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B.A. DEGREE RESEARCH PROJECT

JUAN CARLOS SERRANO OSPINA

Code 79691

BACHELOR OF ARTS IN ENGLISH AS FOREIGN LANGUAGE



SANTO TOMAS UNIVERSITY

FACULTY OF EDUCATION

BACHELOR OF ARTS IN ENGLISH AS FOREIGN LANGUAGE

BUCARAMANGA

2015

READING COMPREHENSION IMPROVEMENT IN EFL RESEARCH.

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BACHELOR OF ARTS IN ENGLISH AS FOREIGN LANGUAGE

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BACHELOR OF ARTS IN ENGLISH AS FOREIGN LANGUAGE

BUCARAMANGA

2015

ACCEPTANCE NOTE

The titled research project “IMPROVING READING COMPREHENSION IN ENGLISH AS A FOREIGN LANGUAGE IN SEVENTH GRADERS STUDENTS THROUGH EXPLICIT INSTRUCTION ON READING STRATEGIES AT ASPAEN GIMNASIO SAUCARÁ IN BUCARAMANGA” presented by JUAN CARLOS SERRANO OSPINA as a grade work to receive the grade of Bachelor of Arts in English as Foreign Language was approved.

TUTOR: _____

JUROR 1: _____

JUROR 2: _____

Bucaramanga, Abril 2015

DEDICATORY

First of all I want to dedicate this research project to God as the one that gave me and my family the strength to achieve the different objectives throughout the professional development I have received from the University, the teachers and all the people that were in one way or other committed to this proposal.

There is also from the bottom of my heart a sense of gratitude to my wife Lina, my children Valentina, Santiago and Olga Milena that without them all this process just would not have been possible. I sincerely don't have enough words to thank them for all their understanding and all those moments that they also had to sacrifice to make this dream come through.

My beloved **LINA**, this is all from and for YOU.

ACKNOWLEDGEMENTS

I am deeply grateful to all the Tutors that in one or another way gave me advice, support, guidance to lead me through the process, a special thanks to Dr. Raúl Alberto Gómez Torrado who believed in my commitment and dedication to complete with all the expectations and requirements of the program; also the example of responsibility and professional quality received from Mr. Pedro Monroy that shared not only all the concepts and knowledge of a great teacher but being a dedicated professional committed to the students and always seeking high standards on everything he did; printing the seal of the University towards excellence in education. Thanks again for showing me the path to succeed in my personal and professional purposes with your example.

Finally I would like to thank the organization of ASPAEN that gave me all the support to achieve the most important project of my life. To the students, teachers and all the families that gave me a hand without expecting anything in return.

Deeply grateful to the university for promoting and giving the opportunity for people like me, to become professionals in the Distance Education Programs; that at this point of time may have to take a stand and make the National Ministry of Education see the highest quality of the Tutors and programs that seek the formation of new generations of educator and by no means are less or doubt them in their professional skills.

ABSTRACT

This paper aims to report the insights of a research project carried out at Aspaen Gimnasio Saucara (seventh graders) in Bucaramanga Santander. The main objective was to determine what improvement in reading and comprehension in English does the explicit instruction on reading strategies reveal in an EFL group of seventh graders. The type of research design was applied under the paradigm of qualitative research with the research method of interventional studies that sought to solve or find new insights about a situation through explicit instruction on reading strategies that needed to constantly be tested, adapted and tailored to the needs; all within action research that pretended to solve the problem and account changes in the classroom.

The instruments that were used included “direct observation” that provided broad information to the project, “surveys” that were used to learn about the knowledge, attitudes, and characteristics of program participants towards the reading process and reading preferences and habits, “interviews”, and “diagnostic tests” used to have a point of reference or “baseline data” to measure the changes in participants’ knowledge and enhancement of the skills as a result of the implementation in the research project.

As an expected outcome the research project aimed to determine how explicit instruction on reading strategies impacted the reading comprehension skills in English as a foreign language in the students in order to achieve higher levels of academic achievement in the different subjects.

KEY WORDS: Explicit-Comprehension instruction, Reading strategies, Critical and reflective thinking.

ABSTRACT

Este documento apunta a reportar los hallazgos de un proyecto de investigación llevado a cabo en Aspaen Gimnasio Saucará (séptimo grado) en Bucaramanga Santander. El principal objetivo era determinar qué mejora revela la instrucción explícita en estrategias de lectura en Inglés en un grupo EFL de séptimo grado. El tipo de diseño investigativo fue aplicado bajo el paradigma de la investigación cualitativa con el método de estudios de intervención el cual buscaba resolver o encontrar nuevos hallazgos acerca de una situación por medio de la instrucción explícita en estrategias de lectura las cuales necesitaban ser constantemente evaluadas, y adaptadas a la medida de las necesidades; todo dentro de la investigación acción que pretendía resolver el problema y dar cuenta de cambios en el aula de clase.

Los instrumentos que fueron utilizados incluyeron “la observación directa” la cual proveyó amplia información al proyecto, “encuestas” que fueron utilizadas para aprender acerca del conocimiento, actitudes y características de los participantes del programa hacia los procesos de lectura y sus preferencias y hábitos; “entrevistas” y pruebas diagnósticas que fueron usadas para obtener un punto de referencia o “información Base” para medir los cambios en el conocimiento de los participantes y sus habilidades como resultado de la implementación en el proyecto de investigación.

Como resultado esperado el proyecto de investigación apuntó a determinar como la instrucción explícita en las estrategias de lectura impactó las habilidades de comprensión lectora en inglés como lengua extranjera en los estudiantes para poder alcanzar más altos niveles de logros académicos en las diferentes asignaturas.

PALABRAS CLAVE: Enseñanza de la Comprensión Explícita, Estrategias de lectura, Pensamiento crítico y reflexivo.

“IMPROVING READING COMPREHENSION IN ENGLISH AS A FOREIGN LANGUAGE
IN SEVENTH GRADERS STUDENTS THROUGH EXPLICIT INSTRUCTION ON
READING STRATEGIES AT ASPAEN GIMNASIO SAUCARÁ IN BUCARAMANGA”

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INTRODUCTION

The following research proposal of pedagogical causes aims to deepen the understanding of the strategies and procedures involved in the reading comprehension process of the students in English as a Foreign Language (EFL), also to determine how explicit instruction on reading strategies may influence the overall performance in seventh grader students of Aspaen Gimnasio Saucará, Bucaramanga.

Read to comprehend is seemingly a simple process but of a great complexity, and the attention that is being given to it, is insufficient. Therefore the comprehension of texts should be considered as an activity that allows new levels of thought that provide access to the literate culture, which requires an active and constructive agent to develop optimal activities that will grant the access to the development of cognitive, psycholinguistics and sociocultural resources learned in an intelligent way, towards innovative situations for problem solving and lifelong learning experiences.

In the academic environment reading, and having a high level of reading comprehension is very important, based on the fact that most of the information that is learnt from the basic education until the professional level, comes from texts. Considering the above-mentioned, one can affirm that this research proposal to carry out a diagnosis of the difficulty to understand and comprehend a text it is an arduous task, pretending to facilitate tools and strategies that will lead and ease the educational process and improve the reading comprehension skills in EFL as an expected outcome of the applied investigation.

In the problem statement, this research proposal is contextualized and give counts of its background and different factors that led this research from the direct observation of a specific group of students in the teaching and learning process of the foreign language; where it was evident that the reading comprehension proficiency of the group was very low, making their

overall performance in the different subjects poor and way below the established standards of the school's curriculum; therefore was necessary to implement a plan to achieve higher standards and better use of strategies as is expected.

The research proposal on explicit instruction on reading strategies had a clear objective to implement the corresponding instruction with the group to enhance the process and identify the effectiveness of the implementation that would later give the necessary insights to the teacher and learners to set the guidelines to follow to tackle the situation and overcome the constraints that the group was facing.

The research proposal was justified with not only school's policy but with legal support that validated the necessity to meet the corresponding objectives in the subject matter; this support led to have a much better understanding of the different constructs of the proposal and the theoretical background that justified its importance and relevance in the educational environment.

The research proposal was worked under the paradigm of qualitative research with the research method of interventional studies; all within action research in the classroom; is in the action, for the action, and within the action that an educator may find, face, approach and design the strategies that will deal with the classroom situations and reflect, evaluate, adjust and change the process to improve and establish transferable skills that will not only deal with the researched situation but with many other future situations.

Action research as it is intended; is an ongoing process that needs constant evaluation and seeks to solve an evident problem in the group of students; qualitative data was complemented with document analysis of classroom activities, study guides, tests that covered the different factors involved in the research process and helped to find new insights about the situation.

CHAPTER 1

1.1 Justification

The educational revolution in Colombia has led the National Government to propose new programs to improve the quality of the educational system and tailor it to the actual and future demands and needs of a globalized country. One of these programs is the implementation of the bilingual education; since to master another language represents to the individual a comparative advantage, improve their access to working and educational opportunities with the objective to obtain a much better quality of life. Being competent in other language is essential in a globalized world to open frontiers, apprehend knowledge, and play an active and decisive role in the development of the country. “Being bilingual broadens the opportunities to be more competent and competitive”. (MEN, 2006)

To go further into legal support and the formative commitment of the Colombian country with its citizens, it is established in the 115 law of February 8th 1994, in the article 21, “The acquisition of conversational and reading elements of at least one foreign language”, at the same time in the article five where is stated that “The study and critical comprehension of the national culture and the ethnic diversity and culture of the country, as fundamental of national unity and identity”. All this requirements have the intention for the citizens to have all the competitive tools of communication and comprehension in a globalized world.

The Colombian Ministry of Education also has launched an agreement with the British Council, “The National Plan of Bilingualism”, with the fundamental commitment to create the proper conditions for the Colombian citizens to develop communicative competences in other language. This educative National posture of our country establishes the criteria that support this research which strives to accomplish what the General Law of education seeks in the citizens and students of our country.

Is also evident that what is presented in the National Plan of Bilingualism by the Colombian Ministry of education, invites to a better communication of its citizens with the world, at the same time to have an open mind to other contexts and enrich the human beings so they can have an active and decisive role in the development of our country; this appreciation and national objective, gives all the legal support and justification to the research project.

The research proposal that was carried out in the group of seventh graders of Aspaen Gimnasio Saucará in Bucaramanga was extremely relevant in the sense that the students needed to practice a lot on their reading comprehension skills and the development of lower and higher order thinking skills; since they were having a very hard time comprehending what they read, limiting to isolated understanding and comprehension of words and their pronunciation.

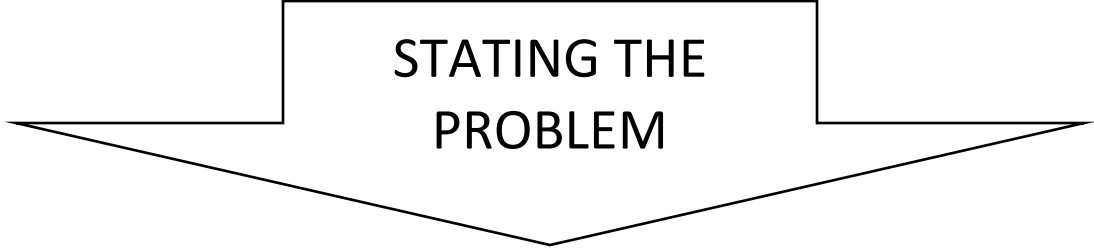
When carrying out the activities of interpretation of texts, it was observed that the first difficulty that the students had was the little information that they acquired when reading. Reading is the key to the main door of knowledge, for that reason the necessity to learn reading strategies, understand and comprehend what is being read is essential for the success in the cognitive development. For all these reasons and factors that were evident in the classroom, it was compulsory to find out more about the strategies that were needed in order to develop the reading comprehension skills in the students with the implementation of the strategies that lead them to a better performance in their classroom and in all the educational objectives that they may have.

Comprehending, not just understanding, is therefore imperative for succeeding and since most of the information that is given to our students is in a written form, is there, where the critical and reflective thinking should be developed to acquire the strategies needed that will take the students to that competence and development in the reading process of the foreign language. Competence that will make them aware and prepared to deal with academic, personal and

professional challenges such as the ICFES, ECAES and many other scenarios where their reading skills will in fact be assessed for their professional development.

The research that was carried out aimed to determine how explicit instruction on reading strategies had an impact on reading comprehension skills in English as a foreign language in the students to achieve the objective of setting the effective and efficient implementation of the reading strategies that sought the solution of the problematic situation in the group of students; making the researcher and the learners aware of the different steps that should be followed in the interaction with written information of various kinds, and how these strategies would improve the critical view of the process itself. It was a matter of nurturing the mind to its best, achieving analysis, synthesis and reflection, on the way the process was approached.

Therefore, being aware of the different strategies available, and having clear the effectiveness of their implementation and the path to follow, would not only improve their skill, or performance; it would also benefit the development of the different objectives in other content areas and reading comprehension processes that the learners would actually have to deal with in their educational, personal and professional scenarios.



**STATING THE
PROBLEM**

1.2 Problem Statement

This research project was carried out in a school located in the city of Bucaramanga, Colombia, in high school, seventh grade, which students were between the ages of eleven and thirteen years of age. The institution had very high standards in their academic processes and was also an associate school of Cambridge University and the British Council, this set an aim and reading comprehensions objectives that had to be achieved with the students in their outcomes with the foreign language.

The institution is making all the possible efforts to improve and the teacher staff is supported with all the resources, equipment and training that is required. This scenario gave an optimal setting for this research proposal and the institution also sponsors and promotes the research projects in all content areas of knowledge.

The students' behavior was very acceptable and the working environment was very nice, one of the main characteristics of these schools is that the parents are considered as the first and most important educators of their children, therefore they were very involved in the learning process of their young ones and this made it a lot easier to establish individual goals with each student and their families.

From the aforementioned context and the direct observation with the group of participants it was observed the low-level of understanding and comprehension of what was being read among the group; noticing the students' difficulty for reading and comprehending; many students just didn't know how to analyze a text, that is to say they didn't understand. A diagnostic test was applied (appendix A) that validated the identified situation. The results of the group were very poor in general and the group of participants had very limited awareness of the reading strategies that could be used that may help them achieve better results.

Not knowing and being aware of the reading strategies that would enhance their skills, made it hard for both, the learning and the teaching process, since it was quite difficult to proceed in the general objectives if the students just didn't understand what they were reading, also it was frustrating for the students to feel useless in the different tasks that they had to perform. Furthermore the learning process of the foreign language was affected because the students only tried to complete a task without developing the reading strategies needed for a lifelong learning outcome.

After identifying the classroom situation and describing from a contextual point of view where the research proposal was intended, it was then necessary to incorporate previous studies and investigations related to the reading comprehension process, reading strategies implementations and synthesizing some of their findings and conclusions that would support the intended research proposal giving relevance to the main constructs that would set the framework of the investigation.

Many investigations have been carried out in the reading and comprehension process of English as a Foreign Language of very high standard and rigor, which shows the importance that is being given to this topic of investigation and the relevance to the educational development of our country.

