

Frank Sierra Quevedo, Adriana Vanessa Robin Romero. Director: Pablo Munevar. Reading strategies to promote literature in a virtual environment for EFL learners.

**READING STRATEGIES TO PROMOTE LITERATURE IN A  
VIRTUAL ENVIRONMENT FOR EFL LEARNERS**

STUDENTS

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### **Nota de aceptación**

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Firma del Director

Bogotá, D.C., 12 de Diciembre de 2016

## **DEDICATION**

We want to dedicate this research project to our beloved families for all their support and strength in order to become better persons, for their love and their unconditional support in all the stages of our lives. They are our principal motivation for growing professionally.

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## **ACKNOWLEDGMENTS**

*We want to thank all the persons that were involved in the process of construction of this document, because they helped us with our research, with patience and advices that finally allowed us to complete and finish our studies.*

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### RESUMEN ANALÍTICO EDUCATIVO

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<b>PALABRAS CLAVE:</b> Reading strategies, literature, virtual environment, meaningful learning.		
<b>DESCRIPCIÓN:</b> El proyecto analiza, describe y propone estrategias para mejorar la comprensión de lectura de los estudiantes de grado décimo de un colegio privado ubicado en Bogotá a través de un ambiente virtual de aprendizaje usando la literatura de habla inglesa y teniendo como referencia los escritores clásicos.		
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## **CONTENIDOS :**

El documento se encuentra organizados por secciones. Para iniciar, se encuentra el resumen tanto en inglés como en español. En la primera sección se encuentran los antecedentes basándose en los resultados de las pruebas PISA obtenidos por Colombia y Corea, en la segunda parte se encuentra la introducción en donde se relata de forma breve las características del proyecto, en la tercera sección se encuentra el planteamiento del problema, la pregunta de investigación, el objetivo general y los objetivos específicos. En la cuarta sección se encuentra la metodología de trabajo, continuando con el marco teórico sobre estrategias de lectura, literatura inglesa y ambiente virtual de aprendizaje, así como las concepciones desde pedagogía y didáctica. En el apartado seis se encuentra la propuesta como tal, que se busca implementar con adolescentes de grado décimo de un colegio privado con nivel de inglés intermedio, con el fin de mejorar las estrategias de comprensión de lectura. Para cerrar el documento, se encuentran las conclusiones realizadas, dando inicio a la bibliografía y finalizando con los anexos.

## **METODOLOGÍA :**

Se realizará un estudio de caso cualitativo con el fin de analizar una posible solución a un problema identificado e involucrar activamente a los participantes de la propuesta. Primero presenta una fase de exploración, en donde se incluyen evidencias de investigaciones similares llevadas a cabo con anterioridad en donde se identifica un problema de comprensión de lectura, motivación a la lectura y manejo de ambientes virtuales de aprendizaje.

Luego, propone estrategias puntuales que ayudan a que los estudiantes mejoren sus habilidades lectoras a través de la literatura de habla inglesa y se identifica como los recursos tecnológicos ayudan a que los aprendices adquieran una segunda lengua de manera significativa.

Adicionalmente, sugerimos unas estrategias ligadas a la visión de enseñanza, aprendizaje, pedagogía y didáctica para identificar los objetivos principales de nuestra propuesta.

En la etapa de implementación, se brindan todas las actividades y estrategias puntuales que nos llevaran a alcanzar los objetivos planteados, a través de un plan lector online.

La propuesta se divide en el desarrollo de cinco fases que se describen a continuación para el cumplimiento de los objetivos propuestos.

Para finalizar, se plantean las conclusiones obtenidas a partir de la construcción del

ambiente virtual y se incluyen los anexos pertinentes.

## **CONCLUSIONES :**

El propósito de esta propuesta era identificar algunas estrategias que permitieran que los adolescentes de décimo grado de un colegio bilingüe ubicado en Bogotá mejorar sus habilidades de comprensión de lectura usando literatura de habla inglesa en un ambiente virtual de aprendizaje, con el fin de garantizar un aprendizaje significativo de Inglés como segunda lengua. Nos fue posible diseñar una unidad donde se incluyeron varias estrategias que analizamos y describimos, enfocándonos en las habilidades lectoras, tales como inferir, predecir, motivar, hacer conexiones, diseño de diagramas, visualización, uso de pensamiento crítico y demás. Las actividades son presentadas de una forma innovadora, porque todo el plan lector puede usarse como complemento a las clases presenciales y también es útil para ser desarrollados en un ambiente independiente. Para el diseño, usamos diferentes herramientas para hacer a los estudiantes competentes no sólo en lenguaje sino en tecnología. Algunas de ellas son Calmly Writer, Speakpipe, Padlet, Prezi o Canva.

Con el fin de describir las habilidades de lectura, fue necesario incluir antecedentes sobre trabajos e investigaciones hechas con anterioridad basadas en las mejores estrategias que los docentes pueden usar con el fin de mejorar la lectura. Algunos de estos estudios incluyen el uso de la tecnología en la enseñanza de una segunda lengua. Cuando realizaron la implementación pedagógica de sus propuestas, los resultados obtenidos mostraron que los estudiantes tuvieron un mejor input en las diferentes actividades, por tanto su capacidad de producción aumentó significativamente.

Nosotros exploramos el proceso de lectura de los estudiantes usando actividades basadas en el enfoque natural, que propone la adquisición del lenguaje basándose en la comunicación y la corrección en los errores de los estudiantes.. También, implementamos el Input Comprensible, donde los adolescentes pueden ser capaces de entender la esencia de lo que está siendo dicho y reciben un vocabulario un poco más avanzado con el fin de extender su aprendizaje. Cuando se usa este enfoque, los estudiantes usualmente cierran su proceso de aprendizaje siendo capaces de hacer producciones de manera oral u escrita.

Finalmente, concluimos con el diseño de un ambiente virtual de aprendizaje, donde los estudiantes pueden encontrar un plan lector para trabajar en el area de ingles y que se puede implementar durante todo un año escolar,, dividido en cuatro bimestres. Cada bimestre contiene diferentes actividades para ser realizadas de acuerdo a los libros escogidos y cada una de ellas debe ser presentada a los compañeros y a los docentes, para así recibir una retroalimentación cualitativa, entender sus errores y mejorar su

comprensión lectora y su motivación hacia esta actividad.

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## STRATEGIES TO PROMOTE LITERATURE IN A VIRTUAL ENVIRONMENT FOR EFL LEARNERS

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**RESUMEN:** *El presente documento busca identificar las estrategias y principios más apropiados para promover las habilidades lectoras a través de la literatura desde un ambiente virtual de enseñanza para el aprendizaje del Inglés como Lengua Extranjera de estudiantes con nivel intermedio de grado décimo en un colegio privado en Bogotá, Colombia. El documento explora referencias teóricas de estudios realizados con anterioridad en diferentes países alrededor del mundo en donde se buscaban actividades puntuales que permitieran que los estudiantes mejoraran sus habilidades lectoras y que habían obtenido resultados satisfactorios. En este proyecto, se incluye una propuesta a ser realizada como plan lector para un año escolar, dividido en cuatro bimestres académicos de 9 semanas cada uno, en donde se trabajan 5 horas de inglés por semana y una de estas horas será destinada específicamente para el trabajo lector. Aquí se brindan tanto ejercicios como recursos online que buscan promover la motivación y mejorar la comprensión de lectura. Adicionalmente, las estrategias propuestas permiten también que el estudiante pueda realizar procesos de producción tanto oral como escrita con el vocabulario aprendido, adquiriendo la segunda lengua de manera significativa.*

**PALABRAS CLAVE:** Literatura, lectura, ambiente virtual, aprendizaje significativo.

**ABSTRACT:** *This document seeks to identify which strategies and principles might be the most appropriate to promote reading skills habits through literature in a virtual environment for intermediate English Foreign Language learners from tenth grade in a private school in Bogota, Colombia. The document explores theoretical references about studies made previously in different countries around the world, where authors were looking for specific activities that allow students to improve their*

reading skills and where they obtained satisfactory results. In this project, it is included a proposal to be made as a reading plan for a school year, divided into four academic terms of 9 weeks each, where learners receive five English hours per week and one of these will be destined specifically for the reading work. They are presented exercises and online resources that seek to promote motivation and improve Reading comprehension. In addition, the strategies propose allow learners to accomplish production processes, such as writing and speaking, with the vocabulary learned, acquiring the second language in a meaningful way.

