through forums, chat

sessions, exercises, and evaluations followed from models (Creswell, 2007; Merriam, 1998; Tellis,

1997;Yin, 2003).

The data were gathered through the use of questionnaires, observations, in-depth interviews, a teacher's journal, focus groups, and tools that the MOODLE includes. The advantages presented were that students had an active interaction and learned with the reading activities and they were able to apply reading strategies to identify main ideas, distinguish fact and opinion, summarize texts, recognize relations of comparisons and contrast, cause and effect information, and they understood in a better way the topics related to law, as a key factor to gain mastery in their reading process. On the opposite side, students mentioned that the exercises and workshops were very long with the need of having deadline extension and time as a constant concern to complete the activities proposed.

To sum up, in order to comprehend the way virtual tools work, this study is useful to my research project because it shed interesting light into the role of interaction in a web-based EFL reading comprehension course, in order to provide students with a variety of reading benefits such as: Interactive reading activities to identify main ideas, relationships of comparison and contrast in a text, language improvement, an individualized guide process, a friendly environment with virtual tools , time flexibility, and the advantages of different teacher's role; in turn, all of this promotes more interaction and participation among students in order to have academic dialogues around topics related to their needs and interests.

A second research study was conducted by Flórez E, Pineda J, and Marín N, (2012), with a group of 38 graduate students between 23 and 44 years old at the School of Languages at Universidad de Antioquia in Medellín, Colombia with limited experience in web-based courses. The aim was to explore student's perceptions of distance-based learning on reading skills. Since the University implemented the certification requirement of foreign language proficiency tests, teachers considered the need of designing a web-based reading activities modality to complement students' test needs specifically in reading comprehension skills. The data were gathered based on a descriptive and exploratory case-study and two semi-structured interviews were planned in order to include questions that emerged during the conversations, classes with two focus groups, questionnaires, and observations. The information provided

by participants was in Spanish, to make sure students answered the questions clearly sharing their perception and opinion towards the reading course.

Two main relevant aspects were found through this study. First, this proposal was a bridge for teachers to be familiar with technological reading activities, bearing in mind students' performance, the level of achievement of their goals in relation to the course objectives, the content, and the incorporation of ICT. Second, this study provided a new learning experience that focused on reading comprehension skills, along with the implementation of reading strategies; thus, participants' perceptions remained before, during, and after the reading to understand different topics and develop a different teaching and learning pedagogical practice.

Arias (2012), conducted a research study on the perceptions, feelings, and challenges that students have regarding English activities supported by Web 2.0 tools: Blogs, podcasts, and wikis about the professional development of EFL of a group of future English teachers. A group of 18 sixth semester students from the B.A Spanish and Foreign languages program at Universidad Pedagógica Nacional participated in a mixed method research study. Along with the interviews, an oral pre-test, a written post-test, and students' blogs and podcasts were applied as a relevant part of the data obtained. Among the findings, researchers could identify three relevant aspects: First, in relation to the pedagogical aspect, participants knew the benefits that Web 2.0 has in terms of providing different virtual tools to support students' learning, increasing their motivation, allowing innovation in the activities, and getting more confidence in their learning process. Second, in the technological aspect, students learned how to use Web 2.0 by being familiar with the different tools that promote pedagogical spaces. Third, students improved their reading comprehension skills, as well as other linguistic aspects from the integration of a variety of listening and speaking activities.

Theoretical Framework

This section deals with the theoretical background of the present study, which includes the following four main constructs: A Virtual Learning Object to teach reading strategies in English for Specific Purposes ESP, reading comprehension strategies as a process and its processes before, during, and after the reading, implementation of ICTs into the reading process in ESP, and the design of a Virtual Learning Object within the reading process in ESP.

Virtual Learning Object (VLO) to teach reading strategies

A Virtual Learning Object (VLO) is defined in the portal *Colombia Aprende* (*Colombia Aprende*, 2015), "As a virtual learning and pedagogical mediator intentionally designed for a learning purpose and serves players in the various educational modalities. It is integrated into all structured material in a significative form, associated with an educative objective which corresponds to a digital character resource that can be distributed and consulted through the Internet." It is complemented by Wiley (2001), who explains that Virtual Learning Objects (VLO) allow the transit of learning models, based on the construction of knowledge as an architecture that permits the implementation of an Intelligent Teaching-Learning Environment, which in turn act as an useful tool, each with its objectives, intentions plans and mutually interact, learn and propose their ideas through the use of different technological tools that are integrated in the VLO.

Barraza, (2014) suggests some advantages of incorporating interactive and technological strategies for ESP reading comprehension. First, they encourage independent learning, developing analysis and reflection, clarifying doubts, transferring content, all of which can be used as control mechanisms and self-assessment. A second advantage is that they generate interest and motivation, as the tools entail accessibility, flexibility, reusability, durability, interoperability, educability, management, generativity, interactivity, and adaptability on a permanent basis. These aspects mean that virtual objects are more relevant in teaching and learning practices when the content and virtual functional quality is presented in a more attractive way, as a sort of hook for students to start working on reading activities.

Another great advantage is that students have an individual interaction with the teacher to reinforce and implement the concepts studied in class, and to review and play in such a way to generate interest in the subject and metacognitive abilities.

As Wiley (2001) asserts, (VLO) not only engage students in learning, but they also help them to expand the cognitive skills that they use to understand, select, organize, develop, and interpret the information they find in the VLO web resource and the metacognitive skills that allow students to regulate their own learning process, through which they develop and carry out tasks in three dimensions. First, the size of reflection, where the subject recognizes and evaluates his/her own metacognitive structures, methodological possibilities, processes, skills, and disadvantages. Second, the dimension where the student is aware of his/her performance and applies his/her previous knowledge to solve the task. Third, the dimension of assessment where students value the strategies used for the solution of tasks and the degree to which they meet their goals. It this way students can apply different reading strategies through the use of a VLO and develop metacognitive habits in which they learn how to assess and regulate the EFL process.

Additionally, according to Delmoral and Cernea (2005), who explain that the nature of a VLO and web resources comes from social constructivism, as their main core theory. It consists on the idea that students learn better when they work in groups and when they are engaged in a social process, as learners negotiate meaning and exchange ideas to construct knowledge. In this sense, offering the opportunity to teachers and students to interact and work collaboratively and providing constructive feedback to each other, there is a sense of community between them and a vital participatory role with the possibility to cover a wider learning-teaching spectrum than the conventional learning-teaching in the classroom.

In the development of the present research project, the implementation of a VLO is an essential component that may bring many benefits to teaching and learning reading strategies in EFL. First of all, learners will be provided with a variety of strategies that may help them regulate their own reading process and participate with their classmates as well. A second advantage is that the VLO will be

designed to meet specific needs and interests in a group of learners challenged to comprehend different types of texts in EFL for their professional programs. Besides, students have the opportunity to achieve objectives in collaboration with others, rather than studying on their own; making their learning experience more effective and efficient as teachers apply the complementary tools provided. Finally, VLO as a pedagogical mediator associated with teachers and students' collaboration, provides a better learning experience in a vital participatory role when there is support and interaction in learning reading strategies in EFL related to content, language activities, and feedback.

Reading comprehension strategies as a process

Reading comprehension strategies can be understood in several ways. One of them, is as a constructive meaning-making process that is defined broadly as the process of constructing a supportable understanding of a text. In this brief definition, there are two important features of the comprehension process. First, seeking to comprehend a text is an active, intentional thinking process through which the reader constructs meaning, Neufeld, P. (2005). Second, while students' understanding of a text happens, this understanding varies as a result of their background knowledge and experiences; thus, the reader extracts and constructs meaning through interaction and involvement with written language. Reading is considered by some authors as "An interactive problem-solving process of making meaning from texts" Hughes (2004); for other researchers, it implies the interaction between the text, the readers, and the purpose of the reading for itself and for some others, it is a dialogue between the text and the reader. It means that this concept implies an agreement with the previous knowledge and the experiences of readers connected with the social and cultural context; in Huldenson's words (1994), reading means:

> [It] is a language process in which an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting upon or interpreting the text, and the interpretation is influenced by the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading (p. 129).

It means that reading is a mental process that involves the reader's acting through the interpretation of the text and this understanding depends on the background of a person and the purpose of the reading.

Reading comprehension has been an important issue beyond the field of education, which has gained relevance in the field of language education in the last decades. In order to approach the concept of reading, I consider relevant to see what a variety of researchers have said. To this respect, I present a compilation of some of the most relevant definitions to the present study:

Table 1. Reading Definition Authors

Author	Definitions of Reading Comprehension in EFL
Smith (1997)	"Reading is striving to understand everything in the world around us in which we are particularly interested and involved."
Urquhart &Weir, (1998, p. 22)	"Reading is the process of receiving and interpreting information encoded in language form via the medium of print."
The RAND Reading Study Group -RRSG (2002)	"Reading is as a constructive simultaneous meaning-making process in which the reader extracts and constructs meaning through interaction and involvement with written language."
Neufeld, P. (2005)	"To comprehend a text is an active, intentional thinking process through which the reader constructs meaning."
Hughes, J. (2004)	"Reading is a complex interaction between the text, the reader, and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated."
Hellekjær, (2007b, p. 2)	"Reading comprises decoding the written text 14 on the one hand and efficiently processing the information on the other hand."
Koda, K (2007, p. 4)	"… Koda says that reading is "converting print into language and then to the message intended by the author." "Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known."
Pang, J (2008 p.3)	"Reading strategies are all the approaches that readers use to enhance

	understanding."
Grabe, W (2009, p. 14)	Suggests and explains a list of processes that define reading, all of these processes that are integrated in the art of reading 1. A rapid process 2. An efficient process 3. A comprehending process 4. An interactive process 5. A strategic process 6. A flexible process 7. A purposeful process 8. An evaluative process 9. A learning process 10. A linguistic process.

As it is mentioned above, reading is a mental process that involves the reader's interpretation; reading comprehension is the act of understanding what we read and that process occurs before, during, and after a person reads a written text or visual information, among others. The readers engage in a cognitive simultaneous process in which they extract and construct meaning through interaction and involvement with written language. The construction of meaning entails both participation and transaction among three main elements: reader, text, and activity. These three elements are situated within a socio-cultural context that shapes students' experiences, cultural practices, and background knowledge. Besides, the learners bring diverse social-cultural identities to their own reading comprehension process to interpret information and create a personal meaning, RAND Reading Study Group RRSG (2002), it is an Educational Department in the U.S. that focused on developing a proposal for a research agenda on reading comprehension and literacy; this research project follows its proposal of reading model.

One of the most recognized processes of reading is when students need to know how to proceed in order to develop an optimal reading comprehension of a text. For this reason, it is essential to allow students to develop the appropriate reading strategies to better understand a text. This process appears as an answer that facilitates the connection between the reader, the text, and the activity according to RAND study (2002); this reading process changes through different micro-developmental processes called pre-reading, during-reading, and post-reading which shows the transition of what the reader brings to reading and what the reader takes from reading.

According to Smith (1997), reading is considered as an important aspect to teach students so that they can increase their knowledge "what a person already has in his/her head is the basis for making sense

out of the world and learning more about it." However, it is very demanding because it is not as easy as the process of understanding what we found in a text. Having good comprehension without looking up the dictionary or plunging into the reading in case the information was difficult to comprehend, implies to make a decision for solving the possible problems that appear when a student is reading a text.

According to RRSG (2002) reading is presented in a heuristic comprehension process by describing three micro developmental processes: pre-reading, during reading, and after reading because of the following reasons: First of all, the variety of reading strategies that the model offers allows students to become active, purposeful readers able to monitor their own reading comprehension process. For instance, when students interact with the text, they recognize new vocabulary, organize and evaluate information, and establish connections with their own socio-cultural context shaping their background knowledge. A second reason is that reading strategies can be integrated with ICT to help learners understand specialized articles and texts in ESP. Each micro-developmental process element interweaves and integrates the reading elements: The reader, the text, and the activity, interacting permanently with the others; however, when analyzing them in single units, the dynamics of each one can be better understood though the following information.

Reading strategies should be practiced, reinforced, and refined continually through lifetime and they are based on the complexity and extensiveness of the text a person is reading. A possible solution for avoiding difficulties in the reading practice is the use of reading strategies applied in the classroom; thus, allowing students to have a better comprehension and a good attitude when they are facing a difficult text. Taking into account RRSG (2002) as the reading model followed in this research project for teaching reading strategies in English for Specific Purposes, the strategies applied must be selected according to the group, age, the conditions and the needs students present, using different kinds of texts in a variety of programs and not only in our academic field, but also with a high degree of proficiency in order to be successful in the reading comprehension process.

The reading strategies model contributes directly to learning and use of the language; in addition, it is carried out at the same time with the reading process and it is categorized into three micro-period groups: Pre-reading, during, and after reading. RAND study (2002) researchers suggest the micro-period reading strategies bring another beneficial factor to strengthen readers' skills such as: Memory challenges, that work with the intention to retrieve information and help to build up learning in a long or a short- term memory, according to the person. The second, the cognitive processes, which help people to obtain the ability to learn concepts, definitions, techniques, procedures; in fact, it is the one that proves and demonstrates how much a student knows about a specific topic or subject to use linguistics or other clues for adjusting or approximating messages.

The theory proposed relies on its assertion that reading is a process of interaction of different dimensions of text organization and social process which are involved in the text meaning construction, as is represented in the following figure:
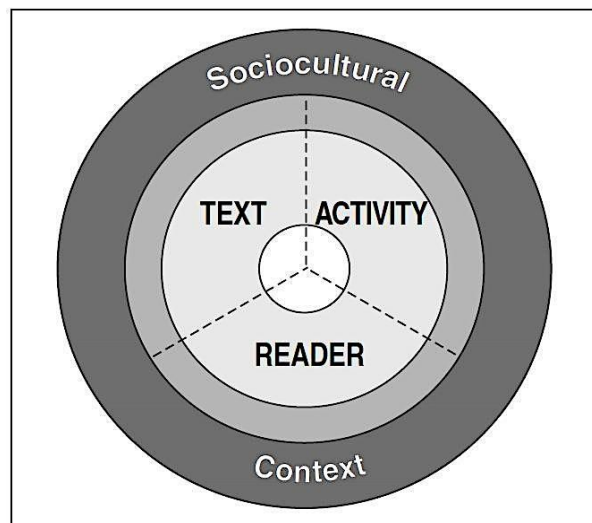
Figure 1. Heuristic for thinking about reading comprehension- Rand Reading Study Group (2002)

Reading comprehension processes before, during, and after reading

      Before reading

      Readers activate background knowledge to think about the topic and use the cultural information to interpret the text, to later interact with it to confirm or support what the participant's previous knowledge of the topic was. In this micro-period students give a general idea of the text and teachers introduce the topic and motivate students to read. The function of these activities is to activate and build up new schemata and reading activities help them to have a better comprehension of the text. Then the comprehension stage starts in their minds and continues growing according to their experiences and knowledge, and little by little readers construct meaning in response to the text; also in the top down process, students are the ones who decide what to retain and what not to, or just go on. In this part students apply their cognitive styles in the text; that means that they employ intelligence and experience for understanding it.

      However, the RAND study presents its model based on three premises: The reader, the text, and the activity. The development of these premises has its foundations in the articulations with the micro-developmental reading processes before the reading, during the reading, and after the reading. The reader connects the lexical aspects, the verbs, the situation or the actions presented in the articles to locate the events in time and information. In that way, teachers should help students guiding them with a general topic and directing them towards proper schemata of extracting information, where they can accommodate relevant linguistic knowledge of it, it means that teachers consider schemata not only as a cognitive construct but also as a social psychological one, in which mental organization is involved and it is attached to particular values and attitudes to the knowledge students have. Neufeld (2005) explains it in other words, "students must be familiarized with the discourse and linguistic aspects in a text and the level of English and knowledge about the field of study in specific subjects too."(P.3) There are different issues that readers have to overcome to be familiar with a text like a stage when they lack vocabulary can

be an obstacle for understanding a reading and comprehension is affected or when they are not familiar with the reading context.

RAND study researchers (2002) recommend to develop the process of reading before it begins because it is more effective; similarly, it is convenient to deal with the text in short or single sections, but not with the complete text. Teachers should help students face unknown words and contextualize them with the reading, giving them examples that can be associated with the text presented in order to better comprehend the passage.

Hence, Reading Study Group -RRSG (2002), explains that at this stage the reader, the text, and the activity are connected and there is variability in the reader's performance in terms of their capabilities and dispositions toward reading. This variability is presented based on readers' differences such as fluency in word recognition, oral language ability, goals, and purposes. These variables interact among them and with the type of text to which the reader is exposed to, and later, they are used as determinants to measure the reader's performance in a given reading task to build his/her prior linguistic knowledge. RAND researchers say that a reading text provides opportunities to encourage the development of the student's speaking ability and the use of study topics such as grammar, vocabulary, paragraph structure, and so on. Additionally, variability in readers also depends on the socio-cultural context students interact with and read. For instance, Gee(2008) claims that students construct their identities as readers through their ways of behaving, interacting, valuing, thinking, believing, and reading; thus, this is due to students as a part of a cultural community in which they learn how to read.

Those aspects are given before the reading micro period because the teacher needs to be aware of socio-cultural factors when designing and structuring reading comprehension activities, since students have their own particular linguistic and non-linguistic abilities (attention, visualization, inference, reasoning, critical analysis, working memory, etc.), inter- individual differences, and diverse ways of developing their reading comprehension. These characteristics need to be taken into account in the

reading comprehension process to develop, engage, and check students' performance, as they are immersed in a culture with specific traits regarding the reading process, which permeates the means, the motivations, and the outcomes of the reading experience.

During reading:

Readers monitor their comprehension by questioning their understanding and reflecting upon main ideas and information about the general topic. In addition, they make predictions to find the possible meanings of the text and they also paraphrase the text while reading. Furthermore, readers use the skimming and scanning strategies to preview the text. RAND study researchers (2002) state that skimming is done to get a general idea of the text, as a quick look over a reading to get general information and it helps students to identify what the text is about, what kind of information is included, and its organization, even though it requires a good reading competence. On the other hand, scanning is done to look for specific information within the text, to have a general impression of it. Through the use of these reading strategies, readers also identify key words or vocabulary pertinent to comprehension, where they can improve their speed in reading and teachers should teach them to identify the relevant information to their purpose, in order to provide worthy tools for students to improve their reading comprehension. In my research study, the use of reading strategies was essential because students needed to know and be able to use them in their practice.

The RAND Reading Study Group -RRSG (2002) highlights the second premise that is the text. The authors argue that the new nature of literacy is changing due to the incorporation of the electronic text in different online learning environments. Therefore, the authors have broadened the definition of the text by claiming that the electronic text has brought new challenges and advantages to the reading comprehension process. It brings challenges because readers have to deal with the non-linear nature of a hypertext, which implies a new set of interactive features not available in conventional print texts such as, links embedded in the paragraph, multiple-media texts with animated symbols, audio and video clips, and interactive texts found in web-based text environments.

Regarding how to present texts to readers in a more interactive way to facilitate the reading comprehension process, there are important aspects to take into account. First, the VLO offers readers support when they interact with complex texts, by providing specialized glossary with clear definitions of words as well as visual illustrations through videos, games, visual tools, and helpful links. The inclusion of these kinds of interactive texts is considered a key part of the during the reading micro-period process, because students start to classify types of vocabulary or groups of words with a meaning that they have to learn as a whole. In this part, it is necessary to teach students that some words are joined with others and that the meanings can change in different ways, when they are non-isolated like compound words, phrasal verbs, verbs with prepositions, and others. The idea is to teach them to identify relevant words and ignore the irrelevant ones, as the scanning reading strategy, in order not to spend time, and get far from the real comprehension of the text following reading strategies.

Additionally, during the reading process, it is relevant to characterize the type of text and the grammatical forms that help students to identify what kind of meaning they must interpret, to look at the beginning of a text and with practice, they can use it consciously when facing difficult texts. This idea implies that the activities designed in a virtual resource may help readers to get familiar with the grammatical aspects. Coiro (2003) suggests that this should be applied before students read the text because they have the opportunity to be familiarized with it; then with the help of practicing in an interactive activity, students can deal with new words, build up new meanings and work on the inference process from context that helps them to interpret the text under their view. At the beginning, they have a raw idea of the text but once they get familiar with it, meaning may become more precise, even though they do not know it exactly, but with training students can get it. Another relevant part of this during the micro-period reading strategy, is students' prediction about the reading, which is necessary in the global understanding of a text in that students can get close to the writer's intention. Students are encouraged to be creative and express their feelings in terms of how they assumed the text. Smith (1997) asserts, "They can start with the title, continue with the expectations students have related to the text, students think

about the topic of the text, to talk about its possible development and introduce the use of key words on it."

Moreover, the RAND Reading Study Group -RRSG (2002), explains that there is variability in the text when creating and designing reading lessons or courses. The authors argue that it is important to understand that texts have different categories and dimensions. These include texts with varying degrees of engagement for a particular type of readers, discourse genre, discourse structure, media forms such as interactive and virtual tool forms to understand in a more dynamic way vocabulary- syntax and content, understood as an age-appropriate selection of subject matter and cultural practices. Therefore, teachers need to consider these categories when assigning texts to specific readers, since it is essential to balance strategically students' interest in the subject matter, help them with particular challenges to achieve the pedagogical goals of the lessons, and understand texts.

After reading:

It is relevant to consider the reading process that this research study mainly relies on; namely, the student's needs and interests with the VLO's activity integration for the use of reading strategies and the enhancement of the comprehension of newspaper articles and texts. The feelings, points of view, inferences, and comprehension of articles or texts take a great value during the reading process. In other words, it is the compilation of the understanding effects that are the consequence of reading appreciation. Also, post-reading contributes in a sequential way to the development of other skills. RAND study researchers (2002) claim, "with the use of micro-developmental process and dimensions students can have a motivation to read and to see their progress." However, it cannot be mechanical in every single occasion, because sometimes each process is not suitable. It depends on the activity proposed, the topic, and the objectives; in addition, teachers should lead the class according to students' needs. This also depends on the type of activities they are engaged in. These activities should be meaningful and lead to practice reading strategies such as skimming, scanning, activate previous knowledge, identify main ideas,

and identify key vocabulary for the construction of the reading comprehension process, in which the vocabulary presented in the article or text shapes students' understanding of the text. For these reasons, it is necessary to develop different reading strategies to complement reading comprehension gradually with an involvement process adapted to the students' needs and interests**.**

In the same way, it is important to mention that the reading strategies selected for my research project were useful, as in the activities proposed there was an integration of memory, metacognitive, and compensation strategies. Students made associations by placing new words, using images, mind maps, word search activities, and puzzles among others, using key words. Thus, through a variety of reading activities students were able to practice and reinforce the topics presented recognizing, repeating reading

Strategies and patterns, getting the idea quickly, skimming and scanning, transferring, and using some compensation strategies, such as using linguistic and other clues and adjusting or approximating to text messages. All of these strategies were applied with the proper instruction to allow students to recognize them and at the same time, with the use and application of them, to improve their reading comprehension in the reading of their favorite news articles selected.

The RRSG researchers (2002) suggest that after teaching reading strategies, they found relevant benefits. First, reading strategies can be developed by establishing the difference between the skimming and scanning reading strategies, where students have to identify lots of linguistic signals and use them in their reading process, as a mechanism to implement some kind of order on these signals. RAND study proposal (2002) considers this is required to construct meaning in a text integrating the micro-developmental processes before, during, and after the reading moments connected with the reader, the text, and the activity because they are effective techniques for activating the schemata and the relationship of reading as a process.

On the other hand, both the schema theory and students' background knowledge are essential, too. The RAND study foundation's concern is to know how students construct meaning; a process based

on information, knowledge, emotions, experiences, and culture; in other words, the schemata faces participants' real world. This depends on the efficient interaction between linguistic knowledge and knowledge of the world, considering two aspects: Content schemata and formal schemata. The first one includes what we know about the world and the second one consists of our knowledge about discourse structure; thus, the information students are going to read, has been arranged in their memories in order to fulfill their expectations. In other words, they will be likely to remember facts that they really learned.

I have presented some of the most relevant contributions of theory to reading strategies as a process, following the RAND study work, and reading as an active constructive meaning-making process in which the construction of meaning entails the micro-developmental reading strategies before, during, and after reading and the three dimensions: The reader, the text, and the activity, which are a combination of students' experiences and beliefs. These help them to support the background content area presented in a text and to integrate other elements in the process of reading, highlighted in the RAND study (2002) model. An example of these are schemas, which help readers to organize the language and to predict what will happen next, due to the fact that once students read the first part of a text, they activate their reading schemata. Then, when they continue reading, students confirm if the activation was right or not; if it is wrong, it is necessary to adjust the information with the teacher's help.

Finally, I would like to highlight that after applying reading strategies, readers change their reading procedure because they expand and evaluate their understanding of the text in a more critical way, relating it to their own life experiences and socio-cultural context. Apart from that, the reader summarizes and discusses characteristics of the text with teachers and classmates. Comprehending a text also comprises a macro-developmental process that shows how readers mature and advance through reading, including their strengths, cognitive development, and the experience gained by interacting with more complex texts while taking advantage from instruction and reading activities developed.

According to the Reading Study Group RRSG (2002), the final part of the reading process designed for students is to arrive to a heuristic comprehension reading activity. The authors claim that

reading comprehension is done for a purpose in order to achieve an objective. Therefore, a reading activity should include three main parts; first, purpose, second, process, and third, consequences. Firstly, the purpose of a reading activity is influenced by the interest and prior knowledge of the reader; this can change as students interact with the text because they may encounter questions or information that can make the initial purpose incomplete or irrelevant. Moreover, when teachers direct the purpose for example, reading the paragraphs and completing the exercises, readers can accept it and try to address it; but if the purpose seems irrelevant or not interesting to them, this might lead to an unsuccessful reading comprehension where readers may not read purposively.

To sum up, reading comprehension strategies, as a process, involve a systematic series of operations to go over the text; some of these are decoding, linguistic level understanding through visual aids and interactive activities, semantic processing, and monitoring. At this point, readers have gained and increased their knowledge about a certain topic or subject when they interact with the text and apply reading strategies related to their goals and how she/he learns to them appropriately, it describes the reading process despite the reader's motivation and what his/her act of reading is like when using their skills to understand a text. Reading strategies complement the reading comprehension heuristic activity, which is carried out within the socio cultural environment where students live and learn to read. Additionally, the authors of the RAND study highlight the importance of literacy as a social activity; they claim that reading comprehension has been viewed as a part of cultural and historical activities, not only because it is acquired through social interactions, but also because it represents how a specific cultural group interprets the world and transmits information which will eventually determine the overall reading experience.

Implementation of ICTs into the reading process of English for Specific Purposes (ESP)

Dudley Evans and St John (2007), highlight four major components that need to be taken into account when designing a virtual learning object based on the English For Specific Purposes –ESP approach. The first component is interaction, one of the most important aspects in ESP virtual tools, as it

involves the active participation of both teachers and students. It is not enough that a student comes into the classroom to only sit down and listen to the teacher or that students log in a virtual classroom without questioning the teacher and their classmates about activities or doubts that may exist; or that a teacher delivers a class in an operative way without a pedagogical approach. Then, students get familiar with the virtual learning object involved in a process and the teacher provides feedback and assessment, as key aspects that inform about students' progress, strengths, and weaknesses.

A second important component in an ESP virtual learning object is the design of learning materials; creating and planning activities and combining them with new technologies becomes a challenging task for teachers, especially when lessons and activities are designed for ESP students. This is due to the fact that the approach is mainly focused on the comprehension of specialized texts, terminology, and vocabulary of a certain discipline. Therefore, it is very important for teachers to create consistent lessons, paying special attention to the particular students' needs and interests, adapting the type of activities, grammar, vocabulary, and language proficiency that students can understand, and participating in the activities proposed.

Following the components, the third one is the motivation at the time of implementing a virtual learning object, since the teacher has to assume an active role as a designer, creator, and virtual tutor in order to promote a sense of responsibility and self-monitoring among students, so that they commit to doing all the tasks and activities required online. Then, the fourth relevant component is assessment. VLO offers students the opportunity to compare their performance with the initial part of their participation until the end, to see their performance reported in each of the activities, showing them which aspects are good and which ones need more practice. Additionally, learners can work at their own pace and at the same time and evaluate their knowledge without feeling intimidated either by time, pressure from classmates, or other factors.

The integration of virtual tools and activities to teach reading strategies in ESP are the main bases of this research study, as it might bring many benefits to both teachers and students. First of all, students are a part of a flexible learning environment organized with animated lessons and a variety of interactive

activity tools engage them to learn reading strategies in ESP and understand newspaper articles related to their profession. Second, students will have the opportunity to clarify doubts or questions about online activities, take advantage of additional resources such as chats, forum and e-mail messages, and participate and exchange ideas by working collaboratively to put into practice knowledge associated to their profession.

Designing a Virtual Learning Object within the reading process in ESP

Reading strategies for ESP is defined by Dudley Evans and St John (2007), as an approach that is centered on students' needs and interests in order to empower students to become familiar with the subject lexicon and understand technical and discipline related texts. In this way, a reading article in English serves to students as a vehicle to comprehend the topics integrated. As Hutchinson and Waters (2006) mention, ESP activities are structured on the learner's reason for learning and this determines the method and content to work on. Likewise, Dieb, L. (2008), explains that the ESP reading process should provide learners with different types of activities to help them deal with the texts proposed. Therefore, the reading process proposed ought to emphasize on activities that promote comprehension of topics, content, and also on activities that integrate the ideas developed in the readings. This approach facilitates two main processes, the use of ESP to learn vocabulary and content and a dynamic process of interaction with further applications of learning. In this regard, Dhieb (2008), claims that designing virtual activities in ESP to specialized programs brings many possibilities and challenges for students and teachers. First of all, ESP virtual activities allow students to represent knowledge in many ways because of the different tools that technology offers, such as interactive resources, videos, games, and animations. It offers students to manage their own learning process through the use of links that help them to establish direct connections to certain information. Second, virtual reading activities in ESP give students the possibility to develop their reading comprehension skills, improving a variety of technical vocabulary related to their areas of study.

However, designing and creating an ESP virtual learning object also brings some challenges. Firstly, the authors argue that designers of ESP reading comprehension activities should check carefully when structuring virtual learning objects, that the activities they create provide students with a variety of tools that address students' individual learning needs and preferences. As a result, the activities offered in the course should be designed for all students as visual learners, auditory learners, and verbal learners in order to engage and motivate them throughout the teaching and learning process. Another important aspect is that the teacher's role changes when becoming an online tutor in ESP. It is common to see that the teacher's role in a regular virtual space is to be a facilitator that uploads content, designs activities, and helps students to clarify questions or doubts in forums or online messages; then this role changes, since online tutors should not only support student's learning process through their performance, but also identify students that have specific needs on their virtual participation or their English language.

The third challenge is participant's assessment, as Dhieb (2008), claims that assessment in ESP online activities should enhance student's language skills and provide feedback about their learning process in a formative way, more than scores. In connection to this, Nitu (2002), highlights the importance of applying an initial test before designing any ESP activities intended to foster specific language skills. The author claims that there are four stages through this process. In the first stage, the teacher specifies the content and the information to be included in the activities, this should also answer four questions: a) Who is going to participate in the course, learners and tutor, b) why the virtual tool is going to be designed, the purpose and objectives, c) where the virtual tool is going to take place, and d) how long the design and implementation of the course is going to take. In the second stage, the teacher identifies how are students' language skills, in order to design a plan that addresses those specific areas or skills that students need to improve. In the third stage, the teacher identifies what the learner's interests, preferences, and expectations from the ESP virtual tool are, so that this can be included in its design and help to motivate students to participate. In the third stage, the teacher checks with students the design of the virtual tool and activities proposed to agree with them in its pertinence. After previous stage

procedures, Nitu (2002) explains that designing ESP virtual activities involves choosing appropriate materials that are connected with students' individual needs. The author argues that teachers should take into consideration three main types of processes when creating and designing teaching materials in an ESP virtual tool. The first process is material pertinence, that is a selection process from already existing materials. The second process is material development, when teachers write and create new materials, and the last process is material adaptation, that is when the tutor modifies and updates all the resources in the activities selected.