These investigations have been developed locally, nationally and internationally, especially in the competence of the reading comprehension skill of English as a foreign language, as linking axis of the mastery of the foreign language and the importance and incidence in its methodology, didactic and pedagogical development needed for language acquisition.

(Calderon, Carvajal, Guerrero, 2007) conducted a research project in Tunjuelito, zone 6 Bogota, Colombia, to take a group of sixth graders to a higher level of competence in the reading comprehension process through the implementation of the skimming technique based on the fact

that reading in a foreign language implies a complex process and students needed useful tools to confront a text in an effective way.

In the aforementioned research proposal several procedures and tools were used to collect the necessary information such as selected text, questionnaires, workshops and most relevant the direct observation that led the research through the action research in the classroom.

(Echeverri, McNulty, 2009), focused their research on a group of eighth graders to foster higher order thinking skills in the reading comprehension process of the students, supported in Bloom's taxonomy that was considered as the backbone of the entire proposal; which took the research to a much better understanding of the effectiveness of the strategic thinking development of the participants.

Qualitative and quantitative data was collected to take the participants through the reading strategies that were being tested and taught to the students, such as prediction, activating prior knowledge, graphic organizers, questioning. These strategies gave the research proposal the needed material to tailor the cognitive development that wanted to be achieved in the participants through selected texts, suited activities and direct observation of the implementation.

(Aguirre, Ramos, 2009), conducted a research project focused on guiding students in the use of different reading strategies: reading non- text information, skimming and scanning, using contextual reference, predicting, and using true/false cognates as a first step towards autonomous learning. Their research led them to conclusions that by knowing and understanding several reading strategies the students were able to reflect upon their learning, and metacognition processes were enhanced and autonomy was built up. Several instruments were used to gather information like informal talks, questionnaires, interviews under the scheme of action research from a diagnosis, implementation and evaluation of the problem.

Gaona, Suarez, Gonzalez (2001), state that reading efficiently involves not only understanding, speed and fluency, but also the application of the student's knowledge, thus promoting critical thinking. That is to say, "the ability to reach sound conclusions based on observation and information". That research was applied through action research in the classroom from an observed situation with the students, seeking the acquisition of reading skills in the foreign language avoiding the word by word reading.

Medina (2001) conducted a research project on a small group of students that had notorious difficulties in the reading comprehension process by implementing some reading strategies. Data collection was done through questionnaires, teacher's observations, and teacher's diary; all within action research in the classroom, leading to several findings that promoted self confidence in the participants and an improvement and enjoyment of the reading process.

All the previous research projects and many more that were consulted in the subject of interest of this research proposal had several linking elements that set the guidelines to follow in the methodology, procedures, instruments for data collection, evaluation and relevance and importance of the intended project.

From the aforementioned research proposals that have been carried out, it is quite clear the importance of mastering the reading strategies that are by no means inherited by the learners, which must be taught and trained in order to achieve the cognitive development and the metacognitive awareness of the process to foster the thinking skills in the learners that would lead to an effective and efficient autonomous reader for personal and academic purposes.

The contextualized situation presented, from the observation, diagnostic test and the relevance shown in the projects that have been done, it was suitable to carry out a research proposal with the group of students of Aspaen Gimnasio Saucará under the paradigm of qualitative research with the research method of interventional studies that sought to solve or find

new insights about a situation through the implementation of reading strategies that needed to be constantly tested, adapted and tailored all within action research that pretended to solve the problem and account changes in the classroom.

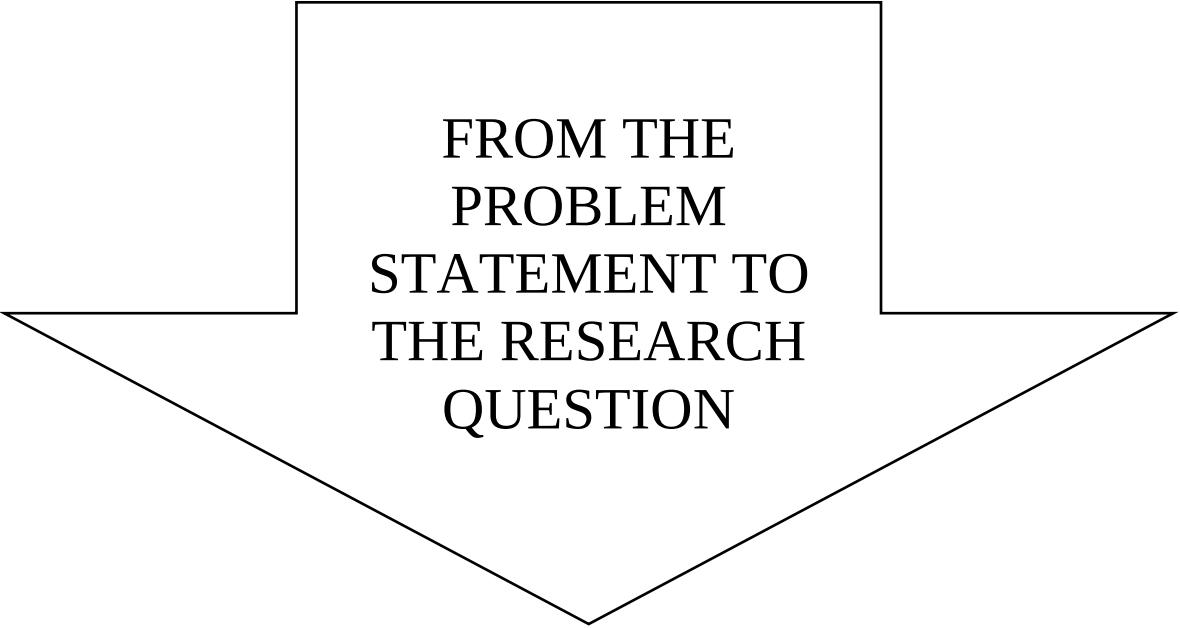
This research proposal aimed to have a clear view on the importance of the reading comprehension process and strategies that enhance the cognitive development of the learner in a way that has to be guided, taught, explained, shown; as its being repeatedly stated, beginning from the fact that the process, the strategies and thinking skills are not inherited by the learner; as Snow (2002), states that learning to read well is a long-term developmental process; therefore reading is not just a matter of pronouncing sounds of individual words or utterances, it goes far beyond this conception, where a proficient reader is expected to engage on textual information appropriately with thought and most important with reflection on what is being read.

As an expected outcome the research project aimed to determine how explicit instruction on reading strategies had an impact on reading comprehension skills in English as a foreign language in the students in order to achieve higher levels of academic achievement in the different subjects.

Seeking the identification and the guidelines to follow in the proper implementation of the comprehension instruction and reading strategies that would foster the learners to be independent, strategic readers who are capable to control and use the strategies to achieve a high level of reading comprehension performance in EFL, the type of research design was under the paradigm of qualitative research with the research method of interventional studies that sought to solve a situation through explicit instruction on reading strategies that needed to be taught, trained and practiced in order to account changes in the classroom.

This research method was immersed in the type of research of “Action Research”, whereas Elliott, (2006), affirms that action research is commonly regarded as a rational pursuit aimed at the production of objective knowledge. Knowledge that emerges from the action, therefore to be more specific we can define the proposal within the type of “classroom action research” which is centered in the possibility to apply scientific categories for the understanding and improvement of an educational implementation, starting from the collaborative work of the own students, Elliot, (1973).

Elliot, (2006) considers that the formation of the educators is one of the main objectives of the action research on education that aspires to produce this objective knowledge about practice in the classrooms and schools, emphasizing how this methodology allows the development of the professional knowledge. This knowledge is obtained through a process of reflection on the action, in the action and for the action.



FROM THE
PROBLEM
STATEMENT TO
THE RESEARCH
QUESTION

Research Question

The research proposal aimed to a main question, general and specific objectives and a theoretical background that supported the entire intended project as follows:

1.3 Research Question

“What improvement in reading and comprehension in English does the explicit instruction on reading strategies reveal in an EFL group of seventh graders at Aspaen Gimnasio Saucará?”

Research Objectives

1.4 General Objective:

To determine how explicit instruction on reading strategies have an impact on reading comprehension skills in English as a foreign language in the students of seventh grade of Aspaen Gimnasio Saucará to achieve higher levels of academic performance in the different subjects.

1.5 Specific Objectives:

- To make the learners aware within explicit instruction, the reading strategies' concepts, use and application through the development of strategic and sequential activities that promote their use and implementation.
- To assess the students experiences and performance when using reading strategies in relation to comprehension improvement.

CHAPTER 2 – Literature Review

2.1 Literature Review

The group of participants in this research proposal was not illiterate in the reading process, which they managed quite well in their L1, but again as identified in the group, the lack of reading strategies were making them struggle in the moment of dealing with contextualized material in L2. Therefore it was not a matter of teaching the group **“how to read”**, or an issue of implementing the different approaches to teach reading, such as bottom-up processing, top-down processing, phonic-based teaching, whole-language teaching or a balanced approach.

This research proposal aimed to have a clear view on the importance of the reading strategies that enhance the cognitive development of the learner in a way that has to be guided, taught, explained, shown; beginning from the fact that the process, the strategies and thinking skills are not inherited by the learner; as Snow (2002), states that learning to read well is a long-term developmental process. Therefore reading is not just a matter of pronouncing sounds of individual words or utterances, it goes far beyond this conception, where a proficient reader is expected to engage on textual information appropriately with thought and most important with reflection on what is being read.

Pearson, P., Dole, J. A., Illinois Univ., U. g., & Bolt, B. A. (1988), state that reading strategies and reading comprehension can be more effectively taught using **“explicit comprehension instruction”**; where in the basal reading model, traditionally comprehension has been taught by just naming the skill that the learner should use, then practice the presented skill in workbooks and evaluating learners’ responses to see if the skill was understood. On the other hand there is “explicit comprehension instruction” that focuses on direct explanation, guided

practice to see how the strategy actually works and is applied and how it can be transferred to new tasks and materials.

In explicit comprehension instruction, modeling the strategy and providing direct and explicit explanation of what it is, how can be applied, how does it work, why it is necessary to use it and when to apply it, led the learners to learn how to learn; releasing responsibility until they were able to complete the different tasks and transfer the skill to new and different reading situations. This guided instruction was gradually removed (Gradual Release of responsibility Model), seeking the main objective to achieve with the learners to be autonomous, independent readers; where different factors and constructs have a direct impact on the process and their relevance can be described as follows:

2.1.2 Reading Comprehension

McLaughlin (2012), says that “Reading comprehension is a complex, cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read” (p. 13). Therefore Many variables must be considered in the reading comprehension process; it is clear that is not just a mechanical procedure, it is complex; cognitive development is essential, thinking skills must be developed; the acquisition of concepts and vocabulary instruction is a must in comprehension development and proper achievement of the skill within motivational and engaging material tailored to the readers is a priority. Samuels & Farstrup (2011), state that reading motivation is fostered by complex interactions of text topics and text characteristics, classroom social norms, and explicit instructional practices.

It was then evident that one of the most important characteristics of the reading comprehension process, is how personalized it has to be, where motivation was a key element in

its development which was a variable that was affected by many aspects such as: personal interest, social factors, context, age, text characteristics, instructional practices and many other considerations to make the process not so easy that the learner gets bored nor so difficult that gets frustrated.

2.1.3 English as a Foreign Language

These very important factors, such as personal interest, social factors, context and so on, are extremely related to understand how English is seen and taught in the context where this research proposal took place; In order to reach a common understanding, the concepts of ESL (English as a Second Language) and EFL (English as a Foreign Language) must be clarified.

For the MEN (National Ministry of Education), in El Reto (2006), states that ESL is the language essential for official, commercial, social and educational activities, or the one needed to communicate between the citizens of a country. For the MEN, EFL is a language that is not spoken in the local environment because the local conditions do not require bilingual communication. This is the case of Colombia where the language is not mandatory for commercial purposes or social everyday interaction; therefore it is an EFL context where the language is generally taught, during controlled periods of time and place. The MEN also affirms that even though the language is being used mostly in academic environments the learners of a foreign language can have a very high level of competence to be able to communicate whenever it is necessary.

As it is stated by the National Ministry of Education, high levels of competency can be achieved even though the process is carried out in an EFL environment where the language is not probably needed for official or commercial matters. Colombia in general may be considered as an EFL scenario for language acquisition despite the amount of instruction a learner may receive.

But these high levels of competency are to be bond to methodologies that may ensure and promote learning; Salvisberg (2011), explains that Communicative Language Teaching (CLT) is probably the current methodology of choice that seeks to engage the learners in interactive and meaningful task that are contextualized according to the learners' needs and expectations with meaningful dialogues and functional language that will foster language acquisition.

Analyzing the EFL scenario aforementioned, it is the job of the different approaches and methodologies to focus the learning process to a meaningful and vivid experience with functional language that will enhance the different language skills in the learners.

After contextualizing the foreign language scenario, it is then appropriate to define according to this research proposal the approach that suits the project as "Content Based Instruction" (CBI), as Brown, (2007), states that CBI has the potential of increasing intrinsic motivation and empowerment, since the learners are focused on subject matter that is important to their lives, and Content and Language Integrated Learning, (CLIL) as is established by the school curriculum, taking the students beyond extrinsic factors like grades and tests; to achieve their own competence and autonomy as learners that really are capable of interacting with relevant content issues with the new language that is being acquired.

2.1.4 Explicit Comprehension Instruction

Articulating the previous constructs of reading comprehension, EFL, CBI; it is now necessary to define how it will be done; as Snow (2002) states, comprehension instruction promotes the ability to learn from text. More broadly, comprehension instruction gives students access to culturally important domains of knowledge and provides a mean of pursuing affective and intellectual goals; one of the major goals that was intended in the research proposal was to improve classroom explicit instruction on reading strategies, such as skimming, scanning, predicting,

inferring and guessing as key elements in mastering reading in the EFL field where usually educators just assume that the learners will just comprehend by reading the information that is given to them.

Likewise the implementation of explicit comprehension on reading strategies instruction would not only promote the ability to learn from text but also foster readers to be independent, strategic readers who are capable to control and use comprehension strategies to achieve a high level of reading skill; getting involved in what they read and transfer this new knowledge to become analytical, evaluative and problem solving learners; where independent and effective readers use these strategies in reading to learn new concepts, get really involved and most important critically evaluate what they read to come up with strategies to apply their new knowledge to solve practical as well as intellectual problems.

Paratore & McCormack (2011) reinforces this need and absence by stating that despite years of research in comprehension, in many classrooms, we still lack a “comprehensive comprehension curriculum” (p. 119) that provides students with systematic and strategic explicit comprehension instruction that would lead to sustained ability to read and respond to texts with deep understanding.

Systematic and strategic explicit comprehension instruction fosters deep understanding of what is being read; it is only through this thorough process where the learners may overcome the disappointing assessment results and the recognition of the importance and complexity of the reading process.