**KEYWORDS:** Literature, reading strategies, virtual environment, meaningful learning.

### 1 INTRODUCTION

This research project deals with the identification, analysis and description of the strategies used for learning English as a Foreign Language when promoting literature through reading in a virtual environment with tenth graders.

Undoubtedly, there has been an increasing tendency in the last few years on e-learning due to its advantages, the nature itself of virtual education regarding aspects such as the time, place and space has provided numerous possibilities for teachers to revolutionize the pedagogical strategies which have been traditionally used in the classrooms to teach.

It is highly necessary to remark the role of technology in our daily worlds, teenagers are nowadays exposed and collided by the overwhelming amount of technological devices, apps, gadgets and in new ways to interact with the world. These new ways have led to

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change a vision of the world, most teenagers communicate with their friends through social networking, they share and comment about their interests with other people online. This was one of the key aspects which we considered, instead of rejecting the use of technology and the possibilities of virtual learning; we decided to embrace them and used them in the class to promote reading and promoting a critical point of view in students.

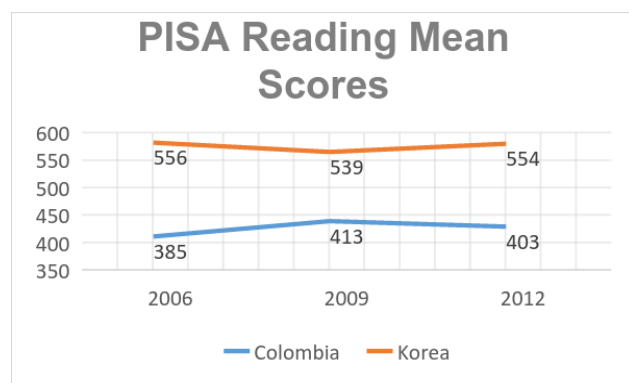
Also it is important to use the new technologies in order to learn a second language because it allows learners to work different: using collaborative learning, socializing their results in a creative way, receiving feedback from their pairs and making more complex processes such as learning by Comprehensible Input and using Output (Krashen, 1982) for communicating.

Throughout the document the reader will be able to find a background in which we describe the national context of the situation; then the description of the research along with the problem statement and the justification. It also addresses the research questions, general and specific objectives. The literature review is divided into 3 subtopics: reading, literature and virtual learning environment.

Afterwards, we present the articulation of the pedagogical, didactic and ICT concepts in our proposal in which we include an analysis from ICT, from pedagogics and from didactics. One of the most important stages was the development of the proposal, in which we include the structure of our program and screenshots of the learning environment created.

## 2 BACKGROUND

Adolescents' reading habits and skills play an important role in their learning process and there is a clear connection between them. There has been traditionally in Colombian schools' poor reading habits which have been constantly reflected in history; the PISA tests which have been applied to 64 countries all over the world assessed learners' competences of Mathematics, Science and Reading.



Graphic 1: PISA Reading Mean Scores.

In reading competences Colombia has been among the lowest scores in the general rank. The graphic below indicates Colombia's reading performance in contrast to Korea's, one of the highest ranked countries in the last three tests; this to have a general idea of the global panorama.

The graphic indicates Colombia's Reading Mean Scores in Reading Performance since 2006, year in which the country first participated in the assessment. Among the 64 countries, Colombia has always been in the worst 12 countries listed, which highlights and puts in the spotlight the weaknesses we should work on, and gives a light of where we should head to as teachers to have better results.

A study carried out by Erkaya (2005) indicates how the introduction of literature and especially of short stories in the classroom can benefit the classroom in different ways. Oster (1989) suggested that the well selected short stories can improve significantly ELT courses for learners at intermediate levels proficiency. Oster also affirms how these short stories can foster creativity so students can develop their writing skills, as the teacher can ask students to write dialogues or more complex tasks based on the ideas found in the reading, the type of activities may vary depending on learners' language proficiency. There is a wide scope of activities described in this study, which teachers can assign in order to develop their language skills, and this study is clearly attached to the interest of the present research and presents insights of what we might find when applying ours.

When it comes to Virtual Learning Environments (VLE), there is no doubt of the revolution, which has taken place since 1990s, when the internet appeared and has contributed with advantages and disadvantages to the educational stage.

According to Posey, Burgess, Eason and Jones (2012) distance has become surprisingly an advantage of VLE as learners had to become more effective users of the language and were forced to communicate in a clearer way than it would be in a traditional classroom. They also suggested that technology used increased the cohesion of a group and mutual support in the remote classroom. Other more pragmatic advantages are the costs, which may significantly be lower, fast learners could move at their own pace, and teachers would have clear typed tasks and would not face the challenge of deciphering handwriting.

This is the framework concerning literature and virtual environments which we have researched and is currently going on in classrooms and which will be extended along the document.

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### **3. DESCRIPTION OF THE RESEARCH**

#### **3.1 PROBLEM STATEMENT AND JUSTIFICATION**

Learning a language has become a challenging and determining factor for education nowadays, in our experience as teachers we have been able to notice how the educational system has specialized in graduating students with poor skills product of years of scholarization. As a proof of this, the PISA tests, which are applied to 64 countries, have listed Colombia among the lowest scored countries in the three tests taken. Reading has definitely taken an important role, as traditionally there are not reading habits in the mother tongue; therefore the outcome to expect in second language is even lower.

There are several studies that have been developed during the years about how to improve the reading skills using technology. We consulted two different researches that have similarities to our proposal. The first one was carried out by Miller (2012) who claims that reading improves learners' comprehension, background knowledge, learning vocabulary, fluency, pronunciation, intonation and finally writing. This author is a teacher of language arts for teenagers in the United States and he describes on this paper the conditions and the instructions related to the classroom where the motivation is key in the reading process, using strategies in order to choose the material, dedicating specific time in reading and promoting literature for young people.

The second study we chose was conducted by McGewon, Duncan, Griffiths and Stothard (2014) in the United Kingdom with teenagers from eleven to sixteen years old in language arts. The authors proposed that reading motivation and reading habits can predict different reading components such as summarizing, comprehension, fluency and pronunciation. Other strategies that can be improved as identifying main ideas, characters or situations, relate events with their real life, the reading skills and the acquisition of language because students can feel engaged with what they are learning.

The last study we chose is written by Behjat (2013). In this case it is highlighted the importance of blogs and virtual tools for learning language abilities. Through interaction with partners and the teacher as well, the study wanted to find out how the collaborative learning and reading help students to improve comprehension. The study was carried out with Iraqi students that were learning English as a foreign language. In this study, the learners were separated into two different groups: one worked in an individual way with reading as a

supplementary activity and the other group had the chance to work with an online blog design by the teacher where they could read the same texts, using collaborative learning. The results showed that the group who had the opportunity to work with online activities acquired better comprehension skills as well as they improve their communication skills related to production.

#### **3.2 RESEARCH QUESTION**

Which is the most appropriate strategy to promote literature in a virtual environment for intermediate EFL learners at a private school in Bogota?

#### **3.3 OBJECTIVES**

##### **3.3.1 GENERAL**

To identify the most appropriate strategy to promote literature in a virtual environment for intermediate EFL learners at a private school in Bogota.