Finally, Hyland (2006), recommends several aspects to bear in mind when using ESP, these include, the study of communication rather than language, the role of teachers as researchers, the importance of collaborative activities, the centrality of language variation, and language representation in broader social practices. Accordingly, Hyland (2006) also mentions Social Constructionism as the main theoretical and pedagogical perspective in ESP, because it suggests that knowledge and social reality are created through daily interactions between people and particularly through their discourse. Based on the above, the design of virtual learning objects to teach reading strategies should be addressed to meet students' needs and interests to improve their professional development and encourage them to use reading strategies on areas of interest and related to their profession. Also, students have the opportunity to use the target language, work in a collaborative way, share knowledge, provide feedback to each other, as well as interact to construct meaning and be active readers.

CHAPTER 3

Research design

This section deals with the methodological framework to develop this research project, which describes the research paradigm (qualitative) and the research approach (descriptive). Then, it presents a description of the context and the setting where the research was developed, the participants, and the role the researcher assumed while the study was conducted. The next section provides an account of the instruments used for data collection and describes the procedures followed to collect the data. Finally, the data analysis and the procedures applied to develop this research study are presented.

Research Paradigm

The project is framed within the qualitative research paradigm, where the researcher is immersed in the natural environment of the participants and has the opportunity to observe how they construct and give meaning to their own experiences and events. As Burns (2003) explains, qualitative researchers pay special attention to dynamic processes rather than static categories, as their main purpose is to discover or develop new concepts, instead of imposing pre conceived categories and experiences on the people they observe.

Corbin and Strauss (2008) mention, "Qualitative research allows the researcher to get at the inner experience of participants, to determine how meanings are formed through and in culture and to discover rather than test variables." (p.12). Also, Corbin and Strauss explain that qualitative researchers pay special attention to examine why of how of decision making to have strong bases of the gathered information. dynamic processes rather than static categories, as their main purpose is to discover or develop new concepts, instead of imposing pre conceived categories on the people and experiences they observe.

Furthermore, Mckay (2006) claims that one of the main objectives of qualitative research is to

describe how people interpret their own experiences and how they construct meaning in their natural setting. Therefore, it is important for the researcher to read and analyze the phenomena being studied, paying special attention to the participants' perspectives, in order to communicate a faithful insider's view to those interested in the study. The author also identifies three important characteristics found in the nature of qualitative research. First, qualitative research relies on process, understanding, and meaning. In qualitative studies, the researcher has the opportunity to take a close look at the setting and the socio-cultural context and observe how the participants construct and attribute meaning to their own experiences, and this is exactly what makes qualitative research a rich description.

A second feature is that the researcher is seen as a primary instrument for data collection, which means that she or he provides rich descriptions of the students involved in the study, the context for the study, and the steps required to illustrate particular information. A third characteristic is that qualitative research is an inductive process, which means that the researcher gathers data, collects, organizes, and builds concepts and theories by being immersed in the setting and context of study, until he or she makes sure of his/her interpretations with flexibility to expand his/her understanding as much as required.

In connection to this, Johnson and Christensen (2004), explain that another characteristic of qualitative research is that it is emerging and flexible, which means that several aspects can change and appear during the study; thus, research questions could change along with the process of data collection, since the researcher begins by noting the initial codes, then these codes are developed into major themes and categories, until a general and broad interpretation is achieved. Additionally, these major characteristics pointed out, allow researchers to describe from an assertive observation of the different piloting stages, the analysis of single detailed information gathered to recognize participants' changes and transformations throughout the development of the study.

Research Approach

This study is a descriptive research because it is developed based on a problem previously identified in a specific context. Hernández (2014), affirms that qualitative research focuses on… "The understanding and deepening the phenomena, exploring them from the perspective of the participants in a natural environment and in relation to the context" (p. 364) in order to understand the facts surrounding the teaching and learning process in a foreign language, where the research study is carried out. In this way, the explicit needs were recognized in the implementation of ICTs, which were developed before the elaboration of the research study in the educational place. The above aspects are necessary in order to be able to guide the design and use of the virtual learning object pertinent to that particular context. This means that one of the main reasons for engaging in qualitative research is to improve or refine a specific situation in order to bring positive outcomes to the participants involved. In addition to that, Hernández (2014), explains that one of the main advantages of this research approach is the relevance that it brings to the participants involved, both teachers and students. For teachers, because qualitative research helps them to get detailed information from the pedagogical situations, to have more effective practices in the classroom and for students, because it helps them grow and improve their learning.

Hernández (2014) explains that one of the main characteristics of descriptive qualitative methodology is that it works as ongoing feedback. Doing descriptive research is a process that never has a specific end, since any initial finding is constantly variable for further improvement, until the researcher observes that the objectives proposed at the beginning have been reached. Secondly, as it was previously explained, this is an ideal design for understanding and interpreting the main factors of educational phenomena. A third characteristic is that description is the base for decision making. It is followed by six main steps which are, selection of the problem, design or research, data collection, analysis of data, and formulation of conclusions.

In the selection of the problem and formulation of conclusions, the researcher identifies and limits

the topic of study; then, there is a literature review of theoretical perspectives and finally, the researcher specifies one or two research questions and creates a plan that includes the participants, collaborators, and the type of resources to be used. During the design and collection of data in the research stage, the researcher implements the most suitable plan considered and starts to collect data through the use of different instruments. Then, during the analysis of data, there is a synthesis of the information that has been collected in order to narrow it and find explanations and patterns. The last phase is formulating and concluding information which gathers the insights, reflection notes, and thoughts about what was found in the study for further inquiry.

This study followed a qualitative research methodology because it sought to solve a specific problem that was previously identified in a specific context. In this particular case, the area of concern was a group of undergraduate students of the Social Communication and Journalism Program at Fundación Universitaria Uninpahu, who were not familiar with the appropriate reading strategies that were necessary to comprehend texts related to their professional studies. Therefore, the goal was to design and implement, through activities in reading cycles, active reading practice to see if this unsatisfactory situation could be improved. In addition, the flexibility of qualitative research allowed me, as a researcher, to re-arrange the reading activities taking into account students' needs and characteristics of this study in regards to a diagnosis, VLO implementation experience, assessment, planning priorities, and feedback.

Setting

This study was conducted at Fundación Universitaria Uninpahu, which is a private institution located in Teusaquillo neighborhood in Bogotá, Colombia. The University offers various undergraduate programs in different modalities and areas. Specifically freshmen that need to take English courses as a requirement to qualify for an undergraduate degree, come from public schools which belong to social strata 2 and 3.

The pedagogical and educational policies of the University are based on the Educational Project

(PEI), which is institutionally established in its mission to train autonomous individuals with an entrepreneurial spirit, research attitude, able to adopt, apply, and transfer their knowledge to scientific and technological areas of competence, technical according to the new business conditions and the reality of the country to contribute to its development (Reglamento estudiantil-Pregrado Uninpahu PEI, 2009).

On the other hand, the University is characterized for being a highly inclusive, competitive, and recognized institution because of the versatility and flexibility of its educational proposals for different populations and needs. In regards to this matter, the language center attempts to promote excellent training in foreign languages with all students; thus, contributing to the professional integrity of all those who compose it, through planned courses according to their needs and profiles. For this reason, English courses at Uninpahu are important to develop reading comprehension strategies through the advantages of ICTs, instead of continuing the traditional English courses. The Coordinator of Uninpahu's Language Center, was the person responsible for the processes in the English courses offered to the different undergraduate programs and he provided me with the institutional consent forms for carrying out the research study (See Appendix 1).

Participants and Sampling

The participants in this study were 15 undergraduate students (6 males and 9 females), who were doing second semester of the professional program in Social Communication and Journalism. Their ages ranged between 16 and 24 years. All students lived in Bogotá, they studied at public and private schools and none of them had previously studied English. Most participants in this study worked to pay for their education. At the time of the research, they were taking the first level of an English course at the University, following and English course book called Network Get Connected Elementary 1 and they recognized the characteristics of it. This implies that they were familiar with the reading activities proposed and the tests required to continue to the next English course. Students who were a part of this study, received a consent form to participate in this study and they accepted voluntarily (See Appendix 2).

The sample and piloting procedure followed in this research process can be classified into purposive or purposeful sampling, as Merriam (2009) states that participants are just found in the specific context where the VLO is used. It is a typical sample because participants selected, shared the same characteristics and they needed to be involved in the use of the VLO in ESP, as key considerations to the research questions and objectives of the study; all of them were second semester students from Social Communication and Journalism, which made the study a particular pedagogical experience. In addition, the purpose in this sample and piloting section, was to get a deep understanding of the phenomena being studied in regards to describing how students used reading strategies through virtual reading cycles, to comprehend newspaper articles related to ESP issues. Besides, the researcher stood on the purposive sampling to discover, understand, and gain insight, since the first stage where the VLO was implemented.

As each research sample procedure helped to corroborate the findings by looking at them on particular aspects of teaching and learning, the piloting section was an essential process in the data collection procedures, because the researcher realized the aspects that needed to be improved, acquired self-confidence, improved abilities in the application and design of the data collection instruments, as well as sustained the pedagogical implementation process to gather rich data insights, rather than making generalizations . Merriam (2009) says "The more you pilot, especially on the same topic, the more relaxed you become and the better you can pursue potentially fruitful lines of inquiry."(P.77) Hence, the researcher designs the formats required to support the study. These procedures are chosen because they allow researchers to gain the experience to implement the data collection instruments and develop a framework about how to lead the information obtained according to its research purpose.

Researcher's Role

In this study I, as a researcher, played two main roles: Being a self-reflective explorer and being a participant-observer. According to Hernández (2014), doing qualitative research involves "enhancing reflective practice and professional development." (P.2) the researcher does not approach the study with

any specific hypothesis in mind, rather, he/she takes notes about what is observed.

As a researcher, this was one of my main roles because there was a need to study an area of concern deeply and systematically, in order to build up possible planning priorities to take a closer look at the participant's immediate concerns. Qualitative descriptive researchers are also participant-observers because they need to facilitate reading activities sessions in the situation being studied, to plan improvements and reflect upon issues of their concern. (Mckay, 2006 p.3).

Mckay (2006), clarifies that improvements are based on solid information collected through multiple sources of data collection, not on assumptions created by the researcher. In this study, I was an active participant and at the same time, an active observer. An active participant because I was a part of all the implementation of the VLO and class sessions, participating as a teacher in charge of planning, editing, and designing activities required, that allowed me to check students' perceptions of the reading activities proposed and how they used reading strategies to understand newspaper articles.

Data Collection Instruments and Procedures

The data collection instruments and procedures of this study were based on main factors that contributed to the analysis of the information gathered through alternative sources of data such as: Tests, an interview, a questionnaire, VLO reports with self-assessment and the teacher's journal (Corbin, J & Strauss, 2008, p. 27). A questionnaire and an interview were applied in the piloting stage to support the research questions.

According to Sagor (2000), there are specific quality criteria that need to be taken into account when doing qualitative research, in order to describe the way participants interpret experiences: Validity and reliability. Validity means that there is truthfulness in the data collected during the study and that this data really reflects and shows the phenomenon claimed. Reliability, on the other hand, means that the data are an accurate representation of the situation that is been analyzed. Then, to support the information gathered depending on the purpose of each instrument, it is necessary to create a triangulation plan

proposed by Sagor (2000). The purpose of this triangulation plan is to provide valid and reliable answers

to the research questions and check which instruments would help to answer each of them through a

process of triangulation, adapting and following Sagor (2000), that is showed in table 2 with the detailed

data collection matrix used in this study.

The aforementioned table, provides a very practical view about the coherence of the design of the research; then, I placed the questions in a triangulation matrix for analyzing upon various data sources.

Table 2. Data Collection Matrix

RESEARCH QUESTIONS	GENERAL OBJECTIVES	DATA SOURCE No. 1	DATA SOURCE No. 2	DATA SOURCE No. 3	DATA SOURCE No. 4	DATA SOURCE No. 5
1. What is the impact of using a Virtual Learning Object (VLO) centered on the teaching of reading strategies in ESP to students at Fundación Universitaria Uninpahu? 2. What are students' perceptions of the implementation of a Virtual Learning Object (VLO) to teach reading strategies in English for Specific Purposes?	To identify and describe the impact of using a Virtual Learning Object (VLO) centered on teaching reading strategies to students of the professional program of Social Communication and Journalism at Fundación Universitaria Uninpahu. To explore student's perceptions of the use of a Virtual Learning Object (VLO) to teach reading strategies in ESP at Fundación Universitaria Uninpahu.	- Initial test - Final test **Purpose:** To check students' previous reading comprehension in EFL before enrolling the VLO Journalist readers and what students achieved on reading comprehension strategies at the end of the VLO.	- Initial Questionnaire - Final Questionnaire **Purpose:** To get insights about students' perceptions of and opinions about the VLO implementation to teach reading strategies in ESP.	- Interview **Purpose:** To obtain participants' responses, perceptions, interactions, and views about the VLO activities and the use of reading strategies to understand articles in ESP.	VLO reading cycle reports with MOODLE services. **Purpose:** To know students' development in the 3 reading cycles proposed. To check MOODLE'S report to see students' participation and reading cycle progress. Student's self-assessment.	Teacher's Journal **Purpose:** To write and obtain as many descriptions as possible from students' interactions, perceptions, and insights gained about the VLO's activities and reading strategies designed and implemented.

Tests

Tests are very useful data instruments to measure different variables that are a part of a

researcher's interest. Johnson & Christensen (2004) state that tests allow researchers to measure

participants' attitudes towards, perceptions, and performance of the research carried out. To design the

tests, the authors referenced suggest that the researcher needs to be already familiar with the theoretical constructs of the study as a way to consolidate the type of phenomena and context.

Through the use of tests, I noticed students' understanding of reading strategies that are accounts of their reading experience, as productive sources of information for the research study. To keep research quality criteria, researchers need to integrate validity and reliability research principles. "Validity refers to the essential truthfulness of a piece of data and teachers' attention to authentic work product confounding variables and factors that get in the ways of valid tests. Reliability is regarding the accuracy of data; in education always arise when researchers overstate the importance of data from a sample." (Seliger, H & Shohamy 2008,p. 87-111). Then, researchers establish validity and reliability to analyze the main concepts of the research, as evidence compilation and reflections upon students' performance.

The above instrument was relevant to systematically develop the process of data collection of the research study, in order to design and implement a virtual learning object to teach reading strategies to Social Communication and Journalism students. An initial test was applied to check the reading comprehension of students before they participated in the virtual learning object. (See Appendix 3,6, and 7). At the end of the implementation, students took a final test to make a contrast and see their progress and performance after being familiar with the virtual object reading activities and how this experience shaped the development of their reading skills. The test application and analysis are described as follows. (See Appendix 18).

Questionnaires

According to Johnson & Christensen (2004), the questionnaire is a data collection tool that allows the researcher to obtain specific information regarding thoughts, feelings, beliefs, perceptions, values, and behavioral intentions of the participants in the research study. In addition, the author explains that the design, content, and organization of the questionnaire should be related to the research objectives set out above.

As Wallace (2006) states, questionnaires are a useful tool when researchers want to use the knowledge, opinions, ideas, and experiences of peers, teachers, parents, and students. It is very important to apply them in a systematic way. They are designed and answered by using closed or open questions, such as selecting answers and writing or ticking the responses giving freedom to the respondent. Moreover, questionnaires enrich the researcher when the information obtained contributes to the study and allows us to relate facts, personal insights, anecdotes, experiences, opinions, preferences, and ideas.

Bell (2005), states that one of the main features of the questionnaires corresponds to a good design that involves a correct wording of questions, appearance, and layout because in the piloting stage, the researcher can verify that all questions and instructions are clear and well organized so he/she can remove or add items that are not useful.

Taking into account the guidelines set by these authors, it is important to highlight two main reasons why this data collection source was relevant to the present study. First, the use of a questionnaire allowed me as a researcher to get information about the perceptions of and opinions, in this particular case, about the use of a virtual learning object (VLO) to teach reading comprehension strategies in ESP to second semester students of Social Communication and Journalism, in which they had the opportunity to share their opinions and knowledge about using the virtual tool (VLO).

A second reason has to do with the type of methodology chosen for this study. In this case, I used qualitative research, which is a systematic ongoing process that works as a research complement in four main steps: Planning, implementation, observation, and reflection (Hernandez S, 2014, p. 27). The application of questionnaires as research instruments allow participants to provide information on activities, progress, challenges, and contributions that the teacher researcher can use to edit or correct activities as necessary, in order to bring changes and improvements to the research.

The pilot questionnaire was applied to a group of students in the second level of English at Fundación Universitaria Uninpahu. The questionnaire consisted of three sections: Personal information,

reading competence in English as a foreign language, and opinions about using a virtual tool, Virtual Learning Object (VLO) (See Appendix 6). The questionnaire contained open, semi-open, and multiple choice questions. This order helped me to validate the research focus set for this study, enriching the research experience based on students' opinions, thoughts, and perceptions. The final questionnaire (See Appendix 8) was divided into four sections applied to students after participating in the VLO: Personal information, reading strategies in EFL, VLO activities, and practice and opinions about using the VLO. The questionnaire contained both close and open-ended questions that helped me to answer the research questions and find valuable information about the implementation itself.

Interviews

Johnson & Christensen (2004), define interview as a data collection source in which the researcher seeks to obtain in-depth information about the participants' thoughts, beliefs, reasoning, and feelings about a particular topic or event.

Wallace (2006) explains that the main characteristic of this instrument is that the researcher can elicit different kind of data such as: Facts/personal perceptions, experiences/anecdotes, opinions/preferences, and ideas. The author also emphasizes that qualitative researchers need to take into account a prepared plan to guide the conversation to explore the research topic. This instrument is very useful in this study because the participants' opinions and perspectives shape the research topic.

With an interview prepared plan as Wallace (2006) states, first of all, it is very important for the researcher to limit the number of questions and also make sure that the interview guide is comprehensive, in the way that it is connected with the research questions previously established in the study. Second, the researchers need to decide the procedure of the interview for the data that will be collected. Finally, the researcher should avoid suggesting desired answers, as this can generate bias and as a result, the study will lose its objectivity.

The type of interview selected for this study is a guided or semi-structured interview. As Merriam (2009) explains, a semi-structured interview includes some close questions and at the same time, some sort of flexibility based on how participants respond; this is because unexpected answers can lead the interview to new interesting discoveries. For this study, this type of interview allowed me as a researcher to compare participants' responses and perceptions of the virtual activities, resources, and tasks designed in ESP to analyze how they helped learners to use reading comprehension strategies to strengthen this skill (See Appendix 9). I did one interview that lasted 28 minutes; it was designed for the second semester students in the Social Communication and Journalism program. It was written in Spanish to avoid misunderstandings. I used my mobile's voice recording that allowed me to download the information obtained in the computer to be checked and analyzed. This instrument was useful for the study because participants' perceptions and opinions are a very important source in the understanding of the implementation of virtual tools.

Virtual Learning Object reports within ITAE Moodle's services

Reports are presented by Wallace (2006), as the written account of what participants and teachers share in their teaching and learning process; they are seen as a product data that may yield valuable insights that are still data on the research study, rather than a process which has to be inferred. Reports are open in the sense that everyone can observe them e.g. learners, teachers, assistants etc. Besides, the authors consider that there are varieties of written or verbal reports that help researcher to analyze the data information obtained with other instruments applied and articulated with reports, in order to create insightful and informed decision-making. There are varieties of reports into introspective processes categorized as a self-report or self-observation. On the one hand, a self-report is the process through which learners or teachers report others, usually through a format chart or interview about how participants performed on a teaching and learning environment, including highly conscious and considered responses. On the other hand, self-observation is related to one particular instance or occasion in a learning or teaching situation, Wallace (2006).

The online platform Modular Object Oriented Dynamic Learning Environment (MOODLE) is an online open source platform that provides an organized interface for e-learning over the internet (Cole and Foster, 2008, p. 17). Also, Moodle allows educators to obtain great benefits such as creating online courses, which students can access as a virtual classroom; also a calendar with a course schedule and a list of assignments. Other Moodle features include online quizzes and forums, where students can post comments and ask questions; glossaries of terms, and links to other Web resources. Moodle is an open source freely distributed; it can be an attractive alternative to educative learning options.

As a teacher researcher of this study, the VLO was planned in 10 week lessons, integrated in three reading cycles and reading strategies: Before the reading, during the reading, and after the reading. Each reading cycle activity contains a self-assessment reading report included after each reading activity proposed (See Appendixes 14 and 15). Besides, in the virtual learning object, there are extra tools as a complement for students' reading process, e.g. chats, direct newspaper links and Power Point presentations. I found self-assessment reports provided by the VLO as a very useful tool, and taking into account my role as a teachers administrator, it was positive to access the tool any moment to collect participants' reading reports, notifications, and messages in order to obtain and monitor full reports per student. This is explained in more detail in the planning section.

Teacher's Journal

According to Wallace (2006), a teacher journal is the tool in which teachers keep track of all the things and events that occur in the classroom. Journals provide access to hidden variables that greatly influence the pedagogical behaviors, generating questions and hypotheses about the teaching and learning process. It is an excellent tool for reflection; Sagor (2000) claims that journals have many advantages; namely, they are simple to conduct, they provide a first-hand account of the teaching and learning experience and teachers can write personal detailed notes about events and thoughts among others, to make interpretations of them and promote the development of reflective teaching.

As a teacher researcher of this study, I found the journal as a very useful tool to collect data and at the same time, to reflect upon the real context where the research took place, since I had the opportunity to write freely and describe everything that was happening in the Virtual Learning Object implementation. I started from the first computer room class session, in which students had expectations and VLO curiosity in regard to lesson, content, type of activities, and technology abilities. To start organizing the journal, I took a notebook and I organized it into a weekly lesson, then I took notes about how students interacted with the VLO activities and how the VLO navigation worked. Afterwards, I rewrote the most relevant aspects by typing them in a summary format that I designed, highlighting what happened specifically in the lessons and how students behaved and responded during the activity proposed. However, students were curious about the moment I was taking notes while they were doing their activity. (See Appendix 10).

Data Collection procedures

The analysis of the data collected was based on Sagor's (2000) Data Collection Plan (p.117), which consisted in organizing a time line/to do list to accomplish the data collection previously established in a successful way, keeping in mind the research questions during the data collection process. I took into account two organizational formats: First, a calendar that included the dates when the virtual learning object started and finished and its relevant features (See Appendix 4). The second table illustrated the way in which the research instruments were applied and developed, including the piloting part.

As seen in Table 2 and 3 below, the data collection plan with second semester students in the Social Communication and Journalism program began on October 28th, 2016, with the reading of the documents and it finished on November 30th, 2016. The teacher's journal was written weekly, the initial questionnaire was applied on August 25th, 2016 in order to start planning and selecting the newspaper reading articles and integrate them to the virtual learning object pre-design. See VLO technological

design. With respect to the initial and final tests, students took the initial one on October 28th, 2016

following the specific teaching purpose.

At the end of the implementation of the virtual learning object, students took the final test on

November 25th, 2016, taking into account their own reading understanding and use of reading strategies.

Besides, at that time students answered the final questionnaire and did the interview; then, the information

obtained was analyzed by grouping the data collected. The interview was recorded and organized in order

to compare students' participation in the VLO as they were interacting and developing the activities,

receiving feedback by the teacher. The VLO self-assessment reports were obtained simultaneously with

the reading cycles that students uploaded freely, when they finished each reading cycle. These reports

were useful for the research study because they revealed aspects that could not be identified about the

virtual learning object reading activities (Wallace, 2006).

After having made a general description of the data collection procedures developed and the

application carried out, a detailed description of the emergent categories and subcategories is presented in

the following section.

Table 3. Implementation of VLO Data Instruments

STEPS	INSTRUMENT	DATE
To explore students' first perceptions of what they like to read, their needs, and interests around the reading competence and what they think about a virtual tool. **VLO date implementation:** From October 3rd, 2016 to November 30th, 2016 **Virtual Learning Object (VLO) piloting:** October 10th /2016- October 18th /2016. VLO rubric application **Introduction to and implementation of the Virtual Learning Object (VLO):** October 25th /2016 **Reading Cycle 1** November 1st to 6th /2016 **Reading Cycle 2** November 7th to 13th /2016 **Reading Cycle 3** November 14th to 20th /2016	**Preliminary Questionnaire** Teacher's Journal VLO rubric general characteristics. Consists in experimenting with a group of 10 students and getting their opinions around the reading activities and the design of the virtual object. Teacher's Journal Initial Test Teacher's Journal Students' self-assessment reports Teacher's Journal Students' self-assessment reports Teacher's Journal Students' self-assessment reports Teacher's Journal **Final Test** **Final Questionnaire** **Final Interview** **Teacher's Journal**	August 25th /2016 The participants are 2nd semester students at Uninpahu from the Social Communication and Journalism program October 12th /2016, normal class session 7:00 a.m. VLO generalities and invitation to students to participate. October 10th /2016, to October 28th, organized by weeks. October 21th /2016 October 28th /2016 Class socialization October 20th to 31st /2016 November 1st to 6th /2016. November 4th Class socialization November 7th to 13th /2016 November 11th Class socialization November 14th to 25th /2016 November 18th Class socialization November 21st/2016 November 23rd /2016 November 25th /2016 November 29th /2016 Final socialization December 1st to 5th /2016

CHAPTER 4

Virtual learning object instructional pedagogical and technological design

This chapter outlines the pedagogical perspective adopted to carry out the study centered on qualitative descriptive research that explains the vision of learning, teaching, evaluation, and progress. The instructional design focused on two aspects: The pedagogical model and the instructional cycles developed in each lesson, with a detailed description of the syllabus planned for each reading cycle activity with its objective, article's topic, and reading strategies integrated to understand the topics.

The next section provides the technological description of the Virtual Reading Object (VLO), Journalist Readers to teach reading strategies in ESP and developed with the participants following four stages. First of all, I present a detailed description explaining how the process integrated students into the VLO and how participants had access to it.

Second, I show the adaptation of the VLO syllabus from printed to digital lessons in EDILIM program, which was used to create each lesson and upload tools such as the video presentation, newspaper links, Power Point presentations, and useful tools selected by the teacher to support the teaching and learning process.

Pedagogical Model

In this research, it is relevant to mention three essential categories that served as the main framework of social constructivism. According to Soler (2006), teaching, learning, and assessment are the categories integrated to interpret the vision of learning, the vision of teaching, and how assessment is

conceived in the implementation and use of the Virtual Learning Object. According to Hyland (2006), social constructivism is the main theoretical perspective in ESP, as it suggests that knowledge is created through students' daily interactions and discourse in academic and pedagogical communities of learning. Additionally, Doolittle and Hicks (2003), state that social constructivism focuses on the active creation and modification of thoughts, ideas, and models and that learning, is influenced by the socio-cultural context where the learner is. This means that journalism students deal with topics and carry out activities related to their profession, which helps them to improve their roles and skills, and this is exactly what the research study intended to do, as it aimed at designing and implementing a Virtual Learning Object to teach reading comprehension strategies to students of the Social Communication and Journalism program, in order to interact with newspaper articles.

Taking into account the previous aspects, learning is understood as a collaborative process because there is a constant exchange of beliefs and perspectives among students. In addition to that, knowledge is built through students' interaction with the environment they live in and it is situated in context; thus, they are active learners and develop meaningful learning that occurs when they participate in social activities.

Then, social interaction, cultural tool, and activity shape students' development, that is, knowledge, ideas, attitude, and values develop though appropriating the ways of acting and thinking, Hyland (2006). Based on this, teaching is understood as an active process in which teachers actively encourage students to use their background knowledge and previous experiences to construct meanings, improve their higher order mental processes such as, reasoning, and problem solving in order to structure and expand their knowledge and skills. Then, the teacher monitors their work, guides, and motivates students to take part of their learning.

During the implementation of the workshops, students were aware of the kind of reading strategies proposed in every single VLO activity, in order to build significant learning integrated with

their progress and assessment process, based on social-constructivism that shows assessment as an

integrated task that focuses exclusively on the learning process, rather than getting numerical scores and

results. In this sense, assessment offers the opportunity to discover students' strengths and experiences,

participants interact and work collaboratively, providing constructive feedback to each other; there is a

sense of community between them and an active participation role with the possibility of changing the

conventional teaching-learning.

Steps for virtual learning object instructional pedagogical and technological design

Having described my pedagogical model, I now continue with a detailed description of the steps

followed and the technological foundations to design and build the Virtual Learning Object, for teaching

reading strategies in ESP.

For the development of the technological design of the VLO, the steps represented in the

following graphic are taken into account:

- (Diagnosis)
- Student's initial questionnaire.
- VLO's Piloting section and analysis.
- VLO's aspects to improve.

Step 1 Diagnosis and predesign charaterization

Step 2 Foundations and planning

- VLO's installation and students' enrollment.
- Planning reading syllabus cycles 1,2,3.
- VLO reading strategies sample lesson 1 (word template).

- VLO's real appearance
- ICT's resource inclusion
- VLO's with Edilim activites
- VLO's description and characterisitics.

Step 3 VLO'S Design

Step 4 VLO's Analysis results from the research study questions (Chapter 5)

- VLO's development and implementation.
- VLO's support.
- VLO's theory and practice experience fusion (research categories)
- VLO's conclusions and recommendations.

Graphic 1. Steps of Virtual Learning Object Instructional Pedagogical and Technological Design

Hernández, Clara (2010)

Step 1 Diagnosis and predesign characterization

From the pre-design of the VLO with reading activities, previously selected through a questionnaire applied at the beginning of the implementation about the topics students wanted to read in relation to the Social-Communication and Journalism program at Uninpahu, most of the students who participated in this first stage, considered important to strengthen reading strategies through online activities, so they responded with great interest to the activities, motivating them to read the articles in English and highlighting the potential of the content and the organization proposed in the VLO. This initial part allowed me to identify the aspects to be improved, taking into account the initial exam before students developed the activities proposed through the VLO. (See Appendix 5)

VLO'S Piloting section

In order to implement and manage the VLO, technical, communicative, and pedagogical aspects were taken into account in the piloting part; then, the systematization of the obtained results implied some adjustments to improve the VLO. As Wiley (2001) asserts, a virtual object quality is understood as "a set of requirements that need to be measured according to the needs of its users". (P.117) After the assembly of the VLO and the first piloting of the implementation, it was necessary to use the virtual learning object that consisted on experimenting with a group of 10 students from the same program of Social Communication and Journalism in 2 second semester groups at Uninpahu.

This is a fundamental part because experience shows that regardless how much teachers-designers revise the VLO, there are always small details to correct that the teacher could pass unnoticed (Corbin & Strauss, 2008). It is imperative to ensure the smooth operation in the piloting part, so that the implementation process is really effective. In this specific case, the VLO underwent 2 sessions of piloting in which incidences and observations were collected in a rubric. The information filtered was corrected to improve the (VLO); this way, the version of the virtual object VLO became the final version. Once the VLO was finished, it was published on the Internet with the hosting http://itaemoodle.pedagogica.edu.co/. Then, it was implemented with the participants in the research project. The virtual learning object is hosted in the mentioned website but it is also available from other servers such as blogs, wikis, social networks, etc., placing the corresponding link in an image or text. When sharing the virtual object, it is also interesting to contemplate the complete download with ZIP to facilitate its use in local users. The publication is made with all the elements and the proper support, guaranteeing technical and pedagogical quality to be implemented with participants.

SECCIÓN PILOTAJE.