Walpole & McKenna (2007) also affirm that for explicit comprehension instruction to be successful, teachers must adopt a gradual-release-of-responsibility model. Where instruction begins with high levels of teacher control then it moves to shared control, with teachers and students constructing meaning together, and finally progresses to high levels of individual student

control, with students independently applying comprehension skills and strategies to apply in new texts, coherent with scaffolding support given to the learners in their process.

The importance of showing the right path to the learners is upon the teachers; this gradual release of responsibility has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003) , also very well documented and supported in Vigotsky's zone of proximal development and the Scaffolding support given to the learners presented by Bruner in 1978. To finally achieve independence and skills that can be applied by the learners in different situations that they may face in the future. This support it is promoted by the teacher, the learners' peers and finally individual student controlled.

2.1.5 Reading Strategies

It is evident the relation between comprehension and explicit instruction of the reading strategies to gain the development in the group of students also supported by the statements of McLaughlin, Maureen. (2012) where it is very well documented that explicit instruction of reading strategies improves students' comprehension of new texts and topics; as it is defined by the author, these reading strategies are to be guided; they are not inherited by the learners and must be taught by explaining, demonstrating, guiding the learners in an explicit way for them to acquire the skill and improve their comprehension of new texts and topics.

These reading strategies are complemented with the instructional scaffolding support which is the process design, tailored to the learners' needs and potentials to achieve greater level of the skill that cannot be achieved without the help of the more knowledge one; this process is done by the teacher promoting the development of critical thought and judgment. This critical

knowledge gives the learner tools to solve problem situations and enhances critical thinking skills in accordance with the instructional objectives developed with new Bloom's taxonomy.

Ellery & Rosenboom (2011), also support that educators should use these comprehension strategies and techniques within the lesson planning and instructional process. Among the strategies that give solid foundations for the learners to apply in further situations is the ability to apply effectively skimming and scanning techniques to preview a given text, make connections to prior knowledge and concepts that may support the comprehension process, use the visualized information to make predictions, inferences and relevance to what is really import from the given information, to finally come up with a synthesized analysis and summary from reflection and thought to support own judgment and points of view.

This analysis leads to the importance of lesson planning and the instructional process that must include explicitly this techniques and strategies which are also interchangeable within the components of the lessons, giving a space to creativity and self-development according to each individual.

2.1.6 Scaffolding

In accordance to the gradual-release-responsibility model as the scaffolding support, these reading strategies are complemented by this support as a key element of guidance; Linkon (2011), stated that cognitive scaffolding supports students as they build their interpretations and literary thinking abilities, Scaffolding can also guide students through the process of exploring an issue or text, suggesting not just an initial question but also strategies for considering multiple angles, testing hypotheses, and developing ideas.

Scaffolding in the learning process promotes student's confidence and autonomous learning; is in this process where the learners move from what they can do by themselves to what

they can achieve with the help of the other that is giving the support. This support can come not only from the teacher but from their peers making it a lot more meaningful to them. The scaffolding support has to be temporary, necessary and challenging in order not to become a learner's dependency upon it.

2.1.7 Critical Thinking

This research has presented the reading comprehension process, its importance, the context where was carried out as EFL, the explicit comprehension instruction needed and its structure, the reading strategies implemented, the support that had to be delivered; to link all these elements with the development of the thinking skills needed in the learners in order to achieve the objectives of this research proposal.

As Matthews & Lally (2010), stated that Thinking Skills are the skills needed to think analytically, logically and creatively to form reasoned judgments and solve problems. As specified by the National Curriculum framework for England, the thinking skills are 'information processing, reasoning, enquiry, creative thinking and evaluation.

It is mainly the purpose of education to promote in the learners the ability to think, evaluate, create their own judgments and have the tools to creatively cope with the situations they have in their lives.

Similarly, Johnson, Siegel & Winch (2010), say that they consist of creative thinking, enquiry, evaluation, information processing and reasoning. These headings are then subdivided, thus reasoning consists of the following abilities: giving reasons for opinions/actions, inferring, making deductions, making informed judgments/decisions and using precise language to reason.

In accordance with the reading strategies, critical thinking is promoted by them and within them; these strategies can only come alive by the development of the thinking skills. Is through

critical and reflective thinking where a learner can achieve and master the different reading strategies that according to their age will give them what they need to give reasons, infer, make personal judgment, defend a personal point of view and in general go beyond the simple literal answer of an explicit question.

It was then necessary to articulate these critical thinking skills to be age appropriate through coherent explicit instructional objectives; systematic sequence, and a hierarchical order that wraps up the entire research project; Martinez-Pons (2003), states that there exist a number of taxonomies of explicit instructional objectives developed on the basis of Aristotle's tripartite conceptualization of human behavior.

Some of the more widely known are that of Bloom, aforementioned, which are organized in six ascending levels of complexity: remembering, understanding, applying, analyzing, evaluating, and creating. For this taxonomy, beyond remembering, mastery at each level is said to depend on mastery at the level immediately below it.

Following new Bloom's taxonomy helps the teacher and the learner to have a systematic sequence to follow and to master; once done, it leads the learner to achieve and master the next one. It is quite difficult to evaluate if the learner does not have the knowledge, or the comprehension and even more the analysis to come up with a judgment and evaluation. Bloom's taxonomy can set the step by step to follow in the development of the different reading strategies according to the level and age of the learner; making the learning process meaningful and well structured.

Scales (2008), supports that using objectives based on Bloom's taxonomy helps when writing schemes of work, producing lesson plans, writing assessments and giving feedback to learners.

Once a teacher can classify hierarchically the principles to follow with the students; the educational objectives definitively are a lot easier to achieve, and the feedback that the teacher can deliver, has a real and meaningful impact on the learner from the fact that the assessment was thoroughly thought, well planned and tailored to the learners' potentials and abilities.

CHAPTER 3 - Research Design

3.1 Type of Research

Seeking the identification and the guidelines to follow in the proper implementation of the comprehension instruction and reading strategies that foster the learners to be independent, strategic readers who are capable to control and use the strategies to achieve a high level of reading comprehension performance in EFL, the type of research design was under the paradigm of qualitative research with the research method of interventional studies that sought to solve or find new insights about a situation through explicit instruction on reading strategies; all within action research that pretended to solve the problem and account changes in the classroom.

The instruments that were used included “direct observation” that provided broad information to the project, “surveys” to learn about the knowledge, attitudes, characteristics, and behavior of program participants towards the reading process and reading preferences and habits, “interviews”, and artifacts such as “diagnostic test” that were used to have a point of reference or “baseline data” to measure the changes in participants’ knowledge, skills, as a result of the implementation in the research project. Instruments that showed patterns, that created codes and categories that were classified and analyzed as data collection tools thoroughly detailed in the analysis and procedures stage of this research.

As an expected outcome the research project aimed to determine how explicit instruction on reading strategies had an impact on reading comprehension skills in English as a foreign language in the students in order to achieve higher levels of academic performance in the different subjects.

The implementation of the explicit instruction on reading strategies needed to be constantly reviewed, reapplied, tested and refined to compare them constantly in order to validate

the different findings that not only led to the solution of the problem but gave the necessary insights that would enhance the different educational processes in the school context.

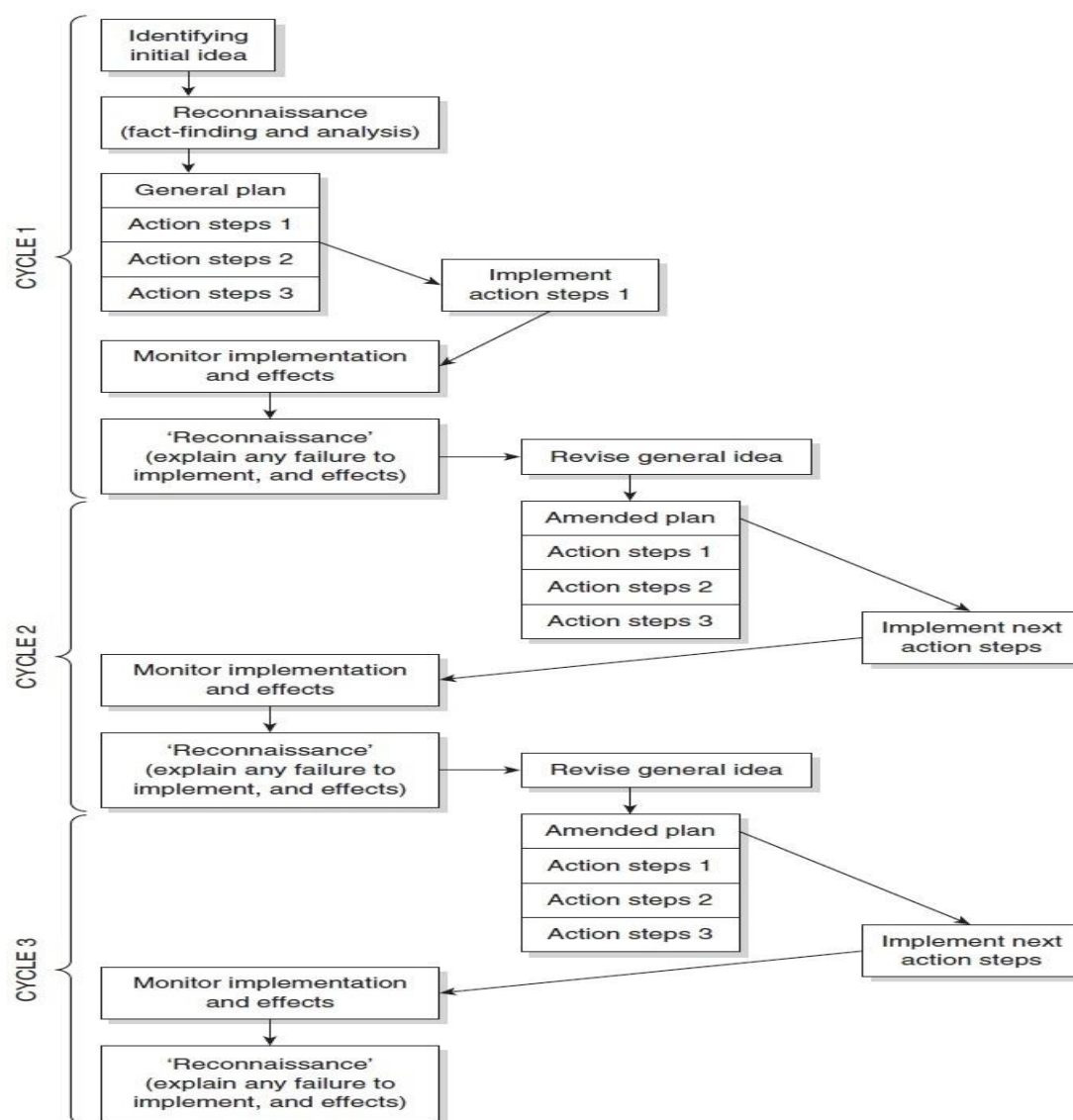
This research method was clearly immersed in the type of research of “Action Research”, whereas Elliott, (2006), affirms that action research is commonly regarded as a rational pursuit aimed at the production of objective knowledge. Knowledge that emerges from the action; therefore to be more specific we can define the proposal within the type of “classroom action research” which is centered in the possibility to apply scientific categories for the understanding and improvement of an educational implementation, starting from the collaborative work of the own students, Elliot, (1973).

Elliot, (2006) considers that the formation of the educators is one of the main objectives of the action research on education that aspires to produce this objective knowledge about practice in the classrooms and schools, emphasizing how this methodology allows the development of the professional knowledge. This knowledge is obtained through a process of reflection on the action, in the action and for the action.

Therefore the different procedures that were implemented ha a cyclical development, constant reviewing, adjusting and comparing. After the problem being identified from direct observation in the classroom and confirmed from a diagnostic test, it was then necessary to gather the information about the context itself, the general expectations of the school, information from the learners, the stakeholders, the teachers, the social factor that were inherited, their educational backgrounds, educational preferences, aims, interest, school programs, and all the possible information that would set the clear perception of the contextual situation.

This information was gathered through qualitative instruments such as, interviews, surveys, and direct observation and then analyzed to elaborate a general plan of action involved in the cycle of the research, this general plan had several action steps that were followed with the

group of students, such as identification of the concepts, teaching them how the strategies work and could be applied, differentiating the expected outcomes in each step of the process and several teaching methodologies to tackle the classroom situation; being all the previous steps part of the implementation cycle and the pedagogical design, which was monitored, evaluated, reflected on, giving the research the necessary information on the effects and failures that the implementation might have had in the process.



Elliot's action research model.

SOURCE: Elliot, J. *Action Research for Educational Change*, p.71 © 1991. Reproduced with the kind permission of the open University Press. All rights reserved.

Other authors like Kemmins and Mc Taggart also support and see the action research as the opportunity that a researcher has to deal with the situation that is being researched, based on thorough observation of the different factors involved and according to the researched findings, to set the plan, the application-analysis, the reflection, the adjustment, and amending of the plan to meet the situation every time at a higher level that leads to a greater understanding of the situation, enabling the triangulation of the gathered information, to be compared, contrasted it from different angles that would enrich the analytic outcome of the research proposal on reading comprehension performance in EFL.

CHAPTER 4

4.1 Pedagogical Design

Considering the research objective of the proposal which was to determine how explicit instruction on reading strategies had an impact on reading comprehension skills in English as a foreign language in the students of seventh grade of Aspaen Gimnasio Saucará to achieve higher levels of academic performance in the different subjects; it was important to contextualize the population and pedagogical design with the corresponding pedagogical strategies and actions based on relevant theory used to collect the necessary information and analyze the data that supported the research proposal.

4.1.2 Context and Population

To briefly discuss the school context and the profile of the School Educational Project, (PEI), it is appropriate to state that the institution is part of a National organization of twenty eight schools throughout the country. Catholic school oriented by the OPUS DEI, located outside the city of Bucaramanga in a country side area of ten acres, it is a private school that is unique in the area for promoting single-gender education, with three hundred students from the grades transition to eleventh grade.

The main objectives of the mission and vision of the school are pretty much centered in reaching high standards of excellence in the educational and formative level of the students and their families. The school puts a lot of effort in family development and is one of the main characteristics that differentiate the school from others; in addition being the only boy`s school in the city. The school feels that first is the personal and professional development of the teachers,

then the formation of the parents, and in that order the only thing that the school expects as a result is the well-educated student.

The School educational philosophy as stated in the PEI can be described as follows:

- The center of education is the human being in all his spiritual dimensions of will and intelligence.
- Individuality and personal differences are to be respected.
- The integrated curriculum follows educational purposes that enforce the human and global development of the people.
- Professional teachers emphasize values and virtues and instruct and research on new teaching processes.
- Teachers must be permanent learners, interested in improving techniques every day.
- Teachers focus instruction in research and the connections with other subjects.
- Meaningful learning promotes epistemological changes in concepts, procedures, and attitudes.
- Evaluation is continuous and directly related with the evolution of students ideas.
- Every part of education is based on values, service, and responsible freedom.