##### **3.2.1 SPECÍFIC**

- To determine which strategies may enhance students' habits towards literature.
- To explore the reading processes of intermediate EFL students, which enrich their vocabulary, reading comprehension, reading responses, discussions and reflections.
- To design a virtual learning environment where learners can acquire English as a second language and improve reading comprehension.

### **4. WORK METHODOLOGY**

The proposal is divided into five different stages described below in order to accomplish the objectives proposed at the beginning:

1. Descriptive stage: explains the background of the research, related to the PISA exam results, making a comparison between Colombian and Korean tests. Also, in this part we propose the question as well as the objectives of the proposal.
2. Interpretative stage: Find information related to the topic. For this part we include previous studies that had been carried out in the past with similar proposals and the results they obtained and we study the consequences for our own benefit.

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3. Argumentative stage: We propose the literature review, where we explain three main theories related to the project: Reading strategies, literature and virtual learning environments.
4. Propositional stage: We propose an English syllabus base on the previous information and we design a Virtual Environment in order to implement the information collected before.
5. Implementation stage: the presentation of the proposal including the theoretical information and the results obtained in the conclusions.

On the other hand, we are going to implement a work strategy in order to teach the Reading strategies using literature:

#### *Comprehensible Input (CI)*

The Input Hypothesis proposes that acquisition takes place through CI. Krashen (1982) gives the next sources of evidence in order to support this theory:

**Caretaker speech:** People responsible for looking after children tend to communicate with basic vocabulary and expressions in order to be understood, turning speech into the child's level. Another difference is that talk and conversations are generally limited to the child's environment which also helps make it comprehensible to the child.

**Simple codes:** It refers to teacher-talk and foreigner-talk where utterances are modified in order to help the comprehension process. In this case, adults can have a greater knowledge of the world than children and this can be helpful for acquirers. Teachers can also use pedagogical help such as pictures and realia (Krashen, 1982).

**The Silent Period (SP):** it states that children who acquire a target language go through a period of not willing or not able to communicate. Learners can have some of the vocabulary by listening and understanding the language around them. On this stage, learners have the facility to listen attentively, respond to visual activities (videos, pictures, and so on); they can make and understand comprehensible gestures. This period can last a couple of days or even years, depending on several factors. However, learners cannot be forced to talk before they are ready to do so.

**The limited contribution of L1:** Learners may try to communicate their improvement on the target language using L1 syntactic rules before learning the appropriate L2 rules. However, the L1 rules and the L2 rules can result in a production of errors. This situation can only be modified by further acquisition.

#### *The role of output.*

Output can be also understood as speech, in Language acquisition (Krashen, 1982). There are

students that can have the linguistic competences acquired and clear related to the Second language. The disadvantage this can have is that it will limit the input you receive, because the most you talk, the most people will talk to you. The quality of input can also be affected because learners that remain in silence are going to receive more modified content than the ones who appear competent and fluent.

#### *Meaningful learning (ML)*

This theory was worked by David Ausubel, a psychologist and educator from the USA, since 1960. It proposes mainly the retention of verbal information through the reception of data and knowledge. According to this theory, the school learning is giving by presenting to the students what they are going to learn. In these circumstances, they are only asked to understand the material and incorporate it in their cognitive structure so that learners can reproduce it, related it or solved future situations.

Learning is truly meaningful when students can relate new information to the topics they already know. But if teachers want this to happen, it is necessary the material used have meaning by itself and should be potentially meaningful for the student too, as they will make an effort to relate new information, signifying what they know. In consequence, an interaction is produced that modifies not only knowledge but the cognitive structure of individuals.

Normal teaching processes can lead students to have both significant and memoristic knowledge; however, this last one is gradually losing importance as the students acquire greater volume of knowledge.

For knowledge to be truly meaningful it is necessary to accomplish some requirements (Ausubel, 1963:523):

1. The *material* should not be arbitrary. It must have meaning by itself and it should be organized logically. It must be significant for students too. If the information is presented by the teacher in a disorganized way or without an appropriate hierarchical structure, knowledge is never going to be meaningful. Material should respect the logical structures of the knowledge disciplines and recipients should be able to comprehend it from the cognitive structure they possess.
2. The *students* should present also a significant attitude for learning. They should have an internal disposition in order to make efforts and establish permanent relations between the known and the innovatory material, according to their cognitive structures too. In order to have



an optimum attitude for learning, the role of the teacher as the leader talking during the whole lesson disappeared.

3. There is another condition inherent to the learners: the existence of *subsuming concepts* in the cognitive structures of the students that allowed them to match the new and the old items; including two basic processes: the differentiation and the reconciliation. When these concepts are not present, students will only recur to their rote learning.

#### *Advance organizers*

The advance organizers are the introductory concepts for each topic, clear and general ideas that allow the students to match what they are going to learn to what they already know, improving the chances of retention of information (Ausubel, 1963). The most effective organizers are those that use appropriate concepts, terms, propositions, analogies and illustrations. There are two types of advance organizers:

1. The expository organizers, according to Ausubel (1960:267) provide new content that students will need in order to comprehend future information. These are normally used when new study material is unknown for the learner. It is necessary to relate what the learner already handles with the strange, new material and facilitate the meaningful structure and organization of such content.
2. For Ausubel (1960:270), the comparative organizers are used when a new learning activity contains partially or completely known material and serves to point out similarities or differences between new and old knowledge.

## 5. LITERATURE REVIEW

To frame the inquiry three main categories were identified in the literature review: Reading (Kücükoglu, 2012), literature (Narancic, 2001); and virtual learning environment (Youn, 2004).

#### *Reading*

It is possible to understand reading as a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott, & Wilkinson (1985), reading is a basic and necessary skill. It will define and help a student to succeed in their results

because it also implicates comprehension and understanding of instructions and specific topics. Despite the importance it has, reading is one of the most challenging areas in the education system, as it is presented on the background of this document. The increasing demands for high levels of literacy in our technological Colombian society makes this problem even more present in our schools and universities.

It is important for teachers to help learners improving their reading comprehension using innovative activities and applying them in the classroom with several working strategies like think aloud-processes, group practice, partner practice and independent practice. King (2008) believes that there are also four factors involved in reading comprehension: the reader, the text, the strategies, and the goal. King emphasize that what makes the difference in this process, are the reading strategies, claiming that the most important fact would be the ones that readers use.

Wenden (1987) notes that the strategies have been labeled differently in the literature and goes on to list the following: techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies and problem-solving procedures. A general distinction has often been made between strategies and skills. However, for some, they denote essentially the same processes.

Brown (2001 P.119) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." He identifies three main differences between strategies and styles: styles are "consistent and rather enduring tendencies and preferences within an individual". Styles are what distinguish you from others they are rather consistent and defy changes. Strategies on the other hand, vary within individuals from moment to moment as the specific problems and contexts change.

The following strategies for improving reading are included in the proposal, as we wanted to identify if they were meaningful and easy to develop. The main strategies for teaching reading comprehension are (Kücükoglu, 2012),

- Summarizing: Reading requires students to analyze the important information and condense it in the learner's own words (Adler, 1940). In this strategy, students are able to differentiate the main ideas from the general ones, helping students to improve their perception and comprehension.