Estudiantes 2 semestre del programa profesional Comunicación Social y periodismo

Nombre: _Jose Jesud. Rodriguez Ramos_ ....   Fecha: _27/oct/2016_

Criterios OVA	SI	No	Comentarios
1.Objetivos			en ocaciones no en
– El objetivo es apropiado para la tarea	x		tendia a quese
– Los objetivos son claros	x		referia
– El objetivo es interesante y motivador	X		
2.Instrucciones			en algunas lecturas
	x		no entendia el vocabu
– Las instrucciones siguen una secuencia	x		lario
– Las instrucciones son suficientes para resolver la tarea.	x		
– Las instrucciones posibilitan alcanzar los objetivos			
3.Actividades			las actividades me
	x		ayudaron a mi
– Las actividades son apropiadas para los objetivos de la tarea.			aprendizaje
– Las actividades pueden resolverse sin seguir una secuencia	x		
– Las actividades se pueden hacer siguiendo las instrucciones	x		
– Las actividades promueven el aprendizaje individual	x		
– Las actividades fomentan las oportunidades de para el aprendizaje activo	x		
– Las actividades permiten el aprendizaje autónomo	X		
4.Evaluación y progreso			Las actividades fueron
			didacticas y iban
– Las actividades de evaluación son apropiadas para los objetivos.	x		subiendo de nivel
– Usted puede juzgar lo bien que ha realizado la actividad.	x		la dificultad.
– Las actividades permiten evidenciar el progreso en (las actividades) en el ciclo de lectura.	x		
– Los ejercicios de retroalimentación son apropiados para los resultados, las actividades y los recursos tecnológicos utilizados.	x		
– Las actividades establecidas permiten ir al ritmo de trabajo de cada estudiante.	X		
5.Contenido			habian videos adiciona
			les para ayudarnos
– El contenido se acopla con el interés de los estudiantes	x		con informacion
– El contenido es relevante para el desarrollo profesional de los estudiantes	x		
– El Contenido da oportunidades para el aprendizaje autónomo	x		
– El contenido es diferente al de las clases formales.	x		
6.Interaccion			el acceso a internet
			es complicado
– Las actividades son fáciles de navegar			El navegador de mozilla
– Los iconos son fáciles de navegar			es un poco lento
– Información adicional es fácil de comprender			

Figure 2. VLO's Rubric Piloting Section

– Los requisitos de interacción del objeto virtual de aprendizaje se expresan claramente	X	trabajo colaborativo entre estudiante a estudiante.
– Una variedad de oportunidades están diseñados para la interacción entre el docente-estudiante.	X	
– Hay estándares claros para la respuesta del docente a los estudiantes.	X	
– Completar las actividades de información son fáciles de realizar	X	
– Los ejercicios de arrastrar funcionan bien.	X	
– Las actividades de aprendizaje se desarrollan para fomentar el docente-estudiante, estudiante-contenido e interacción adecuada estudiante-estudiante.	X	

7.Herramientas Web y recursos

-Los recursos implicados en el objeto virtual de aprendizaje son accesibles para los estudiantes.	X	Preferiría ver los videos mas que leer.
-La preparación y otros materiales adicionales, tienen una contribución para el campo de acción de los estudiantes implicados.	X	
-Se identifica el paso a paso para las lecturas en inglés con propósitos específicos.	X	
-Las herramientas empleadas son apropiadas para los resultados del curso.	X	
-Los requisitos tecnológicos mínimos para los estudiantes se expresan con claridad y precisión.	X	

8.Mantenimiento de la OVA

-El diseño del objeto de aprendizaje, puede renovarse o modificarse periódicamente para su eficacia, en ambos componentes de los estudiantes y de las instrucciones.	X	Gracias a lo que opinamos se puede mejorar
-Se lleva a cabo un plan para una continua revisión y mejora.	X	

9.Desarrollo del OVA y apoyo

-El desarrollo del Objeto virtual de aprendizaje proporciona una formación adecuada y apoyo técnico.	X	la tecnologia se hizo muy facil de manejar
-Los estudiantes y el profesor tienen un rol adecuado en el desarrollo del objeto virtual de aprendizaje	X	

10.Consideraciones adicionales

....

VLO'S Piloting section analysis

The information collected shows the aspects that were taken into account to develop the reading activities of the VLO. The majority of the students who participated in this first part, strengthened their reading strategies through games, puzzles, and a wide variety of activities they carried out. The interest aroused by these types of activities, motivated them to read articles in English and encouraged them to reach the objectives of each reading cycle to have a greater understanding.

According to the data collection procedures by (Corbin & Strauss, 2008), the results can be grouped into two categories. First of all, strengths of the (VLO) activities. Some of the aspects to be improved within the strengths are: The importance of the contents, the interaction that is achieved, the use of other technological resources such as videos, animation files etc., the usefulness in the development of learning, and the promotion of independent learning according to student's needs and profession.

In the second category, although the VLO motivates students and fosters the development of independent learning, students consider socialization in class and feedback important according to their performance. In general, students consider that technical aspects such as access to the Internet and the speed to download the information, should be improved. Two more aspects to improve are the ability to understand the vocabulary of articles in English and the lack of reading habits. Therefore, the space dedicated to determine the strengths and aspects to be improved of the (VLO), responded to the needs and interests of the students, as a significant learning tool and a facilitator to strengthen the reading strategies in English for specific purposes related to the Social Communication and Journalism program at Uninpahu.

The following aspects were improved, taking into account students' opinion: The clarity of instructions, the resolution of the images, the font size, the tools of help such as direct links to articles, the online translator, Power Point presentations explaining grammar topics suggested in English, videos on reading topics and the feedback and contributions of the expert Professor Patricia Moreno, an informative

video on the contents and the process of using the VLO. All of these aspects were more striking with respect to students' interests.

Step 2 Foundations and Planning

Initially, a review of the disciplinary considerations was made by checking the necessary topics for the process of strengthening reading strategies and emphasizing on the reading process before, during, and after, as an active constructive meaning incorporating the VLO in ESP through interaction and involvement with written language.

As for the didactic considerations, a review of newspaper articles was made in relation to ESP. It attempted to integrate Social Communication and Journalism topics, teach content with reading strategies following the pedagogical foundations of social constructivism, that is developed in this research study, take into account the use of virtual tools to enhance the development of reading comprehension processes, and allow students to reflect, understand, and control their own learning.

Additionally, the virtual learning object incorporated the services that MOODLE offers such as assignment, forum, and chat. It also incorporated "Resources" such as files, URL, and labels. Apart from that, students had the opportunity to access the "Spanish Bottom Help" and "Spanish Forum Help" in case they really needed them. This was presented later through screenshots in the technical and pedagogical design section.

Virtual Learning Object installation

First of all, the organization, design, and implementation of the VLO Journalist Readers were done through Universidad Pedagógica Nacional hosting: http://itaemoodle.pedagogica.edu.co/. Second, students followed the steps presented in the Journalist Readers manual to access the VLO and they entered the user and password that corresponded to their ID number.

The process of enrolling students

The participants were a total of 15 students who already had a certain teaching experience and signed up for access to the VLO. In order to enroll students into the http://itaemoodle.pedagogica.edu.co/ as the VLO administrator, I created a six column CSV document including ID number, name, last name and e-mail, using the program Microsoft Excel as shown below in figure 3.Then in the site administration section, I clicked on and uploaded the participants. After that, a new screen appeared requesting to upload the participant's Excel file previously explained. Later on, the 15 students were successfully enrolled in the VLO as shown in figure 5. Finally, both teacher and students created a personal profile to get to know each other and to be identified in the VLO Journalist Readers, as shown below in figures 6, 7.

Table 4. CSV Document List

ESPACIO SOLICITADO		VLO JOURNALIST READERS		
CÓDIGO ASIGNATURA		http://itaemoodle.pedagogica.edu.co/user/index.php?id=1037		
DOCENTE COORDINADOR		TUTOR: PATRICIA MORENO		
Usuario cedula	Contraseña código	NOMBRES	APELLIDOS	CORREO ELECTRONICO
1019025837	1	JUAN CARLOS	ALFARO RODRIGUEZ	juanca21077@hotmail.com
1013672786	2	PAULA VANNESA	GANTIVA GALINDO	paulavannessa_99@yahoo.com
1023004184	3	LINA MARIA	MURCIA ARDILA	linamurcia-19@hotmail.com
1026293097	4	MAXIMILIANE MICAELA	SUAREAZ RODRIGUEZ	maxissuarezz@gmail.com
1019090714	5	JENNIFER KATHERINE	RODRIGUEZ MEDINA	jenni.rodriguez23@hotmail.com
98091357127	6	JOHAN SEBASTIAN	TRIVIÑO SALINAS	nahoji13@gmail.com
1013683657	7	ANGELA MARIA	VACA RODRIGUEZ	angelavaca98@gmail.com
1023599007	8	WISTON SANTIAGO	AREVALO URREGO	santis6996@hotmail.com
1019114411	9	DIEGO FERNANDO	VELASCO VELASCO	Diego.fernando.velasco.velasco@gmail.com
1030666571	10	STEPHANIA	CRISTANCHO ACEVEDO	stephanii.1996@gmail.com
1019120524	11	LUIS FERNANDO	TOLOZA MELO	ltolozame@uninpahu.edu.co
52521873	12	SANDRA PATRICIA	VARGAS RIOS	PTYvargasrios@outlook.com
52863451	13	GONZALEZ	VIVIANA	peque_angels@yahoo.es
1022998247	14	JESSICA PAOLA	MURCIA	jmurcia@yahoo.com
52021345	15	LUIS DANIEL	USCATEGUI RIVERA	iducategui92@gmail.com

Enrolment methods

Name	Users	Up/Down	Edit
Manual enrolments	2	↓	✕ ◉ ♟ ⚙
Guest access	0	↑ ↓	✕ ∅
Self enrolment (Student)	0	↑	✕ ∅ ⚙

Add method

Choose... ▾

Figure 3. Uploading Users

Figure 4. Upload CSV Document

Figure 5. Student's Enrollment in the MOODLE Platform

Figure 6. Teacher's Profile

Figure 7. Sample Student's Profile

Step 2 Planning

For the development of the VLO, teaching reading strategies in English for Specific Purposes to students of the professional program of Social Communication and Journalism at Uninpahu was considered as the central topic; thus, reading strategies were strengthened in each one of the didactic cycles, as well as the construction of meaning entailing students' participation and transaction among the three elements proposed by RRSG (2002): The reader, the text, and the activity within the socio-cultural context. This reading orientation is also based on the principle that these elements are interconnected and change through several micro-developmental processes called, pre-reading, during reading, and post-reading, in order to promote a specific orientation that determined somehow the reading process that undergoes when using the VLO.

Virtual Learning Object Syllabus Cycles 1,2,3 planning

The lessons are designed following the seven column model proposed by Craven M. (2003) and Lopera (2014), which consists of lessons, objectives, reading-author(s), grammar, vocabulary, reading strategies, and assessment. The lessons were organized in three cycles and students needed to enter the VLO for 1 week on each cycle and develop the reading activities proposed.

TOPICS	WEEK	ACTIVITIES/ DESCRIPTION
CYCLE 1	From october 3rd until october 21st.	1. **Topic**: Famous Filmmaker Woody Allen **Objective**. To identify details and use information to build up meaning. 2. **Topic**: Colombiamoda 2015 as seen by a Spanish entrepeneur. **Objective**. To identify details and use information to build up meaning 3. **Topic**:Colombia celebrates `historic Oscar Ceremony in spite of not winning award. **Objective**. To find main ideas in a specific context.
CYCLE 2	From october 26th until november 8th	1. **Topic**:55 Best Tips for a Successful Magazine Cover **Objective**. To strength skimming and scanning reading strategies. 2. **Topic**: Vintage Cover art forms. **Objective**. To consolidate reading skimming and scanning reading strategies. 3. **Topic**:If Netflix Is Indeed Insourcing TV Production Then It May Change TV Forever. **Objective**. To improve the ability to understand and comprehend newspaper articles.
CYCLE 3	From november 10th until november 28th	1.**Topic**:The radio Why listening to the radio gives us more pleasure than watching TV or using a laptop **Objective**.To predict possible facts based on information got it in newspapers articles. 2.**Topic**:Domestic abuse in The Archers- how the radios show is helping women spot signs. **Objective**. To understand and comprehend newspaper articles by the use of reading strategies. 3.**Topic**: Are intelligence sector reforms enough to protect Colombia's journalists? **Objective**.To take part of the solution in problems and concerns from reading newspaper articles.

Figure 9. Planning Reading Cycles 1, 2, and 3

The lessons implemented in each cycle involved the development of three workshops based on three newspaper articles. The information analyzed in the piloting part showed students' preferences to identify the type of readings they wanted to work on and the relevant reading strategies to be included. Then, a video was included to inform students about the VLO's generalities, the main objectives, and help tools with the direct links to newspapers, online dictionaries, and translators to facilitate the reading process.

For the design and development of the reading lessons, I followed several steps. First all, I devoted one month to look at bibliography of newspaper articles and authentic texts in ESP, related to Social Communication and Journalism, taking into account students' needs and interests. I designed a total of nine workshops in Word, including reading strategies in order to activate previous knowledge, skim, scan, identify main ideas, identify key vocabulary, ask questions about the topic, and summarize. Then, I explained to the students the reading strategies and their meaning in a Power Point manual that I designed and added as a file in the VLO, so students could identify reading strategies by themselves and understand the articles to be developed through the reading cycles. Second, I classified all the readings into three cycles. Cycle 1 contained three simple short newspaper articles about cinema directors and entertainment, for students to identify details and build up meaning. Cycle 2 contained topics about magazines and modern TV production Netflix; in this cycle students improved the ability to understand newspaper articles through skimming and scanning reading strategies. Finally, Cycle 3 included articles about the role of the radio and the importance of protecting journalists in Colombia; hence, after participating in the previous two cycles, students took part in the solution to problems presented in the articles.

Third, I started to connect the newspaper articles chosen with the reading process proposed by (The RAND study 2002) and the VLO's activities designed for each reading cycle, taking advantage of two main sources: The activities model organized and planned in Word program with its respective images and article organization, following the model presented in the books written by Craven M. (2003), that offer interesting and varied activities for reading sessions. After that, I started to read the reading model very carefully to check which reading strategies the authors proposed. Then, I designed a chart to classify the reading strategies for each moment: Before reading, during reading, and after reading, in order to match the reading strategies which each activity previously created. After that, I uploaded the Word printed activities to a digital format with the Edilim program: Matching words with pictures, matching words with definitions, multiple choice questions, pyramid crossword, activity cloze, and true

and false questions. I tried to do different and creative activities, so that students could feel transported to an interactive VLO, where they could see a variety of icons and tools. I also incorporated a video keeping the professional academic format of the VLO to motivate students to participate.

Fourth, I selected the most appropriate sequence identifying these different moments before, during, and after the reading that take place in the VLO's content organization, which participants were referred to. The syllabus chart is organized with the most relevant aspects to teach reading strategies to ESP students. It has seven columns: Model lesson, objective, reading, grammar, vocabulary, reading strategies, and self-assessment, where students could recall and identify the reading strategies through their self-assessment check lists presented in each of the reading cycles, to monitor their reading progress.

In the first column, I specified the topic of the lesson. Then, I wrote the objective of the lesson to inform students what they were going to achieve. Then, in the reading column, I presented the newspaper article with its reference and author. In column fifth, I adapted the grammar selecting the article's general tense and the vocabulary, highlighting the key words about each article to present the lesson in an organized and appropriate way for each reading cycle. After that, in the sixth column, I started to design the activities following the micro-developmental processes called: Before-reading, during reading, and after-reading proposed in the reading model chosen for this study and which integrated the reading strategies previously mentioned: Activate previous knowledge, skim, scan, identify main ideas, identify key vocabulary, ask questions about the topic, and summarize. In the next part, I present an illustration of the syllabus cycles in print, designed in Word, which include a lesson sample to show how activities were organized, an explanation and a description of their importance and their usefulness for this study. Then, I show the VLO's representation of those activities in the virtual look. (See Appendix 16)

Finally, I designed final tests to check students' reading comprehension of the topic and how they used the reading strategies suggested in the VLO, after being familiar with the three reading cycles and breaking down the activities designed in ESP. This issue is relevant because it provided valuable

information about student's participation in the VLO use and implementation itself, created and generated by the teacher with a specific purpose for teaching reading strategies. Additionally, the readings chosen from newspaper articles changed their complexity from cycle 1 to cycle 3, starting with short and simple articles to long and complex topics related to the Social Communication and Journalism program. Then, I presented the sample lesson of how they looked in Word print (See Appendix 17), before constructing it into a digital EDILIM format, integrating all previous steps mentioned and connected with the reading process proposed by RAND study, 2002 and the VLO's creative and interactive activities designed.

Step 3 Virtual Learning Object (VLO) Design

A detailed chart was compiled and designed taking into account the stages established in the planning part that is proposed in the following scheme.
The present part describes the VLO, as a result of the teacher's reflection and practice carried out with the participants in this research study, as well as the learning outcomes, resources, and experiences acquired in the academic environment of Maestría en Enseñanza de Lenguas Extranjeras at Universidad Pedagógica Nacional and taking into account students' needs and interests in the English class.

Virtual Learning Object (VLO) description and characteristics

The VLO was designed in a free software EDILIM, it has 99 pages which include three reading cycles and each cycle includes three different readings about cinema movie directors, entertainment, magazine design, topics related to Social Communication and Journalism, and interactive activities with puzzles, crosswords, and word search for teaching reading strategies in ESP.

VLO's design with Edilim free software

Edilim is a free software, a part of a virtual learning environment called LIM, in which different activities are created, developed, and edited for the design of a VLO. It was the tool to implement the activities designed in this research project. As Macías (2009) asserts, it consists of a visualizer (LIM) and

a file in XML format (book) that define the properties of the book and the pages that compose it. Through it, you can socialize information; develop interactive activities, word search, matching games, and puzzles, among others.

The main advantages of this type of software are: Its flexibility, because as a teacher, one can guide the activities towards the purposes of the reading cycle in the VLO. Its portability, due to the fact that it offers immediate accessibility from the Internet. In addition, it has an independent operating system, hardware and web browser, Macromedia Flash technology, proven reliability and security, and it contains Open Environment, based on the XML format.

Table 5. ICTs's Resources

ICTs's resources	Description
	Video program editor through which text and video were merged in an easy way, with new transitions and animations. Difficulty: You have a limit on the number of words.
	Important tool in the development of the VLO, since several of the resources could be converted to the format required for Edilim (from Mp4 to Mp3 and from WM to flv).
	Editing images and creating the VLO logo.
	Tool with which sound was edited.
	Development of cycles plan from print to digital.
	Creation of the VLO manual, complementary presentations about grammar topics presented in the articles.
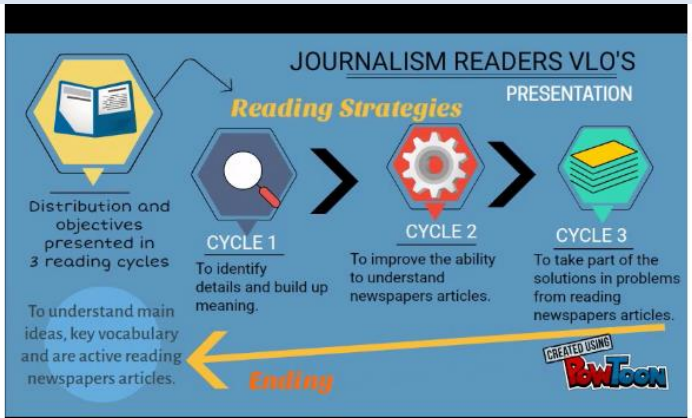
From the educational point of view, EDILIM software was useful for the present study because it offered: Pleasant surroundings, ease of use for students and teachers, attractive activities, possibility to control learning progress, there was no need to prepare computers, it was an easy-to-handle resource, it

had the possibility to be used with computers, it included a personal digital assistant (PDA), Interactive

Digital Whiteboards, and the creation of activities in a simple way.

ICT's resource inclusion

For the VLO's development, the following ICT tools were taken into account in complementary

activities; these are shown in the table below.

Table 6. VLO's ICT Resources

ICTs's RESOURCES	Description	Intentionality
Videos: For the development of the proposal, fifteen videos were taken into account; they were distributed in each cycle. They compiled interviews, ESP video clips, and grammar explanations about the newspaper articles.	Video Virtual Learning Object presentation	To inform students about the VLO's organization and the distribution of newspaper articles through the reading cycles. To complement the reading article about film director Woody Allen by identifying other important aspects of one of the most important film directors in the world.

Web Images		A compilation of images associated to the themes of the articles selected such as: Vintage and modern magazines. The movie "The embrace of the serpent." It contains high-resolution wallpapers in formats JPG and PGN.
Links for newspaper articles	**Sample CYCLE 1** 1Topic: Famous Filmmaker Woody Allen http://www.filmmakers.com/artists/woodyallen/biography/ 2Topic: Colombiamoda 2015, as seen by a Spanish entrepeneur http://colombiareports.com/colombiamoda-2015-as-seen-by-a-spanish-entrepreneur/ 3.Topic:Colombia celebrates historic Oscar ceremony in spite of not winning award. http://colombiareports.com/colombia-celebrates-oscar-nomination-embrace-serpent	To facilitate students' reading of authentic newspaper articles and allow automatic access with the links.

VLO's real appearance

After exploring EDILIM and integrating the planned activities of each reading cycle, including the ICT resources, the VLO is presented as follows:
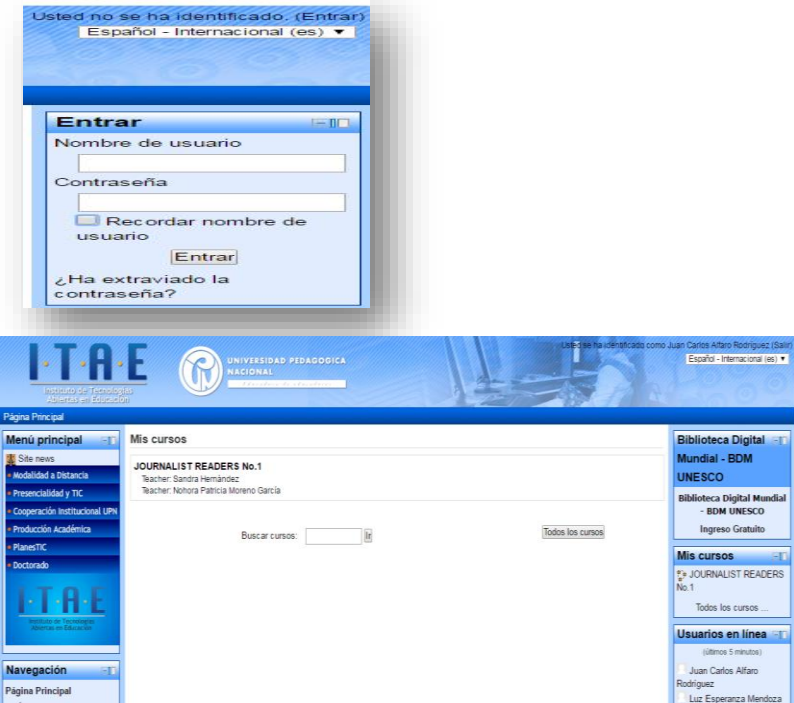
Initial Page	Description
	The students needed to enter the user and password that corresponded to their ID number. *Students had the opportunity to access to "Spanish Bottom entrance or English" in the way they preferred.* *The student goes to the <u>Journalist's Readers 2</u> link to start with the activities, the toolbar to the right had notifications and messages and the left toolbar had the Main Menu, navigation, and information about the page.*

Figure 9. Panel Login
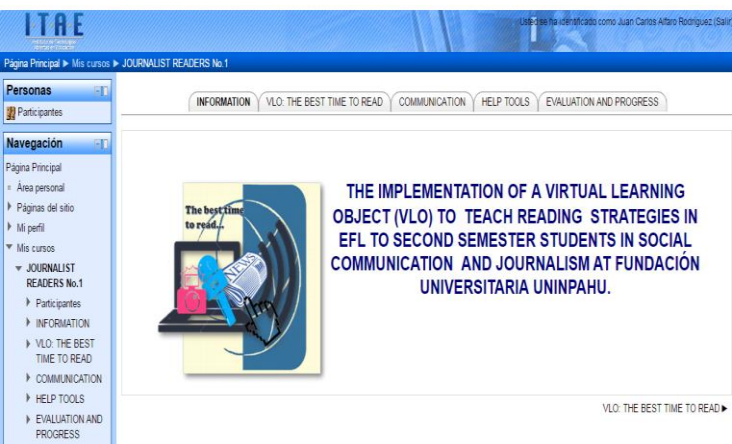
VLO's PRESENTATION	STUDENTS' PARTICIPATION
	*Once students entered the VLO, they saw an image like this with five tabs, **Information, VLO the best time to read, Communication, Help tools, Evaluation and progress;** then, they got familiar with the activities.* *Students used web taps in order to facilitate navigation through the VLO and recognize the most important information in small content blocks.*

Figure 10. VLO´s Presentation Online
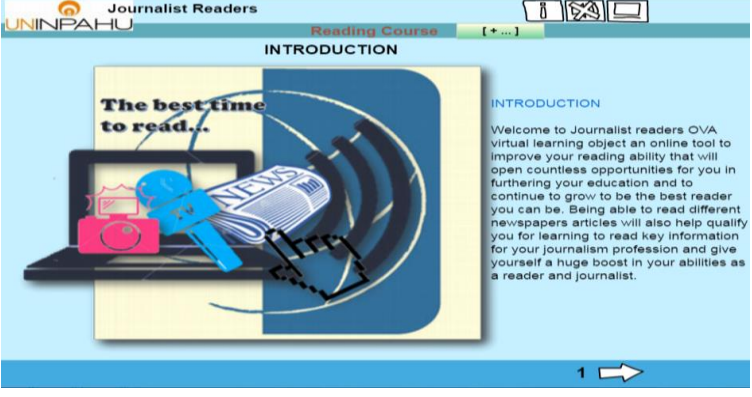
VLO's COVER	INTRUCTIONS
	Students used the buttons that displayed the report with the results obtained when performing the activities and progress. There was a speaker button for active sound and the picture to see full screen.

Figure 11. VLO's cover

SAMPLE VLO's READING CYCLES CONTENTAND ACTIVITIES	DESCRIPTION
	Through each cycle, students knew which newspaper articles they were going to read and the reading strategies they were going to work with in each activity.

Journalist Readers — UNINPAHU
Reading Course [+ ...]
Select the best answer.

What do you know about Woody Allen?

1. He is a well-known agent.
2. He is a film director, writer, screenwriter and musician
3. I don't know
4. His is a fan of drama and comedy films

Before the reading: Activate your previous knowledge.   4

EVALUATION AND PROGRESS (VLO) REPORT CHART JOURNALIST 2

Name: Diego Velasco 2016.........................

COMMENTS:

Good day teacher this is my report card about cycle 1 readings, I appreciate this space because I apply knowledge about my profession and review topics studied in classes.

CYCLE 1

Reading 1 Famous Filmmaker Woody Allen

Self-assessment

What was easier for you to do, during the reading Woody Allen Filmmaker?

I understood most of the information because he is a director that we have studied in classes and I watched some of his movies.

Write a tick into the parenthesis on the left (√)

(+)	To be familiar with the topic before, during & after the reading.
(+)	To get the general idea of the article.
(+)	To guess & complete vocabulary in context.
(+)	To identify key ideas and main points in paragraphs.

With this first activity in Cycle 1, students started to get familiar with the reading strategies and develop the reading activities

READING STRATEGIES 3 MOMENTS

Before the reading
Activate previous knowledge.
Students answered questions according to what they knew about Woody Allen.

During the reading
Identify the main information in the article.
Students read the article and knew what it was about to continue with the next activity.
Through this activity, it was intended to strengthen students' reading comprehension using the reading strategies during the reading of identifying and locating the main information from the article in the boxes.

After the reading
Restate information about the article.
Through this activity students solved the puzzle to activate memory and problem solving, consolidating some of the most important ideas about Woody Allen's article.

Self-assessment report
This is the image that the VLO showed on the screen about the reading activities developed by students to know the number of attempts, results, and percentage obtained.

Students presented it in each reading cycle, in addition to the self-assessment report proposed in Word.

Figure 12. Sample VLO's Reading Cycles Content and Activities

VLOS's TAPS COMMUNICATION AND HELP TOOLS	DESCRIPTION
	In order to promote interaction, the VLOs contained the following 5 taps: Information, VLO the best time to read, communication, help tools, evaluation, and progress. **Communication tap:** It contained a forum that was useful as a message board and an online discussion site where participants held on conversations and posted messages; this allowed them to express spontaneously. **Help Tools tap:** It focused on students' needs and profession, Social Communication and Journalism in ESP. It helped participants to keep engaged in the VLO's activities and after developing the first activities, they could go on. Help tools contained ppt presentations, videos, and direct links with flexible access and essential information.

Figure 13. VLO's Taps Communication and Help Tools

VLOS's EVALUATION AND PROGRESS	DESCRIPTION
	Evaluation and progress tap: It contained 3 word files about each cycle self-assessment, where each chart had specific aspects about each reading in cycle 1,2, and 3; that encouraged them to reflect upon each of the articles and reading strategies, to identify strengths and weaknesses in a general view in their reading process, in order to be active readers and continue strengthening the reading process through responsibility and practice.

Figure 14 VLO's Evaluation and Progress
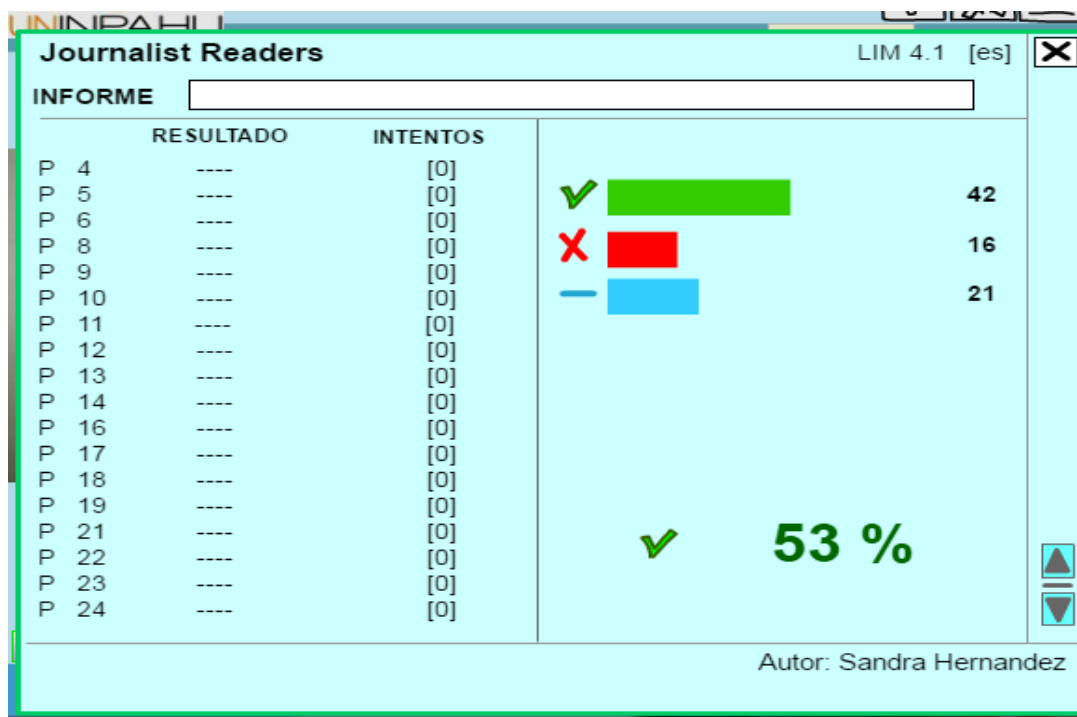
In short, the process used in the VLO'S implementation at this particular university context involves two main aspect the pedagogical model and the cycles developed in each lesson; describing the reading strategies applied by students at Social Communication and Journalism program in order to understand a variety of topics in ESP in which participants followed a reading process taking advantage of a virtual's tool activities which the teachers varies their use according to the need of the lesson.