The students are aware of the importance of the English language and also recognize all the efforts that the school is making to benefit the process; the school itself is very committed to bilingualism and has become as an associate school of Cambridge University to implement the international curriculum and certify all the students in their academic competence in English and content areas such as advanced math, science, global perspectives with the International General Certificate of Secondary Education (IGCSE).

The school curriculum is aiming towards international standards of evaluation in content areas; with this primary objective it is necessary to see the language teaching and learning

process as a cross curricular development that needs an interdisciplinary approach for the students to succeed in their expected outcomes.

The bilingualism program in this school has been designed with the purpose of forming integrated individuals in every dimension: cognitive, socio-affective, psychomotor, creative, expressive, and communicative to reach a lifelong learning outcome. Taking into account the mentioned aspects, the school wants to contribute to the transformation of society through the implementation of bilingualism in the school, promoting in the students the ability to communicate fluently and correctly in English and the capability of understanding the differences between cultures.

Considering the mission and vision of the school integrated in the PEI, the research proposal contributed to the intended objectives of research on new teaching processes, always improving techniques, to achieve changes in concepts, procedures, and attitudes towards a global development of the learners. It was also relevant to integrate the importance that reading comprehension improvement had in the school curriculum to achieve the international standards in content areas as well as in English as a foreign language; where the participants must deal with text that need thorough analysis and comprehension, using the strategies that were developed from the implementation of the pedagogical design of this research project.

4.1.3 Approach and Methodology

The different activities and materials presented were approached under the principles of CBI-CLIL, starting with Basic Interpersonal Communication Skills (BICS) being language for social purposes or daily language, and developed into Cognitive Academic Language Proficiency (CALP), or formal academic language about subject area content material, which is considered essential for students to succeed in this particular school. “BICS and CALP are shaped by their

contexts of acquisition and use. Consistent with a Vygotskian perspective on cognitive and language development, BICS and CALP both develop within a matrix of social interaction.” (Cummins, 2000, p.74), therefore the activities to foster the reading skills were contextualized and really meaningful for the participants to be engaged, so they can be innovative, reflective and confident students in their academic processes.

As it was stated previously the research proposal was developed under the approach of “Content Based Instruction” (CBI) and Content and Language Integrated Learning, (CLIL) as is established by the school curriculum, Ebata, (2008) sees that CBI is the most efficient, not only for language development but also content mastery; Briton, Snow and Wesche state that “content-based instruction aims at eliminating the artificial separation between language instruction and subject matter classes which exists in most educational settings” (2003), Brown (2007) links also its importance where content based classrooms have the potential of increasing intrinsic motivation and empowerment, since the learners are focused on subject matter that is important to their lives.

Briton, Snow and Wesche state that “the use of informational content which is perceived as relevant by the learner is assumed by many to increase motivation in the language course, and thus to promote more effective learning” (2003), the authors also assert that language is efficiently taught through a focus on contextualized use, therefore CBI sets the guidelines to follow in the research proposal as the learners have to face content areas of knowledge in L2, and the proper acquisition of the intended strategies and skills would lead them to higher achievements in the expected outcomes.

It is important to highlight that the group of participants in this research proposal was not illiterate in the reading process, which they managed quite well in their L1, but again as identified in the group, the lack of reading strategies were making them struggle in the moment of dealing

with contextualized material in L2. Therefore it was not a matter of teaching the group **“how to read”**, or an issue of implementing the different approaches to teach reading, such as bottom-up processing, top-down processing, phonic-based teaching, whole-language teaching or a balanced approach; it was instead making them aware of the existing reading strategies through explicit instruction that would work for them, taking them from the basics to the complex tasks in the process that it was only being done at a literal level without any real comprehension or analysis.

Reading strategies and natural language acquisition occurs in context; they are never learned divorced from meaning, and content-based instruction provides a context for meaningful communication to occur (Curtain, 1994; Met, 1991). Therefore the implementation of the instructional design followed a strategic development and contextualized material to teach, train and practice those strategies that were weak to overcome the identified situation in the classroom taking the learners from the simple literal interpretation of words to a higher level of complexity that involved higher order thinking skills.

“CBI incorporates a variety of thinking skills, and learning strategies which lead to rich language development, e.g., information gathering skills—absorbing, questioning; organizing skills—categorizing, comparing, representing; analyzing skills—identifying main ideas, identifying attributes and components, identifying relationships, patterns; generating skills—inferring, predicting, estimating (ASCD, Dimensions of Thinking) (Curtain, 1994; Met, 1991).”

Also as Brown affirms, there are several models of CBI, but the one that suits the research proposal is centered on Theme-based, where language remains the primary aim of a course, but special attention is given to meaningful, relevant themes as point of departure for instruction in language, (2007). Complementing CBI, CLIL is integrated in the proposal as Darn, (2006), stated that has the foundations in interdisciplinary/cross-curricular teaching, where many concepts,

strategies and skills taught in language arts, are portable to and they can be applied to other areas of knowledge.

The author also asserts that reading strategies for monitoring comprehension can be directed to reading materials in other areas, where the interdisciplinary teaching helps the learners to apply, integrate and transfer knowledge and foster critical thinking skills. Darn affirms that “Interdisciplinary/cross-curricular teaching can increase students' motivation for learning, in contrast to learning skills in isolation; when students participate in interdisciplinary experiences they see the value of what they are learning and become more actively engaged”. (2006)

Considering the aforementioned definitions and the pedagogical approaches involve in the research proposal, it was articulated then how they were connected to determine how explicit instruction on reading strategies do have an impact on the skills and the implications within the implementation of the strategies; as is previously stated CBI and CLIL approaches, language is efficiently taught through a focus on contextualized use and strategies, and skills can be applied, transferred and integrated in cross-curricular teaching, which fosters motivation and students that are more engaged with meaningful material relevant to their lives.

Therefore the pedagogical design in the research proposal has specific objectives that were covered sequentially seeking the documentation and follow up of the process of the implementation to have the insights that enhanced the educational practice in the group of participants as follows:

Pedagogical Design Objectives

4.1.4 General Objective

To make the students of seventh grade at Aspaen Gimnasio Saucará aware of explicit reading strategies to be applied and transferred on different texts and content areas of knowledge.

4.1.5 Specific Objectives

- To understand the concepts of reading strategies and identify their application in contextualized situations.
- To train through explicit instruction the reading strategies of skimming, scanning, previewing, making prediction and inferences.
- To assess the students' progress after the implementation of the instructional design in the application of the reading strategies in contextualized situations.

Considering the CBI-CLIL principles, the materials that are presented in the pedagogical design covered the different views of language learning and language teaching, being contextualized, useful and therefore meaningful to the learners; Brown, (2007) state that “making meaningful associations between existing knowledge/experience and new material will lead toward better long-term retention”, also promoting collaborative learning processes.

As it was established in the themes and topics chart, the students were adopting what it was previously stated by Walpole & McKenna (2007), when they affirmed that for explicit comprehension instruction to be successful, teachers must adopt a gradual-release-of-responsibility model. “The gradual release of responsibility model of instruction” has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

Also the artifacts of the pedagogical design developed gradually the awareness and metacognitive processes in the participants to master each strategy to then deal with the next one. As proposed by the gradual-release-of-responsibility model where the concepts are first presented, modeled, practiced and then applied by the learners. (Scaffolding)

The stages to follow in the gradual release method of responsibility model were to model, share, guide and apply, so the learners finally work independently as they were aware of how to achieve the expected objectives with the strategies that were previously modeled, trained and practiced. The gradual release model, as well as all strategies, can be adapted and used at any level, with any text, in any content area. The goal was to enable students to use these strategies in any class, at any time, with any type of text with which they are unfamiliar, making them confident, responsible, reflective, innovative and engaged in the process.

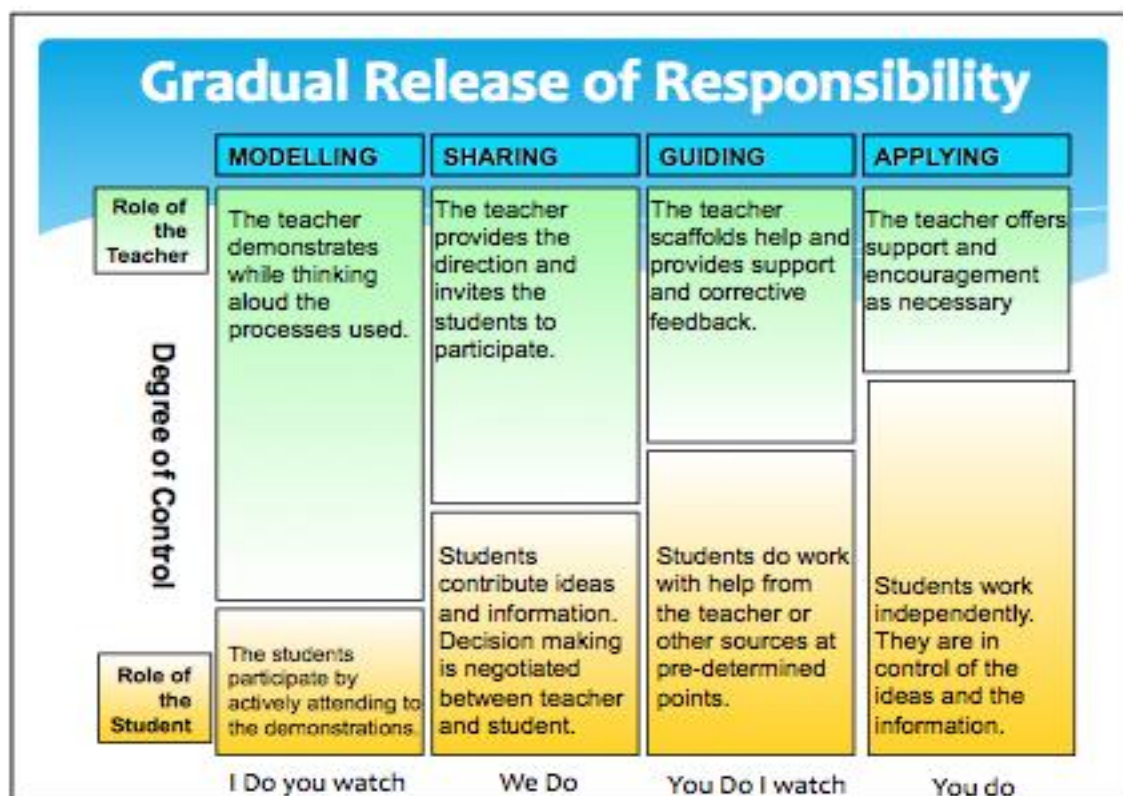


Figure 1. *Gradual Release of Responsibility Model.*

As it is presented in the model, the degree of control is being released gradually to make the learner independent but making sure the tools are available to do so; through the different stages of modelling, sharing guiding and applying, the group of participants eventually overcame the difficulties that they were facing in the classroom.

These strategies can only come alive by the development of the thinking skills. Is through critical and reflective thinking where a learner can achieve and master the different reading strategies that according to their age will give them what they need to give reasons, infer, make personal judgment, defend a personal point of view and in general go beyond the simple literal answer of an explicit question.

It is was then necessary to articulate these critical thinking skills to be age appropriate through coherent explicit instructional objectives; systematic sequence, and a hierarchical order that wraps up the entire research project; Martinez-Pons (2003), states that there exist a number of taxonomies of explicit instructional objectives developed on the basis of Aristotle's tripartite conceptualization of human behavior.

Some of the more widely known are that of Bloom, which are organized in six ascending levels of complexity: remembering, understanding, applying, analyzing, evaluating, and creating. For this taxonomy, beyond remembering, mastery at each level is said to depend on mastery at the level immediately below it.

Following new Bloom's taxonomy would help the teacher and the learner to have a systematic sequence to follow and to master; once done, it would lead the learner to achieve and master the next one; it was quite difficult to evaluate if the learner did not have the knowledge, or the comprehension and even more the analysis to come up with a judgment and evaluation. Bloom's taxonomy set the step by step to follow in the development of the instructional design and the different reading strategies according to the level and age of the learner; making the learning process meaningful and well structured.

Scales (2008), supports that using objectives based on Bloom's taxonomy help when writing schemes of work, producing lesson plans, writing assessments and giving feedback to learners.

Once a teacher can classify hierarchically the principles to follow with the students; the educational objectives were definitively a lot easier to achieve, and the feedback that was delivered, had a real and meaningful impact on the learner from the fact that the assessment was thoroughly thought, well planned and tailored to the learners' potentials and abilities.

In the following chart the Themes and topics are presented according to the students' needs and interest, covering the different strategies and stages that would sequentially lead the research to give counts of the accomplishments of the objectives presented in the pedagogical design.

The different sessions followed the structure of the gradual release model, taking the learners from the concepts, to the actual application of the strategies that were being trained to enhance their reading skills. Contextualized and subject content material was used to promote a cross-curricular development of academic and general interest topics as well, guiding the process from the basics to the more complex tasks to complete according to the presented taxonomy.

4.1.6 Themes and Topics

In sessions one and two the group of participants identified the concepts of skimming, scanning, main ideas and supporting details. On sessions three and four they identified characters, plot and settings, and classified information using the strategies; and in session five they identified the concepts of making predictions and inferences.

In sessions six through ninth they applied the concepts learnt and used the strategies in contextual tasks that enabled them to put it all together in the final session ten, where they went from the remembering stage to understanding, applying, analyzing, evaluating, and creating their own judgment according to the taxonomy followed in the implementation.

Session	Topic	Objectives	Activities	Materials	Practice
Task 1	Skimming and scanning	Identify the concepts of the reading strategies and apply them in a basic given text.	Discuss the concepts. Model the application of the strategy. Solve factual questions from a given text.	Reading Task 1 Handout, board.	Discuss in peers to classify information as a skimming or a scanning strategy.
Task 2	Main idea and supporting details.	Identify the concepts of main idea and supporting details to share ideas of a specific topic supported in a mind map differentiating fiction and nonfiction information.	Discuss the concepts. Model the application of the strategy.	Reading Task 2 Handout, mind map.	Make a mind map. Justify their conclusion of the type of text that is given
Task 3	Identifying characters, plot and setting.	Apply skimming and scanning strategies to identify character, plot and setting in a story.	Discuss the concepts. Model the application of the strategy.	Reading Task 3 Hand out.	Identify the characters and setting of several given excerpts.
Task 4	Previewing a text.	Classify relevant information and state conclusions by previewing given information.	Discuss the concepts. Model the application of the strategy.	Reading Task 4 Newspaper article, Magazines.	State conclusions and justify them only by previewing information.
Task 5	Making predictions and inferences.	Identify the concepts of making predictions and inferences to state a point of view from a basic given text.	Discuss the concepts. Model the application of the strategy.	Reading Task 5 Handout. Matching activity. CCQ exercises.	Connecting ideas with predictions and inferences from a given text.
	Assessment of the implementation.	Reflect on the implementation.	Data analysis	Information gathered.	Research Stages.
Task 6	Skimming and scanning	Apply skimming and scanning strategies in a basic content area material.	Identify specific content related information from a specialized text.	Reading Task 6 Handout	Discuss with peers to classify, identify relevant and specific information of

					basic content area material.
Task 7	Making predictions and inferences	Apply the concepts of making predictions and inferences to state a point of view from a basic content area given text.	Apply the learnt strategies to give conclusions from a given text to complete a given task.	Reading Task 7 Handout Computer Multimedia projector	Make predictions and inferences of basic content area material to state a point of view.
Task 8	Skimming and scanning	Apply skimming and scanning strategies in a content area material.	Identify specific content related information from a specialized text to complete a given task.	Reading Task 8 Handout Computer Multimedia projector	Discuss with peers to classify, identify relevant and specific information of content area material.
Task 9	Making predictions and inferences	Apply the concepts of making predictions and inferences to state a point of view from a content area given text.	Apply the learnt strategies to give conclusions and justify a point of view from a given text.	Reading Task 9 Handout Computer Multimedia projector	Make predictions and inferences of content area material to state and justify a point of view.
Task 10	Putting it all together. Final assessment of the implementation.	To solve a mystery applying reading strategies such as skimming and scanning in complex information, interacting in groups and explaining their findings of the project using prediction, inferences and conclusions from given information.	Solve an activity of higher level of complexity applying all the reading strategies of skimming, scanning, previewing, predicting and inferring.	Reading Task 10 Handout Computer Multimedia projector	Discuss with peers to classify, identify relevant and specific information of complex content area material to make predictions and inferences to give justified conclusions to state a point of view from common agreement.