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- Predicting: For students to be good readers, they should set an objective in order to have motivation and a purpose for reading. Based on students' experiences and previous knowledge about certain topics, students are able to make predictions about future events and situations that might happen, formulating ideas while reading (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003). It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding. If students are not given a chance to make predictions, it will be difficult to improve the reading comprehension. (Duke & Pearson, 2002). There are some activities in order to predict information such as using the pictures, the table of contents, the titles in the book, the keywords presented at the beginning, using a diagram or graphic, making predictions about certain specific parts of the book and sharing with classmates the ideas in order to compare and evaluate predictions.
- Making connections: learners can use the previous knowledge and connect it to the ideas in the text with their own personal experiences. When you can relate an imaginary situation to a real life event, the learning process is meaningful. Other activities are to connect the text with beliefs, thoughts, feelings, emotions, how stories and characters connect, making connections and these can be shared with classmates or the teacher in order to have a collaborative learning. Some exercises that can be made in order to make those connections are drawing, making charts, writing activities or graphic organizers.
- Visualizing: It requires the learner to construct images of what is read on the book. It allows the students to remember the information in a visual and easy way, as part of the interpretation of what is being read. Some activities in order to visualize are identifying the characters, main situations or actions in a story and ask learners to write or draw the mental image that came to their mind when they finish reading the required part.
- Questioning: Can be used before, during or after reading a text. In this part, students are able to ask any questions about different topics based on the reading that eventually can help them to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey & Goudvis, 2000). Another way to work with questioning is asking students to design questions for their partners, solve the teacher's questions and look out for the answer while reading.
- Inferring: Inferring refers to reading between the lines. Students have to be compelled to use their own data in conjunction with info from the text to draw their own conclusions (Serafini, 2004). Through inferring students are ready to draw conclusions, create predictions, determine underlying themes, use info to make the meaning from text, and the use of photos. (Harvey & Goudvis, 2000). Students are often given techniques to use illustrations, graphs, pictures, dates, connected vocabulary and titles from the text to create inferences.
- Vocabulary Learning: is the enrichment and extension of learners' word data and understanding. Vocabulary consists of two totally different stages: the primary one is receptive vocabulary, where we analyze words we have a tendency to perceive, hear or scan; and the second stage is communicative vocabulary and in this area we unite the words we speak or write (production). Megihan (2009) proposes four types of vocabulary when reading: 1) Listening vocabulary, which are the words we need to know to understand what we hear. 2) Speaking Vocabulary which is the words we use when we speak. 3) Reading Vocabulary, which are the words we need to understand what we read. 4) Writing Vocabulary which are the words we use in writing".
- Fluency: is an ability that helps students to read aloud with good pronunciation and intonation, demonstrating understanding about the author's message. Some activities that can help teachers to improve this ability are choral reading working with the whole class with collaborative learning, taped the reading works in an individual way in order to measure students' improvement, echo reading with the teacher and students will have to read the text back or reading with a partner that helps learners to work with a friend and receive feedback from one peer. According to McKenna & Stahl (2009) there are three main components of fluency when reading:
  1. Accurate word recognition: learners should be reading at their instructional reading level almost with any complexity.
  2. Automaticity: It is the ability to read words or sentences without conscious decoding. Instead, what students do is concentrate on comprehending the meaning of the text.

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3. Rhythm and intonation: it is the ability to read the words or sentences according to the context in a proper way, using a good pronunciation and transmitting the emotion of the message.
- Motivation: refers to the willing of the child to read and learn. It influenced directly the literacy process, as students may acquire new words and expressions while reading. In order to make a student feel motivated to complete reading task, it is necessary to provide interesting texts according to the learners' age and likes, give them the chance to choose what they want to read, provide them with a purpose for reading a specific text and give them opportunities to explore, interact and experiment with the text they are reading. Readers also require a safe and supportive environment for learning, where they can feel identified with the cultural context of the reading and they feel safe in order to use the main four communicative skills (listening, writing, reading and speaking) in order to improve their reading experience. The material we use inside the classroom for the reading activities plays a main role in the motivation, as well as the intonation we use for reading out loud and the opportunity we give them to share their ideas and feelings towards a text with their classmates.

Another important aspect in the motivation principle is that this is the result of the interaction of people with their environment. It is self-generated and as teachers we have no control over this emotion, however there are certain techniques that can help us to make our students feel motivated like giving them the chance to share their emotions towards a text with their classmates, using resources like TV, films or poetry, designing creative activities like creating the publicity based on the reading and so on.

### *Literature*

It is impossible to talk about literature without talking about language, literature presupposes language, to put it in another way language involves all types of communication and thus, it includes the richness of literature. Although they might be treated as different subjects in some schools, although one is a consequence of the other, and they both affect mutually learners' performance. According to Ihejirika (2013) there is symbiotic relationship between language and literature, having proved that those who perform better in literature have lower possibilities to fail public examinations, in which language plays a crucial role.

Literature is a term used to describe written and sometimes spoken material. Derived from the Latin *Litteratura* meaning "writing formed with letters," literature most commonly refers to works of the creative imagination, including poetry, drama, fiction, nonfiction, journalism, and in some instances, song.

Simply put, literature represents the culture and tradition of a language or a people. It's difficult to precisely define, though many have tried, but it's clear that the accepted definition of literature is constantly changing and evolving.

For many, the word literature suggests a higher art form; merely putting words on a page doesn't necessarily mean creating literature. A canon is the accepted body of works for a given author. Some works of literature are considered canonical, that is culturally representative of a particular genre.

In the history of teaching, the use of books and images in order to learn EFL have been commonly used with young learners. According to Narancic (2001), there are certain goals that can be achieved when using literature inside the classroom. These are:

- Understanding literature. When implementing reading English literature for an EFL class, it allows us to develop literary awareness in order to identify characteristics of the real world and its main differences with an imagined world, as well as it improves certain procedures such as first-person narrative, intertextuality, self-reference within a text and spatial and temporal elements of the story.
- Using critical thinking: It involves the development of certain activities such as comparing, drawing conclusions, making predictions, considering different possibilities, classifying, summarizing, using a diagram, understanding information presented in different media. In addition, it stimulates the logical-mathematical, linguistic and spatial intelligences.
- Establishing a connection with personal experience: is the way in which learners can relate certain story in a book, its context and characters with the real life and with experiences, they have lived before, giving a meaningful learning and understanding of the book.
- Promoting creative reading: there are certain activities that can help teacher to promote

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literature in order to improve learning processes like filling in the gaps, finding the reasons why the story in the book occur, interpreting the graphics, imagining, re-creating the story with new and original details.

- Learning English: when reading literature, students will learn new words; sentences, useful expressions and grammar, as well as they will acquire the proper rules they need to follow in order to communicate successfully on the second language, not using the grammar rules of their mother tongue.

There are some benefits about teaching literature while learning English. Some teachers still believe that teaching EFL encompasses focusing on linguistic benefits, so eventually their students will communicate in the second language. Others who have work with literature in the syllabus have realized that this topic adds a new dimension to the teaching of EFL. Elaldi (2015) suggests that learning English and literature enrich students and promote lifelong learning competences along with education. It is important to remark that these lifelong learning is a constant formal and informal process obtained during a lifespan which according to Wain (1987). As English is a language used across the globe to communicate, educators and researchers have pointed out the importance of making it lifelong. The American Council on the Teaching of Foreign Languages (ACTFL) has discussed the five core standards for the learning of a language, also known as the 5 C's and represented as follows:



Graphic 3: (2013) Core Standards in foreign Language Education.

The reflection behind the 5 C's proposed by the ACTFL, lies on the heart of intellectual and personal growth, it does show us how the learning a foreign language creates a desire to expand the boundaries of the mind and the intellect. It also implies the understanding of other cultures, promoting the respect and tolerance and raising multicultural children who are aware of the plurality of the world and take the best out of it.

### *Virtual Learning Environments*

A research paper published by Soon Young Youn (2004) in The University of Ohio; *Novice Learners in Cyberspace*, points out how the internet has been used constantly as a tool of instruction and how powerful it might be in terms of teaching, many authors have described the importance of sharing opinions, discussing and communicating with others through tools such as the chat rooms and forums. Several researches have suggested how teacher construct meaning meanings in a wide variety of fields, one them the learning of a foreign language, taking advantage of the numerous sources and access to publications, magazines, books, films, series and all types of information one might find online.