CHAPTER 5

Data analysis and findings

This chapter presents the analysis of the data collected through all the research instruments as well as the findings of this study. It describes the procedure for the data analysis, as well as the sorting, piling, organizing, and characterizing of the accumulated data. Then, the categories and sub-categories that emerged from the analysis and a discussion of the findings are presented.

Procedures for data analysis

The data collection procedure of this study, all the categories and sub-categories, emerged as I started to read the data gathered and articulated it to the theory, taking into account the initial test, the final test, the questionnaire, the interview, and self-assessment reports by making meaning and highlighting the most important themes. To do so, I used Sagor's (2000) implementation strategy # 12 called "Coding data for Analysis." First of all, I checked each instrument very carefully. I started with the initial test, then the final test, a questionnaire, an interview, and students' reports. As I was reading, I started to sift all students' responses into piles, as some of them started to become apparent and repetitive. Then I assigned specific names to those responses and that is how I could organize the categories and sub-categories. For this particular situation, I established a connection with the data and findings in order to compare students' responses and identify hidden information provided.

After that, the search for patterns and themes, which were repeated, allowed me to find relationships among them. The patterns were underlined in the different instruments with different colors; then the coding process was done by giving a name to each color yellow and green, bearing in mind the themes in common (Corbin & Strauss, 2008). After three weeks of sifting, sorting, piling, and comparing,

I had finally completed my list of categories and sub-categories. Then, I started to review the data per-category to generate a list of definitive categories and sub-categories. (See Appendix 11, 12, and 13)

In order to avoid bias in my study, I triangulated the data (Freeman, 1998); this means that I used several instruments to analyze the data, initial test, final test, questionnaire, interview and self-assessment students' reports. Once I had the categories and sub-categories, it was necessary to establish the relationship between them. To do so, I used the hierarchical category system (Johnson & Christensen, 2004) to identify the connections and relations between them. After having made a general review of the categories and subcategories that emerged from the analysis, a detailed description and discussion of each category is presented in a diagram.

Categories of the analysis

The findings provided by the process of analysis were characterized in the following categories: Exploring and describing the impact of a VLO focused on the teaching of reading strategies in ESP with students of the Social Communication and Journalism Program at Fundación Universitaria Uninpahu, as well as identifying and describing students' perceptions about the use of a VLO to teach reading strategies in English for Specific Purposes. The hierarchical system presented in Graph 2 is the representation of categories and sub-categories that emerged after the analysis of the data in relation to each research question.

The categories, VLO as an enhancing tool, VLO reading strategies as facilitators in ESP, VLO as a motivational tool towards reading articles in ESP, with the sub-category, VLO as an alternative for learning vocabulary; emerged in response to the first research question as they illustrate what students gained from the design and implementation of the VLO to teach reading comprehension strategies in ESP. Since the main objective of the present study attempted to determine the ways students identified reading strategies and fused them with the use of the VLO in their practice and experience in ESP, it was possible

to evidence that students identified reading strategies as a means that helped them to approach an article in a more meaningful way.

Additionally, the analysis of data showed that students enriched their vocabulary in relation to their profession, by learning specialized vocabulary that was unknown to them. Besides, the level of motivation to read with specific purposes increased because students found themselves with no barriers to understand and comprehend articles in English. The data revealed that there are different benefits that support the use and implementation of a VLO in ESP, allowing students to learn in a meaningful way.

In reference to the second research question, the category participants' perceptions of the use and implementation of the VLO, with the sub-categories, VLO as a complement, opportunity activities and practice, challenges using VLO, and perceptions of teacher's role, the data revealed the main aspects that gathered the insights about the experience of participating in the VLO. Thus, they became key aspects that describe participant's opinions about reading strategies through the reading cycles process Before the reading, During the Reading, and After the Reading. This was done through the initial and final tests that showed students' progress and their perceptions.

Graph 2 illustrates each category in detail, based on the data obtained from the research instruments applied. They were organized based on participant's original voices and they were systematically produced and presented in the graphic.
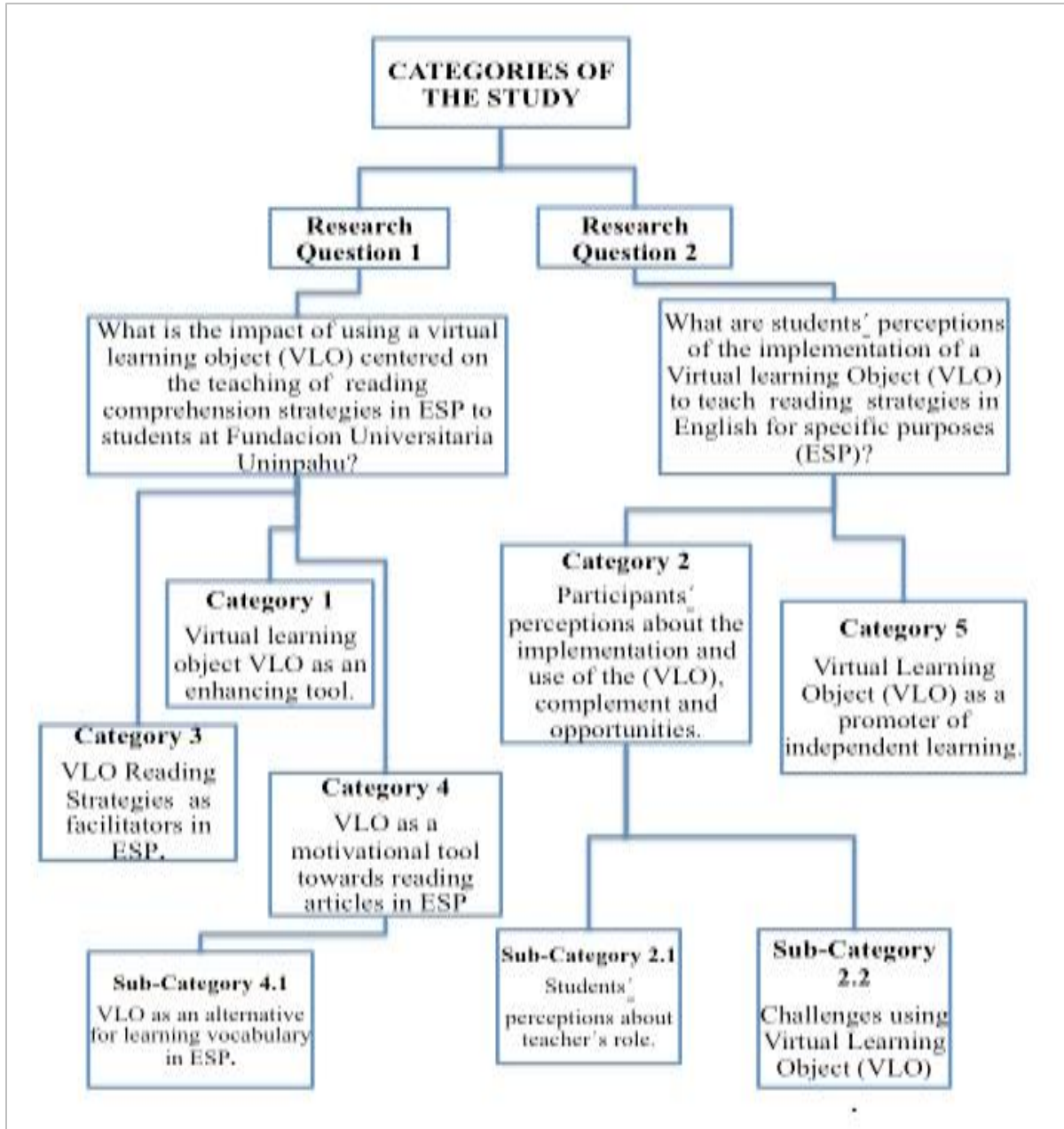
Graphic 2.   Representation of Categories and Sub-categories Resulting from Data Analysis

Category 1 Virtual Learning Object as an enhancing tool

This category emerged from the preliminary analysis of the questionnaire and interview applied

to participants. In general, I found repetitive terms and words that connoted an enhancing ability of virtual

resources in ESP. Students believed that virtual resources could enhance their ability to learn by providing them with new possibilities to use reading strategies and establishing new ways and activities to do so.

In the data obtained from participants, it was evident that most of the respondents identified easily a connection between the use of the VLO and activities that involved reading strategies; thus, they described them as " Herramientas que mejoran el proceso de lectura" (Questionnaire Q.1), also "Apoyan y complementan el aprendizaje" (Questionnaire Q.1 and Interview Q.1), and their vital importance in the English class, either for being the concept that enhanced understanding, or for helping them to improve or add strength to the process. (See Appendix 11, 12, and 13)

Question 1: Describa como fue su experiencia en el uso del Virtual Learning object (VLO) en Inglés con propósitos específicos?

Student 9:"Me gustó mucho porque tuve la oportunidad de mejorar la forma en que leía y reforzar el idioma Ingles integrado a mi profesión"

Student 11:"Fue una experiencia novedosa; ya que nunca había realizado actividades de lectura online, el cual me permitió aprender nuevos temas en Inglés y aumentar mi confianza para leer"

Student 13:"Tuve la oportunidad de aprender más temas sobre mi profesión y divertida al poder realizar diferentes actividades"

[Question 1 – Questionnaire and Interview- November/23rd/2016]

The answers obtained from the questionnaire also showed that participants believed strongly in the potential of VLO to increase their possibilities to use the English language in their profession, as it is explicit in questionnaire 1 and interview 1, whose respondents stated "El recurso virtual ofrece muchas posibilidades para practicar lectura". The wide variety of possibilities is summarized in how easy it was to find activities that allowed students to practice the language, and how easy it was also to have access to authentic newspaper articles from different countries and characters related to journalism.

For instance, the data from the questionnaire showed that the majority of students considered the VLO as an enhancing tool to comprehend newspaper articles in ESP.

Questionnaire and Interview Question 7: Describa como fue su experiencia en el uso de Virtual Learning object (VLO) con propósitos específicos?

Student 1:"Me permitió exigirme más en la lectura y más poderlo hacer en Inglés, aprovechando las herramientas de ayuda para reforzar los temas"

Student 2:"Pienso que el VLO fue de gran beneficio por que hizo que leer artículos en Inglés fuera más fácil y divertido"

Student 3:"Este objeto virtual online fue de gran ayuda al promover la interacción con actividades que nos animaran a leer artículos de periódico en Inglés"

[Question 7 – Questionnaire and Interview- November/23rd/2016]

The previous summary is also supported by Grabe (2009) who says, "The primary value of information technology lies in their capability to enhance student's higher order learning and problem solving skills." In other words, learning a language requires the use of problem solving skills. Consequently, we can establish a connection between what journalism students believed is the function of a VLO centered on the use of reading strategies and what the author states in terms of the importance attributed to virtual tools in relation to enhancing learning processes.

The questionnaire and interview confirm and extend in a more illustrative way the possibilities offered by the VLO to use reading strategies. An example of this, is to consider an important opportunity to have access to useful newspapers as in some of the participants' voice, "Tenemos acceso a los verdaderos periódicos con temas útiles para nuestra profesión y esto es muy importante" (See Appendix 11), which denotes a significant concern about bringing English for Specific Purposes as it is presented in useful newspapers related to students' profession.

Another participant states "El VLO es de gran beneficio al conocer temas de gran importancia para mi profesión ayudándome a aprender nuevas cosas". (Questionnaire Q. 23). Following the same tendency, many other participants pointed that having access to articles related to journalism was essential because they provided understanding of technical vocabulary, the way news were presented in other countries and the most relevant topics highlighted in the articles.

Also, another important aspect found in the questionnaire and interview was the consideration of the usefulness of the tools included in the VLO, as elements that promoted interaction when participants took into account that virtual tools such as chats, e-mails, and messages allowed them to establish a direct connection with the topics developed through the VLO activities proposed.

Questionnaire- Question 23: ¿Considera que un Objeto Virtual de Aprendizaje (OVA) o (VLO) con estrategias de lectura en Inglés para propósitos específicos le resulto beneficioso?

Student 6:"El VLO me beneficio mucho al conocer temas de gran importancia para mi profesión ayudándome a prender nuevas cosas"

Student 7:"Si las lecturas me gustaron mucho al ser novedosas, interesantes al poder complementar mi profesión"

Interview Question 13: ¿Cuál es su opinión sobre el uso de Virtual Learning Object (VLO) para enseñar estrategias de lectura en Inglés para propósitos específicos?

Student 8:"Las actividades propuestas me permitieron saber más sobre mi profesión leyendo artículos en Inglés del VLO"

Student 10:"El VLO es muy importante porque divierte, enseña y se aprende más Inglés leyendo"

Student 12:"Desperte mas mi interés a leer en Inglés con artículos relacionados a mi profesión"

Student 14: La variedad de actividades me permitió fácilmente aprender vocabulario nuevo en Inglés"

Student 15:"Es novedoso, al poder apoyarme con mis compañeros en el desarrollo las actividades por chat"

[Interview Question 13 – Questionnaire and Interview- November/28th 29th 2016]

Participants highlighted that help tools tapped in the VLO helped them to improve their reading comprehension and learning of English when these tools were used to a wide extent and with a variety of purposes. Some of the tools mentioned before were: Crosswords, games, matching words and images among others, to what most of students' answers reported that a VLO is conceived mainly as an enhancing tool that complements the processes that they carry out in the classroom (See Appendix 11). As a matter of fact, a small number of them consider it as something that needs to be fixed.

Accordingly, the function attributed to the VLO lies on its work as a means for complementary tasks that either reinforce or present an attractive space for practicing the content studied in the English classroom and also consolidating it for their profession in Social Communication and Journalism. Thus, it proved to increase the participants' level or practice in one of the four main skills in English: Writing, speaking, listening, and reading but recognizing the usefulness of reading strategies. The following comment made by a student" Para mejorar mi hábito de lectura el VLO tiene actividades diferentes que permiten conocer los artículos en inglés desglosados en los tres ciclos de lectura". The previous arguments clearly show how convinced many students were of the benefits of reading strategies, technical

vocabulary, and understanding texts that students could obtain when using VLO Journalist Readers as a means for practicing their reading strategies in ESP.

Survey Question 22: ¿Considera que el Objeto Virtual de Aprendizaje (VLO) para propósitos específicos contribuyo al aprendizaje o mejoramiento de su comprensión lectora en Inglés?

Student 9:"Si porque es una experiencia totalmente nueva y practica al poder realizar las lecturas a mi propio tiempo"

Student 11:"Es un forma de aprender Inglés con lúdica al poder practicar y reforzar los temas en el desarrollo de las actividades y juegos"

Interview Question 13: ¿Cuál es su opinión sobre el uso de Virtual Learning Object (VLO) para enseñar estrategias de lectura en Inglés para propósitos específicos?

Student 13:"Las actividades propuestas me permitieron saber más sobre mi profesión leyendo artículos en Inglés del VLO"

Student 14:"El VLO es muy importante porque divierte, enseña y se aprende más Inglés leyendo"

Survey Question 14: ¿Cuál de las siguientes actividades le ayudo a comprender el vocabulario de los artículos en Inglés? Conectar la imagen con su palabra…… Conectar la palabra con su definición …..

Student 15:"Las imágenes me ayudaron a acertar con las respuesta correctas de las lecturas en los ejercicios de vocabulario"

Student 2:"Aprendi nuevo vocabulario sobre temas periodísticos al estar asociadas las imágenes con las lecturas"

In this sense, students in the questionnaire confirm what was found in the VLO self –assessment report, "Gracias al VLO utilizamos actividades interactivas para reconocer la importancia de leer y poder hacerlo en inglés" (See Appendix 14) or "Las actividades están integradas con el fin de saber más sobre nuestra profesión por medio del Idioma inglés".

It is clear that students perceived the importance of VLO as engines for practicing; nevertheless, not only virtual tools allow students to practice and integrate the English language and reading strategies but also acquire new vocabulary because "Si tienes un cellular, puedes acceder a diccionarios online, es mas facíl encontrar las palabras deconocidas" (See Appendix 11).

The results obtained by the questionnaire, interview, and self-assessment reports let me conclude that students of the current study conceived the use of the VLO as a useful tool that helped the process of reading through the use of reading strategies and learning the English language for specific purposes in several ways; hence, one of the most important ones to complement their reading comprehension in their profession by means of practicing with the newspaper articles online. Barraza (2014) highlights the wide

variety of possibilities that virtual tools offer students to contribute and meet their needs in terms of

English for specific purposes and interactive English activities respectively, as essential aspects of the

research study.

Category 2: Perceptions of the implementation and use of the Virtual Learning Object (VLO), complement and opportunities

This category is related to all the opinions, comments, and feelings of students about the

implementation of VLO Journalist Readers. In order to describe this broad category, I explain in detail the

three main sub-categories that emerged from it: VLO as a complement and opportunities, perception of

teacher's role and challenges using the VLO.

As the pieces of data above show, participants reported several perceptions of the VLO. For

instance, according to their practice they mentioned that it was attractive, that they liked its aspect and

appearance because it was designed according to their needs and interest in ESP. Students expressed that

the VLO turned reading into an interactive, fun, and motivational activity, they agreed that the activities

were interesting and helped them to learn about reading strategies, but one of them suggested activities

could be more animated.

Secondly, participants affirmed that the VLO's aspect was different from the traditional classes

and it allowed them to work in a more interesting space, easy to use, highly motivating and they

emphasized that the organization of the components was appropriate because it allowed them to work in

an autonomous way.

Question 20: ¿Qué opina sobre la interfaz en el Virtual Learning Object (VLO)? Se entiende por interfaz todo lo que compone la organización del curso, barra de navegación, pestañas y botones.

Student 3: "Esta bien organizado para entender los artículos en Inglés y realizar las actividades con facilidad"

Student 5: "Las pestañas para navegar son claras, propone actividades novedosas relacionadas a nuestra profesión"

Student 7: "Es interactiva al poder utilizar las herramientas de ayuda como chat, diccionarios, links, presentaciones power point y videos"

Students also asserted they liked the (VLO) Journalist readers because they enjoyed it; it means

that they perceived it as fun and motivational tool for reading more. The liked the help tools because they

offered students huge opportunities to use them complementing the articles. Thus, students expressed that they were more active participants when they suggested other information related to the articles, when they interacted in the (VLO), shared with classmates, and felt reading strategies were being promoted.

Besides, students considered that help tools were an excellent combination to help them to understand the English language and read newspaper articles using reading strategies, because in that way they could increase their professional and academic background. They also mentioned they appreciated the opportunity to participate in the VLO Journalist Readers because it was related to their needs and interests, improving this way their reading process in a meaningful way.

Question 15: ¿Qué opina sobre las herramientas de ayuda (Help tools) creados por la docente para orientar las actividades de los 3 ciclos de lectura?

Student 4: "Fueron de gran ayuda al poder usarlas en cualquier momento y al realizar las actividades apropiadamente".

Student 5: "Las herramientas son excelentes por que favorecen el poder encontrar la información rápidamente y organizadamente".

Interview- Question 15: ¿Cuál es tu opinión sobre las herramientas y recursos digitales presentados en el (VLO) Journalist Readers ?

Student 6: "Son muy completas al integrarse con los artículos por medio de los videos, presentaciones power point y links"

In addition to that, students also mentioned that the help tools and communication tabs were very useful when interacting with classmates, due to the fact that they had the chance to express themselves and be in contact with their classmates and with the teacher to clarify any doubt. At the same time, they emphasized the importance of the introductory video tutorial created by the teacher, as it showed them step by step the process to navigate and find activities per session, what to do in each reading cycle to be active readers, and how to submit their self-assessment report that let them see their progress.

Question 13: ¿Cuál es tu opinión con respecto a los recursos integrados a las actividades del (VLO) imágenes, videos, links, animaciones y presentaciones?

Student 24: "Los videos de la profesora me informaron sobre todas las actividades del VLO y me animo a participar"

Student 24: "Los recursos son ayudas extras que ofrecen varias opciones para profundizar en los artículos"

As presented in the excerpts above, students also perceived the VLO as a tool of complement and opportunity for their reading learning process. First, according to students' responses, they expressed their perceptions when they used it, how they used it, and what they used it for. In question number 15 ¿Cuál es su opinión con respecto al contenido visto en cada uno de los ciclos de lectura propuestos en VLO?, answers like the following were obtained:

Student 8: "Me parece que el contenido es muy importante al estar integrado a nuestra profesión con lecturas sobre la vida cotidiana, le realidad del periodismo complementando nuestra profesión"

Student 9: "No conocía un espacio virtual que trabajara este tipo de actividades y más relacionadas a mi profesión"

Student 10: "Es una herramienta para leer mejor, es innovadora porque motiva a aprender más Inglés"

We can see how the most common words were tool, practice, learning and important; it makes clear the fact that students perceived the VLO as an important tool that supported their learning process through practice. However, it is necessary to highlight answers such as:

Student 11: "Es una herramienta interesante para practicar y reforzar la lectura"

Student 12: "Es una herramienta que ayuda a mejorar a entender los artículos en Inglés"

In these sentences students mentioned key words such as better learning space, reinforce topics, reading improvement as an open way to the idea that the VLO is an opportunity for different classroom spaces providing learners with tools and resources that facilitated their reading process in ESP. Also, students highlighted the importance of the VLO when they considered and said" Me encanta el VLO porque me dió la oportunidad de aprender a leer mejor y practicar Inglés".

Here we can see how participants believed that the VLO could also qualify their learning practices, giving them a plus in their VLO participation. Participants let us establish that the VLO was not only a resource to improve reading strategies, but it could also be a way of having better practice in the English class.

So far, it can also be stated that students identified the VLO as a complement for their reading process and also as a plus to qualify their English classes to develop and carry out more meaningful

participation in their English classes. As was already said, the VLO worked as a complement that empowered and enhanced learning inside and outside the classroom, as students mentioned the importance of their flexibility in using it at any place or any time. That made the VLO become a resource available in an easy way.

According to the previous information, the VLO had different uses for students such as help, complement, and opportunities; in addition, some authors have already noted the idea that given the fact that Virtual resources are (moving, evolving, changing, and adapting), learners have to integrate their knowledge and skills to take advantage of it, Lopera (2014). This idea allows considering the fact that nowadays learners have to become virtual resource users, adapting their participation to technology and moving, taking part in a more collaborative way of learning, in which learners are active participants and contributors for the construction of knowledge.

The VLO, as a complement, serves not only as an English language mediator, but it also provides them with resources that can go beyond the mere language instruction. The use of the VLO through the activities proposed, provided learners with useful tools for a long time. Moreover, the VLO served as a complement that enhanced students' language learning process; thus, it is notable that virtual resources serve different purposes and offer benefits not only for reading strategies, but they also involve autonomous work and reinforce different topics related to Social Communication and Journalism, supporting participants through language training in a more integrated way and allowing them for more flexibility and ease of access (Delmoral, M. & Cernea, D. 2005).

In this aspect, students noted that it was important and necessary to make them work with virtual resources, as they enabled them to be competent and active learners in their profession. This was really important for the definition of the sub-categories that emerged from the data analysis, that were useful as they gave us clear ideas of what students thought and perceived from the VLO. They conceived it as a

necessary tool or resource that empowered their reading comprehension experience and learning process

in many ways, from access to activities, to the use of instant and online feedback.

Question 15: ¿Cuál es su opinión con respecto al contenido visto en cada uno de los ciclos de lectura propuestos en VLO?

Student 6: "Me ayudaron a comprender mejor el Inglés al hacer los juegos de las lecturas, las sopas de letras y crucigramas"

Student 7: "Los temas de las lecturas están bien intercalados al variar las actividades, empezando con artículos sencillos y luego unos más difíciles"

Survey Question 19: ¿Qué opina sobre los tres ciclos de lectura desarrollados en el (VLO)?

Student 9: "Después de ya conocer las actividades y las estrategias de lectura los artículos son mas fáciles de entender"

Student 10: "Me permitió entender los artículos en Inglés de una forma diferente y divertida"

Student 12: "Las lecturas me gustaron mucho al ser novedosas e interactivas"

Survey Question 21: ¿Qué opina sobre las herramientas de ayuda (**Help Tools)** creados por la docente para orientar las actividades de los 3 ciclos de lectura en el (VLO)?

Student 13: "Fueron de mucha ayuda al poder usarlas en cualquier momento y realizar las actividades apropiadamente"

Student 14: "Están bien combinadas de acuerdo a las necesidades e intereses de los estudiantes"

Student 15: "Favorece encontrar la información rápidamente y hacer las actividades con varias oportunidades e intentos para corregirlas"

The perceptions of the VLO, taking into account the outcomes in the questionnaire and the

interview, showed that it helped to define and establish that "El VLO ofrece variedad de oportunidades".

Other students expressed the idea that using the VLO for reading strategies and the learning process can

be very helpful and it can provide students with a lot of tools and opportunities, "Considero que aprendí

de manera más significativa y efectiva". Therefore, students perceived the VLO is a set of resources and

tools that reinforced their reading process inside and outside the classroom, making it more effective,

meaningful, and enjoyable as it provided them with a lot opportunities.

The activities and practice carried out in the VLO by the participants, reported several perceptions

about the ways they developed them, due to the fact that they considered it as an important tool for

complementing their learning process and that it offered different opportunities through this experience.

They expressed their ideas, opinions, and suggestions about different aspects of the VLO, highlighting

that the selection of articles was appropriate for their initial development, as the course was progressive

and started to increase the level of difficulty per cycle. Students also pointed out that the articles were

innovative and updated with relevant topics about Social Communication and Journalism, which was

important for their professional lives and English learning process. Therefore, the practice of reading

articles in ESP shaped them to build and recognize an academic culture of reading, taking advantage of a

virtual tool which led them to integrate reading strategies that encompassed their learning process.

Questionnaire

Question 12: ¿Cuál es tu opinión frente a las actividades de: Before, During and After Reading, presentadas en el (VLO) ?

Student 12: "Me gustó mucho porque me ayudaron a retener mejor las ideas principales de la lectura en una forma más divertida motivándome a continuar con las actividades"

Student 13: "Interesantes porque siempre tenían un propósito para entender las lecturas, Before, during and after como una guía para leer"

Student 15: "Las lecturas están bien distribuidas y organizadas ayudándome a comprender mejor las artículos "

[Questionnaire- On November /29th /2016.]

Question 18: ¿Qué opinas sobre los tres ciclos de lectura desarrollados en el (VLO)?

Student 5: "Los artículos me parecieron acordes a nuestra profesión que nos llevaba a desglosar los temas con juegos e imágenes siguiendo un orden"

Student 6: "Inicialmente me costó mucho trabajo adaptarme en el ciclo y entender todo en Inglés, pero con el desarrollo de las actividades me fue gustando leer más"

Student 7: "Las actividades permiten entender los artículos y reforzar el vocabulario por medio de imágenes motivándome a leer más"

[Questionnaire- November 29th /2016.]

Question 9: ¿Cuál es tu opinión con respecto a los recursos integrados a las actividades del (VLO) imágenes, videos, links, animaciones y presentaciones?

Student 9: "Me animaron a leer más porque los artículos están contextualizados con las aactividades a resolver "

Student 10: "Están bien integrados y combinados al poder profundizar más las lecturas con ayuda de los links de los periódicos."

[Interview -On November 28th / 29th, 2016]

So far, students pointed out that they liked the VLO presentation, as a new way of learning

because it motivated them to read and learn English; it facilitated the reading process because its virtual

resources illustrated content and instruction in a creative and motivating way. Second, through the data

analysis it was identified that the distribution of activities was organized in the three reading cycles that allowed them to follow a progressive reading process such as before reading, that encouraged students to activate their background knowledge and vocabulary games and activities, that helped them to learn new words to prepare for the next reading article. During the reading, they considered it as an opportunity to interact with the text; and after reading, as a way of evaluating their reading comprehension. Students also liked that in each activity, they had the chance to learn a new reading strategy that helped them to understand the article, due to the fact that they were attracted to images and enjoyable activities.

As the data showed, participants thought that the VLO was a new way of improving reading comprehension and that it facilitated the language learning process because it was easier to develop and participate in the activities proposed. Students considered that the VLO gave them an opportunity that engaged and helped them to know how to use reading strategies, which motivated them to read more and learn English for Specific Purposes.

Sub-Category 2.1 Students' perceptions about the teacher's role

Participants expressed their opinions and the teacher's in the implementation of the VLO and how they felt by being active participants of it. They considered that they played an active role because they were interested in the articles using reading strategies and saw the VLO as an opportunity to learn English. Wiley (2001), defines the teacher's role as the teaching behavior expected from the instructor of the course. This behavior requires the teacher to meet certain requirements of knowledge and skills.

From the data analysis performed, I identified three roles that I adopted while teaching the use of the VLO. First of all, the teacher as a designer and a creator. As a teacher of the course, I was in charge of planning and creating all of the activities; this implied that I had to look for appropriate articles for each reading cycle, adapt the grammar and vocabulary so that it matched with students' level, needs, and interests. Moreover, I learnt how to use the programs EDILIM, Moodle and compile a bank of resources,

(videos, images, sounds and texts) in order to design the activities in the digital format focused on Social Communication and Journalism.

Secondly, the teacher as a creator and online tutor, because I was in charge of designing the VLO, so I had to make a needs analysis, to select and organize the contents, to design the pedagogical strategy, to design the activities and exercises, to evaluate the learning process, to make a careful selection of colors, banners, fonts, images and icons in order to create an attractive VLO presentation to students, to revise the final version to pilot the VLO and implement it. I helped participants to solve any technical difficulty that they encountered while doing the activities, such as the steps to access explained with a Power Point manual, how to locate the activities through the reading cycles, how to submit answers properly in the activities, and how to navigate and locate content in the VLO.

The teacher as an online tutor, refers to when participants at the beginning of the VLO's use had doubts such as, the way to access, activities availability and they asked if they had to pay to access, so as a solution, I considered necessary to help students as an online tutor through chat and e-mail messages. After having all the reading cycles and activities ready in order to clarify doubts, I did a video tutorial in Powtoon program showing students the VLO presentation, distribution of the three reading strategies cycles, the VLO's development and progress as a tour to inform them what they needed to do in each cycle.

Questionnaire

Question 17:¿Qué opina sobre el acompañamiento y tutoría docente recibida en los tres ciclos de trabajo?

Student 5: "Gracias al apoyo de la profesora desarrolle todas las actividades de los ciclos, ya que siempre estuvo atenta y disponible."

Student 6: "La profesora siempre fue flexible y comprensible para hacer todos los ciclos, resolviéndonos las inquietudes incondicionalmente por e-mail o en clase."

Student 30: "Siempre fue muy colaboradora con excelente disposición para entender y aprender más."

[Questionnaire-On November 29th 2016).

Question14:¿Qué opina sobre la retroalimentación de las actividades propuestas en el (VLO) ?

Student 8: "Me sentí bien al recibir retroalimentación más personalizada, con los mensajes de la profesora me motivaron a continuar con las actividades."

Student 9: "La profesora siempre estuvo pendiente en todas las actividades dejándonos ver las fortalezas y debilidades."

Student 11: "Siempre nos motivó a seguir leyendo y a culminar todos los ciclos satisfactoriamente."
Student 12: "El acompañamiento fue excelente, las actividades muy organizadas, la profesora tiene mucha paciencia y la presentación del video al inicio nos dejó claro cómo hacer cada actividad en el VLO"

[Questionnaire - Interview- November 28th 29th /2016.]