Supporting material for each session found in "Appendixes" as (Workshops, guides and reading material)

4.1.7 The Participants' Roles

The role of the learner in a CBI-CLIL environment; which was a contextualized situation, according to their needs and interest, is that they were actively involved in this type of setting, where they are in charge of their own learning process with the scaffolding support of their peers and teacher, always negotiating meaning and being learners who are confident, responsible, reflective, innovative and engaged in the process.

The teacher is a facilitator in the different tasks that the learners are developing and achieving; it was a student centered environment where the learners were discovering, identifying and acquiring skills in a metacognitive process making them aware of how to learn and adopt the strategies to deal with given information that could also be transferable to various content materials.

Considering the CBI-CLIL principles, the materials that were presented in the pedagogical design covered the different views of language learning and language teaching, being contextualized, useful and therefore meaningful to the learners; Brown, (2007) state that “making meaningful associations between existing knowledge/experience and new material will lead toward better long-term retention”, also promoting collaborative learning processes.

Following the presented approaches that are established by the school curriculum, the implementation of the pedagogical design was carried out in ten different sessions, using cross-curricular material to train and teach each of the selected strategies, making the necessary negotiations teacher-learner-peers to make decision, share ideas, and most important, the active role of the learner where they became aware of their own learning styles and conclusion to how each strategy worked for them.

Thirty three kids were engaged in the research proposal, where they were told what was intended to be achieved and documented throughout the implementation of the different sessions;

the students in this group had been receiving L2 classes for five years and could be placed on a A2/B1 level of competence according to the Common European Framework of Reference showing interest when they worked on topics that they were familiar with.

Some of the students were new in the school and their performance was pretty low, there were about six students in the group with an A1 level, which made it a little complicated to practice with them. Most of the class likes to participate and their behavior is pretty acceptable according to their age. Only few of them were reluctant to use English to communicate. We set some rules about the use of Spanish and we gained a lot of ground on this matter.

Each session had an intended objective to be achieved, following Bloom's taxonomy, taking the learners from the lower order thinking skills of making simple connections to prior knowledge, identifying needed concepts, to analyzing, synthesizing, evaluating and creating ideas with justified judgment of their work.

The first session was thoroughly worked with the learners as it was the foundations of the key concepts (**Appendix F**) that would enable the learners to appropriate the strategies through explicit instruction of their existences with the corresponding tips that could be applied to the strategy in real context in order to make the necessary connections as presented in a CBI-CLIL environment.

4.1.8 Pedagogical Design Assessment

The sessions presented in the chart were developed within careful planning that considered many variables with the group of participants, giving them the tools to identify, clarify, develop, practice and apply the concepts at a higher level of complexity each time there were done.

The information gathered from the different tasks that the students performed was evaluated according to action research in the classroom from direct observation that gave the

insights about students' engagement in the different tasks, also the criteria established in the rubric gave the research a clear view of what was being completed according to the aim and objectives of each session. Also the learner had the opportunity to self-evaluate the progress, based on the fact that each of the different tasks had their own expected outcome according to the strategy that was being explicitly taught and trained to see if it was thoroughly achieved following the gradual-release model of responsibility that sought for the learners to finally work independently and have a much more higher degree of control in their role as autonomous learners.

4.1.9 Rubric for the Different Sessions

Student	5	4	3	2	1	TOTAL
Fulfilled the aims of session 1 "Use the concepts and strategies to solve given situations"	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	
Fulfilled the aims of session 2 "Differentiate key ideas and elements of a given text"	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	
Fulfilled the aims of session 3 "Integrate learned concepts of reading strategies"	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	
Fulfilled the aims of session 4 "Identify relevant information to be classified from a given text"	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	

Fulfilled the aims of lesson 5 “Use the concepts and strategies to make predictions and inferences”	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	
Fulfilled the aims of session 6 “Apply the strategies to scan a document and solve given situations”	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	
Fulfilled the aims of session 7 “Make predictions on content areas of knowledge”	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	
Fulfilled the aims of session 8 “Solve a given task on content material applying strategies”	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	
Fulfilled the aims of session 9 “Make predictions and inferences applying strategies”	Completed thoroughly with all the details.	Mostly complete with few observations.	Reasonable attempt to complete the task, but incomplete.	Task is delivered incomplete.	Fail to deliver the task.	

By: Juan Serrano

The session number ten as presented in the instructional design, aimed at integrating all the strategies that were taught and trained throughout the implementation; which was intended to see the progress in the application of the strategies in a problem solving situation that was developed under the following plan with the corresponding procedure and expected activities and aims in each of the stages as follows:

4.1.10 Pedagogical Design - Lesson Plan Final Session 10

	2014	Teacher	Juan Serrano	Institution	Aspaen Saucará
Time:	7:15	Subject	Language Arts	Grade	Seventh Grade
Session	Final Assessment	English level	A2/B1	Length	100 Minutes
Brief description of learners (their level, motivation, interests and behavior in class)		Students in this group have been receiving L2 classes for five years. They show interest when we work on topics that they are familiar with. Some of the students are new in the school and their performance is pretty low, there are about six students in the group with an A1 level, which makes it a little complicated to practice with them. Most of the class likes to participate and their behavior is pretty acceptable according to their age. Only few of them are reluctant to use English to communicate. We have set some rules about the use of Spanish and we have gained a lot of ground on this matter.			
Aim(s) of lesson (What will learners learn or be better able to do by the end of the lesson?)		By the end of the lesson the students will be able to : By the end of this lesson the students will be able solve a mystery applying reading strategies such as skimming and scanning interacting in groups and explaining their findings of the project using prediction, inferences and conclusions from given information.			
Content Knowledge (subject knowledge students will learn)		- Reading strategies - Skimming and Scanning - Predicting - Inferring			
Language in lesson: Topic-related Vocabulary		- Skim - Scan - Guilty - Murder - Crime scene - Clue sheet	Content-obligatory language	- We found the evidence - We can conclude that... - We guess that - The possible suspects are...	
Academic language (Language learners will need to do tasks in English)		- Sequence words: first, then, after finally. - Past tenses - Present tense - Present perfect Continuous - Present progressive. - Passive voice - Wh words			
Learning skills (Cognitive level of tasks) (How did you select tasks & prepare learners for the lesson?)		According to Bloom’s taxonomy activities were selected for the students to: - Identify relevant information. - Classify information according to their importance. - Organize ideas in a clue sheet. - Guess meaning of words according to the context. - Justify conclusion from gathered information.	Problems anticipated in lesson	- Some of the students might not be familiar with some of the exposed vocabulary. - Students may feel uncomfortable being observed. - Some students might misbehave in the GW activity. - Probably there won’t be enough time to do the activity thoroughly.	

PROCEDURE

Stage Time & Interaction	Teacher activity	Student activity	Aim of this stage
Warm up (10 min) T - Ss GW2	- Teacher explains the activities that will take place during the class and gives instructions about the warm up activity. - Teacher does a warm up activity to engage Ss using realia.	Ss work in pairs to answer to the T questions according to the concepts that want to be seen in the lesson.	- Get the Ss in the mood of sharing information. - Get Ss to apply reading strategies. - Skimming and Scanning, Predicting and Inferring.
Lead-in (10 min) GW2	- Teacher gives the Ss the aim of the lesson. - T hands out the clue sheet for the Ss to get prepared for the task. - T shows the procedure to follow and the expected outcome.	- Ss go on line to begin the task following the T instructions. - Ss open up the Big Scan Game in http://www.bbc.co.uk/skillswise/game/en05skim-game-the-big-scan	Contextualize the strategies that were trained and taught.
Production Task (40 min) GW2	Teacher monitors the groups and interacts with students.	- Ss will discuss and agree on relevant information to gather. - Ss interact among the group and collect clues to solve the mystery. - Ss browse the entire game and the map visiting the different places of the story seeking for necessary information to solve the crime. - Ss compete against the clock using reading strategies.	- Foster peer work. - Classify importance of information. - Foster peer communication. - Contextualize concepts of the lesson. - Organize ideas.
Presentation (40 min) GW2 - TM	- T asks the groups for the information of the clue sheet. - T asks the first three groups to justify their conclusions to the rest of the class. - Teacher monitors and supports the groups.	- Ss share by groups the information that was found in each location and feedback is given from their peers to complement missing aspects that other groups may have missed. - Ss by groups justified the expected outcome and all the members must agree and participate on the discussion.	- Peer evaluation. - Assess the strategies for learners to apply them in other context or further written material in content areas of knowledge.

CHAPTER 5

5.1 Procedure and Data Collection Instruments

In order to refresh all the components that were involved in the research process immersed in qualitative research with the research method of interventional studies that sought to solve or find new insights about the situation that was identified in the classroom, several stages were considered that had a cyclical development and constant reviewing as presented in classroom action research which was centered in the possibility to apply scientific categories for the understanding and improvement of an educational implementation, starting from the collaborative work of the own students, Elliot, (1973).

The procedure that is later thoroughly explained mainly was designed from the starting point of observing the student's performance and how they simply couldn't cope with written information in English; therefore the initial test was applied to the entire group from the scratch without any prior training or guidance to have a better idea of what was going on in the group. Additional information was needed from the students and teachers to contextualize the proposal that led to the implementation of the pedagogical design as the heart of the research proposal which was carefully structured to achieve the intended outcomes through explicit instruction of the reading strategies.

The pedagogical design guided the students throughout the sessions from basic thinking skills like remembering and making connections to prior knowledge to higher order thinking skills like analyzing, evaluating and creating own judgement based on the training that was received.

The different sessions were carefully assessed and took the students each time to higher levels of complexity which gave them the tools to face a new challenge and showed how they were a lot more confident in reading practices.

The observed improvement was reaffirmed in the final test results and confirmed with the responses obtained from the teachers and students regarding the use of the strategies in their academic tasks.

The process of collecting and gathering information for the research proposal took place and was carried out in the following stages after observing the difficulties the participants were having with the written materials in the different subjects; the first instrument was a “diagnostic test” that was applied (**appendix A**) following the international school’s assessment criteria which goes from 1-7 as the grading scores with 28 items, giving punctual information on the special weakness as it was designed to assess specific reading skills in the group. The results that were obtained as it is presented in the document, showed that the students were struggling mainly with the following aspects: skimming, making predictions, inferring information, comparing and contrasting, visualizing, identifying main ideas and details of the given information.

A second instrument was a “survey” (**appendix B**), that was done in their mother tongue in order to collect information that has close and open questions that gave extremely relevant information about reading habits, preferences, importance given to the reading process, awareness of reading strategies, contextualizing a lot better what were the needs and expectations of the participants. As it was mentioned it was very important to consider singularity of the individuals as well as the generalized view of the group as a whole.

A third instrument was an “unstructured interview” (**appendix C**), for the teachers that work with the participants in content areas in English, to have a view if all the teachers involved

in the group had identified or experienced similar circumstances with this specific group of students.

A fourth instrument that was presented in the pedagogical design, included all the different artifacts, and specially the presentation of the session 10 that embraced all the concepts and strategies that were taught, trained and practiced with the participants, giving clear information on the impact that teaching reading strategies through explicit instruction had in the participants of the research proposal.

A fifth instrument was a “non-directive interview” (**appendix D**), to the participants in order to collect their perceptions and feelings on the improvement they have had, the attitude towards written material and expectations in nurturing the skills that were acquired.

A sixth instrument was a “post-Test” with the same degree of difficulty as the first one, where the same skills were tested to view the progress of the group as a result of the entire implementation, (**Appendix E**).

5.1.2 Analysis and Interpretation

The analysis and interpretation of research data constitutes one of the most attractive elements in the research process, is being able to take a series of information from different sources to fit in a systematic and organized way to validate a proposal in a coherent and structured investigation.

Having in mind clearly stated that the subject of study were individuals, their development, and performance in one or other skills, there was no general recipe or the step by step to follow, being one of the most relevant characteristics of the human beings, like their singularity, openness, transcendence and particular cognitive modifiability.

Is in this thorough analysis, where the researcher must consider all these particular conditions of the human being, as well as the dimensions in order to establish which are the most

assertive strategies and the most generalized procedures that may be applied to the group of study.

In the analysis and interpretation of the gathered information is where the success of the research is; the action research in the classroom is a rigorous, systematic and detailed method of the particular situation that seeks to improve the teaching and learning practice through the reflection, implementation, monitoring and readjustments of the process to achieve the desired outcomes with the selected group of participants.

It is most important to make it clear how and when was the data collected and what instruments and categories were considered as a result of a careful thought and continuous questioning of the different stages of the research; even though some artifacts such as diagnostic exams were used that gave the proposal quantitative information, the instruments were analyzed from a qualitative view trying to identify different patterns that emerged throughout the identification of the problem that was being investigated and also through the implementation of a pedagogical design in the different moments in order to consolidate and validate the findings and the data collected.

Before going any deeper into the instruments that were used in the research, it is adequate to set the framework of analysis of data as **grounded theory** proven to be the most common and popular approach in qualitative analysis; being inductive, with the purpose of generating theoretical ideas, concepts, hypothesis and propositions from the data that is collected, completely aligned with classroom action research, where the researcher identifies the situation, gathers and collects information, acts upon a plan, revises it, collects new findings and validates concepts or ideas from grounded and rooted observation; when data collection and analysis cease the resultant theory provides a depth of understanding pertinent to the entities studied. This work

had “a high emphasis on theory as process; that is, theory as an ever-developing entity, not as a perfected product” (Glaser & Strauss, 1967).