However, as it has been mentioned before there has been an overwhelming amount of instructional materials which have helped students learning about particular subjects, although, Bell (2001) focuses in another perspective. The author emphasizes on how the internet beyond being an instructional tool provides a cultural space where people have interactions, communicate with others and build online communities.

Based on the former ideas stated by Bell, virtual learning environments seem to suit the particular needs of the target population we are working with, they might be cyberspaces where students can create interact with each other, exchanging their ideas, opinions and feelings regarding a particular matter. As we consider this program as to be not completely virtual but complemented with face to face lessons in the classrooms, we have considered the concept of *B-learning* to enhance students' reading habits and keep motivation as high as possible.

### *B-Learning*

Abbreviated for Blended-Learning, it is a type of learning in which learners need both a physical environment or a traditional classroom and the uses of digital and media tools. Although there is no universal agreement on the concept, as the context may influence different understandings of the word. The term dates back to the 1960s in which it was already possible to find some concepts related to its meaning, it was not until the 90's due to the technological development, era of microprocessors and the development of operative systems which allowed teachers to start changing the traditional learning processes which were taking place.

As Meier (2016) pointed out integrated learning, also known as blended learning, provides with a wide range of opportunities for language acquisition, knowledge sharing and knowledge organization. To understand B-learning one must think that it uses different teaching and learning methods, though it might not be confused with e-learning, in which there is not a

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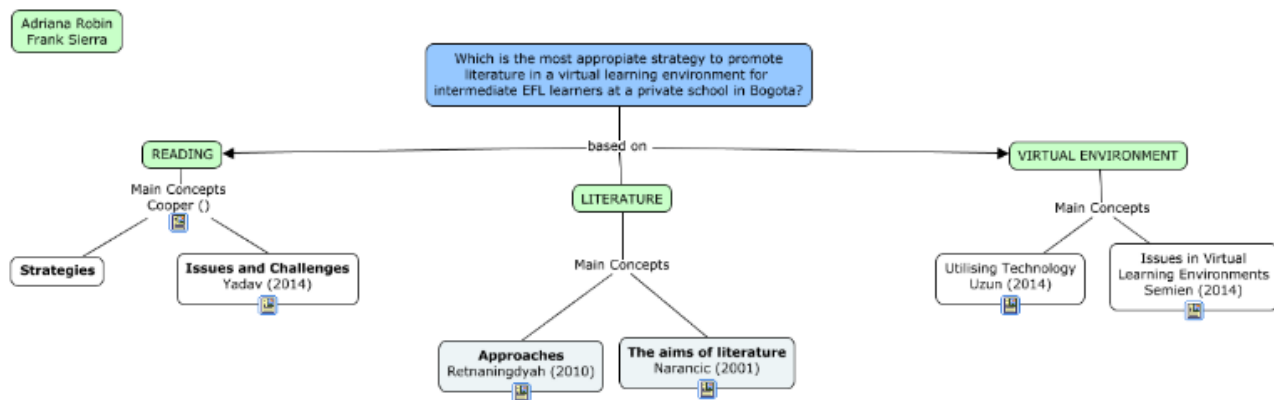
common definition either, it lies on the principle of using computers as a means of knowledge diffusion.

A common feature found in the literature regarding B-learning is how it focuses a wide range of activities on e-learning. Blended learning also integrates Web-Based Training and Computer-Based Training; without putting aside the role of the e-tutor and e-mentor, which provide support in the virtual learning environments.

## 5.1 ARTICULATION OF THE PEDAGOGICAL, DIDACTIC AND ICT CONCEPTS IN THE PROPOSAL

4. Standardization: it is the possibility to adapt formats for online courses in order to make them useful on different contexts.

On the other hand, Posey, Burgess, Eason & Jones in their article (2012) discusses some advantages and disadvantages of the VLE when learning is the objective. On the advantages, we were able to find how students become more effective users of the language, as they need to interact with their classmates in a more professional environment and have to practice their communicative skills for being meaningful and clear with the message they need to transmit. This also allows the increment of cohesion in a group and this one will be the second advantage of working with technology. The third advantage will be the prices because nowadays it



Graphic 2: Resume of Lit. Review

## 5.2 ANALYSIS FROM ICT

This proposal had been constructed from the point of view of two different authors that gave us some principles we need to take into account when working with online activities. Bellock (2012), proposes some characteristics that teachers who choose to design VLE need to consider in order to be successful on their objectives.

1. Interactivity: to make a learner be aware of its own learning process and how their dedication can influence the results, the way of learning and how much exactly their learned.
2. Flexibility: it is the way in which the process of adaptation can be develop in order to integrate the syllabus and the teaching strategies the school has with the VLE.
3. Scalability: is how a platform can work properly without errors and with the same effectiveness despite the number of users it might has.

is easier for people to have access to online activities, as the internet has become almost a global necessity. Families at this private school we want to develop our proposal, have at least one device with internet access (computers, tablets, and cellphones). The fourth advantage we found is that students can manage their own rhythm for learning new topics, being autonomous and promoting responsibility, making possible for fast learners to advance faster. The last advantage we found is teachers should not decipher handwriting and it will facilitate the evaluation of the writing skills as well, based on reading exercises.

The main disadvantages of working with VLE (Posey, Burgess, Eason & Jones, 2012) are that not all teachers will have the time to design virtual activities and our profession demands to accomplish some other goals for the benefit of our students. Time can play a great difference in the type of content, the proposed activities and the results of the activity. The second disadvantage is that training for teachers and students as well, should be mandatory for having better use of the platforms and have meaningful learning processes. The last interaction and one the most important is the human contact, because VLE can cause a lack of face-to-face interactions and nowadays

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is important to have more human contact and improve our social relationships with others.

### 5.3 ANALYSIS FROM PEDAGOGICS

We would like to address the pedagogical process in our proposal with ICT, because the teaching context is going to change according to content and students' needs. According to Shulman (1987), it is necessary to establish processes of planning, teaching, assessing and evaluating activities but it is also important to talk about the knowledge needed for these processes and make an emphasis on this part. Moreover, there is evidence that teachers' ideas, beliefs and values may also influence their practice. According to Shulman, there are certain categories of knowledge that can be analyzed since the pedagogical perspective, like the content knowledge, the General pedagogical knowledge (knowledge related to general teaching issues, for), the Curriculum knowledge (resources), the Pedagogical content knowledge, the Knowledge of learners and their characteristics, the Knowledge of educational contexts and finally, the knowledge of educational ends, purpose and values and their philosophical and historical grounds.

On the other hand, Language Learning and Technology (LLT) is a theory that has been study lately, because of the importance that acquiring a language has. Nowadays, new technologies have been implemented in the teaching process and it is necessary to have strategies that allow us to include them all in order to have meaningful learning where learners have the chance to improve as many skills as possible.

### 5.4 ANALYSIS FROM DIDACTICS

According to Rautopuro et al. (2006) there are three aspects of ICT concerning didactics in school education.

- Using ICT as a tool to support teaching and learning processes; e.g. databases, processors, software, etc.
- Learning through ICT, for example creating a virtual learning environment, which will provide all sort of materials and input for learners.
- Consider ICT as the subject itself; it is in other words to learn the ICT, conceptualizations, skills and processes.
- 

We consider there is a large disagreement and two different perspectives regarding or defining the didactics of the ICT; one might be considering the ICT as a tool to teach a subject, while the other will consider it not only as the means but also as the content itself.

According to the study conducted by Piñerío & Del Rosario (2015), there are two innovative

experiences with ICT in teacher training by means of the development of two blogs about children's and young adults' literature. The study of both activities shows the usefulness of blogs in higher education and their contribution to the linguistic and literary training of future teachers. The results show that the creation of a literature blog enhances communicative skills in a digital environment, enlarges the students' literary competence, improves the future teachers' didactic training, increases the participants' motivation and encourages independent learning and shared knowledge building by means of peer interaction.