As presented above, participants had different perceptions of their participation in the VLO's

activities carried out in teaching reading strategies in ESP at Uninpahu. Students considered that they

were active participants and learners because students were always online interacting through messages in

the VLO or e-mail clarifying any doubt. Also, students agree that they liked the powtoon video's

presentation because it showed the key aspects to participate in the VLO in an appropriate way. They that

they followed the suggestions given and the feedback provided to develop and understand the activities

much better. I clarified the doubts at any time in order to maintain their motivation because they were

always eager and excited to discover the article proposed, the topic, the picture activities, and group

assignments to practice reading strategies and ESP.

Sub-category 2.2 Challenges using Virtual Learning Object

Some perceptions held by participants pointed at challenges found in the process of using the

VLO. One of the issues found after the data analysis interview, questionnaire and student's self-

assessments report was the lack of implementation of virtual tools in the file of English language

teaching. It relies on different aspects such as usability and availability depending on the practical context

in which they are applied. Students considered they needed to know more about the appropriate use of

virtual tools because it was not mandatory to use them in class and as a student states: "Sé que las

herramientas virtuales son importantes pero no las usamos apropiadamente en otros espacios". It allowed

us to consider that students perceived a low virtual tool implementation at the University and they needed

to be more trained and receive explanations about how to use virtual tools effectively in the English

classes.

Interview-Question 15: ¿Cuál es tu opinión sobre Las herramientas y recursos digitales presentados en el (VLO) Journalist Readers?

Student 6: "Son importantes pero no las usamos apropiadamente en otros espacios"

Student 7: "Son necesarias e interesantes nos ayudan a consolidar el conocimiento con la que ya sabemos aunque hay que saberlas usar"

Questionnaire-Question 10: ¿Es fácil para usted acceder a los recursos tecnológicos?

Student 8: "Si me parece que en la actualidad es fácil acceder a cualquier recursos tecnológico"

Student 9: "Si es fácil aunque no hay un recurso como este que tenga artículos en Inglés y fomente la lectura"

Question 11: ¿Tiene conocimientos tecnológicos? Si… No …

Student 13: "Si pero se lo básico como descargar archivos y trabajar en programas sencillos"

Student 15: "Si cuando descargo mis videos y películas favoritas"

[Questionnaire -Interview -On November 28th 29th 2016]

Keeping in mind what students answered in the questionnaire and interview there are there are

aspects which should be considered since they perceived VLO as an important one to be improved in the

teaching of reading strategies through the use of the Virtual Learning Object those are: Complementary

activities to continue consolidating their reading comprehension process and develop a variety of

activities with more topics related to sports, politics and economy and include more activities to

understand technical vocabulary in English. As was expressed by students, there are some journalism

topics they would like to be included into the VLO'S implementation like the ones mentioned before and

the ways to improve VLO'S practice and activities integration.

These are considered the challenges Virtual Learning Object implementation faced or the

difficulties perceived by the participants. These perceptions were considered a challenge for

implementing the virtual tool because teaching reading strategies as a process should be seen from

students' points of view in order to be improved.

Question 9: ¿Qué crees que se pueda mejorar en los otros ciclos del (VLO)?
Student 4:"Incluir más temas de periodismo deportivo, político y económico"

Student 6:"Tener la oportunidad de utilizar estas herramientas en la carrera para tener conocimiento sobre estos espacios virtuales"

Student 7:"Desde el servidor virtual de la universidad que no tenga restricciones para descargar los links"
Student 8:"Se puede pulir la animación en los artículos para leer"
Student 10:"Variar las actividades para practicar la escucha en Inglés"
[Questionnaire -Interview -On November 28th, 29th 2016]

Students considered that the VLO should include listening activities. They suggested that

listening activities helped them to develop this ability better. "Sería incluir actividades de listening en las

que escuchen a otra persona" (Interview question No 17). They expressed that they noticed a lack in

activities to improve their listening skill in the VLO's exercises that could be integrated with the

newspaper articles to increase the ability of understanding podcasts and news. This is an important issue

to consider since the learning of a language includes understanding of the spoken language produced by

different speakers.

Thus, the challenges for the implementation of the VLO for teaching reading strategies were

identified: The inclusion of more varied activities related to Social Communication and Journalism, the

lack of accessibility to a computer and the Internet, and technical problems in an online practice. As

mentioned above, another issue that participants considered is problem solving when developing an

activity in the middle of an online practice, they were concerned about requiring some technical

knowledge to accomplish the tasks in a satisfactory way.

Question 10: ¿Es fácil para usted acceder a los recursos tecnológicos?
Student 5: "Es fácil pero lo puedo hacer cuando estoy en la universidad por que no cuento con servicio de internet en la casa"
Student 8: "Para acceder al servicio de internet lo hago en espacios gratuitos o en la universidad"

With very common opinions, participants agreed on the relevance of receiving training on how to

use virtual tools, to have more opportunities to explore and use many resources available in the present

time. Participants attributed the lack of training in terms of handling these tools, as they mentioned the

lack of access that they have to undergo in their respective contexts "Me queda difícil accerder a un computador y a internet, lo hago cuando estoy en la Universidad".

Question 9: ¿Durante los tres ciclos de lectura, tuvo alguna dificultad al momento de realizar las actividades en el (VLO)? Si… No…

Student 6: "Si el ingreso se demoraba más de los previsto para cargar las actividades en el (VLO) "
Student 8: "Tuve inconveniente con el acceso a internet por que en la universidad repentinamente se caía"
Student 10: "Ingresaba rápido pero el cargar las imágenes de las lecturas se demora más tiempo"
Student 12: "Las instrucciones al estar en Inglés, debía traducir las palabras que no entendiera."
Student 14: "Dudaba mucho al escribir las respuestas en Inglés"
Student 15: "No tener el suficiente tiempo para hacer las lecturas completamente y leer los mensajes de la profesora"
[Questionnaire -Interview -On November 28th ,29th 2016]

Thus, they mentioned that they did not have enough time to complete the whole activities appropriately, so they had to complete them fast, keeping in mind that when reading the newspaper articles, they needed to do it more than three times to understand the topics clearly and to develop the activities correctly, taking advantage of the help tools offered. This was done in spite of the flexibility that the VLO offered in terms of students' schedule availability in order to develop the reading activities.

Category 3: VLO reading strategies as facilitators in ESP

A great amount of participants conceived the virtual learning object (VLO) as a facilitator of the learning process and the idea of making the process of reading easier. This argument was made based on the answers they provided when being asked about how they experienced using the VLO in their reading process in ESP.

A great amount of answers collected in the research instrument applied, showed that participants think that the VLO can make the process of reading in ESP easier, faster, and more efficient.

Questionnaire - Question 1: ¿Describa cómo fue su experiencia en el uso del Virtual Learning Object (VLO) en Inglés con propósitos específicos?

Student 9: "Me gustó mucho participar porque fue una experiencia nueva al leer temas en Inglés sobre mi profesión "

Student 10: "Fue divertida al tener diversas actividades para practicar virtualmente"
[Interview Question 13 Questionnaire and Interview- November 28th2016]

Participants' responses were rooted on the several possibilities and opportunities the VLO gave users and how they could interact in a differently from the traditional way, taking advantage of reading activities for specific purposes that met their specific needs and interests, practicing to accomplish the tasks assigned in the VLO, and using the additional help tools such as links, dictionaries and videos for clarifying all doubts and complement their knowledge.

The reading model chosen for this study, worked as an umbrella for the selection of reading strategies, since reading is conceived as a constructive, meaning-making process that involves the interconnection of four main elements such as, the reader, the text, the activity, and the socio-cultural context. It has to do with the reading strategies proposed by Reading Study group RRSG, (2002) that are integrated through the following reading processes: Before Reading, During Reading, and After Reading. The data collected in the initial tests showed that students had no knowledge of any type in relation to reading strategies in ESP. Apart from that, they were not familiar on how to use them when approaching a newspaper article in English. (See Appendix 18)

In addition, participants considered the VLO to be an accurate means of dealing with time and organization, since a considerable amount of responses focused on time saving aspects and strategies to manage students' reading autonomy. They considered the VLO helped them to be aware of the importance of reading for ESP and provided them with a range of activities and tools that could save valuable time for them. It was announced in the following quotation "Me gusta utilizar las herramientas online porque me ayudan a involucrarme más en mi propio conocimiento…por ejemplo…viendo los videos de Woody Allen, Colombia moda y la entrevista sobre la película Colombiana "Embrace of the Serpent" para aprender más Inglés"(See appendix 11, 12)

To sum up, about the VLO as a facilitator, students considered that the process of reading may become easier when they use this kind of tool, activities, and a huge variety of possibilities to choose what they want to read in ESP, where, and how. The participants of the study considered that this experience allowed them to study in a new and different way learning reading strategies, because the way they read before, it took them more time to understand texts in English, but applying reading strategies helped them to remember the topics, practice English, and consolidate their reading habit. In the interview applied, students expressed that the activities proposed had a purpose in each cycle, which was articulated with the reading strategies as general guidelines about how to read and answer reading comprehension questions in a specific article.

Questionnaire - Question 4:¿Qué opinas sobre las estrategias de lectura **(Reading Strategies)** propuestas en el VLO?

Student 6: "Efectivas porque nos guían mucho, son como pautas sobre como leer en cada momento before, during after Reading y responder las preguntas del artículo".

Interview- Question 5: ¿Cuáles estrategias de lectura te resultan más útiles y porque?

Student 7: "Activación de conocimientos previos, skim, scanning, predecir, identificación de la idea principal. relacionar vocabulario, concluir y hacer preguntas sobre el artículo"

[Interview Question 13 – Questionnaire and Interview- November 28th 29th /2016]

The data collected in the final questionnaire showed that students learnt how to read and understand a text in English by using reading strategies, as these allowed them to understand the articles better.

Questionnaire - Question 8: ¿Cuál es su opinión acerca de las estrategias de lectura **(Reading Strategies)** propuestas en el VLO?

Student 8: " Son estrategias necesarias para comprender en mayor medida los artículos de periódico en Inglés, iniciando desde before Reading que permite el acercamiento al texto y son buenas para mejorar vocabulario y tener la capacidad de hacer conclusiones sobre el texto"

Student 9: "Las estrategias de lectura permitieron que los temas leídos tuvieran un sentido para resaltar lo que el autor quiere informar"

[Interview Question 13 – Questionnaire and Interview- November 28th 29th 2016]

As it was explained previously, I noticed that students expressed the importance of reading strategies in their process of understanding in a better way the articles, based on what they were asked to do in each activity. Therefore, they learnt how to manage the instruction given in each activity and reading strategies guided their comprehension of the articles. Data revealed that students started to connect with the activities; thus, they were very motivated to continue developing the other reading cycles in the VLO, due to the fact that the self-assessment reports presented on it allowed me to see that they did a very good job in relation to the results they got on the initial test. Apart from that, the results of the final test showed that students increased their reading comprehension process and learnt reading strategies integrated in ESP.

As this was a qualitative descriptive study, the VLO was organized in three cycles: In Cycle one, students identified details and built up meaning from the articles. In Cycle two, students improved their ability to understand newspaper articles, and in Cycle three, students took part in the solutions to problems coming from reading newspaper articles and ending with a final test to see how students performed after the implementation of the VLO. Students took their final test on the last day of class which was November/ 23rd / 2016. The test was paper based, and all students took it.

Additionally, to grade each test, I followed the criteria established in the marking system of the initial and final English test, based on students' regulation chapter VIII Sistema de Evaluación y Promoción article 50, June 19th 2009, Acuerdo No 133, based on Consejo Superior Fundación Universitaria Uninpahu. The article states that the evaluation of academic activities should lead to a rating scale of 10 to 50 points. The results from the final test showed that most students passed the final test with good and excellent marks and only few passed the test with a failing mark.

Looking carefully at the graphic of the initial test presented, the figure of the final test and how students did, it is clear that there is a huge difference between the results students got on the initial test and the results students got on their final test. This shows that students really learnt how to use reading

strategies when dealing with newspaper articles in ESP and as a result of this, students improved their reading comprehension as well. In addition, students gained confidence when reading in ESP and afterwards, they felt motivated to continue enhancing this language skill needed in their professional life as students of the Social Communication and Journalism program, by being more active readers thanks to the strengths they built. Graphic 3 illustrates the initial and final reading tests.
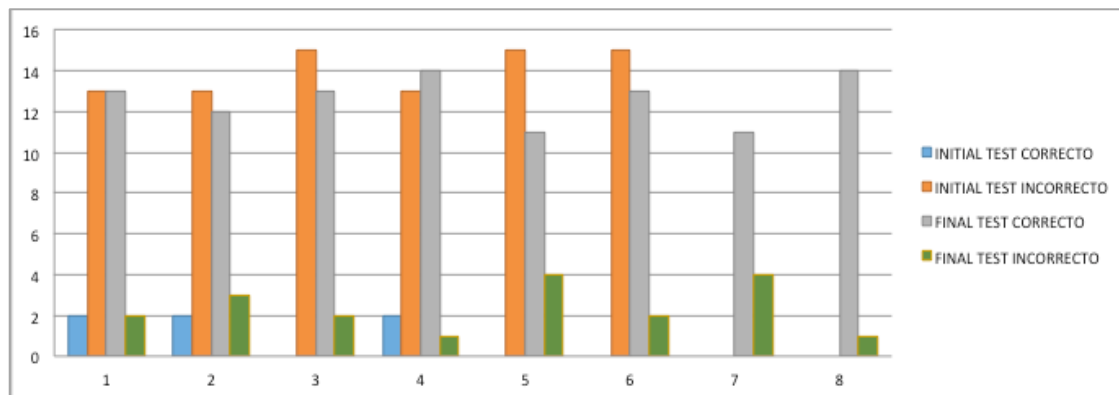
Graphic 3.   Initial Test vs. Final Test

Based on the results, students seemed to perform exceptionally well on the final tests because they were able to answer most of the questions well, although they needed to continue consolidating reading strategies to improve their ability to make inferences and organize events based on the information in newspaper articles. As a teacher of the VLO, I observed that students gained confidence when reading in ESP and felt motivated to continue enhancing the reading process needed in their professional life; thus, they recognized the tool as a facilitator to improve their reading skills.

Category 4: VLO as a motivational tool towards reading articles in ESP

This category emerged after having coded and analyzed the answers given by participants when they were asked about the possible solutions they may find after using the Virtual Learning object (VLO), which as centered on teaching reading strategies in ESP in their daily practice. Students showed their

interest in improving their reading comprehension process to complement their profession as journalists

and understanding topics presented in newspapers. A common opinion about the benefits of using the

VLO was because "ofrece flexibilidad, es práctico, novedoso motivándonos a aprender y a leer inglés"

(Questionnaire –question1, See Appendix 11).

Question 1: Describa cómo fue su experiencia en el uso del Virtual Learning Object (VLO) con propósitos específicos?

Student 1:"Fue una experiencia novedosa; ya que nunca había realizado actividades de lectura online, el cual me permitió aprender nuevos temas en Inglés y aumentar mi confianza para leer"

Student 10: "Tuve una experiencia positiva porque me motivo a leer más y en Inglés que me parece un idioma difícil de aprender, también que fue diferente al no tener que estudiar con el libro de Ingles haciendo actividades más interactivas e interesantes.

Student 11:"Opino que fue agradable y creativa por la manera en que se desarrollaron los ciclos de lectura organizadamente la seguridad que fui adquiriendo para poder desarrollar todas las actividades "

[Questionnaire - Interview November 28th, 29th / 2016]

The previous information was collected with the responses of participants after students provided

the self-assessment report and interview. It found that, once again, they considered VLO as a way in

which motivation was on-the-spot, thanks to the variety of activities they were able to do, such as: Visual

aids, newspaper links, websites, and YouTube videos among others. As Swan states: "Technology offers

the potential to help students be effective in the construction of their personal motivational strategies"

(2003). In addition to this, it has been found that some studies that have included Virtual Objects revealed

additional advantages: they appeared to be an effective vehicle for students to communicate using forums

and chats for interacting, playing, and exchanging personal information and assistance. Students were

able to express ideas when they felt motivated and they were able to do so at their own pace, taking the

time to think and participate in activities. All of the previous opportunities for enriching the reading

comprehension process embraced the use of the Virtual Learning Object focused on the teaching of

reading strategies, which has been an important process to facilitate students' reading comprehension in a

different way.

This category describes the motivation of students about reading texts and articles in ESP through the use of the VLO. Lopera (2014) presents a list of macro-strategies for motivation in a virtual resource focused on the teaching of reading comprehension. The author presents some strategies and detailed examples that need to be taken into account when designing and implementing the activities with a pedagogical intention, promoting learners' self-confidence, increasing learners' goal-orienteers, creating a pleasant climate, showing a proper teacher's behavior, and recognizing students' effort in which motivation is one of the most important aspects in language learning. Furthermore, teachers need to help students build their self-confidence, so that they feel comfortable when exploring their strengths and skills.

As explained previously, the teacher is a key part of students' motivation and interests; for this reason, as a VLO teacher I planned and organized the VLO with a variety of tools and games associated to students' field of action. I designed and selected in a careful way each one of the readings, images, and activities to give an excellent impression to my students in the first meeting that included the VLO presentation. I presented the information in a colorful and illustrative fashion, including the main goals and instructions to participate in an organized and sequential way. I also shared with them the benefits of being a part of the implementation of this tool, taking advantage of access to links, videos, dictionaries and an online translator, showing them the advantages for their learning process in ESP.

The data from the questionnaire showed that students were excited of being a part of the VLO that was different and specifically designed for their area of study. Students expressed that at first, they were not interested in the English language maybe due to previous negative experiences, but after participating in the VLO, their vision changed and they wanted to continue improving their reading skills.

Questionnaire - Question 1: Describa cómo fue su experiencia en el uso del Virtual Learning Object (VLO) con propósitos específicos?

Student 11: "Divertida, al integrar diferentes actividades que hacían de los artículos más interesantes y entretenidos"

Interview
Question 19: ¿Qué opina sobre los tres ciclos de lectura desarrollados en el (VLO)?
Question 22: ¿Considera que el Objeto Virtual de Aprendizaje (VLO) para propósitos específicos, contribuyo al aprendizaje o mejoramiento de su comprensión lectora en Inglés?

Student 13: "Si porque obtuve mayor seguridad de poder leer en Inglés, desarrollando las actividades a mi ritmo de aprendizaje, a la disponibilidad de mi tiempo y mayor comodidad."

Student 4: "Es una forma de aprendizaje nuevo gracias a la acompañamiento de la profesora, ayudándome a leer mejor, en mi profesión y en mi vida."

Student 5: "El VLO hizo concientizarme sobre la importancia de la lectura y aprovechamiento de las herramientas virtuales facilitadas para entender mejor los artículos."

Question 23 : 23.¿Considera que un Objeto virtual de aprendizaje (OVA) o (VLO) con estrategias de lectura en Inglés para propósitos específicos le resulto beneficioso? Si…. No…. ¿Por qué?

Student 6: "Debo resaltar que el curso me beneficio mucho al poder desarrollar las actividades desde la casa, con varias oportunidades de intento en los crucigramas, juegos y rompecabezas con temas de mi profesión motivándome a leer artículos en Inglés."

Student 7: "Si me ayudo a entender mejor los artículos en Inglés , de una forma sencilla y cómoda."

Student 8: "Si el VLO es diferente a las clases en el salón permitiéndome opinar libremente sobre los artículos."

[Questionnaire - Interview November 28th· 29th / 2016]

To sum up, let me state that participants in the VLO conceived it as a possibility for improving their reading strategies and comprehension process with a variety of activities, which also allowed them to overcome difficult reading habits or situations in the classroom. One of the usual problematic situations students encountered was the lack of motivation they had towards reading articles in English. This can be positively and worthy changed by the implementation of Virtual Learning Objects tools, as students find more chances to read and feel their reading process more consciously. Research findings support these arguments about Virtual Learning Objects as motivational tools when asserting that within a learning environment supported by a virtual tool, an individual felt an increase in the amount of intrinsic motivation (Wang & Reeves, 2006). That is to say, that the uses of interactive Virtual Learning Objects provide students with a valuable guide for participating in a variety of activities where learners feel encouraged to read in more meaningful and effective ways.

Sub-category 4.1: Virtual Learning Object as an alternative for learning vocabulary in ESP

This category refers to the way participants appropriated the academic vocabulary presented during the implementation of the VLO for teaching reading strategies in ESP and how students responded to it. The VLO's activities included vocabulary games, puzzles, and find secret words, among other exercises, so that students could identify unfamiliar words and be prepared to later interact with the article.

The implementation of the VLO is an alternative for learning vocabulary because it encompasses two aspects: The advantages of integrating images to contextualize the newspaper articles, taking into account that one of the main purposes of ESP is to get students familiar with the subject lexicon, and understanding of technical and discipline topics related to the text (Dudley Evans and St John 2007), the VLO provides participants with different ways to consolidate the vocabulary related to their profession.

Questionnaire - Question 19: ¿Durante los tres ciclos de lectura, tuvo alguna dificultad al momento de realizar las actividades en el (VLO)?

Student 9: "Si, el poder entender las instrucciones de las actividades al estar en Inglés"

Student 10: "El leer varias veces para poder unir la palabra con las definiciones de acuerdo con el artículo"

Student 3: "A pesar de que las imágenes contextualizan más fácil el artículo, aun así me sentía insegura con acertar en las actividades del vocabulario"

[Questionnaire - Interview November 28th 29th / 2016]

Students when started the initial cycle in the VLO they had a lot of expectations and concerns. Expectations because they were excited about being part of theVLO for teaching reading strategies in ESP to their professional program; concerns because they felt that they lacked the technical vocabulary to understand newspapers articles.

Questionnaire - Question 19: ¿Qué opina sobre los tres ciclos de lectura desarrollados en el (VLO)?

Student 4: "Inicialmente me costó mucho trabajo adaptarme a las actividades de lectura en el ciclo 1, pero a medida que fui conociendo el VLO me gusto para continuar"

Student 5: "Las actividades permiten entender los artículos y reforzar el vocabulario por medio de los juegos motivándome a leer"

Studetn's self-assessment report

Student 6: "Identifique palabras claves presentadas en los artículos"

Student 7: "El vocabulario aprendido me sirvió para relacionarlos con otros artículos"

[Questionnaire - Interview November 28th 29th / 2016]

As it is shown above, VLO's activities are used to practice reading integrating vocabulary, as an alternative to improve students' understanding when reading newspaper articles. At the beginning of the use of the VLO, students started to interact with the activities designed and pointed out that they liked the vocabulary activities that incorporated games and images to illustrate the meaning of words without looking up their definition in translators.

In the data gathered, students expressed that they had learnt new vocabulary and they had also understood the importance of connecting words through pictures, to know the meaning of a word without translation methods. Additionally, the fact that they could associate the key vocabulary presented in each reading cycle, made them feel more confident when reading and developing the activities.

Question 22: ¿Considera que el Objeto Virtual de Aprendizaje (VLO) para propósitos específicos, contribuyo al aprendizaje o mejoramiento de su comprensión lectora en Inglés?

Student 7: "Por medio del VLO aprendí a leer mejor y adquirir mas vocabulario en Ingles a mi propio ritmo de aprendizaje y tiempo"

Student 8: "Las actividades de rompecabezas, sopas de letras, crucigramas y encontrar palabras secretas me facilitaron mucho la comprensión de los artículos sin necesidad de usar el traductor "

Student 9: "Aprendí palabras técnicas sobre periodismo en Ingles"

[Questionnaire - Interview November 28th 29th / 2016]

Category 5: Virtual Learning Object as a promoter of Independent Learning

In this category, a great amount of our participants expressed that the use of a Virtual Object was an independent learning promoter because they could access when they needed to, they complemented their professional topics and they could see and monitor their progress. According to Benson, (2001) , the fact that Virtual Objects promote …"the use of computers and other elements in an independent way is a form of creating the constructions from direct experience, rather than one who responds to someone's instruction," which means that users need the opportunity of surfing, exploring, and going beyond just by being a user in a computer.

The information obtained from the research instruments allowed me to deduce that not only the participants believed that VLO promoted independent learning, but that it also promoted another added value, that is responsibility, it appears highlighted in some of the answers given by students. The analysis of the answers also lets me highlight that a VLO is a great tool in a positive sense, when students wrote adjectives such us essential and responsible with a high degree of learning without a teacher.

The opportunity of using virtual tools is conceived as an independent learning promoter for the degree of responsibility and work they demand for the users without external sources, but only counting on their own capacity to explore and inquire about new topics and activities. Benson (2001) claims that learners make decisions and independent actions, especially working with an adult population, as teachers need to create a positive atmosphere where student's achievements and efforts are recognized. In the VLO's tools, students saw the integration of activities that were developed keeping track of their progress and amount of tries, which let them increase their self-confidence and fe more comfortable when exploring their strengths or weaknesses.

Questionnaire - Question 19:¿Qué opina sobre los 3 ciclos de lectura desarrollados en el (VLO)?

Student 10: "Gracias al desarrollo de las lecturas en los tres ciclos y aplicando las estrategias de lectura, ahora me siento capaz de entender un artículo en Inglés y entenderlo fácilmente sin tener que estar con la profesora"

Student 11: "Me gustaron mucho las lecturas; ya que no me gustaba leer y menos en Inglés, pero el VLO hizo interesarme en desarrollar las actividades dejando de lado experiencias negativas de aprender Inglés"
[Questionnaire -Interview -On November 28ᵗʰ ₂₉ₜₕ , 2016]

The previous analysis of data led to provide and answer to the research question previously

established. For the purposes of this study, the data were gathered through instruments which could

provide them with deep and ready-witted insights and ideas from student's perceptions and opinions

about the VLO and its tools. Students considered the VLO as an important future tool, since it allowed

them to get involved in new ways of facing the reading comprehension process. Moreover, it was

noticeable in their answers their great interests in being a part on how to use reading strategies effectively

through a VLO that they considered as a suitable tool for changing traditional English classes.

Questionnaire - Question 19:¿Qué opina sobre los 3 ciclos de lectura desarrollados en el (VLO)?

Student 13: "Fui consciente de tener que dedicar más tiempo en leer los artículos en inglés para poderlos entender usando las estrategias de lectura"

Student 14: "Excelentes porque me permitió entender el Inglés de una forma diferente al realizar cada actividad paso a paso con las estrategias de lectura ayudándonos a entender los artículos"
 [Questionnaire - Interview November 28ᵗʰ 29ᵗʰ / 2016]

In this section, participants in my study reported several perceptions of their progress and

performance in the VLO. Students mentioned that they perceived a great amount of benefits when they

developed the self-assessment because they had the opportunity to check their understanding and reading

comprehension of each cycle in an individual way. This was an individual and personal process that made

them become more responsible and committed to activities as independent learners. They also reported

that self-assessment was coherent with the activities and topics previously taught in each cycle. Also,

students pointed out that they loved the fact that they could work anytime, anywhere, as long as they had

internet connection; this allowed them to manage their own schedules and time. In regards to the

independent learning aspect, this is relevant because we can highlight the way VLO tools encouraged

learners to work on the reading activities based on the possibilities it offersed to work during their own time and conditions. Chamot et al (2009) assert that independent learners facilitate their learning taking advantage of the situational strategies they required and are provided to be applied in a variety of contexts. Apart from that, students expressed that they felt less stressed because they had the opportunity to go back and try the activities again, which allowed them to build self-confidence.

Questionnaire- Question 24: ¿En su opinión, Cual es el principal beneficio de estudiar con de un Objeto virtual de aprendizaje (OVA) o (VLO)?

A) Autonomía 10 ss

B) Accesibilidad 1s

C) Precio 1s

D) Flexibilidad 3 s

E) Otro ¿Cuál

Student 6: "Me parece que la flexibilidad para desarrollar las actividades es primordial porque uno ya sabe lo que tiene que hacer de manera responsable y comprometida"

Student 7: "Pude afianzar mis conocimientos en cuanto a las actividades virtuales del VLO, la lectura y el Inglés con propósitos específicos"

Student 8: "Al escoger mi propio tiempo y disponibilidad me parece de gran beneficio el VLO, a los que nos toca estudiar y trabajar a la vez "

Question 23: ¿Considera que un Objeto Virtual de aprendizaje (OVA) o (VLO) con estrategias de lectura en Inglés con propósitos específicos le resultó beneficioso? Si…. No… ¿Por qué?

Student 3: "Me ayudo a fortalecer mi autonomía al realizar todos los ciclos de lectura y entender los artículos"
Student 4: "Me exigí mas en leer los artículos en Inglés y complementarlo con mis propios reportes de progreso"

Student 5: "Me gustó mucho porque no me sentí presionado por una nota; aprendiendo sin sentirme obligado"

Question 22: ¿Considera que el Objeto Virtual de Aprendizaje (VLO) con propósitos específicos, contribuyo al aprendizaje o mejoramiento de su comprensión lectora en Inglés?

Student 6: "Es excelente porque uno sabe que debe conectarse, es cuestión de tener el acceso a internet desde la casa o la universidad y hacer las lecturas con calma y bien hechas"

Student 7: "A parte de que este espacio no genera ningún costo, se nota la calidad de los artículos y actividades en Inglés con propósitos específicos."

Interview

Question 15: Qué crees que se pueda mejorar en los otros ciclos del curso?

Student 8: "Sería bueno continuar con este espacio; para fortalecer la lectura y comprensión del idioma Inglés"

[Questionnaire -Interview -On November 28th , 29th 2016]

To conclude, Virtual Learning Objects are generally conceived to have certain properties or added values in the teaching and learning process in English for Specific Purposes, since participants highlighted the chances these tools offered. Some of these are reading articles about people's profession from specialized newspapers, practicing exercises online in an interactive and different way; especially having the opportunity to access from any place, highly represents an experience that promotes the development of certain independent learning through reading comprehension strategies process and using the VLO.

CHAPTER 6

Conclusions and Recommendations

This chapter presents the main conclusions of the research study according to the data analysis and findings.

The conclusions obtained in this qualitative descriptive research study can be summarized according to the research questions that inspired it. In response to the first question: What is the impact of using a Virtual Learning Object (VLO) centered on the teaching of reading strategies in ESP to students at Fundación Universitaria Uninpahu? The data showed that the implementation of the VLO had a significant impact on the following main three aspects: VLO as an enhancing tool, VLO reading strategies as a facilitator in ESP, and VLO as a motivational tool towards reading articles in ESP including VLO as an alternative for learning vocabulary in ESP.

The first finding was that students could demonstrate the abilities they had, indicating a better performance in their understanding at the moment of reading newspaper articles and texts related to their profession, Social Communication and Journalism. Participants identified the VLO's benefits when they considered that it increased the possibilities of being focused on reading comprehension. This was due to the fact that reading strategies became useful guidelines to understand newspaper articles through the virtual tool, because it offered a variety of activities to be familiar with the articles, such as crosswords, games, matching words and others; interacting in a different way with the articles and understanding them step by step following a reading process.

Besides, students became aware of the importance of applying reading strategies taught in the VLO, to know the process of reading newspapers and academic texts in a better way. This happened when they had to extract relevant details and specific vocabulary in context for improving their reading comprehension with the use of reading strategies such as: Activate previous knowledge, skimming,

scanning, and making conclusions. As a result of this, students improved the reading comprehension process they had at the beginning of the VLO'S participation, which showed that reading strategies were important for their reading skills, seen as a new way of understanding texts different from how they used to do it. After participating with the virtual tool, students took a final reading test that showed the contrast to see their progress and performance after being familiar with the VLO, as a great tool to teach reading strategies in ESP. This with the intention of supporting students in the process of extracting and constructing meaning becoming skilled, active readers and clarifying information in a more flexible way.

Identifying these different aspects in the VLO's implementation and use, students followed a reading sequence proposed by The RAND Reading Study Group (2002) before, during, and after the reading in order to be interconnected and promoting a specific orientation that determined somehow the reading process that undergoes when using the VLO. Participants highlighted that the VLO was a motivational tool because some of them had to work and study at the same time; thus, they considered that the VLO offered time flexibility, practicability, and innovation in order to read topics integrated to their profession as journalists in a fun, interesting, and enthusiastic way.