The process of collecting and gathering information for the research proposal was carried out in the following stages:

From direct observation as a major advantage because “it provided here-and-now experience in depth” (Lincoln & Guba, 1985, p. 273); following the grounded theory which stands out as central to the naturalistic paradigm, it was necessary to code the data collected in order to identify the anchors of the key points of the investigation, to come up with concepts or collection of codes to group the data, making possible the different categories that would enable a theory from the collected information as in “generating grounded theory researchers do not seek to prove their theories, but merely to demonstrate plausible support for them” (Taylor & Bogdan, 1984, p. 126).

These codes emerged from “open coding” as a first stage in the process, open coding was the initial, provisional work done on an unrestricted basis to produce concepts that seem to fit the data (Strauss, 1987), concepts that started to emerge from direct observation in the group of participants, enabling the research proposal to be guided as the categories started to show.

As knowledge of the situation started to consolidate, from the student’s performance in general the axial coding narrowed down the information that was being observed with the participants and led the research to establish a core category aligned to selective coding where a point of saturation did not enhance any new findings with the group and made evident the identified situation and main category in the classroom.

As an educator in the field, it was identified that the group of participants were struggling with the different academic tasks that they were supposed to deliver, keeping track of their individual and group performance and also teacher-students interaction, a few patterns started to

emerge that in a way gave birth to the research question and the proposal itself; **“lack of strategies to tackle reading comprehension tasks”**, which was the core category of the entire research where everything else would be tied to, aligned to **selective coding**.

From direct classroom observation, it was evident that the group of participants were **“not able to locate and find relevant information”** from the given tasks in the EFL class; which became one of the codes that started to build the need and the concept to create the category. The group also in general had a lot of difficulties to **“deal with the written information as a whole”** based on the fact that they wanted to know word by word and if this did not happen they were not capable of completing the task. Another pattern or code in the group emerged as **“lack of visualizing and skimming techniques”** that would help them deal with the information to be classified as a whole.

The group of participants therefore were not able to go beyond single interpretation of words and isolated sentences; and another code just came alive in the process; **“lack of interpretation and inference of the written information”**, since it was just the interpretation of words by chunks and pieces, they were not capable of predicting or jump into conclusion and solve more complex tasks if they were not explicitly stated.

All these codes that were identified led the research to validate the concept that the group`s participants were not aware of the tools and strategies that would help them improve their reading performance and that these strategies needed to be explicitly taught, trained and practiced with them in order to tackle the situation that was observed in the classroom.

Therefore these selective codes created the concept that supports the core category of the research proposal as the **“lack of strategies to tackle reading comprehension tasks”**; following the procedure of grounded theory, where the aim is to “understand the phenomenon”, it was

necessary to use other instruments that would give insights on the subject matter and support what was previously found in the first stage of direct observation.

A “diagnostic test” was applied (appendix A), giving punctual information on the special weakness of the group as it was designed to assess specific reading skills in the group. The results that were obtained as it is shown in the document revealed that the students were struggling mainly with the following aspects: **skimming, making predictions, inferring information, comparing and contrasting, visualizing, identifying main ideas and details of the given information.**

The test itself had oriented questions to test the different reading strategies and other reading skills and gave a thorough analysis identifying the areas that the group was struggling with, even though the test gave quantitative information that gave statistical analysis to the results; from the perspective that the proposal was carried out, what it was relevant is the qualitative analysis and how the same patterns emerged in the test.

The group had specific difficulties in the aforementioned strategies and **was not capable to skim, scan, predict, visualize, and identify main ideas and details**, which were taken as codes in the qualitative interpretation of the data collected; confirming the previous findings and making the corresponding connections from the codes to the concepts and to the core category.

Another instrument was a “survey” (appendix B), that was done in their mother tongue in order to collect information that had close and open questions that gave extremely relevant information about reading habits, preferences, importance given to the reading process, awareness of reading strategies, contextualizing a lot better what were the needs and expectations of the participants. As it was mentioned it was very important to consider singularity of the individuals as well as the generalized view of the group.

The pretended information collected from the survey was oriented in two main streams; the first two questions were looking for insights on the students' preferences and what was their positions towards reading; and the collected information from the survey led to some conclusions that could be drawn from the patterns of their responses; first of all, they do like to read, not so much for academic purposes as for personal interaction through the use of internet; such as chatting, text messaging, email and blogs. In this first two questions it was evident the group's preference and what was their position towards reading.

The other six questions of the survey were focused on reading strategies and how far were they aware of their existence and application and also how they dealt with English texts. The same patterns emerged from these questions; most members of the group relate reading strategies to frequency and amount of information that is read; not knowing what they are, how to use them and what impact they could have on their academic performance now and in the future.

The survey that was conducted among the group with just few questions, gave clear conclusions of the students' reading preferences, being one of the last options they would consider before electronic devices, smartphones and internet. It was also clear that the students' awareness of the existence, use and application of the reading strategies was almost null; it is necessary to mention that their feelings towards completing tasks in English was not even bad, was extremely frustrating because they expressed that they did not understand.

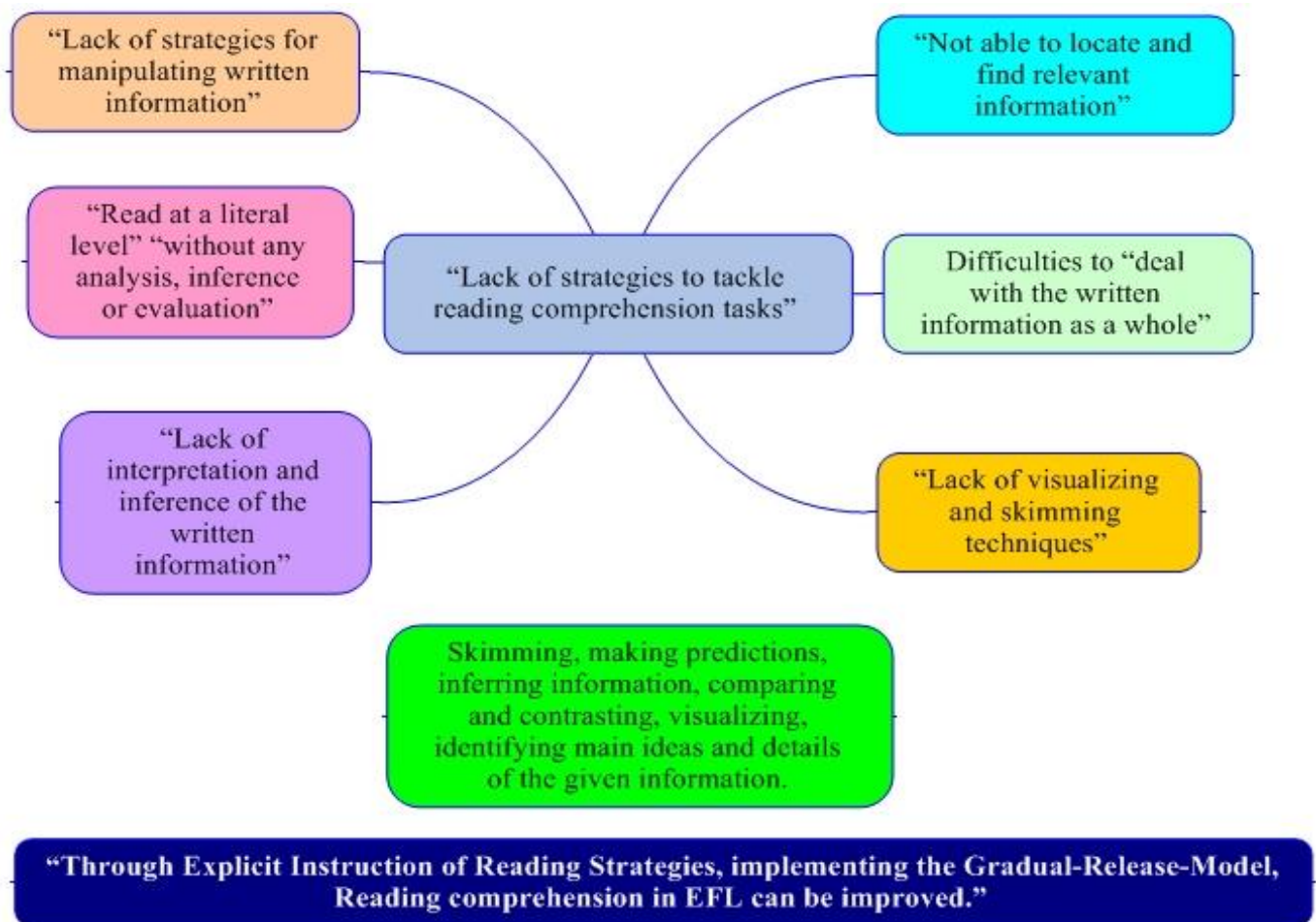
Other used instrument in the research proposal was an "unstructured interview" (appendix C), for the teachers that worked with the participants in other areas, to have a view if all the teachers involved in the group had identified or experienced similar circumstances with this specific group of students.

The interviewed with the group of teachers that worked with the participants in content areas in the school made the situation a little more complicated, in general they felt that the

students just wanted to **“read at a literal level” “without any analysis, inference or evaluation”** of what was presented to them, being a connecting code to the prior findings. They concluded that the advance that they were having in their subjects did not meet what was expected in the school curriculum due to the **“lack of strategies for manipulating written information”** to achieve the standards of the school, which was also a linking code to the core category presented in the analysis.

All these connected codes, concepts and a core category led to a pedagogical design to determine how explicit instruction on reading strategies had an impact on reading comprehension skills in English as a foreign language in the students of seventh grade of Aspaen Gimnasio Saucará to achieve higher levels of academic performance in the different subjects; and what improvement did the implementation revealed in the group of participants, aiming at the solution of the identified situation in the classroom within a supported theory that **“Through explicit instruction of reading strategies, implementing the gradual-release-model, reading comprehension in EFL can be improved.”**

After all the previous collected information and analysis, the implementation of the pedagogical design was carried out in ten sessions with the group of participants taking them from the simple conceptualization of the strategies, to the practice and final application and acquisition of the skill, all within the gradual-release of responsibility model. **The gradual release of responsibility model of instruction** has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003). The artifacts of the pedagogical design developed gradually the awareness and metacognitive processes in the participants to master each strategy to then deal with the next one, (scaffolding).



Considering the difficulties identified in the group it was necessary to establish specific indicators that would show what was being trained and most important how and what level of improvement would the group reveal with the implementation of the pedagogical design.

- ✓ **Identify the concepts of the reading strategies and apply them in a basic given texts.**

As it was mentioned the data collected from the diagnostic test and the interviews showed that the group was not explicitly aware of the strategies and therefore they were approaching the given material with no direction or guideline to follow. As is presented in “appendix F” the different stages carried out in the first session engaged the group with realia and showed them how to use specific reading strategies to complete specific tasks, Bloom’s taxonomy was

carefully incorporated throughout the session, as they were making the corresponding connections to their prior knowledge and experiences in order to understand a concept from their own conclusions, not from the ones given on a text or by a teacher; to use the concepts to apply a strategy and carry out an analysis of a text to build personal judgment under justified evaluation to finally create new strategies based on personal strengths to be independent and autonomous learners.

After the group of students became explicitly aware of the strategies they were able to “*differentiate punctual from general information without reading the entire text*”, revealing an improvement as they were applying the strategies to solve the given academic situations.

- ✓ **Identify the concepts of main idea and supporting details to share ideas of a specific topic supported in a mind map differentiating fiction and nonfiction information.**

As the concepts were presented explicitly to the group, they were able to understand the components and characteristics of the main idea and supporting details found in a text, leading them to split up the information and concentrate on what was important according to the given task, enabling the group to structure their ideas and be way more organized in their work.

The group was able to focus and “*differentiate key information from non-relevant information*” according to the intention of the task, also they became aware on how to identify what was the core idea of a text and the supporting details that developed this idea.

- ✓ **Identify the concepts of making predictions and inferences to state a point of view from a basic given text.**

As the implementation was being developed, the group of students were dealing with more complex concepts that were essential to the objective of the research proposal; the group needed to step up to a higher level of difficulty in order to take the information as a whole and come up

with personal predictions and inferences not only in general material but in content area material that they were facing in the school context.

Putting together the strategies that were taught and trained, they were able to complete the academic activities of the sessions and they perceived that *“there is no need to understand every single word in the text”, “becoming guessers”* from the context that they were manipulating and *“showing more confidence in the reading practices”*.

- ✓ **Applying reading strategies such as skimming and scanning in complex information, interacting in groups and explaining their findings of the project using prediction, inferences and conclusions from given information.**

Throughout the implementation of the pedagogical design, the group of students identified and applied the strategies that were explicitly trained and taught revealing an improvement on the results they were obtaining in the different tasks and also they were eager to participate as it is registered in the footage and interviews that revealed the level of awareness the group had on the strategies that they would use not only in the Language Arts class but in content areas as well.

The final project of the pedagogical design was intended to meet the general objective of the research proposal, integrating all the strategies and skills and applying and transferring the skills to contextualized problem solving situations; the results of the group were outstanding and really meaningful to them because they actually saw how the strategies worked for them and for their academic purposes.

Another instrument that was used was a “non-directive interview” (appendix D), to the participants in order to collect their perceptions on the improvement they have had and their position towards written material and expectations in nurturing the skills that were acquired.

The interview with the participants gave among the entire group a sense of satisfaction, engagement and lots of intrinsic motivation in the activities that the students had to deal with in

the school. They all agree that it is **“not necessary to understand every single word to cope with a task in the foreign language”** and that they can **“guess meaning from context”**, **“identify relevant information more quickly”** and **“feel a lot more confident and engaged when they are facing written material”** in the other subjects, changing their position towards the language and the content areas of knowledge. (Scripts of interviews **Appendix G**)

The progress was tangible in the group of students and the classroom environment was much more relaxing to the learner and the teacher as well, but the research probably needed an extra instrument that followed the same pattern as the one that it was used at the beginning of the process when the group was tested without any instruction and when the results were concordant with the codes and concepts identified in the first stage of the process.

Even though the pedagogical design implemented in the research proposal widely answers the main question and supported the theory that **“Through explicit instruction of reading strategies, implementing the gradual-release-model, reading comprehension in EFL can be improved”**, a final test with the same characteristics as the diagnostic test was applied to see if there was an improvement in the group, being careful that the test met the same level of difficulty and the reading skills that were tested in the first instrument.

The test gave as well quantitative information that may help to see in graphs the changes in the group's performance (appendix E), but as it was said, what is relevant is the qualitative analysis that emerged from the results; where the initial identified codes were impacted and modified by the explicit instruction and implementation of the pedagogical design and how the strategies that were taught, trained and practiced, improved significantly according to the first results taking the group to a higher level of performance and a tangible improvement in the tested skills that were weak and which can now be transferable to other content areas of knowledge as well.

Pre-test and Post-Test Performance Indicators of the Research Group.