According to Schulte (2002) and Webb (2002), educators need to fill the gap between the weak theoretical foundations in terms of ICT and the teaching and learning processes going on in the classrooms; they point out five theoretical foundations:

1. **Epistemological foundations:** Consider the ICT as practical subject, and has three main approaches: as a formal science, as a design or engineering discipline, and as an empirical science.
2. **Psychological foundations:** Considers the learning theories. They reflect views about how learners acquire knowledge and skills, it lies on the field of how students can learn about ICT, and there are two approaches suggested: cognitive constructivism Piaget (1971) and social constructivism, Vygotsky (1978)
3. **Conceptual foundations:** ICT principles and concepts. It refers to the acquisition of ICT skills, such as analyzing the model, designing and understanding the functions of a software. There are three main approaches in these foundations; using situated examples, visualizations and dialogues, students use software to construct solutions through task based activities, and finally how students can have opportunities to ask new questions.
4. **Curricular foundations:** Refers to the ICT literacy, and how the education environment has been highly influenced by the development of ICT. This implies promoting acquisition of skills, support teachers to learn these skills, help integrating ICT into the educational system.
5. **Didactical foundations:** These foundations lie on the heart of the program, as it should articulate the previous four foundations integrating in a reciprocal and interactive way all these elements. It covers learning outcomes, abilities and prerequisite knowledge, structures and educational resources, learning contents, and teaching and learning methods.

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According to Aeppli (2005) there are learning-teaching concepts, which are important to take into account in B-learning, they are:

1. Behaviorism and objectivism: This approach says knowledge is universal and is a result of a reflection of the reality. This approach is also known as programmed instruction. The teacher passes knowledge to the students, they help practicing acquired skills, currently the drill-and-practice elements are incorporated into the language learning programs.
2. Cognitivism: This approach is based on thinking processes. It provides the learners with a framework of opportunities to understand the world, distinguishing procedural and declarative knowledge which is important when working with a computer.
3. Constructivism and subjectivism: To develop a different type of thinking cognitivist is not enough, this is where constructivism takes place along the subjectivism. In subjectivism teaching means creating experiences, the teacher presents problems to the classroom and is a moderator, letting students find and build their own answers. Here the knowledge is not objective. This is quite important when teaching literature; we do not aim to explain literally a book but to have a student creating a particular connection with a story, with a character, a moment, a place described in a book. Creating their own experiences and their particular vision of the world.

## 6. PROPOSAL

Our proposal is designed initially for intermediate EFL learners at a private school located in Bogota; it aims to have students read from their homes and do a series of tasks to develop different skills. We choose to work with tenth graders, between 14 to 16 years old and they belong to social strata above 3.

The purpose of the proposal is to develop the reading skills in students, helping them to improve their reading comprehension, making them acquire English as a second language so they can feel motivated and interested in literature. This will also help us improving their output, as they would have more vocabulary and understanding in order to communicate ideas, thoughts and feelings towards texts.

The work methodology is based on the Natural Approach (NA). The NA (Krashen & Terrell, 1983) was

aimed at the goal of basic personal communication skills, that is, everyday language situations. Krashen and Terrell understood communication as the primary purpose of language, and since their approach focuses on teaching communicative skills, they refer to the NA as an example of a communicative approach.

Language is illustrated as a vehicle for communicating meanings and messages. Hence Krashen and Terrell viewed language learning as the domain of structures by stages. This means that language consists of lexical items and structures. Messages will be treated of primary importance as the lexicon for perception and production is considered critical for their interpretation. Krashen and Terrell proposed that grammar structures do not need attention or analysis by the teacher or students and those are not taking into account neither in the design of teaching materials.

The main task of the teacher is to provide Comprehensible Input. This is language that is understandable to the learner or just a little beyond the learner's competence. The teacher in this case, will be the source of the learner's input and the creator of interesting and stimulating variety of classroom activities or exercises. "The input hypothesis states that in order for acquirers to progress to the next stage in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage" (Krashen and Terrell, 1983: 32). Krashen makes reference to this with the formula "I + 1" (i.e., input that contains structures slightly beyond the learner's present level).

The final evaluation of each book is going to be made at the end of every term with the last activity proposed. As the objectives were already set, students will have to give also a self-assessment about how they accomplish the goals proposed at the beginning, how did they improve their comprehension skills and what activities they found more convenient in order to do so, because according to Golding and Adam (2014), this suggestions can be used as a strategy to improve the teaching process and help us to verify which of the strategies proposed was the most effective in order to work with reading comprehension.

### *About the literature*

We intend to bring to the class a range of works converging related to different interests' students might have, genres such as horror, fiction, drama, novels and short stories. Before submitting the proposal into the platform, teachers will also have students to propose the books they are interested in, and they will be lately analyzed and considered by the teacher as part of the reading curriculum, this with the intention of bringing

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students' interests and promoting motivation and engagement to the readings.

The following charts present the books we are going to work with, as well as the activities design for each of the texts. It is important to mention that the school has a syllabus organized by terms and each one has a length of 9 academic and presence based modality weeks of classes. The idea is to familiarize students with literature written in English. We chose four different short books that were originally written in English for students to know more about each culture and have a better background about the cultural aspects related to the stories. They receive 5 hours of English at a week, and one of these hours is going to be only for the students to work in the reading plan proposed:

Objetives Reading Plan	
General	Students will improve their reading comprehension skills on the foreign language using different strategies and understanding literature using a virtual environment.
Specific	Learning EFL through reading material.  Understanding literature identifying different aspects like main ideas, characters and principal events.  Improve motivation for reading using a variety of strategies and activities that allow students to use their critical thinking.

Table 1.1: Objectives of the reading plan

For the following part, students should check the Virtual Environment design for them using Wix:

<http://teensandlit.wixsite.com/teensandlit>

Also, in order to share the activities with their classmates and receive feedback, they should have a Google account to use Drive. There is a folder located in order to upgrade the activities:

<https://drive.google.com/drive/folders/0Bz9YpljmlU9TTkk1RzYwN2xENTA?usp=sharing>

Term	1st
Book	The old man and the sea. Ernest Hemingway (American).  <a href="https://la.utexas.edu/users/jmciver/Honors/Fiction%202013/Hemmingway_The">https://la.utexas.edu/users/jmciver/Honors/Fiction%202013/Hemmingway_The</a>

<a href="#">%20Old%20Man%20and%20the%20Sea_1952.pdf</a>	
Assignments	
Introduction	Read the biography of the author. What is your perception about this person? Participate in our facebook page: Teens and Lit: <a href="https://www.facebook.com/teensandlit/">https://www.facebook.com/teensandlit/</a>
Week 1	Predicting: At the middle of the text, students will be asked to make inferences about how the story is going to end, what they think is going to happen to each character and will share this information with their classmates, using the tool Calmly Writer ( <a href="https://www.calmlywriter.com/online/">https://www.calmlywriter.com/online/</a> ). The idea is to organize an oral competition in order to identify which person predicted the best ending for the story.
Week 2	Visualizing: Students will create an image about the text that comes to their mind using the tool Sketchpad ( <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> ). They are going to write about this picture.
Week 3	Inferring: Use pictures of the story and read the titles in order to infer their meaning. This activity is included in Wix. Make a personal connection to the photo (e.g., "Reminds me of when I visited the Empire State Building in third grade").  Write a question the photo brings to mind (e.g., "Why can you see only the backs of people's heads in this shot?").  Write a detailed observation about the photo (e.g., "The color red is everywhere — the sun, one person's shoes, and the flowers and curtains in the background").  Make a guess as to what information the original caption of this photo imparted (e.g., "This looks like the dedication of a memorial to someone who died").
Week 4	Understanding literature: Identify the characters of the book and relate them with real life persons that students know, based on their physical and emotional characteristics. They will make a video using the tool Stupeflix ( <a href="https://studio.stupeflix.com/en/">https://studio.stupeflix.com/en/</a> ) and they will share it with their classmates.
Week 5	Using critical thinking: Students will design a diagram based on the story, choosing a remarkable situation using Creately



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	( <a href="https://creately.com/app/?templD=gc7qvps1&amp;login_type=demo#include">https://creately.com/app/?templD=gc7qvps1&amp;login_type=demo#include</a> ). They will have to explain it to their classmates orally.
Week 6	Establishing a connection with personal experience: Students will relate a situation on the story with a real life event of their lives. They will present a writing activity with this information using Calmly writer.
Week 7	Making connections: Make a table to compare a situation in the book that is similar to something you have previously live using Eric's estimate ( <a href="http://www.ericsestimate.com/comparison-table-generator/">http://www.ericsestimate.com/comparison-table-generator/</a> ). Share with your classmates.
Week 8	Fluency: Each student will choose a part of the book they like the most. They will have to record themselves while reading using Speak Pipe ( <a href="https://www.speakpipe.com/voice-recorder">https://www.speakpipe.com/voice-recorder</a> ), demonstrating accurate word recognition, automaticity, rhythm and intonation.