In connection to this, as a teacher of the VLO, I observed participants' changes towards learning by becoming more active readers and working with a lot dedication and patience. Their motivation was a key aspect that encouraged me as teacher to continue looking for the best resources to complement the teaching and learning process. The teacher is a motivational component to engage students in the academic spaces when guiding the different sources of information provided in virtual tools, keeping in mind that the fundamental aspects are the knowledge and information that derive from them. This fact makes it possible to assume a heuristic conception understood as the activity of the teacher aimed at leading students to make innovations favorable to their own process and context (Delmoral, M. & Cernea, D. 2005); that is to say, it transcends a mechanical conception of knowledge through the virtual tool, a process of discovery, invention, resolution of problems or difficulties, fully appreciating one's own creative capacity (The RAND study 2002). Finally, participants expressed to have gained confidence at

the time of reading the newspaper articles dealing with unfamiliar words. In this case, the VLO was an

alternative for learning vocabulary because it involved reading strategies activities as a process, breaking

down the article's topics through reading strategies where students were developing their reading

comprehension process in an efficient and different way. This was done with the use of virtual tools and

interactive activities (vocabulary games, puzzles, finding secret words, etc.) and other interesting tools

that provided them with the opportunity to interact with technical complex words and build their own

vocabulary skills.

Considering the second research question of this study, what are students' perceptions of the

implementation of a Virtual Learning Object (VLO) to teach reading strategies in English for Specific

Purposes (ESP)?

The data revealed that the VLOs offered participants the opportunity to know how to read newspaper

articles in ESP. The participants shared their experience, knowledge, and perceptions about the VLO's

implementation and use within four main aspects: VLO as a complement and opportunities, challenges

using the VLO, VLO as a promoter of independent learning and students' perceptions about the teacher's

role.

Participants considered relevant the VLO when they agreed that it was a key tool to develop at any

time and at any place the reading comprehension process. According to them, it also complemented their

learning of English centered on their professions, which allowed to qualify their practices, gave them a

plus to reinforce the topics outside the classroom, and they perceived it as an easy and practical tool that

contained a lot of strengths and aspects to improve too. Among the strengths, they mentioned the

importance of content, interaction achieved, usefulness in developing reading strategies proposed in each

reading cycle (before, during, and after the reading), the benefits encountered in complementary tools

such as videos, presentations, links, files, etc. The promotion of developing independent learning

according to students' needs and interests which allowed interaction and the promotion of collaborative learning.

In relation to the VLO's aspects to be improved, students complained about technical problems such as internet access to enter the VLO, the slow speed which made the execution slow and created insecurity when using the VLO. Another aspect to be improved is related to the need to make a greater selection of contents by expanding the thematic possibilities in social communication and journalism and including more sports, economy, and politics topics complemented with audio programs. Finally, they expressed to take into consideration strengthening the virtual tool in terms of increasing the interaction in relation to the images and variety of games that can be integrated with the topics covered.

Although participants affirmed that the VLO focused on teaching reading strategies, it was good and useful to support the reading process in ESP, it required improvement and complementation with the mentioned aspects. The following aspect corresponds to the students' perceptions regarding the use of the VLO; they considered that virtual tools offered several benefits because they allowed them to become involved in new ways of approaching the teaching and learning process; the VLO became a friendly space that changed the perception students had of reading in English as boring and monotonous. Thus, after participating in it, students realized that reading in ESP through the VLO was a varied, fun, and motivational activity.

Participants expressed that the VLO promoted independent learning and it also promoted another added value, that is responsibility, which appears highlighted in some of the answers given by students. As a VLO teacher, I could notice that the reading process articulated with a virtual tool, should necessarily be modeled and instructed, allowing students to be aware of the type of strategies they were using and vocabulary clues in order to make sense out of the readings and recognizing the different possibilities that the virtual tools offered. They reported VLOs in their reading self-assessments, as important activities that provided them with the opportunity to monitor their own learning process and

check which aspects needed more reinforcement and practice in order to develop their independent reading process in a beneficial and progressive way to attain better results. A final aspect is students' perceptions about the teacher's role, in which they highlighted that thanks to her encouragement, they could complete and develop all the VLO's activities. This was because at the time to start the participation, the activities were already organized and the manual explained the main VLO's issues to take into account step by step, which avoided misunderstandings. They recognized the teacher's effort and dedication perceived as a passionate person in her role, willing to help and clarify any doubt that determined their progress and performance in the VLO. In my teaching practice, this research study helped me to realize the importance of guiding students in their reading processes and to review different pedagogical strategies to achieve the goals proposed. I definitely consider that teachers should enhance students' reading comprehension by giving them those tools to be successful in their reading processes integrated with ICTs resources.

On the other hand, the participants believed that the VLO not only attracted them to strengthen reading, but it was also a necessary and often indispensable resource for the advance of class activities; they affirmed that they were necessary tools to strengthen and reinforce the reading habits and understanding of the subjects. Students stated the importance of using virtual tools in English classes, as well as having the facility to use them. They pointed out that in spite of the limitations and difficulties; they wanted their English classes to include virtual tools.

> Finally, this research study provided the perceptions and impacts that students had by participating in the VLO, which motivated them to learn reading strategies and consolidate their professional knowledge, since the VLO was seen as innovative, beneficial, and facilitating. Besides, the VLO gained relevance when students got familiar with common situations and topics presented in the VLO's activities, where they expressed that it was easy for them to know and develop the activities proposed. It is worthy engaging students with interesting readings, searching to stimulate their interest and curiosity, which this activity guarantees. Hence, they

succeeded in loving reading and looking at it as a nice free time activity to spend with the

enrichment of new experiences and knowledge of the world. Therefore, it was highlighted the

importance of implementing virtual tools like the VLO for teaching reading strategies, to respond

to participants' needs and accompaniment to students of the Social Communication and

Journalism program, in order to facilitate academic processes, independent learning, and

strengthening the reading comprehension process in ESP.

Limitations and Questions for Further Research

The experience in the development of this study was gratifying and rewarding both personally and

professionally; however, there were three main limitations that I had developing this research study. The

main limitation was related to the lack of time for reading newspaper articles. The students really liked

the VLO's activities and wanted to continue with virtual participation practice. During the VLO's

implementation, there were time constraints that forced me, as the teacher in charge, to reduce the lesson

plan sessions to the most important ones because the semester finished on November 30th / 2016 and

students completed the missing ones at home, even though they also had many tasks from other classes.

Nevertheless, I consider they could reinforce and practice more taking advantage of reading strategies as

opportunities to read and deepen in their understanding of new information.

Regarding the scope of this study, promoting the VLO, entailed teaching learners how to apply

reading strategies, support, and monitoring their progress. In consequence, the second limitation was the

lack of face to face sessions to provide deep feedback to students about their performance and progress on

the reading activities. I noticed that due to the duration of the pedagogical intervention, the strategic

training in learning all the reading strategies required more individual training. This is because data

evidenced that students had difficulties to clearly understand full tests in English and be familiar with the

reading strategies at the beginning of reading in cycle one. Despite time limitations, we fulfilled the

objectives and I provided feedback to students through e-mail and VLO messages to avoid any misunderstanding and provide them timely clarification.

The final limitation has to do with technical problems with the Internet, Some of these were Internet access to enter the VLO, the low speed, making navigation slow and unstable which was the reason why some students took more time than others to complete all reading cycles. As a result, it was necessary to re-schedule some activities. Then, some students attributed the lack of access that they had to undergo in their respective context; thus, they had to look for a place to get closer to a computer or the Internet in their houses or even in public places they did the activities arriving earlier to Uninpahu University library or the computer's room to fulfill the assignments appropriately.

Further Research

After conducting this study, several questions and concerns emerged regarding the implementation and use of the Virtual Learning Object and reading strategies in English for Specific Purposes. Due to the fact that this study aimed at describing students' perceptions around a VLO, there were some common and permanent patterns that made me reflect upon further studies. One of the three aspects I present, is students' independent learning process when they developed the VLO's activities, which should be examined in depth as an interesting research study to explore how students consolidate their independent learning process influenced by teachers and classmates simultaneously. I constantly noticed these two processes are tight together.

Even though I was equipped with declarative knowledge about what to teach and how to do it, self-monitoring of the independent learning aspect is required through how teaching reading strategies characterizes the development of independent learning. Monitoring of my teaching procedures might allow me observe and reflect upon the teaching strategies I used and on the nature of interactions we set up, which favor the development of independent learning, Benson and Voller (1997, p.113). Further examination of these aspects would help us to develop as expert and independent teachers.

Regarding the participants of the study, another interesting issue to consider for carrying out a research is related to the use of the first language (Spanish) by the teacher and the students in ESP, since it was evidenced that the role of Spanish was essential in the development of the teaching practice around issues like negotiation, interaction and feedback, which could be usefully investigated.

Concerning the questions for further research studies, it is worth mentioning some possible issues that emerged during the implementation and use of the VLO. What does the implementation and use of a Virtual Learning Object to teach reading strategies reveal about the construction of meaning in reading a newspaper article? This question came up taking into consideration that reading is also a social practice that includes interaction among the author, the context, people, experiences, background knowledge, motivation, feelings, and reactions. The RAND study (2002) states that: "Reading is a social practice because the activity of reading presupposes reading the social world and introduces the potential for critical, resistant readings, not simply accommodations to the given text."

Recommendations

As I mentioned earlier, conducting this descriptive qualitative study has motivated me to reflect upon issues related to my language teaching practice. Thus, I want to highlight the main recommendation that emerged from the design and implementation of the VLO to teach reading strategies in ESP, regarding the participants of the study and the context where it took place. It is the complement of time, because I was the normal class teacher for second semester students in the English course, level II in the Social Communication and Journalism program and at the end of the class, I asked them to socialize the development of their VLOs with me and to clarify any doubts. However, they were greatly motivated and they always showed high interest in participating in the VLO's beginning and end, always doing their best. Therefore, I assumed my teaching role online because the class time was not enough to do so. Based on the facts mentioned when teachers design and implement a virtual learning object, it is necessary to establish a balance between online class sessions and face to face meetings to provide students support,

appropriate feedback, a model, and demonstrate with examples the correct way to develop the activities to

enhance the achievements proposed.

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Appendices

Appendix 1 Institutional Consent Form

INSTITUTIONAL CONSENT FORM

Bogotá, 27 de Abril de 2015

Uninpahu

Señor:

Pedro Adolfo Cabrejo Ruiz
Coordinador Unidad de Idiomas

Reciba un cordial **saludo,**

Yo, Sandra Cecilia Hernández Urrego, identificada con cedula de ciudadanía No 52861202 de Bogotá, me dirijo a usted con el fin de solicitar su autorización y colaboración para llevar a cabo mi proyecto de investigación de la Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional con un grupo de estudiantes del grupo Idioma Extranjero 2/ 002 del programa "Profesional en Comunicación Social y Periodismo".

El objetivo de mi proyecto es el diseño e implementación de un objeto virtual de aprendizaje (OVA) como herramienta didáctico pedagógica con una intensión investigativa encaminada a fortalecer la habilidad de comprensión de lectura en inglés como lengua extranjera- EFL- a través de diversas actividades, ejercicios y recursos online para trabajar colaborativamente.

El proyecto se realizará a partir de propósitos específicos para cubrir las necesidades de la lectura en inglés de textos académicos, las cuales se encuentran evidenciadas en los resultados de la sección de comprensión de lectura en inglés del examen que presentan los estudiantes en los tres cortes del semestre de la Fundación Universitaria Uninpahu.
La participación en este proyecto es voluntaria y no tiene costo alguno y/o beneficio económico. La información que se recoja será estrictamente confidencial y no se utilizará para ningún otro propósito.

Cualquier duda o inquietud sobre el proyecto será resuelta. Por todo lo anterior agradezco la atención y colaboración para llevar a cabo el proyecto de investigación a lo largo del semestre.

Declaración de consentimiento:

Yo Pedro Adolfo Cabrejo Ruiz he leído la anterior información y concedo la autorización a la docente Sandra Cecilia Hernández Urrego identificada con cedula de ciudadanía No 52861202 de Bogotá para el desarrollo del proyecto de investigación previamente planteado.

Firma _____ Día 28 Mes 04 Año 2015

Por todo lo anterior agradezco la atención y colaboración.

Cordialmente.

Sandra Cecilia Hernández Urrego
Docente de Inglés
MELE UPN en curso 2015

Appendix 2 Student's Informed Consent Form

STUDENT'S INFORMED CONSENT FORM

DECLARACION DE CONSENTIMIENTO

Apreciados estudiantes de la Fundación Universitaria Uninpahu del programa Tecnología en Comunicación Social y periodismo

Reciban un cordial saludo,

Yo, Sandra Cecilia Hernández Urrego docente licenciada en Humanidades e inglés, me dirijo a ustedes con el fin de informarles que estaré llevando a cabo un proyecto de investigación como parte de mis estudios de Maestría en Enseñanza de Lenguas Extranjeras en la Universidad Pedagógica Nacional. Este proyecto me permitirá continuar mejorando mi práctica pedagógica docente y así mismo adquirir experiencia en el diseño e implementación de un objeto virtual (OVA) direccionado al mejoramiento de la competencia lectora y fortalecimiento del aprendizaje autónomo en inglés como lengua extranjera (EFL).

El proyecto de investigación tiene como propósito la implementación de un objeto virtual de aprendizaje (OVA), como herramienta didáctico pedagógica encaminado a fortalecer la habilidad de lectura en inglés como lengua extranjera EFL, en el grupo de Inglés 2 de segundo semestre. Como parte de esta investigación es necesario recoger datos basados en las actividades, recursos y materiales utilizados en el (OVA). Ustedes serán invitados a participar en entrevistas, encuestas y otros procedimientos para adquirir y analizar la información pertinente de la investigación.

La participación en este proyecto es voluntaria y no tiene costo alguno. La información que se recoja será estrictamente confidencial y no se utilizara para ningún otro propósito fuera de los estipulados en esta investigación.

Cualquier duda o inquietud sobre el proyecto será resuelta, igualmente puede retirarse del proyecto en cualquier momento sin que eso lo perjudique de ninguna manera.

Declaración de consentimiento:

Yo _Jennifer Rodriguez Medina_ he leído la anterior información y acepto participar voluntariamente en el proyecto de investigación que se llevara a cabo a lo largo del espacio académico por Sandra Cecilia Hernández Urrego – estudiante de la Maestría en enseñanza de Lenguas Extranjeras de UPN, Bogotá, DC.

Firma _Jennifer Rodriguez_   Día _20_ Mes _11_ Año 2015

Por todo lo anterior agradezco la atención y colaboración.

Cordialmente,

Sandra Cecilia Hernández Urrego
Docente de Inglés
MELE UPN en curso 2015
E-mail: learningenglish77@hotmail.com

Appendix 3 Sample Term Test English 2 Second Semester

1. Write a verb in each blank. Use the correct forms of the VERBS:

1. Can you DRIVE a car And a motorbike?
2. Tim can IN THE CONCERT the guitar?
3. Sam is Drinking milk at the moment?
4. "Who is that lady?"
5. "I don't Swimming in The river
6. Emma can Study Spanish and German, but her sister can't.
7. I'm Studying for my homework now.
8. What is your name, please."
9. Excuse me. Can I ask you a question?
10. Please go to the supermarket and eat some cheese.

2. Read the dialogue and complete the sentences with _have_ or _has_. Some sentences are negative.

11. He has any money. He needs to find a job.
12. We have an old car. It's almost ten years old!
13. Do you have any whole wheat bread?
14. It has an excellent view of the lake.
15. They have a dog because their apartment doesn't allow pets.

3. Read and choose the best answer.

The Perfect Place

Suzanna is moving into a new apartment today. She is taking a break now. She is chatting with her friend Alejandro online.

S:Hey, Alejandro! How are you? What are you doing? I'm moving into my new apartment today.
A:Really? That's great! Would you like some help?
S:No. That's OK. There are a lot of people helping me now. My mom and dad are in the bedroom. My father is painting the walls pink. I love pink!
A:Yes, I know. Wow! A pink bedroom! That's cool!
S:Yeah. It looks really good. My mother is putting together the bedroom furniture. There is a new bed, but I am keeping my old dresser and tables.
A:A new bed? Is anything else new?
S:Well, the movers are putting up new curtains in the living room now. And

Initial Reading Comprehension tests Before VLO'S enrollment

there is a new sofa and table in the living room, too.

A: Wow! You have a lot of new stuff.

S: Yes. But I am keeping a lot of my old stuff, too. I am keeping my old chair, my refrigerator, the microwave, and all my pictures.

A: Uh . . . that's good.

S: Actually, I am putting up some of the pictures now. They look great! I am really excited about my new place.

A: Yeah. It sounds great. I am coming over now to take a look!

S: That would be great. See you soon!

16. _____C_____ is painting the walls.
a. Suzanna
b. Alejandro
c. Suzanna's mother
d. Suzanna's father

17. _____C_____ is not in Suzanna's apartment.
a. Alejandro
b. Suzanna's mother
c. Suzanna's father
d. Suzanna

18. The movers are _____b_____
a. in the living room
b. in the bedroom
c. in the kitchen
d. in the bathroom

19. _____c_____ putting up curtains.
a. Suzanna's mother is
b. Suzanna is
c. The movers are
d. Alejandro is

20. There is a new table in the _____a_____
a. living room
b. dining room
c. kitchen
d. bedroom

4. Complete the sentences with the words from the box.

's	Is	are	isn't	aren't

21. They love to watch TV: There ___is___ a television in every room of their house.

22. We'll have to stand. There ___'s___ any more chairs.

23. ___Is___ there a Chinese restaurant on Main Street?

24. There ___Is___ some eggs in the refrigerator.

25. We can't make a call. There ___Aren't___ a phone in the conference room.

Appendix 4.   Virtual Learning Object (VLO) Calendar

Oct 2016	2 TEACHER'S JOURNAL	3 VLO implantation	4	5	6	7	8
	9	10 VLO PILOTING	11	12	13	14 T.J	15
	16	17	18 VLO PILOTING RUBRIC APLICATION	19	20	21 T.J VLO Initial Test	22
	23	24	25	26	27	28 Class Socialization	29
	30	31 T.J	1 VLO Students' self-assessment report.	2	3	4 T.J Class Socialization	5
Nov 2016	6 VLO Student's' self-assessment report	7	8	9	10	11 T.J Class Socialization	12
	13 VLO Student's' self-assessment report	14	15	16	17	18 T.J Class Socialization	19
	20 Student's' self-assessment report	21 VLO Final Test	22	23 VLO Final Questionnaire	24	25 T.J VLO Final Interview.	26
	27	28	29 VLO Final Socialization.	30 VLO 'S FINAL ACCESS.	1	2	3
Dic 2016	4	5 T.J	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

Appendix 5.   Initial Test Before VLO's Enrollment

INITIAL TEST

STUDENT'S NAME:...Jhon...Sebastian...Trviño.................

1. **Reading comprehension section.**(10 marks)
Read the following text and then answer the questions.

Octubre 28/2016

The future of journalism is being built today – what you need to know

March 3, 2016 6.31am

1. Journalism is in an existential crisis: revenue to news organizations has fallen off a cliff over the past two decades and no clear business model is emerging to sustain news in the digital era.

2.No model is proving to be the saviour of journalism but experiments to figure out how to make money as news consumption moves online is ongoing. In our series Business Models for the News Media, we invited leading academics to comment on the efficacy and potential impact of some of those new models. By looking closer at how news organisations are trying to stay afloat and relevant, this series also opens a window into the hopes and fears of an entire profession.

3.Paywalls are having some success: The Times, The New York Times, The Washington Post have all implemented some form of paywall, requiring readers to pay to access content. But others, like The Guardian and the Daily Mail's MailOnline have not. It seems as though it works for some but not for others. Why?

4.Crowdfunding raised hopes for a while: The likes of Kickstarter and De Correspondent in the Netherlands raise the prospect of crowdfunding as a new funding model for journalism. Many see it as having the potential to make journalism viable for the future. But we may be kidding ourselves (to some extent, at least).

5. Micropayments have a sustainability issue: Can you spare a dime to support journalism? The micropayment model is betting that you can. And perhaps it's right in certain cases. What if you can receive something unique, such as personalized news, for 10p?

6. A tech levy can save journalism: The premise is simple enough: tech companies such as Facebook, Apple and Twitter are eating journalists' lunch, so shouldn't they at least pay for

6. According to paragraph 6, the word enough refers to:

a) Satisfactory
b) Lacking
c) Clever
d) Adequate

7. In paragraph 4, 5 and 6 the author includes information about the potential to make journalism viable in order to:

a) Highlights the importance of levy tech on companies and journalism future work.
b) Demonstrates how micropayment model support journalism.
c) Illustrates how personalized news could finance journalism.
d) Shows the ways how tech companies have to contribute to journalism.

8. According to paragraph 6, a tech levy can save journalism business because:

a) Facebook, Apple and Twitter have access to all information.
b) Traditional journalism has to merge with tech companies.
c) Tech companies have to recognize Ethical journalism's competency
d) News business needs to innovate.

9. According to paragraph 7, Fans news club launching membership is full of benefits in order to:

a) Increase news reader's satisfaction.
b) Improve journalism innovation content and media.
c) Provide a feeling of supporting and quality with especial activities.
d) To make people identify with The Guardian's company brand.

10. In paragraph 6 and 7, look at the four highlighted letters A,B,C,D that indicate where the following sentence could be added:

Traditional media and active audiences need to produce more transparent journalism adapted to user's needs being more in contact with citizens to create new informative interesting products/narratives to the audience.

Circle the letter in which this sentence best fits in paragraphs 6 or 7.

a)
b)
c)
d)

7, Membership schemes target superfans: Would you join a "news club"? **B** The Guardian is betting at least some of its future on launching a membership scheme which offers member benefits (talks, concerts among other things) to people who identify enough with its brand to join. **C** Plus you get the warm fuzzy feeling of supporting something worthwhile. **D**

Retrieved from: http://theconversation.com/the-future-of-journalism-is-being-built-today-what-you-need-to-know-55585

TEST QUESTIONS

1. According to paragraph 1, what does it emphasize?

a) Journalism is always in crisis.
b) Journalism is a big business.
c) Digital era concerns journalism
d) Digital era is growing consumer trend.

2. According to paragraph 2, which of the following statements is NOT relevant to news media business model to stay afloat?

a) Receive advice from academics about news model efficacy and impact.
b) Experiment to find how to make money in news production.
c) Look closer international news models and replicate them
d) Apply news model without fear in the profession.

3. According to paragraph 3, the word **paywall** is closest in meaning to?

a) Online flexible content.
b) Users paid subscriptions
c) Newspaper's services online.
d) The Times access code.

4. According to paragraph 4, what can be inferred about?

a) Journalism needs more investment for improvement.
b) Netherlands raise regulations for journalism.
c) Hopes and perspectives are in Crowdfunding issues.
d) Journalism's future improve with new cooperation model.

5. According to paragraph 5, Sustainability is the closest meaning to:

a) Temporary
b) Viable
c) Acceptable
d) Wasteful

ENCUESTA INICIAL

Appendix 6.   Initial Questionnaire

Fecha de Aplicación Día 29 mes 05 Año 15

Apreciados estudiantes

La presente encuesta hace parte de un estudio que estoy llevando a cabo en la Universidad Pedagógica Nacional como parte de mis estudios de Maestría en Enseñanza de Lenguas Extranjeras. Tiene como objetivo conocer sus opiniones acerca del uso de VLO (virtual learning object) para la enseñanza de estrategias de comprensión lectora en Inglés como lengua extranjera EFL. Los resultados de este cuestionario se utilizaran únicamente con fines de investigación; en el que las respuestas son confidenciales y anónimas.

Los resultados serán con fines de investigación, sus respuestas serán confidenciales.

Muchas gracias por su colaboración.

Instructivo: Por favor conteste la pregunta y/o marque con una **X** las opciones que correspondan a su caso particular.

I, Información personal:

1. Nombres y apellidos Geraldine Alvarado
2. Género: M....F X
3. Edad: a) Entre 17 y 25 años X. B) Entre 26 y 36 años.... C) Mas de 40 años....
4. ¿Qué semestre cursa actualmente en el programa profesional en comunicación social y periodismo?

    a) I....   b) II X,   C) III....   D)....

5. ¿Trabaja actualmente?

Si.... No X.

6. ¿Cuál es el cargo que desempeña?

....

De carácter: Publico..... Privado.....

6. ¿Alguna vez ha tomado cursos previos de Inglés para su desempeño profesional?

De modo: Presencial ..... Virtual..... Mixto (Presencial y Virtual).....

¿Cuál? ...NO..

II, Competencia lectora en Inglés

7. ¿Qué le gusta leer?

Los temas de animales, perros, musica, celebridades tipo de revistas, horoscopos y algunas noticias

8.¿Cuál de las siguientes opciones prefiere al momento de leer?

Textos impresos X.. Textos electrónicos X..

¿Porque?

Las dos me parecen impatantes para leer y
aprender nuevas cosas.

9.¿Qué pasos sigue para entender una lectura?

Estar comodamente y silencio
leer lo que quiero
con una amiga y así podemos socializar.

10.De las siguientes actividades ¿cuáles prefieres hacer cuando lees?

X Leer con un diccionario   X Traducir a español

____Leer sin diccionario   ____Identificar las palabras conocidas

X Observar las imágenes   ____Leer en grupo

____Hacer listas de vocabulario   ____Leer individualmente

____Predecir lo que va a pasar   X Imaginar la historia

____Otra ¿Cuál?.........................

11. ¿Tienes dificultades cuando lees Cuando lees?

Si X .No.....

12.¿Qué tipo de dificultades tienes cuando lees?

Las palabras extrañas en los textos, Vocablorio en
Inglés y es corto tiempo el examen para
comprender todo.

III.VLO Virtual Learning Object

13.¿Usted considera que un recurso web OVA (Objetos virtual de aprendizaje) puede contribuir al aprendizaje de la comprensión lectora en Ingles?

SI___ NO___

¿Por qué?

No comprendo lo que dice y debo leer muchas
veces para poder responder.

14. ¿Usted considera que un recurso web de comprensión lectora en Inglés como complemento de aprendizaje

Podría resultarle beneficioso?

SI X NO___

Si su respuesta a la pregunta anterior es afirmativa, especifique de qué forma.

Con la ayuda adicional al libro es mas
interesante aprender ingles y es different
a lo que siempre se hace en clase.

15. ¿En su opinión las herramientas tecnológicas podrían apoyar la enseñanza de estrategias de comprensión lectora enfocada al idioma Inglés?

SI x NO__

¿Porqué?

Nos ayuda a comprender mejor y podria
revasar los temas en cualquer lugar.

Muchas gracias por su colaboración.

Appendix 7. Final Test After VLO's participation

STUDENT'S NAME: Angela Vasa

DATE (DD/MM/YYYY): 23 - Nov - 2016

Time: 1 Hour.

Dear students:

The following test is composed of 2 SECTIONS: **Section A** and vocabulary 12 questions, **Section B** Reading comprehension 14 questions, article organization and words selection 13. Total questions **39**.

Remember: Read the instructions and questions carefully before selecting your answers.

GOOD LUCK!!!

Section A

Read carefully the following text. Then, resolve it.

Journalist Missing in Colombia

Bogotá, Colombia, May 23, 2016 - Salud Hernández-Mora, a Colombian-Spanish journalist who was reporting on human rights violations and the illegal drug trade in northern Colombia, has been missing since Saturday and may have been abducted, according to her employer and the Spanish and the Colombian governments.

One of Colombia's best-known journalists who often reports from conflict zones, Hernández-Mora writes a weekly column for the Bogotá newspaper *El Tiempo* and has served as Colombia correspondent for the Madrid newspaper *El Mundo* since 1999. A Colombian Defense Ministry statement released Sunday said she was last seen Saturday afternoon in the village of El Tarra, near Colombia's border with Venezuela.

"We call on Colombian authorities to use every means possible to find journalist Salud Hernández-Mora and bring her to safety," said Carlos Lauria, CPJ's senior program coordinator for the Americas. "The reporter's disappearance is a chilling reminder of the great dangers journalists face while reporting on Colombia's decades-old civil conflict."

According to *El Tiempo*, an unidentified man approached Hernández-Mora while she was eating lunch and promised to return a mobile phone and camera that hadbeen stolen the day

before. Hernández-Mora took a motorcycle taxi to follow the man, who was also on a motorcycle, *El Tiempo* reported. She has not been seen since. Colombian President Juan Manuel Santos announced today that he had ordered security forces to work exhaustively to locate the journalist. The Defense Ministrystatement said that police and members of the military's anti-abduction unit were searching for the journalist and were gathering testimony and evidence in El Tarra.

Spain's acting foreign minister, José Manuel García-Margallo, told journalists in Brussels Monday that evidence suggests that Hernández-Mora was abducted by the National Liberation Army (ELN), a Marxist guerrilla group. According to Bogotá's Foundation for Press Freedom (FLIP), Hernández-Mora had been reporting in the region since May 16. The area is home to vast plantations of coca, the raw material used to make cocaine, drug-trafficking gangs and left-wing guerrillas, according to the Bogotá news website *La Silla Vacía*.

FLIP said Hernández-Mora had been working on stories about the cocaine trade, the death of a guerrilla leader known as Megateo, and the case of an army officer who had been imprisoned for killing a local farmer. Hernández-Mora also covered a protest in El Tarra on Friday over the disappearance of two local residents.

El Tiempo director Roberto Pombo today told Colombian radio that Hernández-Mora had had some difficulty communicating because of a poor telephone connection, and so he could not rule out the possibility that the journalist might simply be reporting beyond the reach of mobile phone networks. He said he was concerned and hoped for her safe return. Hernández-Mora, who has written four books about Colombia and who holds dual Spanish-Colombian citizenship, has also worked for the Bogotá-based Free Country Foundation, a group that counsels the relatives of kidnapping victims. In her columns, she has been sharply critical of Colombia's guerrilla groups and of the ongoing peace process between the Colombian government and the Revolutionary Armed Forces of Colombia (FARC), the country's largest rebel organization.

Since 1992, at least 47 journalists have been killed in Colombia for their work, many as the result of the conflict between the state and armed guerilla groups. While security for journalists in Colombia has improved in recent years, threats and violence against journalists continue, often with impunity, according to CPJ research.

Retrieved from: https://cpj.org/2016/05/journalist-missing-in-colombia.php

Section A.Vocabulary (6 marks)

1. Look at the pictures. Write the letters of the statements you think refer to each picture.

Civil conflict   kidnaped journalism   Rescue   peace process

1,____d____   2,____h____   3,____e____   4,____f____

a.Hijack, capture, snach, abduct

b, Presentation, mismatch, failure, discrepancy

c, Battle, contradiction, confrontation

d, Combat, war, disagreement

e, Delivery, recovery, relief, save

f, Conciliation, pacifism, truce

G, Accord, friendship, reconciliation, law and order

H, Leader, citizen, company, news

2. Select the word that best fits each definition and write the corresponding letter. (6 marks)

a) Investigation

----A particular situation, like the murder of the local farmer related to drug-trafficking gangs.

b) Connection

----The need for security of journalist's have improved in recent years but it is necessary more attention.

c) Case

> ----Salud was working on stories of cocaine trade related to the civil conflict in Colombia.Secuity forces gathered key issues about it to locate her.

d) Critical

> ----The journalist expressed disapproving comments about Colombia's guerrilla groups and the ongoing peace process.

e) Protection

> ----The communication was difficult to report beyond the reach of phone networks.

f) Impunity

> ----Exemption of freedom from the injurious consequences of violence against journalists.

Section B Reading Comprehension

3. Read the article and mark the sentences true (T) or false (F). (8 marks)

...T...1. Salud Hernandez Mora a Colombian Journalist was abducted.

...F...2. Newspaper El Tiempo, El Mundo and El Espectador often reports which are the conflict zones.

...T...3. Journalists face dangers reporting civil conflict situations.