Item Analysis Summary

Juan Serrano
Saucara

Language arts seventh grade 2014

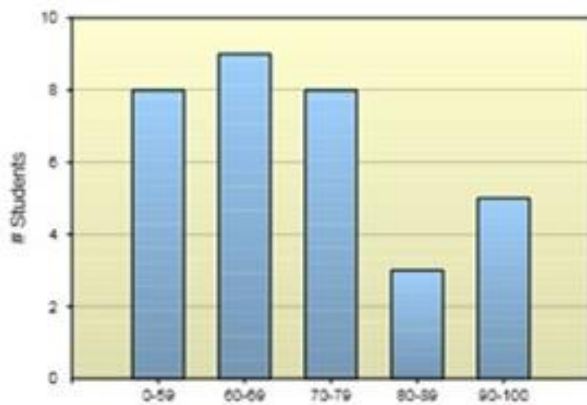
Assignment: Diagnostic Test 2014
Category: Exam
Term: 2
Date: 02/05/2014
Points: 28 (28 questions)

Question	Class Average	Correct Response
1	87.9%	A (A: 81.8%, B: 9.1%, D: 3%, n/a: 6.1%)
2	81.8%	A (A: 75.8%, B: 9.1%, C: 3%, D: 6.1%, n/a: 6.1%)
3	69.7%	A (A: 63.6%, B: 3%, C: 6.1%, D: 21.2%, n/a: 6.1%)
4	72.7%	C (B: 24.2%, C: 66.7%, D: 3%, n/a: 6.1%)
5	100%	B (B: 93.9%, n/a: 6.1%)
6	87.9%	B (A: 9.1%, B: 81.8%, D: 3%, n/a: 6.1%)
7	90.9%	C (B: 9.1%, C: 84.8%, n/a: 6.1%)
8	93.9%	D (B: 3%, C: 3%, D: 87.9%, n/a: 6.1%)
9	87.9%	B (A: 6.1%, B: 81.8%, C: 6.1%, n/a: 6.1%)
10	51.5%	B (A: 6.1%, B: 45.5%, C: 30.3%, D: 12.1%, n/a: 6.1%)
11	93.9%	A (A: 87.9%, D: 6.1%, n/a: 6.1%)
12	97%	B (B: 90.9%, D: 3%, n/a: 6.1%)
13	72.7%	A (A: 66.7%, B: 3%, C: 6.1%, D: 18.2%, n/a: 6.1%)
14	45.5%	C (A: 18.2%, B: 9.1%, C: 39.4%, D: 27.3%, n/a: 6.1%)
15	63.6%	C (A: 12.1%, B: 9.1%, C: 57.6%, D: 15.2%, n/a: 6.1%)
16	69.7%	A (A: 63.6%, B: 3%, C: 18.2%, D: 9.1%, n/a: 6.1%)
17	69.7%	D (A: 12.1%, B: 15.2%, C: 3%, D: 63.6%, n/a: 6.1%)
18	60.6%	D (A: 12.1%, B: 18.2%, C: 9.1%, D: 54.5%, n/a: 6.1%)
19	69.7%	A (A: 63.6%, B: 6.1%, C: 18.2%, D: 6.1%, n/a: 6.1%)
20	78.8%	A (A: 72.7%, B: 21.2%, n/a: 6.1%)
21	81.8%	D (B: 12.1%, C: 6.1%, D: 75.8%, n/a: 6.1%)
22	57.6%	C (A: 30.3%, B: 6.1%, C: 54.5%, D: 3%, n/a: 6.1%)
23	27.3%	D (A: 48.5%, B: 6.1%, C: 12.1%, D: 27.3%, n/a: 6.1%)
24	39.4%	A (A: 39.4%, B: 48.5%, D: 6.1%, n/a: 6.1%)
25	63.6%	D (C: 30.3%, D: 63.6%, n/a: 6.1%)
26	45.5%	C (A: 15.2%, B: 27.3%, C: 45.5%, D: 6.1%, n/a: 6.1%)
27	30.3%	D (A: 21.2%, B: 33.3%, C: 9.1%, D: 30.3%, n/a: 6.1%)
28	63.6%	C (A: 9.1%, B: 9.1%, C: 63.6%, D: 12.1%, n/a: 6.1%)

⚠ - Indicates that the question was answered incorrectly by more than 30% of the class.

May 21, 2014

Page 1 of 1



Item Analysis Summary

Juan Serrano
Saucara

Language arts seventh grade 2014

Total Students: 33

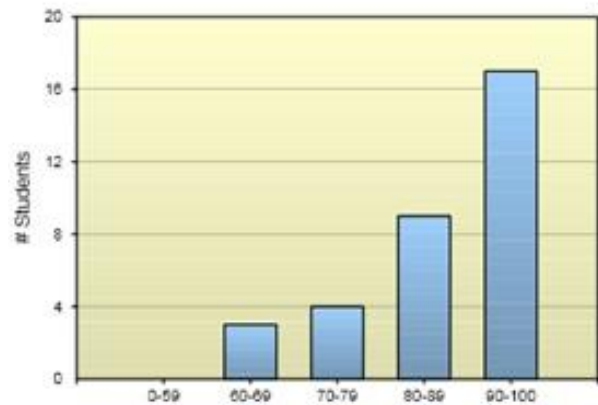
Assignment: Diagnostic Test 2014 -1
Category: Exam
Term: 2
Date: 08/22/2014
Points: 28 (28 questions)

Question	Class Average	Correct Response
1	69.7%	A (A: 57.6%, B: 30.3%, n/a: 12.1%)
2	87.9%	A (A: 75.8%, B: 12.1%, n/a: 12.1%)
3	81.8%	A (A: 69.7%, B: 18.2%, n/a: 12.1%)
4	97%	B (A: 3%, B: 84.8%, n/a: 12.1%)
5	81.8%	A (A: 66.7%, B: 21.2%, n/a: 12.1%)
6	100%	A (A: 87.9%, n/a: 12.1%)
7	78.8%	B (A: 27.3%, B: 60.6%, n/a: 12.1%)
8	87.9%	B (A: 12.1%, B: 75.8%, n/a: 12.1%)
9	84.8%	B (A: 15.2%, B: 72.7%, n/a: 12.1%)
10	93.9%	A (A: 81.8%, B: 6.1%, n/a: 12.1%)
11	100%	A (A: 87.9%, n/a: 12.1%)
12	93.9%	A (A: 81.8%, B: 6.1%, n/a: 12.1%)
13	93.9%	B (A: 6.1%, B: 81.8%, n/a: 12.1%)
14	93.9%	A (A: 81.8%, B: 6.1%, n/a: 12.1%)
15	93.9%	B (A: 6.1%, B: 81.8%, n/a: 12.1%)
16	100%	A (A: 87.9%, n/a: 12.1%)
17	78.8%	A (A: 66.7%, B: 21.2%, n/a: 12.1%)
18	84.8%	B (A: 15.2%, B: 72.7%, n/a: 12.1%)
19	93.9%	A (A: 81.8%, B: 6.1%, n/a: 12.1%)
20	60.6%	B (A: 39.4%, B: 48.5%, n/a: 12.1%)
21	97%	A (A: 84.8%, B: 3%, n/a: 12.1%)
22	84.8%	B (A: 15.2%, B: 72.7%, n/a: 12.1%)
23	97%	A (A: 84.8%, B: 3%, n/a: 12.1%)
24	93.9%	B (A: 6.1%, B: 81.8%, n/a: 12.1%)
25	87.9%	B (A: 12.1%, B: 75.8%, n/a: 12.1%)
26	84.8%	A (A: 72.7%, B: 15.2%, n/a: 12.1%)
27	90.9%	B (A: 3%, B: 84.8%, n/a: 12.1%)
28	72.7%	A (A: 72.7%, B: 15.2%, n/a: 12.1%)

⚠ - Indicates that the question was answered incorrectly by more than 30% of the class.

September 20, 2014

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Comparing the results the group of students got before and after the implementation of the pedagogical design it was evident that they applied the concepts that were trained and as a result, the implementation revealed a significant improvement in their reading practices.

The students now are capable of:

- ✓ Get meaning from context.
- ✓ Compare and contrast given information accurately.
- ✓ Follow steps in a process to attain an objective.
- ✓ Visualize information to make corresponding connections.
- ✓ Apply predicting skills to solve given academic situations.
- ✓ Identify cause and effect in specific settings.
- ✓ Apply skimming and scanning techniques to identify main ideas, facts and opinions.
- ✓ Justify a personal point of view from collected information coherently.
- ✓ Evaluate their reading process applying High Order Thinking Skills.
- ✓ Create complementary strategies according to their learning styles to complete a task.

Furthermore the group of students was able to clearly identify the use of what they were trained at in other areas, feeling much more confident in their reading practices and also making them more participative in academic activities as they were really aware of the tools that could be applied for different purposes.

The implementation of the pedagogical design had a strong impact in the group as they felt motivated and capable to deal with the different activities in the foreign language, and above all the implementation made the group aware of the learning process, making them autonomous and independent learners that have an array of strategies and tools that they will nurture through future personal, academic and professional challenges in their life.

CHAPTER 6

6.1 Conclusion and Pedagogical Implications

Considering the general objective of the research proposal that aimed to identify the impact that explicit instruction on reading strategies had in the group of students of seventh grade of Aspaen Gimnasio Saucará, it came clear that a thorough analysis of the needs, context and expectations of the learners led to a deeper review of the theory, characteristics and variables that needed to be incorporated to achieve the expected outcome.

As the difficulties were identified and tackled in the group of participants, the results were emerging and the students turned from being frustrated with the activities that they had to perform, to being confident, relaxed and most important really aware of what they were doing. The implementation of the pedagogical design under the principles of CBI-CLIL approach and the gradual-release responsibility model presented by Walpole & McKenna (2007); helped the students to learn how they were learning and apply metacognitive processes that drove them to a higher level of achievement.

The attitude in the class was way different and the participants were engaged and eager to participate in all the activities that were promoted in the implementation. They progressively felt how they were incorporating and transferring the strategies to different problem solving situation that before they didn't feel they could understand and solve by any means.

The improvement that was revealed after providing the group with explicit instruction on reading strategies was quite clear, the students felt that there was no need to understand every single word that they read and they could guess meaning from context, being a very important technique that improved the reading comprehension skills and the way they approached the classroom activities.

The explicit instruction on reading strategies also met the objectives as the group of students became aware of how they could apply them systematically to help them deal with the academic tasks that they were facing not only in the English class but in content areas; visualizing, skimming, scanning, organizing, comparing and contrasting information more efficiently taking the written information as a whole, locating and differentiating relevant information to interpret, analyze and evaluate what was being read. All these aspects were identified as key elements to be tackled in the research proposal and the improvement was tangible in the group by the thorough completion of the activities presented in the different sessions and the post test that showed how the group had overcome the difficulties they were having before being provided with the explicit instruction on reading strategies.

It is also relevant to mention that through the research proposal not only the students became aware of their difficulties, their limitations and their potentials but one as a researcher realizes all the implications that something that was taken for granted and assumed that the students were supposed to do at this point of their educational lives, needed such an structured studied that may no longer be overlooked by the institution and should be nurture and promoted for the benefit of the learners and teachers as well.

The research proposal made evident that the participants were taken to a much higher level of performance as an intended objective but it is necessary to continue, each time to a higher level of complexity in agreement with the scaffolding support that promotes student's confidence and autonomous learning as one of the main objectives of education itself; and as it was stated by McLaughlin and Maureen, (2012) that these reading strategies are to be guided, they are not inherited by the learners and must be taught by explaining, demonstrating, guiding the leaners in an explicit way for them to acquire the skill and improve their comprehension of new texts and topics.

Viewing other aspects and benefits of the presented research we can find cultural characteristics that were blended in the approach that used CBI-CLIL which has content-communication-cognition and culture as the linking thread to all the implementation that was carried out through explicit comprehension instruction; all the socio cultural benefits were aligned as Snow (2002) states that comprehension instruction gives students access to culturally important domains of knowledge and provides a means of pursuing affective and intellectual goals.

The pedagogical implications of the research that are being mentioned throughout the entire paper, are not only to generate the commitment among the entire institution to live the philosophy of the school that promotes professional teachers that emphasize in values and virtues and instruct and research on new teaching processes, where the teachers must be permanent learners, interested in improving techniques every day and focus instruction in research and the connections with other subjects seeking meaningful learning that promotes epistemological changes in concepts, procedures, and attitudes; but to be aware of the need to always have a closer view to what is happening in the classroom and that there is a lot an educator can do to lead the students to be autonomous, effective and efficient learners for the future.

Other implications inside the school were identified that were related to the different content areas of knowledge as they saw the benefits of the oriented implementation that was done with the group of participants, making the staff aware of the need to redesign the different procedures and teaching practices inside the classroom; not taking for granted what the learners were “supposed” to master, but leading the different procedures and needed concepts with a gradual release of responsibility seeking the final objective to become independent and autonomous lifelong learners.

It is also extremely relevant to highlight how the group of participants was motivated and not apprehensive when dealing with written information in English, by using their own strategies they were able to cope, tackle and complete the different tasks with ease and much more accuracy in the different subjects that the school curriculum is implementing.

Following the action research thread which promotes continuous evaluation in context; this research proposal can be applied and nurture to different levels as the results showed its benefits which sought the objective to have analytical, reflective and innovative learners to fit in a globalized society with different expectations as an ongoing and never ending process.

Never ending process that needs constant adjustments and that always must be tailored to the needs and expectations of the learners. Expectations and needs that were tackled in the proposal presenting the prompts and guidelines to solve a situation identified in the daily development of the teaching-learning process; showing that in education, one as a teacher must always be attentive to what is happening in the classroom and there is always a lot that can be done in an structured and rigorous way to improve what is given by the curriculum and the different stages of the teaching practice.

Explicit instruction on reading strategies definitely has a strong impact on the learning process of the learners, as it has been said, needs to be explicitly taught, trained, guided and practiced through gradual release of responsibility so the learners finally become independent efficient readers; but throughout the research that was carried out some tangential elements emerged while investigating the group of learners that may lead to further research, and that is the advances in digital technology which are dramatically changing the different texts and tools that are appealing and available for teachers and students.

As it is understood, technology now is all over the world and the new generation by the age of ten would have had access to more information than an average person would have had

in the last century; but the issue is not how to tailor technology into literacy education, known as the ability to read and write to a competent level, as technology is already here to stay; the matter is how to tailor literacy teaching practices to meet the new available resources of information.

It is to meet the reading comprehension demands of the internet. Can it be that a proficient offline reader may be poor online reader? Or that A proficient online reader may be a poor offline reader?; That is to say that the user may not have developed the corresponding literacy to meet the new challenges and therefore a further study may also be conducted on how reading comprehension standards and evaluations are being considered where the proficient online reader is being left out.

There is no denial on the importance of the strategies presented in the research document as key elements to meet the academic challenges that are nurture with technology as an appealing ingredient for 21st century learners and teachers, but it can also be recalled the need to transform the way literacy education is conceived and assess to meet the new growing challenges that are inherited with technology which are leaving out some teaching practices carried out by very experienced teachers whom may not have developed the literacy educational practices for today's challenges and demands.

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APPENDIXES

Appendix A

This was the first diagnostic test that was applied to the students which was designed to assess specific reading strategies and skills as it is presented at the end of the test.