Table 1.2 Reading Plan First Term

Term	2nd
<b>Book</b>	The Strange case of Dr. Jekyll and Mr. Hyde. Robert Louis Stevenson (Scottish).  <a href="http://www.iisbachelet.it/biblioteca/Jekyll.pdf">http://www.iisbachelet.it/biblioteca/Jekyll.pdf</a>
<b>Assignments</b>	
Introduction	Read the biography of the author. What is your perception about this person? Participate in our facebook page: Teens and Lit: <a href="https://www.facebook.com/teensandlit/">https://www.facebook.com/teensandlit/</a>
Week 1	Predicting: Students will finish the first part of the book. They have to make written predictions using Calmly Writer, about what is going to happen in the second part and evaluate their prediction
Week 2	Understanding literature: identify characteristics of the real world and its main differences with an imagined world. They will have to write these and share orally with their

	classmates using Powtoon ( <a href="https://www.powtoon.com/home/g/es/">https://www.powtoon.com/home/g/es/</a> ).
Week 3	Making connections: Draw an experience you have previously live that is similar to a situation presented on the book, use Sketchpad ( <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> )
Week 4	Fluency: echo reading. Students will record themselves reading a specific part of the book using Speakpipe and they must share this with their classmates.
Week 5	Vocabulary learning: through the input that students have previously received based on the book, they will have to prepare a speaking presentation about one situation of the book that they think it's fundamental for the development of the story. They must include visual material with Prezi ( <a href="https://prezi.com/">https://prezi.com/</a> ).
Week 6	Questioning: Students will prepare 8 questions about the text based on situations on the book using the tool Canva. It is valid to include inferences, problem solving, find information or to discover new information.
Week 7	Visualizing: Students will choose an action in the text. They will have to represent this action using the tool Creately.
Week 8	Summarizing: With students' own words, they will have to write the summary about the story. For this part, they will have to include only the important information and the main ideas. They will be presented in a written way.

Table 1.3 Reading Plan Second Term

Term	3rd
<b>Book</b>	<i>The Black Cat, Edgar Allan Poe (American).</i>  <a href="https://www.ibiblio.org/ebooks/Poe/Black_Cat.pdf">https://www.ibiblio.org/ebooks/Poe/Black_Cat.pdf</a>
<b>Assignments</b>	
Introduction	Read the biography of the author. What is your perception about this person? Participate in our facebook page: Teens and Lit:

	<a href="https://www.facebook.com/teensandlit/">https://www.facebook.com/teensandlit/</a>
Week 1	Predicting: based on the cover and the table of contents in the book, students will make predictions about situations they think are going to happen on the book. Socialize those predictions with classmates for making a competition about the person who guessed the most.
Week 2	Making connections: Write about an experience you live that is similar to a situation presented on the book. Present to your classmates.
Week 3	Fluency: buddy reading. It helps learners to work with a partner and receive feedback from one peer.
Week 4	Questioning: Work with a partner. Design a brochure using Canva ( <a href="https://www.canva.com/create/brochures/">https://www.canva.com/create/brochures/</a> ) with basic information of the book and ask 10 different questions based
Week 5	Vocabulary learning: Make all students log in Padlet: <a href="https://padlet.com/adriana_rr/vtfap5hwu9hh">https://padlet.com/adriana_rr/vtfap5hwu9hh</a> with the password "cat". Students should write one new word and explain its meaning using an image, a video or a sentence.
Week 6	Fluency: Students will record their favorite part of the book using Speakepipe (no longer than 5 minutes) and share their reading with classmates in order to receive an evaluation about pronunciation and fluency.
Week 7	Promoting creative reading: Students will recreate the story with new and original details. Use My story Book ( <a href="https://www.mystorybook.com/">https://www.mystorybook.com/</a> ).
Week 8	Summarizing: With students' own words, they will have to write the summary about the story. For this part, they will have to include only the important information and the main ideas. They will present it in a written way.

Table 1.4 Reading Plan Third Term

<b>Term</b>	<b>4th</b>
<b>Book</b>	<i>A Christmas Carol. Charles Dickens (British).</i>  <a href="http://www.freeclassicebooks.com/Charles%20Dickens/A%20Christmas%20Ca">http://www.freeclassicebooks.com/Charles%20Dickens/A%20Christmas%20Ca</a>

	<a href="#">rol.pdf</a>
<b>Assignments</b>	
Introduction	Read the biography of the author. What is your perception about this person? Participate in our Facebook page: Teens and Lit: <a href="https://www.facebook.com/teensandlit/">https://www.facebook.com/teensandlit/</a>
Week 1	Making connections: Create a graphic organizer using Creately ( <a href="https://creately.com/app/?tempID=gc7qvpsj1&amp;login_type=demo#Include">https://creately.com/app/?tempID=gc7qvpsj1&amp;login_type=demo#Include</a> ) Screenshot the graphic and share it with your classmates.
Week 2	Inferring: Based on the table of contents and main titles on the book, make inferences about what is going to happen to one of the characters. Use Prezi in order to present your ideas and share orally with your classmates.
Week 3	Visualizing: Use the password "carol" to log in the Padlet: <a href="https://padlet.com/adriana_rr/i5ojvsfjtrd1">https://padlet.com/adriana_rr/i5ojvsfjtrd1</a> . Based on the image, write some ideas, create videos or images with information about what you understood about the story.
Week 4	Questioning: Using Canva, design a brochure presenting the book. Write 6 questions to share with your classmates in order to have an oral discussion.
Week 5	Fluency: Using speak pipe, choose at least one page of the story. Read it aloud and record yourself. Classmates will give you feedback about this activity.
Week 6	Understanding literature: Identify the spatial and temporal elements of the story in a narration. Use the tool Calmly to write your text.
Week 7	Using critical thinking: use a diagram to express the main ideas about the story. Include places, characters, dates and so on. Use the tool Creately.
Week 8	Summarizing: Watch the movie "A Christmas Carol". With students' own words, they will have to write the summary about the story. Which one they enjoy the most, the book or the movie? Why is it important to read? Use the tool Calmly Writer.

Table 1.5 Reading Plan Fourth Term

## 7. CONCLUSIONS

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The purpose of this study was to identify some strategies that allowed teenagers from tenth grade in a Bilingual School to improve their reading comprehension skills using English literature in a virtual learning environment. We were able to design a unit where we included several strategies that we analyzed and described, focusing on the reading skills, like inferring, predicting, motivating, making connections, designing diagrams, understanding literature, visualizing, and critical thinking and so on. Activities are presented in an innovative way, because the whole reading plan can be used as a complement of the presence based modality classes but it is helpful to be developed as an independent area too. For the design, we use different apps for making students competent not only in language but in technology as well. Some of the apps we proposed are: calmly writer, Speakpipe, Padlet, Prezi and Canva.