...F...4. Salud Mora disappeared when she was taking a boat in the village El Tarra.

...√...5. Testimony and evidence was gathering in El Tarra to find answers.

...√...6. Foundation for press Freedom (FLIP) reported stories about cocaine trade.

...F...7. Colombia's guerrilla groups and peace process are part of Salud's published books.

...√...8. Impunity still persists as a part of Colombian's journalist daily work.

Section B Article's events organization.

5. Number the sentences from 1 (first event) to 7 (last event). (7 marks).

...5...1. Spread the news to the international organizations in Spain and Brussels.

...4...2. Explains the tools and resources applied to find the journalist Salud safety.

...1...3. It presents the date and the way how the Colombian journalist Salud disappeared.

...7...4. The article wants to generate consciousness about Colombian's journalist reality

and impunity.

...6...5. The article highlights the common dangers that Colombian journalist face.

...2...6. To recognize the most important works about the Salud journalist.

...3...7. Colombian journalist dedicated most of her work talking about key issues Vast

plantation of coca, drug-trafficking, guerrilla's group activities etc.

Section B Reading comprehension words selection.

6. Fill in the blanks with the correct words from the article.(6 marks).

| Column | authorities | reported | abducted | protest | counsels |

1. Hernandez-Mora writes a weekly ...column.. for important newspapers.

2. "Colombian ..authorities.. "used every means possible to find Salud mora.

3. El Tiempo ...reported... she has not been seen since Salud Hernandez took a motorcycle

taxi.

4. Spain's acting foreign minister told journalists in Brussels that Salud-Hernàndez was

...abducted... by Marxists group.

5. The journalist Salud covered a ...protest.... in El Tarra on Friday over the disappearance

of two local residents.

6. Important work has been showed in Bogotá-free country Foundation, a group that

...counsels.. the violence victims.

Appendix 8.   Questionnaire After VLO's participation

Implementación de un Objeto Virtual de Aprendizaje (OVA) para la enseñanza de estrategias de lectura en Inglés como Lengua Extranjera (EFL) con propósitos específicos.

Estudiantes II semestre de la Fundación Universitaria Uninpahu del programa Profesional en Comunicación Social y periodismo

Fecha de Aplicación Dia 23 mes 11 Año 16

Apreciados estudiantes

La presente encuesta hace parte de una investigación que se realiza en la Universidad Pedagógica Nacional como parte de estudios de Maestría en Enseñanza de Lenguas Extranjeras. Tiene como objetivo conocer sus opiniones acerca del uso de **VLO (Virtual Learning Object) Journalist Readers** para la enseñanza de estrategias de lectura en Inglés como lengua extranjera EFL, con propósitos específicos. Los resultados de este cuestionario se utilizaran únicamente con fines de investigativos.

Muchas gracias por su colaboración.

Instructivo: Por favor conteste la pregunta y/o marque con una **X** las opciones que correspondan a su caso particular.

I, Información personal:

1. Nombres y apellidos: Lina Maria Marcia Ardila
2. Género: M....F. X
3. Edad: a) Entre 17 y 25 años. X B) Entre 26 y 36 años.... C) Mas de 40 años....
4. ¿Qué semestre cursa actualmente en el programa profesional en comunicación social y periodismo?

   a) I....   b) II....   C) III....   D). X

5. ¿Trabaja actualmente?

Si.... No. X

6. ¿Cuál es el cargo que desempeña?

....

II, Estrategias de lectura en Inglés como lengua Extranjera EFL

7.Describa como fue su experiencia en el uso de VLO(Virtual Learning Object) con propósitos específicos?

Mi experiencia en el curso de VLO fue positiva ya que amplie mi vocabulario en ingles gracias a la lectura empleada en el mismo, adicional a esto pde adquirir conocimientos relacionado a mi ambito profesional.

15.¿Cuál es su opinión con respecto al contenido visto en cada uno de los ciclos de lectura propuestos en el (VLO)?

Bueno, considero que estuvo realmente ligado a nuestra carrera lo que permitio desarrollar actividades de lectura en ingles

16.¿Durante los 3 ciclos de lectura , tuvo alguna dificultad al momento de realizar las actividades en el (VLO)?

Si..X... No ....

Si su respuesta es afirmativa, indique cuales dificultades tuvo.

Tanto en el segundo ciclo como en el tercero habian preguntas en las cuales era necesario escribir pero no me fue posible entender ya que las respuestas eran abiertas.

17.¿Que opina sobre el acompañamiento y tutoría docente recibida en los tres ciclos trabajados?

Buena, la profesora encargada siempre estuvo dispuesta a solucionar todo tipo de dudas.

18. ¿Qué opina sobre la retroalimentación de las actividades propuestas en el (VLO)?

exelente la tutoria en este caso la profesora estuvo muy calificada y nos explico muy bien.

19. ¿Qué opina sobre los tres ciclos de lectura desarrollados en el (VLO)?

Ciclos	Opinión
Ciclo 1: Introducción de los artículos periodísticos. Famous Filmaker Woody Allen.	permite conocer historia del cine.
Ciclo 2: 55 Best Tips for a successful Magazine Cover.	Nos permite conocer informacion acerca de los implementos y metodologia usada en las revistas
Ciclo 3: Why listening to the Radio give us more pleasure than watching TV.	Es importante conocer los proble-mas a lo que estan expuestos los periodistas.

III.VLO Virtual Learning Object

20.¿Que opina sobre la interfaz en el (VLO) Se entiende por **interfaz** todo lo que compone la organización, barra de navegación, pestañas y botones ?

Buena, pienso que esta plataforma es muy completa y organizada lo que permite una mejor y optima interaccion.

8.¿Cuál es su opinión acerca de las estrategias de lectura (Reading Strategies) propuestas en (VLO) Journalist Readers?

Me parecen positivas porque permiten un optimo desarrollo periodístico en nosotros.

9.¿Considera que las *Estrategias de lectura o Reading Estrategies* fueron útiles a la hora de comprender los artículos relacionados con su profesión?

Si, creo que la plataforma le permite al lector utilizar herramienta optimas para un mejor aprendizaje.

II. Actividades y Práctica

10. ¿Es fácil para usted acceder a los recursos tecnológicos?

Si, en casa cuenta con una computadora portatil y de escritorio disponible todo el tiempo.

11. ¿Tiene conocimientos tecnológicos?

Si. λ No .....

Hasta qué punto. *puedo interactuar con facilidad en diferentes programas de la web.*

12.¿Cuál es tu opinión frente a las actividades de : Before, During and After Reading, presentadas en el (VLO)?

Considero que las actividades son positivas porque permiten retener mejor la información, pero considero que la actividad Before no es necesaria para el desarrollo del curso.

13.¿Cuál es tu opinión con respecto a los recursos integrados a las actividades del (VLO) imágenes, videos, links, animaciones y presentaciones?

Realmente es una buena herramienta que las actividades tenga imágenes, animaciones + presentaciones porque hace más dinámico el aprendizaje, en mi caso aprendo mucho mejor.

14.¿Cuál de las siguientes actividades le ayudo a comprender el vocabulario de los artículos en Inglés?

Conectar la imagen con su palabra...λ.... Conectar la palabra con su definición..........

Justifique su respuesta.

Mi aprendizaje es más grafico y se me facilito comprender el vocabulario del programa al conectar las palabras con las imagenes ya que tenian sentido.

21.¿Que opina sobre las herramientas de ayuda (Help Tools) creados por la docente para orientar las actividades de los 3 ciclos de lectura en el (VLO)?

las herramientas fueron optimas porque la profesora supo manejar la informacion y orientarnos positivamente

22.¿Considera que el Objeto Virtual de Aprendizaje (VLO) para propósitos específicos, contribuyo al aprendizaje o mejoramiento de su comprensión lectora en Inglés?

Si..X.. No.........

¿Por qué?

Me permitio ampliar mi vocabulario en ingles y de esta manera tener una mejor comprension de los textos.

23.¿Considera que un Objeto virtual de aprendizaje (OVA) o (VLO) con estrategias de lectura en Inglés para propósitos específicos le resulto beneficioso?

SI X NO ___

¿Por qué?

Pude desarrollar las actividades conforme a mi carrera, me ayudo a implementar conocimientos tecnologicos y adquiri nueva vocabulario

24. ¿En su opinión, Cual es el principal beneficio de estudiar con de un Objeto virtual de aprendizaje (OVA) o (VLO)?

X) Autonomía

B) Accesibilidad

C) Precio

D) Flexibilidad

E) Otro

¿Cuál?

la autonomia ya que es indispensable contar con la disciplina de entrar a la plataforma y desarrollar las actividades

Muchas gracias por su colaboración.

Appendix 9.   VLO Interview

Implementación de Objeto Virtual de Aprendizaje (OVA) para la enseñanza de estrategias de Comprensión lectura en Inglés como Lengua Extranjera (EFL), aplicada a los estudiantes de II semestre de la Fundación Universitaria Uninpahu del Programa Profesional en Comunicación Social y Periodismo.

Objetivo: Identificar las percepciones de los estudiantes sobre el uso de un (OVA), para la enseñanza de estrategias de lectura en Inglés como lengua Extranjera EFL.

Paula Vanuesa Gantiva

Fecha: 23-Noviembre - 2016

Hora: 8:00 9:00 am

Duración: 30 minutos

Lugar: Audio-recording in the classroom.

Apreciados estudiantes

Gracias por su atención en la siguiente entrevista. Está entrevista consta de 17 preguntas y el tiempo designado para ello es de aproximadamente de 30 minutos. Los resultados generados se utilizaran únicamente con fines de investigativos.

ENTREVISTADOR: Sandra Hernández

ENTREVISTADOS: 15 estudiantes

I. Reading Strategies

1. ¿Cuéntame como fue tu experiencia usando el (VLO) Journalist Readers?
2. ¿Qué opinas sobre el contenido visto en los 3 ciclos de lectura?
3. Las actividades están clasificadas en tres momentos **Before, During** and **After** Reading y en ellos se sugieren diferentes estrategias de lectura. ¿Cuáles utilizas para comprender los artículos en Inglés propuestos? Especificar.
4. ¿Qué opinas sobre las estrategias de lectura (**Reading Estrategias**) propuestas en el (VLO)?
5. ¿Cuáles estrategias de lectura le resultan más útiles y porque?

II. Actividades y Práctica

6. ¿Qué opinas sobre las actividades **Before, During and After Reading**, presentadas en el (VLO) para la comprensión de artículos de periódico en Inglés relacionados con tu profesión?
7. ¿Es fácil para usted acceder a los recursos tecnológicos?
8. ¿Cuál es su opinión frente a las actividades de : Before, During and After Reading, presentadas en el (VLO)?

9. ¿Cuál es tu opinión con respecto a los recursos integrados a las actividades del (VLO) imágenes, videos, links, animaciones y presentaciones?

10. ¿Durante los 3 ciclos de lectura, tuvo alguna dificultad al momento de realizar las actividades en el (VLO)?

11. ¿Cuál es su opinión con respecto al contenido visto en cada uno de los ciclos de lectura propuestos en el (VLO)?

12. ¿Qué opina sobre la retroalimentación de las actividades propuestas en el (VLO)?

III. VLO Virtual Learning Object

13. ¿Cuál es tu opinión sobre el uso de Virtual Learning Object (VLO) para enseñar estrategias de lectura aplicadas al Inglés con propósitos específicos?

14. Cual modalidad prefieres a la hora de realizar las actividades de lectura: Presencial o Virtual? ¿Por qué?

15. ¿Cuál es tu opinión sobre las herramientas y recursos digitales presentados en el (VLO) Journalist Readers?

16. ¿Cómo te parece la interfaz del (VLO) Journalist Readers? Se entiende por interfaz todo lo que compone la organización de las actividades, barra de navegación, pestañas y botones?

17. ¿Qué crees que se pueda mejorar en los otros ciclos del curso?

ANSWERS

(1) I WAS A GOOD EXPERIENCE BUT I ALSO HAD MANY DIFFICULTIES TO UNDERSTAND THE WEB SITE AND SOME WORDS HOW MANY WERE NEW FOR ME

(2) I THINK IT WAS A COMPLEX THEME BUT I TAKEN MANY NEW WORDS

- FIRST HOW TO TAKE AN OVERVIEW BY TITLE TO KNOW THAT IT MAY TAKE THEN READ

(3) CAREFULLY IDENTIFYING CERTAIN KEYWORDS AND FOR THE LAST PRESENT ATTENTION TO THE CONCLUDING TEXT

(4) ARE VERY IMPORTANT AND WERE A GREAT HELP NOT ONLY FOR TODAY BUT ALSO FOR A FUTURE

(5) WHAT I MENTION ABOVE

(6) - ARE COMPLETE, EVEN IF SOME ARE DESIGNED OR HAVE NO ANSWERS

(7) - IF IT'S FAILED FOR ME

(8) - IT HAS A LOT OF NEW VOCABULARY BUT IT DOES NOT MAKE IT IMPROVE THE PLATFORM THAT IS MORE PRACTICAL AND NICE

(9) -MUST BE IMPROVED IS VERY OLD

(10) - SOME QUESTIONS WERE NOT TOTALLY UNDERSTOOD

(11) IT IS GOOD IN SPECIAL BECAUSE IT IS WITH YOUR OWN TIME, BUT SHOULD BE NOTIFIED AT THE MAIL THAT YOU MAY BE A FEW DAYS TO MAKE THE DELIVERY OF THE CYCLES

-PRESENTAL, SOMETIMES YOU DO NOT UNDERSTAND AND YOU DO NOT HAVE TO ASK THEM TO

Appendix 10. Sample Teacher's Journal

SAMPLE TEACHER'S JOURNAL

1. What is the impact of using a virtual learning object (VLO) centered on the teaching of reading strategies in ESP to students at Fundación Universitaria Uninpahu?

2. What are student's perceptions about the implementation of a Virtual learning Object (VLO) to teach reading strategies in English for Specific Purposes?

Setting: Fundación Universitaria Uninpahu.
Group: English course level 2 students in 2nd Semester of professional program Social Communication and journalism.
Date: October 3th, 2016   Time: 45´   Purpose: To present to students the Virtual Learning Object generalities and functions.

Observations	Comments
Today I am so excited and at the same time nervous but I know this is part of the research process. Today is October 3rd and I see the group of 15 students at 7:00 am in the morning in English level 2 who study Social Communication and Journalism. I am going to present to students the way the VLO'S work, how it is organized and the aspect to take into account in order to be familiar with the activities and the time they need to go through each reading cycle. First I welcomed them to participate in the VLO Journalist readers an online tool to improve their reading ability and presenting to them that it will open countless opportunities for their furthering education and to continue to grow to be the best and active readers, being able to read different newspapers articles, also it helps to qualify their learning to read key information about social communication and journalism. Second, I explained to them that the VLO is integrated in three reading cycles with specifics	I could see student's excitement and interest of being part of the VLO'S journalist readers activities, some of them were surprised about participating on it, in this part I want to highlighted that they participated in a voluntary way but I chose this group because they always showed their great dedication and participation in the English class and most of them agreed to be part of the VLO'S activities. Also, they reported that in their real life they do not like to read. During my presentation I explained them the way to familiarize with the Virtual Learning Object (VLO), asking for how long it would take and how much money they had to pay, so I clarified to them that it is a great opportunity to learn how to read English totally free with no costs. Students were exciting of entering and register in the VLO and happy after knowing the benefits of participating in the activities proposed.

Finally, I clarified to students that during our time together participating and interacting in the VLO they will enrich reading strategies with a range of activities with instantly access to a wide useful tools. The activities provide meaningful exercises for deeper insights into the areas in which students need more practice. Students will practice with interactive tools like classify images, texts, find words, image gallery, links, memory games, puzzles, relations, word search etc. Students will find the reading strategies in a progressive way as a flexible solution for learning, students can register and practice where and when they want. In just few clicks students can choose the activities and readings to complete that can be set to be resolved by a certain date and students can be allowed to practice at their own pace, taking advantage of online resources as an opportunity to preview target content, review or expand reading strategies learning that allows monitoring student's progress performance.

When I arrived home, I found my inbox e-mail with very nice messages from participants and if VLO requires information they will be attentive and committed to develop all activities in an organized way. Here I show an e-mail message I received from a student.

"Teacher Sandra,

Me gustó mucho la presentación de la herramienta virtual y quiero agradecerle el poder brindarme esta oportunidad profesional; ya que en la universidad nunca he realizado una actividad parecida y tampoco es común que realicen estas actividades en la universidad. Estoy muy motivado en desarrollar las actividades y le pido disculpas por si no entiendo algunas cosas.

Cordialmente, Diego Velasco"

When I read my e-mail messages from students I felt more motivated to look for more activities and provide them with a great VLO'S learning and teaching experience which let my know the importance of my role as English teacher to encourage them to learn taking into account their interests and passions.

Appendix 11.   Categories For The Analysis

QUESTIONNAIRE	INTERVIEW	CATEGORY	OBSERVATIONS/COMMENTS
1. Parte: *Estrategias de lectura en Inglés como lengua Extranjera EFL.* 1.Describa como fue su experiencia en el uso de VLO(Virtual Learning Object) con propósitos específicos? Novedosa, experiencia positiva, nuevos conocimientos para mi profesión , nuevo vocabulario, usar recurso online, oportunidad de adquirir nuevo vocabulario, ampliación de léxico con estrategias de lectura, crear hábitos de lectura. Beneficiosa al permitirme exigirme más en la lectura, investigar y aprender Inglés.	1¿Cuéntame cómo fue tu experiencia usando el (VLO) Journalist Readers? Oportunidad para mejorar los hábitos de lectura, aumentó mi interés a leer y en inglés, es importante para aprender más, fue divertida al ofrecer diversas actividades, me gustó mucho al poder conocer periódicos especializados, las lecturas me ayudaron a conocer la funciona de la radio en Inglaterra y aspectos culturales, me ayudo a reforzar el idioma Inglés e investigar más sobre las lecturas y mi profesión.	*Virtual learning object as an enhancing tool* *Reading strategies as a facilitator in ESP.* *VLO as a motivational tool towards reading articles in ESP.*	Various kinds of strategies favor virtual tools. Find out weakness and strengths in reading comprehension teaching / learning strategies into a process.
QUESTIONNAIRE	**INTERVIEW**	**CATEGORY**	
8.¿Cuál es su opinión acerca de las estrategias de lectura (Reading Strategies) propuesta en (VLO) Journalist Readers? Necesarias, importantes, beneficiosas, fortalecen el habito de leer, buenas para mejorar vocabulario, interesantes, ayudan a entender mejor inglés y a leer.	2.¿Qué opinas sobre el contenido visto en los 3 ciclos de lectura? Organizado, variado, inicialmente complejo en las lecturas, con temas precisos ara nuestra profesión, interesantes, novedoso, lecturas bien escogidas, bien combinado con las actividades, ayuda a reforzar los temas de clase, tiene vocabulario técnico, divertido, contiene temas sobre hecho reales.	*VLO Reading strategies as a facilitator in ESP.* *VLO as an alternative for learning vocabulary in ESP.*	
9.¿Considera que las *Estrategias de lectura o Reading Estrategies* fueron útiles a la hora de comprender los artículos relacionados con su profesión? Si contextualizan las lecturas, facilitan el aprendizaje, practicas, interesantes, mejor adquisición para el vocabulario, organizan las lecturas en los ciclos, no tuve necesidad de recurrir al traductor para entender las lecturas.	3. Las actividades están clasificadas en tres momentos **Before, During** and **After** Reading y en ellos se sugieren diferentes estrategias de lectura. ¿Cuáles utilizas para comprender los artículos en Inglés propuestos? Especificar. Identificación de ideas principales, Skim , scanning, predecir, activar conocimiento previo, relacionar vocabulario, concluir, preguntar. 4¿Qué opinas sobre las estrategias de lectura **(Reading Estrategias)** propuestas en el (VLO)? Son efectivas, interactivas, sirven para estudiar mejor, útiles para nuestra profesión, me engancharon a leer más, siguen un orden que ayuda adquirir vocabulario en Inglés, gracias a before the Reading se puede deducir lo que pasara en el artículo, son muy importantes para prender inglés y complementar la profesión. Al estar combinadas las E.L con ejemplos, imágenes, juegos, crucigramas y sopas de letras refuerza los temas de los artículos y lo que hemos visto en las clases de Inglés.	*VLO Reading strategies as a facilitator in ESP.* *VLO as a motivational tool towards reading articles in ESP.* .	

	5.¿Cuáles estrategias de lectura le resultan más útiles y porque? En el ciclo 3 a 6 estudiantes se les dificulto realizar algunas actividades de las lecturas, ya que eran más complejas. Se destacan el hacer más uso de estas 3 estrategias de lectura. Aclarando que le es mas fácil después del ciclo 2 al ya estar familiarizados con el VLO. Identificación de ideas principales, Skim , scanning, predecir, activar conocimiento previo, relacionar vocabulario, concluir, preguntar.	
2.Parte: *Actividades y Práctica.* 10. ¿Es fácil para usted acceder a los recursos tecnológicos? Si 6 estudiantes y 5 estudiantes dijeron no. La mayoría de veces ingreso en la universidad pero en los horarios permitidos. 11. ¿Tiene conocimientos tecnológicos? Si 7ss. No 3 Los 7 ss respondieron saber lo básico como descargar y subir archivos, editar videos, fotos, manejar programas sencillos, diseñar blogs y páginas web gratuitas. Los 3 ss de no expresan tener dificultad para descargar y subir archivos y manejar programas que les han sugerido en las clases de sistemas. 12.¿Cuál es tu opinión frente a las actividades de : Before, During and After Reading, presentadas en el (VLO)?	6.¿Qué opinas sobre las actividades **Before, During and After Reading**, presentadas en el (VLO) para la comprensión de artículos de periódico en Inglés relacionados con tu profesión? Me ayudaron mucho a leer más y mejorar mi hábito de lectura. Están diseñadas paso a paso para entender mejor los artículos de los periódicos. Contiene temas interesantes útiles para nuestra profesión. Me ayudaron a complementar mi profesión para poder argumentar y opinar sobre temas diversos temas, son actividades completas relacionadas a nuestra profesión. Me exigí a investigar más y conocer periódicos de otros países con información en Inglés. 12. ¿Qué opina sobre la retroalimentación de las actividades propuestas en el (VLO)? Recibimos mensajes que nos dejaban saber el progreso en las actividades; conociendo las fortalezas y debilidades, La profesora conocía bien el desarrollo de las actividades ayudándonos a resolver cualquier duda, las lecturas iban por niveles por lo que el ciclo 3 fue más difícil, la retroalimentación era individual para saber el progreso en las actividades y dudas en Inglés. Me motivaron a seguir leyendo y poder realizar todas las actividades. Pude conocer que las estrategias de lectura son muy importantes. ==Ayudan a aprender mas vocabulario.== ==Están bien integradas, facilita la compresión de las lecturas==, excelentes porque al final se puede captar las ideas más relevantes del texto, buena distribución, organización, ==me genero más confianza para leer artículos de periódicos en inglés,== , ayudan a refuerza los temas vistos en otras clases.	==Participant's perceptions about the implementation and use of the VLO.== ==VLO as a complement and opportunities.== ==VLO as a complement and opportunities.== ==VLO as an alternative for learning vocabulary in ESP.==

QUESTIONNAIRE	CATEGORY
***Respuestas relacionadas con la entrevista. Interesantes, ==fortalecen la lectura,== siempre tenían un propósito para entender las lecturas, Before, during and after son una guía para leer, ==las lecturas separadas en los 3 momentos ayuda a extraer mejor la información,== me ayudaron a retener mejor las ideas principales de las lecturas. 13.¿Cuál es tu opinión con respecto a los recursos integrados a las actividades del (VLO) imágenes, videos, links, animaciones y presentaciones? *** Respuestas Relacionadas con la entrevista.	==Perceptions about the implementation and use of the VLO.== ==VLO as a motivational tool towards reading articles in ES==

Me animaron a leer más, contextualiza más fácilmente las lecturas,los recursos son divertidos, entretenidos, interactivos, ayudan a entender mejor, se aprende vocabulario nuevo,aprendí mas inglés, fáciles de acceder, gratuitos, motivan el interés de seguir leyendo, amenos para el aprendizaje, están habilitados para conocer diversos temas de comunicación social y periodismo. Están bien integrados, combinados. Se puede profundizar más en las lecturas con ayuda de los links directos.

VLO as an alternative for learning vocabulary in ESP.

14.¿Cuál de las siguientes actividades le ayudo a comprender el vocabulario de los artículos en Inglés?

VLO as complement and opportunities.

Conectar la imagen con su palabra si 7ss.
 Conectar la palabra con su definición3 ss.
La imagen me ayudo a acertar con las respuestas correctas, me gusta más las actividades visuales, las imágenes contextualizan más las lecturas, me facilito recordar las ideas más importantes de los artículos, es más interactivo y divertido para leer, es más fácil asociar el significado del vocabulario con la lectura, las imágenes me ayudaron a imaginar de que trataban las lecturas, se puede analizar más asociando la imagen con el texto, se hacen los ejercicios más rápidos para definir el vocabulario y contextualizarlo en los artículos, extendí mi vocabulario con nuevas palabras.

VLO as a motivational tool towards reading articles in ESP.

15.¿Cuál es su opinión con respecto al contenido visto en cada uno de los ciclos de lectura propuestos en el (VLO)?

***Respuestas relacionadas con la entrevista.

Perceptions about the implementation and use of the VLO.

Pertinente al estar diseñado a nuestra profesión con lecturas asociadas a la vida diaria, realidad y complementan nuestra profesión, mejoran le comprensión en el idioma ingles al ser temas interesantes. Actualizan nuestros conocimientos al poder saber sobre temas de lo que pasa en Colombia y en otros países. Los temas de las lectura están bien intercalados, combinan apropiadamente los niveles de dificultad en las lecturas haciendo más fácil el poder leer los artículos y desarrollar las actividades, Los temas están bien seleccionados e integrados nuestra profesión, Interesantes, ameno al variar las actividades y lecturas, aprendí mucho sobre Woody Allen y reflexionar sobre lo que pasa en mi profesión .Interesantes los artículos sobre política y sociedad colombiana, son temas de interés necesarios para los futuros periodistas, pudimos conocer temas que nos llevan a leer lecturas críticas.

VLO as an independent learning.

16.¿Durante los 3 ciclos de lectura , tuvo alguna dificultad al momento de realizar las actividades en el (VLO)?
Si………   No ………..

***Respuestas relacionadas con la entrevista.

Demorado el ingreso y carga de los ejercicios en el VLO, las imágenes se demoraban en cargar, el digitar las respuestas en Inglés me demoraba más tiempo organizando las ideas, entender las instrucciones en Ingles debía traducir lagunas palabras, dudaba mucho al escribir y responder en Inglés, leer varias veces los artículos para poder entender, problemas con al acceso ha internet se caía en la universidad, en la casa, repitiendo algunas actividades del ciclo que estuviera desarrollando, no tener el tiempo suficiente para subir los reportes de las lecturas y ver los mensajes de la profesora, exigirme más para poder realizar todas las actividades a cabalidad.

VLO as a motivational tool toward reading articles in ESP.

17.¿Que opina sobre el acompañamiento y tutoría docente recibida en los tres ciclos trabajados?

Gracias a la asesoría de la profesora fue oportuno para el desarrollo de las actividades, la pr siempre estuvo atenta y disponible a resolver cualquier inquietud, siempre resolví las inquietudes con ayuda de la profesora y los e-mails, la pr siempre fue flexible y comprensible en cualquier tiempo para aclaraciones, , siempre muy colaborativa con excelente disposición, me sentí bien al recibir retroalimentación más personalizada, me gustaron los mensajes de la profesora para conocer el progreso las fortalezas y debilidades en el desarrollo de las actividades, la pr siempre estuvo pendiente en todas las actividades, siempre nos monitoreo para saber los avances y

Challenges using the VLO.

Student's perceptions about teacher's role.

progreso de las actividades, siempre nos motivo a seguir leyendo y a culminar todos los ciclos satisfactoriamente, recibí incondicional colaboración por parte de la docente.	Student's perceptions about teacher's role
18. ¿Qué opina sobre la retroalimentación de las actividades propuestas en el (VLO)?	VLO as a motivational tool towards reading articles in ESP.
En la VLO pude conocer mis avances, conociendo el progreso de las actividades por parte de la pr, me ayudo a ser más organizado para poder desarrollar y completar todas las actividades, mejore mi habito de lectura y encontrar temas de varios periódicos que complementa mi profesión, me motivo a leer más y ha usar las estrategias de lectura.	