In order to describe the reading strategies, it was necessary to include background about previous works and research projects based on the more appropriate strategies teachers can use in order to improve reading. Some of them also include the use of technology when acquiring a second language. When they implemented new and innovative strategies, the results show that learners obtained better input in different activities such as predicting, inferring, summarizing, making connections with real life, critical thinking and learning a foreign language.

We explore the learners' reading process using activities based on the Natural Approach, which proposed the acquisition of language based on communication and the correction of students' errors. Also we implemented the Comprehensible input, where teenagers can be able to understand the essence of what is being said and they receive a little more advanced vocabulary in order to extend their vocabulary learning. When using this approach, students will conclude their process being able of producing written and speaking ideas.

Finally, we concluded the study with the design of a virtual environment, where students can find a reading plan for English to be implemented during a whole year and divided into four terms. Each term includes different activities to be solved according to the chosen books and should be resented to other classmates and teachers, in order to receive a qualitative feedback, understand errors and improve their reading comprehension and the motivation towards this activity.

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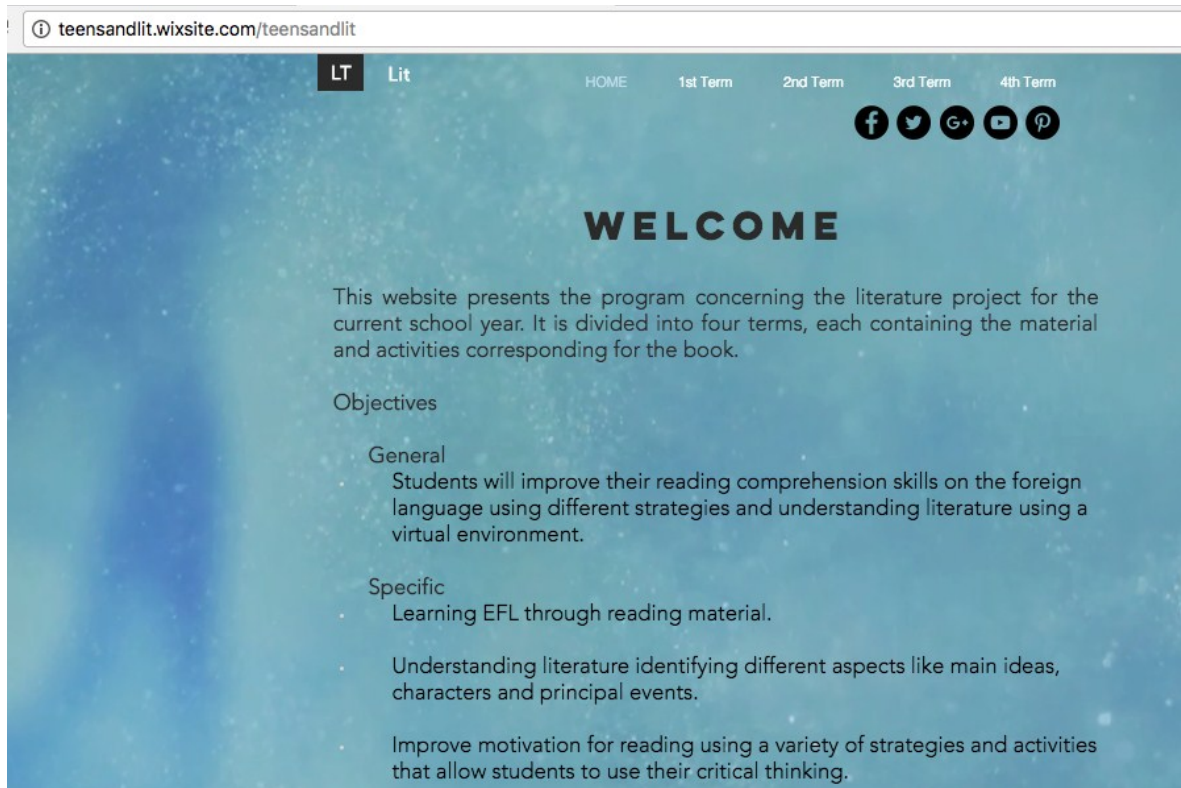
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## 9. APPENDICES



*Image 1: Main Screen.*

## WEEK 5 UNDERSTANDING

Students will design a diagram based on the story, choosing a remarkable situation using Creately (). They will have to explain it to their classmates orally.  
[Create your diagram](#)

Tip: Check out some amazing diagrams by clicking on the following picture

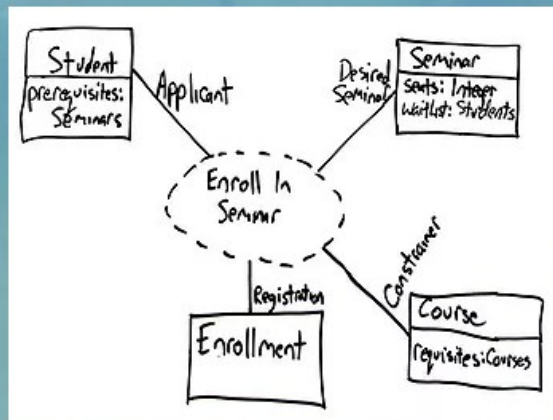


Image 2: Example of Activity. First Term.

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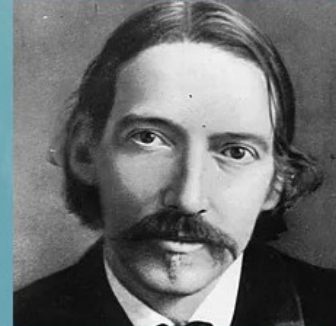
[teensandlit.wixsite.com/teensandlit/forum](https://teensandlit.wixsite.com/teensandlit/forum)

## ROBERT LOUIS STEVENSON

### LIFE

The Life section of the RLS Website is devoted to telling the story of Stevenson – who he was, where he travelled, who his [friends](#) and [family](#) were, and what he wrote. Below you will find a brief biography, which gives an overview of Stevenson's life. For more detailed information, go to the [Timeline page](#). In the "Life Menu" you can also find more information about Stevenson's [family](#), his [friends and correspondents](#), and the [major authors](#) he befriended and with whom he exchanged letters.

[READ MORE](#)



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## WEEK 2 PREDICTING

Predicting: Students will finish the first part of the book. They have to make written predictions using Calmly Writer, about what is going to happen in the second part and evaluate their prediction.



*Image 3: Example of activities. Second Term.*

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teensandlit.wixsite.com/teensandlit/news-1

LT Lit HOME 1st Term 2nd Term 3rd Term 4th Term


f t G+ v p

# THE BLACK CAT

RECENT POSTS

### ABOUT THE AUTHOR

December 2, 2016



EDGAR ALLAN POE  
Read the biography of the author. Click on the ink below to know more information about Ernest Hemingway.  
[Biography](#)  
Task 1  
Answer the following question and upload a document to the shared folder online.  
What is your perception about the author?  
Link for the...

### WEEK 1: PREDICTING

December 1, 2016

Predicting: Students will finish the first part of the book. They have to make written predictions using Calmly Writer, about what is going to happen in the second part and evaluate their prediction

[Read More](#)

### ABOUT THE AUTHOR

December 2, 2016

### WEEK 1: PREDICTING

December 1, 2016

ARCHIVE POSTS


December 2016 (2)


Image 4: Example of activities. Third Term.

teensandlit.wixsite.com/teensandlit/1st-project

## QUESTIONING

Using Canva, design a brochure presenting the book. Write 6 questions to share with your classmates in order to have an oral discussion.

PDF  
 Writing Effective Questions



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## WEEK 5 FLUENCY

Using speak pipe, choose at least one page of the story. Read it aloud and record yourself. Classmates will give you feedback about this activity.




Image 5: Example of activities. Fourth Term.