QUESTIONNAIRE	INTERVIEW	CATEGORY	OBSERVATIONS/COMMENTS
VLO Virtual Learning Object 20.¿Que opina sobre la interfaz en el (VLO) Se entiende por **interfaz** todo lo que compone la organización, barra de navegación, pestañas y botones ? Las pestañas y organización eran fáciles y útiles de usar, plataforma completa, organizada permite entender fácilmente las lecturas, optima interacción, gracias al manual que nos dio la profesora fue fácil seguir los pasos para empezar y hacer las actividades, lo entendí con la ayuda de la pr, , las pestañas son claras y pude ingresar sin inconvenientes, organizado y practico, fácil de entender, organizado con colores suaves. 21.¿Que opina sobre las herramientas de ayuda **(Help Tools)** creados por la docente para orientar las actividades de los 3 ciclos de lectura en el (VLO)? Fueron de mucha ayuda al poder usarlas en cualquier momento y realizar las actividades apropiadamente. Son una combinación perfecta de acuerdo a las necesidades e intereses de los estudiantes. Gracias a los links pude leer los artículos directamente de los periódicos, profundizando más en las lecturas. Favorece encontrar la	13. ¿Cuál es tu opinión sobre el uso de Virtual Learning Object *(VLO)* para enseñar estrategias de lectura aplicadas al Inglés con propósitos específicos? El VLO es muy importante porque divierte, enseña, se puede aprender inglés y entretiene. Es novedoso, ya que nunca había tenido la oportunidad de estudiar con un VLO. Desperté más interés a leer en Inglés artículos relacionados a mi profesión. Amplié mi vocabulario en Inglés organizando mi tiempo para ingresar al VLO. Me ayudo a reforzar mi habito de lectura siguiendo el orden de antes, durante y después de la lectura. Conocí nuevos periódicos que tratan temas interesantes exigiéndome poder entenderlos en Inglés. Novedoso aprender con el VLO integrado con la facultad de comunicación social para mejorar el inglés y leer. Me hizo ser más autónomo a pesar de estar con la profesora y lo bueno de no estar dependiendo de una nota. Fortalece mi profesión como futuro periodista y la importancia de leer. 14¿Cuál modalidad prefieres a la hora de realizar las actividades de lectura: Presencial o Virtual ¿Por qué? 6 ss Las dos formas me parecen favorables porque uno puede socializar con los compañeros y comparar el desarrollo de las actividades, recibir la retroalimentación de la profesora. 4ss virtual, es motivante para aprender más, no hay restricciones de tiempo, libertad para uno expresar las ideas y hay más herramientas para usar. Se recibe más acompañamiento de la	*Perceptions about the implementation and use of VLO.* VLO as an enhancing tool. VLO as a motivational tool towards reading articles in ESP. VLO as an independent learning.	Reading in a virtual tool readings tied in 100% with the journalism program that the students are studying. Integrating the VLO'S activities was mentioned as key to success. Students considered easy to be familiar with using the VLO, confident and interested in using it. The advantages of VLO'S in delivering repetition and memorization activities was pointed out as a relevant aspect to use reading strategies

información rápidamente y organizadamente. Esta herramientas me ayudaron a orientarme en los ejercicios y la distribución del VLO. El video de la profesora es muy práctico explica claramente el desarrollo completo del VLO. 22.¿Considera que el	profesora. 4ss presencial al poder socializar con los compañeros, discutir los temas en clase y recibir los aportes de la profesora. 15. ¿Cuál es tu opinión sobre las herramientas y recursos digitales presentados en el *(VLO)* Journalist Readers? Me parecen muy buenos porque tiene temas relacionados a nuestra profesión,		

QUESTIONNAIRE	CATEGORY
Aprendizaje (VLO) para propósitos específicos, contribuyo al aprendizaje o mejoramiento de su comprensión lectora en Inglés? Si……… No…¿Por qué? Si porque es una experiencia totalmente nueva de poder mejorar el Inglés, la lectura y complementarlo en mi profesión. Es una forma didáctica, lúdica que me hizo interesarme en leer más y saber Inglés. El VLO hizo concientizarme sobre la importancia de la lectura adquiriendo nuevo vocabulario con la facilidad de hacerlo en la casa. Si con el acompañamiento de la profesora no hubiera sido igual de valioso para poder seguir los ciclo de lectura en el VLO, motivándonos a continuar con los ciclos de forma diferente y permanente al terminar todas las actividades. Mejore mis hábitos de lectura. Es un estilo de aprendizaje nuevo, gracias a la retroalimentación recibida en cada ciclo ayudándome a leer mejor, en mi profesión y en mi vida. Obtuve mayor seguridad de poder leer en Ingles, dejándome claro que no es tan difícil como pensaba. 23.¿Considera que un Objeto virtual de aprendizaje (OVA) o (VLO) con estrategias de lectura en Inglés para propósitos específicos le resulto beneficioso? SI 10 ss NO ___Por qué? Si me ayudo a entender mejor los artículos en Inglés, de una forma sencilla y cómoda. Por medio del VLO aprendí a leer mejor y adquirir más vocabulario en Inglés a mi propio ritmo de aprendizaje y tiempo. Me ayudo a complementar mi profesión como periodista al conocer nuevos temas. Es de gran ventaja el VLO porque lo puedo desarrollar desde la casa, utilizando las herramientas de ayuda adicionales. Me gustó mucho porque no me sentí presionado por una nota o un porcentaje de evaluación; el cual aprendí sin verme obligado a estudiar para un examen; aprovechando los ciclos de lectura y el espacio ofrecido en le VLO.	como el glosario, el material gráfico, el diccionario especializado para periodistas, las presentaciones power point me aclararon muchas dudas y entender las actividades en Inglés. Siguiendo los links de los periódicos sugeridos consulte los temas con mayor profundidad y no tuve necesidad de utilizar el traductor con frecuencia. Me gusto poder utilizar todas las herramientas al tiempo, leyendo varias veces el manual de Journalist Readers. Me sirvieron mucho para ser utilizados en cada uno de los ciclos de lectura. Me ayudaron a crecer profesionalmente. Me gusto poder participar en la selección de algunas herramientas contribuyendo al mejoramiento del VLO, sugiriendo web especializadas en periodismo. Son necesarias e interesantes, nos a ayudan a consolidar el conocimiento con lo que ya sabemos. 16. ¿Cómo te parece la interfaz del *(VLO)* Journalist Readers? Se entiende por interfaz todo lo que compone la organización de las actividades, barra de navegación, pestañas y botones? Fue fácil de utilizar, las pestañas de acceso son claras y no tuve inconvenientes al ingresar. La interfaz es organizada y práctica. Fácil de entender con colores suaves. Aunque las instrucciones están en Inglés uno se familiariza fácilmente con la VLO y ya se pueden desarrollar las actividades. Me pareció fácil, rápida, organizada y bien distribuida. 17.¿Qué crees que se pueda mejorar en los otros ciclos del curso? Incluir más temas de periodismo deportivo, político, económico y de guerra. Incluir lecturas menos densas. Extender más ciclos de lectura con mas actividades y ejercicios. La dificultad de conectarnos desde la universidad y las

Si las lecturas me gustaron mucho al ser novedosas, interesantes al complementar mi profesión y poder interactuar con mis compañeros online.

Me ayudo a fortalecer mi autonomía al realizar los ciclos de lectura, completarlos todos de una manera significativa para mi profesión

El VLO fue atractivo diferente a las clases en el salón, permitiéndome opinar libremente sobre las lecturas, teniendo errores en Inglés pero atento hacer las correcciones sugeridas por la profesora.

El VLO fue una experiencia muy gratificante por que las lecturas estuvieron bien seleccionadas, fortaleciendo mi hábito de lectura y el usos adecuado del VLO.

Fue un reto aprender a usar le VLO con instrucciones en Inglés y los artículos de los periódicos que gracias a las estrategias tuve más seguridad en realizar las actividades.

Desarrollar las lectura por medio de juegos, crucigramas, imágenes y rompecabezas me ayudo a enriquecer mi vocabulario y reconocer la importancia de leer.

Después de esta experiencia ahora me gusta leer más, artículos de periódicos en Inglés, temas variados cambiando mi perspectiva sobre la lectura.

Me exigí más en desarrollar todas las actividades del VLO, para leer más, aprender Inglés y complementarlo a mi profesión.

24. ¿En su opinión, Cual es el principal beneficio de estudiar con de un Objeto virtual de aprendizaje (OVA) o (VLO)?

A) Autonomía 7 ss

B) Accesibilidad 1s

C) Precio 1s

D) Flexibilidad 6 s

E) Otro ¿Cuál?

1. Escoger mi propio tiempo y hacerlo por gusto propio.

2. Exigiendome disciplina de ingresar al VLO y desarrollar todas las actividades.

3. Autonomía es un método de aprendizaje individual.

4. Autonomía a aprender mas inglés y leer más teniendo muchos recursos en la web.

5. Todas las anteriores.

6.Me permitió mayor colaboración entre mis compañeros, socializando y motivándonos entre si a desarrollar todos los ciclos.

7.Todas las anteriores a pesar de que no todos tenemos las mismas oportunidades de usar el VLO

8.La combinación del VLO con las actividades, , los links, las lecturas y sin pagar ninguna dinero hacen que sea beneficioso aprender.

9.Los temas no son aislados , están integrados a nuestra profesión.

restricciones de poder descargar algunas páginas. E bloqueo al descargar algunos artículos en Internet.

A pesar de que voluntariamente participamos en el VLO, me sentí con mucha información por que trabaje en los ciclos de lectura, las clases del semestre y responder a mi trabajo.

Ya habíamos visto inglés el semestre anterior pero algunas aclaraciones en el desarrollo las actividades eran necesarias en Español.

Tener más confianza al manejar apropiadamente el VLO para aprovechar todos los recursos incluidos.

Se puede pulir más las imágenes y las animaciones para complementar las lecturas.

Extender más las fechas de entrega de los reportes de lectura en los 3 ciclos.

10.Aprendi cosas nuevas y estoy interesado en continuar leyendo en Inglés, aplicar las estrategias de lectura y seguir utilizando los recursos sugeridos en el Vlo.	

Appendix 12. Questionnaire Question 19 Independent Analysis

19. ¿Qué opina sobre los tres ciclos de lectura desarrollados en el (VLO)?	
Ciclos	**Opinión**
Ciclo 1: Introducción de los artículos periodísticos. **Reading 1:**Famous Filmaker Woody Allen. **Reading 2:**Colombiamoda 2015 as seen by a Spanish entrepreneur. **Reading 3:**Colombia celebrates `historic Oscar Ceremony in spite of not winning award. CATEGORIES VLO as an enhancing tool. VLO reading strategies as facilitators in ESP. VLO as a motivational tool towards reading articles in ESP. Perceptions about the implementation and use of the VLO.	Me gustaron mucho porque aprendí sobre Woody Allen; del como afronto los desafíos en su profesión para lograr el reconocimiento de su trabajo. Las lecturas son pertinentes e interesantes para nuestra profesión, dejando ver que no es solo leer el artículo si no que se despliegan buenas actividades con imágenes y juegos siguiendo su orden. Inicialmente me costó mucho trabajo adaptarme en el ciclo 1 y entender todo en Inglés, pero con el desarrollo de las actividades me fueron gustando para leer. Me parecieron interesantes por que conocí temas diferentes practicando Inglés y artículos que hablan de los hechos más importantes en nuestro país.
Ciclo 2: **Reading 1:** 55 Best Tips for a successful Magazine Cover. **Reading 2:** Vintage Cover art forms. **Reading 3:** If Netflix Is Indeed Insourcing TV Production Then It May Change TV Forever. CATEGORIES VLO as an enhancing tool VLO as an independent learning.	Las lecturas cambiaron incrementándose el nivel de dificultad, pero siguiendo el orden las actividades del ciclo 1 ya es mas fácil entender los artículos y las actividades. En este ciclo me causo curiosidad sobre cómo se hacen las revistas; el cual busque el link de las revistas explorando otros temas e información propuesta muy interesante para mi profesión. Las actividades permiten entender los artículos y reforzar el vocabulario por medio de las imágenes motivándome a leer. Fui consciente de dedicar más tiempo en leer los artículos para poderlos entender en Inglés y desarrollar las actividades usando las estrategias de lectura. Las lecturas me permitieron reflexionar sobre los temas presentados; que ya habíamos visto en otras complementado nuestra profesión.
Ciclo 3: **Reading 1:** Why listening to the Radio give us more pleasure than watching TV. **Reading 2:** Domestic abuse in The Archers- how the radios show is helping women spot signs. **Reading 3:** Are intelligence sector reforms enough to protect Colombia's journalists? CATEGORIES VLO as an enhancing tool. VLO reading strategies as facilitators in ESP. VLO as a motivational tool towards reading articles in ESP. Perceptions about the implementation and use of the VLO.	Después de ya conocer las actividades y las estrategias de lectura los artículos son más fáciles de entender y realizar las actividades que en algunos ejercicios el estilo se repetía. Me permitió entender el Inglés de una forma diferente y reconocer la importancia de la leer en mi profesión. Gracias a los ciclos de lectura del VLO, logre obtener más confianza y seguridad para leer en Inglés y entender los artículos de una forma divertida. Seguí el paso a paso de todas las actividades y recursos complementarios permitiéndome conocer los periódicos de otros países y la importancia de la radio. Me gustaron los temas de las lecturas al resaltar de forma crítica como la radio y la televisión influye en el comportamiento de las personas. Este ciclo fue el más difícil, pero usando las estrategias de lectura pude reflexionar y profundizar más en los temas. Definitivamente realizando todas las actividades e integradas a nuestra profesión fue

	de gran beneficio porque me generaron gran interés en leer y en Inglés que es más difícil fomentado el interés de aprender y siguiendo la retroalimentación de la profesora para no tener pereza de leer.

Appendix 13. Categories For The Analysis

Through a qualitative analysis of data I identified the main categories according to the research questions, which are summarized in the table below.

MAIN QUESTION	OBJECTIVE	CATEGORIES	PATTERNS
1. What is the impact of using a virtual learning object (VLO) centered on the teaching of reading strategies in English as a foreign language to students at Fundación Universitaria Uninpahu?	To identify and describe the impact of using a virtual learning object (VLO) centered on the teaching of reading strategies to students of professional program Social Communication and Journalism at Fundación Universitaria Uninpahu.	*Virtual learning object as an enhancing tool* *Reading strategies as a facilitator in ESP.* *VLO as a motivational tool towards reading articles in ESP.* *VLO as an alternative for learning vocabulary in ESP.*	Various kinds of strategies favor autonomous learning. Find out weakness and strengths in teaching / learning process.
2. What are student's perceptions about the use of a Virtual learning Object (VLO) to strengthen their strategies in English as a foreign language at Fundación Universitaria Uninpahu?	To explore student's perception about the use of Virtual learning Object (VLO) to teach reading strategies in EFL course at Fundación Universitaria Uninpahu.	*Participant's perceptions about the implementation and use of the VLO.* *Virtual Learning Object (VLO) as a complement and opportunities.* *Student's perceptions about teacher's role.* *Challenges using VLO.* *VLO as an independent learning*	Metacognitive strategies and learning styles favor independent learning development. Improve attitudes towards reading comprehension process. The importance to develop a proposal based on the students´ interests. Enthusiasm and interest provoke high motivation through VLO'S implantation and use. Overcoming negative previous experiences reading paper in English without any pedagogical accompanimed.

Students upload as a personal report.

Appendix 14. VLO's Report Self- Assessment And Progress (Word Format)

Student	**SAMPLE CYCLE 1** **Reading 1 Famous Filmmaker Woody Allen** What was easier for you to do, during the reading Woody Allen Filmmaker?
Main answers patterns	I understood most of the information because he is a director that we have studied in classes and I watched some of his movies. To activate previous knowledge to be closer to the article, indicating the key vocabulary until arrive to Woody's puzzle. To put Woody's Allen events in order following the introduction presented in the article. To summarize the most important aspects about him because we sow his movies in other classes.

Reading 2 Colombia moda 2015 as seen by a Spanish entrepreneur

Questions	☺ Patterns/ relevant issues/ recurrent features
Who explained it?	Spanish entrepreneur The article is from Colombia reports a specialize web news with professional journalist from different parts of the world interested in our country issues.
What is the general idea from it?	To show Spanish's experience as expositor and visitor in Colombiamoda. To recognize national and international fashion lovers as a way of interacting and shop socially.
Why is it important?	Because is the opportunity to know about Colombian culture and promote fashion. To interact with others and increase fashion business, marketing, growing up professionally.
Where did it happen?	In Medellin city.

Reading 3: If Netflix Is Indeed Insourcing TV Production Then It May Change TV Forever.

Questions	☺ Patterns/ relevant issues/ recurrent features
1.What does Netflix provide to clients?	-An excellence service to choose great TV shows, movies and series to watch anywhere and anytime. -It's and entertainment service very easy to get and funny to have a good times. -It is very good and with lots of variety of programs and with the latest films on the billboard, offering 24 hour service with good quality.
2.What is my opinion about Netflix broadcasting model?	-In my opinion, this model is not fair compared to the companies that spend a lot of time an effort to create movies. -It mentions the different ways that clients have to get the services maintaining their preferences and original content, paying in different forms and low prices. -It shows the Tv service changes of traditional broadcasting model to online service. -People can watch their favorite programs using laptops, TVs or tablets and on multiple screens simultaneously.
3.Why is this article important in my profession?	-Because it has to do with the future of media and the ways to obtain the most important information. -Because it talks about the new digital forms of entertainment for people. -It is a system that helps journalists to get more easily investigate documentaries that we need. -It informs the importance of new technology and how they compete.
4. What new words did I learn?	-Broadcasting, Streaming, increasing, decreasing, networks, rights, delivery, infrastructure, means, launch.
5. What was the author message?	It´s a new alternative where people can enjoy their favorite programs from the cellphone or TV. To make us recognize the benefits of Netflix. How Netflix is increasing its popularity with his brand in the entertainment industry. It has the biggest number of subscribers because they have original production of shows to all types of clients.

Student	**SAMPLE CYCLE 2** **Reading 1:** 55 Best Tips for a successful Magazine Cover **Reading 2:** Vintage cover art forms **Reading 3:** If Netflix Is Indeed Insourcing TV Production Then It May Change TV Forever.

Main answers	**Patterns**	-The reading strategy that I like more preferred were: -I liked the reading strategy Activate previous knowledge because the activity is with a word search and is very nice. -The skimming part I thinks is great because the matching activities are fun and make remember the article's idea. -The skimming is very good because the activities with the images helped me to memorize the main information from the article. -I recommend Scanning reading strategy because the activities contain nice images and we have to find specific vocabulary to the topic using synonyms.

Appendix 15. Self- Assessment report Reading Cycles 1, 2, 3

I'm able to do it	Yes	No
1. To associate the topic with the images, VLO'S multimedia activities and tools provided.	(15ss)	**-**
2. To understand most of the vocabulary presented in the articles.	(14ss)	**-**
3. To be familiar with the topic before, during & after the reading.	(15ss)	-
4. To understand the general and specific ideas in the articles.	(15ss)	-
5. To identify key ideas in paragraphs.	(14ss)	(1ss)
To predict and infer information from the text.	(15ss)	-
6. To identify the reading strategies in the articles: activate previous knowledge, skim, scanning, identify main ideas, relate vocabulary, summarize and ask question about the topic.	(15ss)	-
7. To improve through the reading process key information to build up meaning.	(14ss)	(1ss)
8. To read more often for improving my understanding.	(14ss)	(1ss)
9. To use the vocabulary learnt in other readings.	(15ss)	-
10. To guess word's meaning from reading context.	(14ss)	(1ss)
11. To associate and activate my knowledge with the readings.	(15ss)	-
12. To understand a greater percentage of the readings.	(13ss)	(2ss)
13. To explain the article's importance associated with my profession.	(15ss)	-
14. To relate the readings of articles with my own experiences.	(15ss)	-
15. To reflect on what I learned from the article.	(14ss)	(1ss)
16. To take part of the solution and concerns from reading newspapers articles.	(14ss)	(1ss)
17. To enjoy and being and active reader.	(15ss)	-

Appendix 16. Sample Reading Syllabus Cycle 1, 2, and 3

Reading cycle 1

LESSON 1	Topic: Filmmaker Woody Allen
OBJECTIVE	To identify details and use information to build up meaning.
READING	Famous Filmmakers Woody Allen Author: http://www.filmmakers.com/artists/woodyallen/biography/
GRAMMAR	Verb to be in present is /are Possessives adjectives my/his/her/its/yours/their/our
VOCABULARY	Words related to filmmakers, film industry, screen writer, director, actor musician, producer, art.
STRATEGIES	BEFORE READING: Activate previous knowledge. DURING THE READING: Identify the main information in the article. AFTER THE READING: Restate information about the article.
SELF-ASSESSMENT	Students upload VLO'S Chart report.

Reading cycle 2

LESSON 1	Topic:55 Best Tips for a Successful Magazine Cover
OBJECTIVE	To strength skimming and scanning reading strategies.
READING	55 Best Tips for a Successful Magazine Cover http://www.magazinedesigning.com/55-best-tips-for-a-sucessful-magazine-cover/
GRAMMAR	Present simple do/does verbs in present
VOCABULARY	Cover, magazine, buyers, design, concepts, style, headline, sections, presentation, photos, target, readers, curiosity, attraction, ideas.
STRATEGIES	BEFORE READING: Activate previous knowledge. DURING THE READING: Skimming the text. AFTER THE READING: Scanning.
SELF-ASSESSMENT	Students upload VLO'S Chart report.

Appendix 17.   Sample Reading Cycle 1 Lesson (Word Template)

Reading cycle 3

LESSON 1	Topic The radio
OBJECTIVE	To predict possible facts based on the information got it in newspaper articles.
READING	Why listening to the radio gives us more pleasure than watching TV or using a laptop http://www.dailymail.co.uk/news/article-2009161/Why-listening-radio-gives-pleasure-watching-TV-using-laptop.html
GRAMMAR	Present perfect have/has verbs in participle.
VOCABULARY	Pleasure, technology, analogue, digital, research, increase, media, users, consume, levels, mood enhancer, tune, transmission, radio stations, old fashion, loyalists, replace.
STRATEGIES	BEFORE READING: Make predictions. DURING THE READING: Identify main ideas and recognize key vocabulary. AFTER THE READING: Relate information about the text.
SELF-ASSESSMENT	Students upload VLO'S Chart report.

Before the reading

LESSON 1: Filmmaker Woody Allen

READING STRATEGY: Activate your previous knowledge.

Select the best answer.

1. What do you know about woody Allen?

    a)   He is a well-known agent

    b)   His is a fan of drama and comedy films

    c)   He is a film director, writer, screenwriter and musician

    d)   I don't know

2. Where is he from?

    a) Beverly Hills USA

    b) Brooklyn, New York, USA

    c) Wilshire Blvd.

d) I don't know.

3. What does the following picture represent?

   a) Film entertaining

   b) Drama and comedy

   c) Film production

   d) I don't know

1. Filmmaker's characteristics are?

   a) To believe in their own abilities writing, managing and producing

   b) To coordinate and produce spans over 30 years.

   c) To make films linked with drama and comedy.

   d) I don't know.

During the reading

READING STRATEGY: Identify the main information in the article.

Scroll to read the text. Then, check the right option.

FILMMAKER WOODY ALLEN

Director, writer, screenwriter, actor, producer& musician.

March 23, 2011.

Date of Birth:	December 1st, 1935	
Sign:	Sagittarius	
Place of Birth:	Brooklyn, New York, USA	
Education:	City College of New York	
Personal quote:	*I'm not afraid of dying...I just don't want to be there when it happens.*	

Woody Allen is one of the most well-known and respected names in the film industry. His career of being a writer, screenwriter, director, actor, musician and producer spans over 30 years and still thrives. His films have linked the boarders of drama and comedy, while continually being entertaining and honest. A very quiet man, Woody frequently declines the offer to make an appearance to promote his upcoming films. Details to his films are also kept relatively quiet, the trailers viewed in the theaters usually being the only information the viewer will see before the movie is released into the theaters. Although this is the case, most Woody Allen films are well worth the wait, time and money.

Over the last 10 years Woody has continued to write and direct well-known films such as *Crimes and Misdemeanors*, *Bullets over Broadway,* and *Deconstructing Harry*. Woody's latest film (his 32nd feature), *Small Time Crooks*, is in theaters now. As usual, not much is

known about the film other than it takes place in Manhattan and marks the long awaited return of Allen to slapstick comedy. It is the last film Woody Allen will work on with long-time production partner Jean Doumanian, DreamWorks SKG has now signed Allen to a 3-picture deal. With this in mind, Woody Allen fans can be assured that there is so much more to come from this genius.

DURING THE READING

Put Woody's Allen events appropriately.

Date of Birth:	December 1st, 1935
Sign:	Sagittarius
Place of Birth:	Brooklyn, New York, USA
Education:	City College of New York
Personal quote:	*I'm not afraid of dying...I just don't want to be there when it happens.*

Put this events in Woody's presentation in order?

a) His zodiacal sign is Sagittarius

b) He studied at City Colleague of New York

c) His personal quote is "I'm not afraid of dying I just want to be there when it happens

d) He is a filmmaker director, producer and musician.

e) He was born in December 1st, 1935

f) His place of birth is Brooklyn, New York, USA

Select the best answer.

2. According to paragraph 1, what is true about Woody Allen Filmmaker?

a) His films details are always kept as secret

b) His films are well worth the wait, time and money.

c) The 1st films performances are only in theatres.

d) His films are linked with comedy and fiction.

3. According to paragraph 2, what is false about Woody Allen Filmmaker?

a) His films are short time production with high quality and creativity.

b) The film Small Time Cooks and Bullets over Broadway are in theaters.

c) The comedy return of Allen to slapstick takes place in Manhattan.

d) Woody Allen fans believe on his well-known film work.

After the reading

READING STRATEGY: Restate information about the article.

Drag each of the words in the boxes to complete the information.

Filmmaker, It's not a job it's a lifestyle

Woody Allen is one of the most well known and respected names in the film industry. His films have linked the boarders of drama and comedy, while continually being entertaining and honest. Viewing filmmaking career as a job, people are on the wrong track. This career will consume every single waking moment. Unless people have passion as Woody Allen. His personal challenge is to juggle his dream and personal life. Filmmaking also takes up a huge amount of physical and mental resources meaning your health needs to be dealt with in detail. Woody Allen fans can be assure that there is so much more to come from this genius.

Drag each of the words to complete the text.

well known   drama and comedy   entertaining   job   genius.

Wrong track.   Passion   assure   physical   mental

Self-assessment

What was easier for you to do, during the reading Woody Allen Filmmaker?

Write a tick into the parenthesis on the left (√)

( ) To be familiar with the topic before, during & after the reading.	
( ) To get the general idea of the article.	
( ) To guess & complete vocabulary in context.	
( ) To identify key ideas and main points in paragraphs.	

Appendix 18. Virtual Learning Object Initial and Final Test Analysis

INITIAL OVERVIEW	PURPOSE
The initial test is made in 1 section consisting of one reading passage about *"The future of Journalist is being built today-what you need to know"* *Retrieved from:* **Este, J. & Cossimally, K.(2016). *Retrieved March 3 from* htt**p://theconversation.com/us The text comprises 7 paragraphs about and 10 multiple choice questions in which students were asked to select the best answer that explains what the paragraph mainly discuses about.	To know student's Reading Skill in EFL before enrolling the Virtual learning object VLO.

Based on the results only 3% percent of students approved the test. On the contrary, the other 97% percent did not approve the mark to pass the test, as shown in graph.

The first reason for the initial the test was to see how well students at Uninpahu perform by comparing their reading comprehension strategies in ESP with their performance on the reading strategies proposed. In general, the students did not recognize reading strategies in ESP performed with difficulty in the following six reading purposes: To identify the main idea in paragraph, to identify true and false information, to identify key vocabulary, to activate previous knowledge and infer the most important ideas, to make conclusions and to locate key information as might be expected.It draws the attention towards finding suitable Reading Strategies to help students in the comprehension and analysis of reading articles in EFL.

It is clear that Journalist students need to strengthen their reading comprehension skill in order to understand any academic or scientific information required. With the development of reading strategies and the inclusion of a Virtual learning object provide students with reading strategies to cope with the difficulties found in terms of the appropriation of the concepts and resources presented in an article.

Thus, this allow students to enhance their linguistics repertoire in the foreign language when dealing with articles and reports on Social Communication and Journalism, considering the need students have to improve their reading skills.

Table 1 Evaluation Acuerdo No 133 of June 19th 2009 Fundación Universitaria Uninpahu Consejo Superior - capitulo VIII sistema de Evaluación y promoción artículo 50.
15 Students took the initial and final test

Category	Initial Test Score
Insufficient	30 points or less

Approved	31-40
Good	41-45
Excellent	46-50
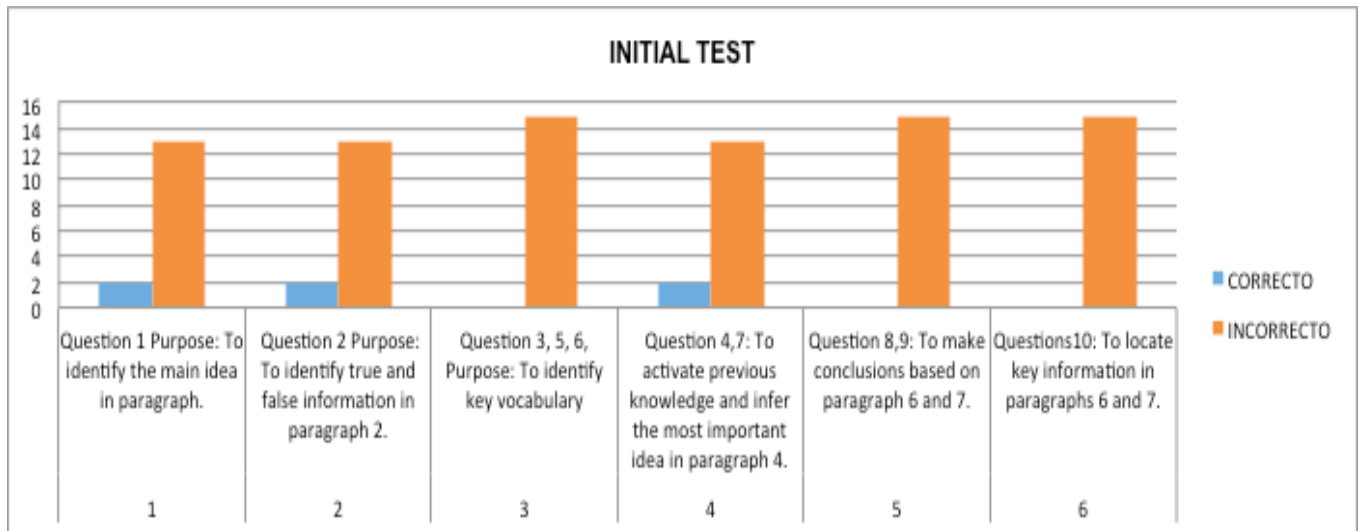
INITIAL TEST PURPOSES 1 Article Reading section with 10 Questions	Correct Approved 31-40 points No Students	Incorrect Insufficient 30 points or less No Students
Question 1 Purpose: To identify the main idea in paragraph.	2	13
Question 2 Purpose: To identify true and false information in paragraph 2.	2	13
Question 3, 5, 6, Purpose: To identify key vocabulary	0	15
Question 4,7: To activate previous knowledge and infer the most important idea in paragraph 4.	2	13
Question 8,9: To make conclusions based on paragraph 6 and 7.	0	15
Quesions10: To locate key information in paragraphs 6 and 7.	0	15

Final Test Analysis

Test Overview	Purpose
The final test is made of 3 sections: Section A and Vocabulary part with 12 total questions. Section B with reading comprehension 14 questions, article organization and words selection 13 exercises. Total exercises and questions 39. It has one reading passage about *"Journalist Missing in Colombia"*	To know Student's reading skill applying Reading strategies in EFL after participating in the

Retrieved from: **Smyth, F.(2016). *Retrieved May 23 from*https://cpj.org/2016/05/journalist-missing-in-colombia.php** Students were asked to select the best answer that explains what the paragraphs mainly discus about, Identify key vocabulary, organize events and make conclusions.	Virtual learning object (VLO).

Looking carefully at initial test presented and the low reading skill students arrived at, it is clear that there is a huge difference between the results students got in the initial tests and the grades students got in their final test. This shows that students really learnt how to use reading strategies when dealing with article in ESP and as a result of this, students improved their reading skill.

Based on the results 75% percent of students got good in the test. 20% of students arrived to Excellent in the test and 5% percent got approved in the test.The reading strategies became useful guidelines for students, teaching them how to approach an article in EFL, answer reading comprehension questions appropriately, identify key vocabulary technical and academic related to their profession.

The analysis in the final test students increase their reading strategies application using the VLO'S activities it was organized in three sections, section A Vocabulary part with 12 questions, in Question 1,2 points 1,2,3,4 purpose: To identify and relate vocabulary with images and definitions, the results indicate that 13 student achieved successfully in. In section B Reading Comprehension Question 3 points 1, 2,3,4,5,6,7,8 purpose: To skim the text and identify true and false information the results indicate that 12 students obtained good results and 3 students struggled in some questions. In question number 4 point 1 purpose: To identify the main idea from the article, it determines that they advanced in this part recognising key information and ideas, 13 students obtained good results and 2 need to practice more. In this same question point 2,3,4 purpose: To skim and looking for specific details in the response patterns indicate that 14 students found it easier to find the most important details in the articles just one student need to practice this part. Continuing with question 4 point 5 purpose: To infer key information from the article 11 students achieved and 4 students need to improve; according to point 6 purpose: To make conclusion form the article 13 students obtained good results and only 2 need to practice more.

In the final test section B Article's event organization question 5 point 1,2,3,4,5,6,7 purpose: To locate article's event according to its order 11 students obtained good results and 4 students had difficulty in this part. In the final section of the test Section B reading comprehension words selection Question 6 points 1,2,3,4,5,6 purpose: To identify key vocabulary 16 student answered correctly and 1 student had difficulty.

FINAL TESTS PURPOSES 1 Article Reading 3 Question Sections	Correct Good 41- 45 points 7 s Excellent 46- 50 points 5 s No Students	Incorrect Approved 31- 40 points 3 s No Students
Section A Vocabulary part with 12 questions. 1.Students read the article after participating in the VlO Journalist Readers /Reading Strategies. Question 1,2 points 1,2,3,4 Purpose: To identify relate vocabulary with images and definitions.	13	2
Section B reading comprehension. Question 3 points 1,2,3,4,5,6,7,8 Purpose: To skim the text and identify true and false information.	12	3
Question 4 point 1 Purpose: To identify the main idea from the article.	13	2
Question 4, point 2,3,4: To skim and looking for specific details.	14	1
Question 4, point 5: To infer key information from the article	11	4
Questions 4 point 6: To make conclusions form the article.	13	2
Section B Article's events organization Purpose: To locate article's events according to its order. Points 1,2,3,4,5,6,7	11	4
Section B reading comprehension words selection Purpose: To identify key vocabulary. Points 1,2,3,4,5,6.	14	1