Un buen comienzo para un buen futuro

TOPIC	Diagnostic Test - Reading Strategies					
SUBJECT	Language Arts -	GRADE	7th	DATE		
TEACHER	Juan Serrano			D	M	Y
STUDENT						2014

Diagnostic test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

READING

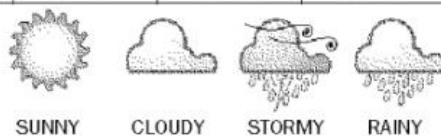
DIRECTIONS

Read the passage. Then choose the best answer for each item. Circle the letter for the correct answer.

Raul and his friends like to play baseball. Raul checked the newspaper to see what the weather will be like this week.

Weather Forecast

Monday	Tuesday	Wednesday	Thursday	Friday
				
warm and sunny	cloudy with some wind	rainy with strong winds	chance of rain	warm and sunny
86°F High 69°F Low	78°F High 61°F Low	74°F High 58°F Low	76°F High 61°F Low	83°F High 68°F Low



1. If you are skimming the chart to find which day will be the coldest, you should—
 - a. read the sentences above the chart.
 - b. look quickly to find pictures of the sun.
 - c. just look at the temperatures marked "Low."
 - d. just look at the temperatures marked "High."

2. Which two days will probably be the best days to play baseball?
 - a. Monday and Wednesday
 - b. Monday and Friday
 - c. Tuesday and Thursday
 - d. Wednesday and Friday
3. Which day will have the highest temperature?
 - a. Monday
 - b. Tuesday
 - c. Wednesday
 - d. Thursday
4. Which day should Raul not play baseball?
 - a. Monday
 - b. Tuesday
 - c. Wednesday
 - d. Friday

READING

DIRECTIONS

Read the passage. Then choose the best answer for each item. Circle the letter for the correct answer.

Are You Ready for Stormy Weather?

Texas often has bad storms with dangerous winds in the spring and early summer. Make sure you are ready for stormy weather.

Before a Storm

Plan what to do if there is a bad storm. Know where to go to be safe. A basement or small rooms with no windows on the lowest floor or in the middle of your home are safe places. Fill a box with things you will need if the electricity goes out, such as flashlights and a radio that uses batteries.

When a Storm Starts

Listen to your television or radio for news about the storm. When a bad storm begins, go to the safe place in your home. If you are not at home, go inside the nearest building. If you are outside, find a low area, such as a ditch or the bottom of a hill. Stay away

Key
 = safe places

Find rooms on the first floor or underground with few or no windows, such as a hallway, a closet, a bathroom, or the basement.

5. When you preview a passage, what is one thing you do not do?
 - a. Read the title.
 - b. Read the headings.
 - c. Look at the picture.
 - d. Read the passage carefully.
6. According to this passage, when does Texas have bad storms?
 - a. Fall and winter
 - b. Spring and summer
 - c. Summer and fall
 - d. Winter and spring

7. Which of these places is safe during a storm?
 - a. A basement
 - b. A playground
 - c. A bedroom on the top floor
 - d. A room with lots of windows
8. Look at the diagram above. What is one way that the basement, hallway, closet, and bathroom are alike?
 - a. All are underground.
 - b. All are on the first floor.
 - c. All are safe places to be in a storm.
 - d. All the places have a lot of windows.

READING

DIRECTIONS

Read the passage. Then choose the best answer for each item. Circle the letter for the correct answer.

Shandra's class was learning how to be safe during a fire. Shandra's teacher gave students these steps to follow if there is a fire at home or at school.

Count Five to Stay Alive

1. **Know how to get out.**
Know more than one way out of your school, bedroom, and house. Practice getting out of your home or school quickly and safely.
2. **Keep hot doors closed.**
Touch closed doors quickly with the back of your hand *before* you open them. If a door is hot, *don't open it*. There could be smoke or fire on the other side. Try a different way out or wait for help.
3. **Stay low and go.**
If you have to go through a smoky room, stay close to the floor. Smoke goes up, so the air near the floor is easier to breathe.
4. **Stop, drop, and roll.**
If a part of your clothes catches fire, *don't run!* Stop, drop on the ground, and roll your body to make the fire go out.
5. **Get out and stay out.**
After you get out of the building, *don't go back in*. Call 911 and wait for the fire department. The firefighters will rescue anyone left inside. Wait for your parents or teachers to find you.



9. Which words help you picture what you should do if clothing catches on fire?
 - a. Stay low and go.
 - b. Get out and stay out.
 - c. Stop, drop, and roll.
 - d. Keep hot doors closed.
10. If you touch a door and it is hot, you should—
 - a. open it very slowly.
 - b. crawl on the floor.
 - c. call the fire department.
 - d. try a different way out.

11. Why is it important to know more than one way out of a building?
 - a. So you know what to do if your clothes catch on fire
 - b. Because some ways might be blocked by fire or smoke
 - c. So you can tell the firefighters how to get into your building
 - d. So you can go back in and save people inside the building
12. What is the first thing you should do if there is a fire?
 - a. Stop, drop, and roll.
 - b. Find a way out of the building.
 - c. Wait for the fire department to come.
 - d. Touch doors with the back of your hand.

READING

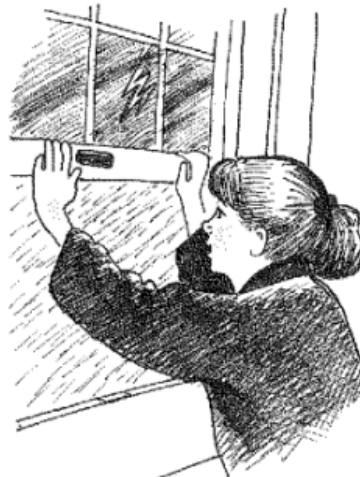
DIRECTIONS

Read the passage. Then choose the best answer for each item. Circle the letter for the correct answer.

It Was a Dark and Stormy Night

The wind howled like a sad dog. The sky turned dark, and rain began to fall fast and hard. "Rachel, make sure all the windows are closed," Rachel's mother said. "The weather report on television said this storm will last all night. I'll get flashlights. If the lights go out, we can use the flashlights to see in the dark."

"I'll get a radio with batteries," said Rachel's dad. "If the power goes out, we can use the radio to get news about the storm." Rachel felt a little scared, but she knew what to do. If the storm got bad, her family would go down to the basement. It was a safe place to wait for the storm to end. Rachel remembered a time when a bad storm caused a tree to fall on part of their house. She hoped tonight's storm would be over soon.



13. What is the mood of this story?
 - a. Happy
 - b. Funny
 - c. Scary
 - d. Sad
14. Which words in the passage help you hear what the wind sounds like?
 - a. Turned dark
 - b. Fell fast and hard
 - c. Felt a little scared
 - d. Howled like a sad dog
15. Which part of the passage is a flashback?
 - a. When the wind howls like a sad dog
 - b. When Rachel's father gets a radio
 - c. When Rachel's mother asks her to close the windows
 - d. When Rachel remembers a storm

16. What will Rachel's family do if the storm gets bad?
- Go outside
 - Call the police
 - Go to the basement
 - Drive to a friend's house

READING

DIRECTIONS

Read the passage. Then choose the best answer for each item. Circle the letter for the correct answer.

Heroes Every Day

When I was a little boy of two,
I thought heroes did things
no one else could do.

They go to work early each day.
They come home tired,
but ready to play.

Heroes flew high up in the sky.
They saved the world
in the blink of an eye.

These heroes don't fly high in the air.
But they keep you safe,
and you know they care.

But I grew older and more wise.
And I learned to see heroes
with different eyes.

Now, I am the father of two little boys.
They dream of being heroes
while they play with their toys.

Sometimes heroes live right in your home.
They let you know that
you're not alone.

But maybe my boys will learn someday
there are heroes
around us every day.



17. The events in this passage take place when the narrator is—
- a little boy.
 - a father.
 - first a little boy and then a father.
 - first a father and then an old man.
18. What lesson can you learn from this passage?
- Heroes wear capes.
 - Heroes fly through the sky.
 - Heroes do not like to work late.
 - There are many kinds of heroes.

- | | |
|--|--|
| <p>19. This is a passage that you read—</p> <ul style="list-style-type: none"> a. to enjoy. b. to get facts. c. to learn about history. d. to learn how to do something. | <p>20. This passage is—</p> <ul style="list-style-type: none"> a. a play. b. a poem. c. a history text. d. a science text. |
|--|--|

READING

DIRECTIONS

Read the passage. Then choose the best answer for each item. Circle the letter for the correct answer.

Being a Firefighter

Firefighters go to special schools for training. They learn how to save people and how to put out fires. In school, firefighters even start fires so they can learn how different kinds of fires act and learn how to fight them. They also learn how to get into burning buildings safely.

Firefighters use special clothes and tools when they fight fires. Their clothes cannot catch on fire, and their hats protect their heads from falling objects. They use axes and huge hammers to make holes in buildings. Smoke and heat escape through the holes. Then they can get inside to save people. Firefighters wear masks and air tanks to help them breathe when the air is full of smoke.

Firefighters have to be strong and healthy because their clothes and equipment are heavy. During a fire, firefighters often have to climb stairs and ladders quickly and carry heavy water hoses and people.



- | | |
|--|--|
| <p>21. Why do firefighters make holes in a building before they go inside it?</p> <ul style="list-style-type: none"> a. To make the fire spread faster b. To make it safer to go inside c. So they don't have to use their ladders to get inside the building d. So they can knock down the building | <p>22. Firefighters use masks and air tanks—</p> <ul style="list-style-type: none"> a. to make them strong and healthy. b. to help them get rid of smoke. c. to help them breathe. d. to help them climb to the top of a building. |
|--|--|

23. Fighting fires is a job that requires—
 a. only training.
 b. both strength and training.
 c. more strength than training.
 d. only strength.
24. The first paragraph is mostly about—
 a. how to fight fires.
 b. what firefighters learn at school.
 c. how to use an axe and hammer.
 d. firefighters' clothes.

Read the passage. Then choose the best answer for each item. Circle the letter for the correct answer.

How to Make a Butterfly Garden

A butterfly garden is a place with flowers that butterflies like. Butterflies drink a sweet liquid found inside of flowers called nectar. It is easy to make a butterfly garden.

First, find a good place for your garden. It should be sunny, but not windy. Your garden can be any size, such as a small window box or a big piece of land. Next, go to the library to learn about the best kinds of flowers for your garden. Butterflies like certain kinds of flowers, and some kinds of flowers will grow better in your area than others. You should plant flowers that bloom at different times of the year. Finally, water your flowers often.

Soon, you will have a garden full of sweet-smelling flowers. Then, you can have fun watching the beautiful butterflies flapping their colorful wings in your garden.



25. When you skim a passage, you—
 a. read it slowly and carefully.
 b. read it aloud to other students.
 c. read it quickly to get the main ideas.
 d. use a dictionary to look up words you don't know.
26. What is the first step to making a butterfly garden?
 a. Plant flowers.
 b. Find a good place.
 c. Go to the library.
 d. Water your flowers.
27. Which of these sentences from the passage is an opinion?
 a. It is easy to make a butterfly garden.
 b. A butterfly garden has flowers.
 c. Butterflies drink a sweet liquid found inside of flowers.
 d. Butterflies like certain flowers.
28. When you skim a passage, you—
 a. read it slowly and carefully.
 b. read it aloud to other students.
 c. read it quickly to get the main ideas.
 d. use a dictionary to look up words you don't know.

Each question of the test as it was aforementioned aims to test a reading skill as they are listed in the following diagram.

**Diagnostic test
Answer Section**

MULTIPLE CHOICE

1. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Skimming
2. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Graphic Sources
3. ANS: A	PTS: 1	TOP: Reading	MSC: Tested Skill: Compare and Contrast
4. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Graphic Sources
5. ANS: D	PTS: 1	TOP: Reading	MSC: Tested Skill: Previewing
6. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Supporting Details
7. ANS: A	PTS: 1	TOP: Reading	MSC: Tested Skill: Main Idea
8. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Compare and Contrast
9. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Visualizing
10. ANS: D	PTS: 1	TOP: Reading	MSC: Tested Skill: Steps in a Process
11. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Making Inferences
12. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Steps in a Process
13. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Mood
14. ANS: D	PTS: 1	TOP: Reading	MSC: Tested Skill: Visualizing
15. ANS: D	PTS: 1	TOP: Reading	MSC: Tested Skill: Flashbacks
16. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Predicting
17. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Setting
18. ANS: D	PTS: 1	TOP: Reading	MSC: Tested Skill: Theme
19. ANS: A	PTS: 1	TOP: Reading	MSC: Tested Skill: Reading for Enjoyment
20. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Genre
21. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Making Inferences
22. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Cause and Effect
23. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Generalizing
24. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Main Idea
25. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Skimming
26. ANS: B	PTS: 1	TOP: Reading	MSC: Tested Skill: Predicting
27. ANS: A	PTS: 1	TOP: Reading	MSC: Tested Skill: Fact and Opinion
28. ANS: C	PTS: 1	TOP: Reading	MSC: Tested Skill: Skimming

In this item analysis the computer based program showed with an exclamation sign in yellow which of the skills that were being tested most of the group were struggling with. The analysis made evident that they had issues with reading strategies such as skimming, scanning, predicting, and finding main ideas.

Item Analysis Summary

Juan Serrano
Saucara

Language arts seventh grade 2014

Assignment: Diagnostic Test 2014
Category: Exam
Term: 2
Date: 02/05/2014
Points: 28 (28 questions)

Question	Class Average	Correct Response
Multiple Choice		
1	87.9%	A (A: 81.8%, B: 9.1%, D: 3%, n/a: 6.1%)
2	81.8%	A (A: 75.8%, B: 9.1%, C: 3%, D: 6.1%, n/a: 6.1%)
3	69.7%	A (A: 63.6%, B: 3%, C: 6.1%, D: 21.2%, n/a: 6.1%)
4	72.7%	C (B: 24.2%, C: 66.7%, D: 3%, n/a: 6.1%)
5	100%	B (B: 93.9%, n/a: 6.1%)
6	87.9%	B (A: 9.1%, B: 81.8%, D: 3%, n/a: 6.1%)
7	90.9%	C (B: 9.1%, C: 84.8%, n/a: 6.1%)
8	93.9%	D (B: 3%, C: 3%, D: 87.9%, n/a: 6.1%)
9	87.9%	B (A: 6.1%, B: 81.8%, C: 6.1%, n/a: 6.1%)
10	51.5%	B (A: 6.1%, B: 45.5%, C: 30.3%, D: 12.1%, n/a: 6.1%)
11	93.9%	A (A: 87.9%, D: 6.1%, n/a: 6.1%)
12	97%	B (B: 90.9%, D: 3%, n/a: 6.1%)
13	72.7%	A (A: 66.7%, B: 3%, C: 6.1%, D: 18.2%, n/a: 6.1%)
14	45.5%	C (A: 18.2%, B: 9.1%, C: 39.4%, D: 27.3%, n/a: 6.1%)
15	63.6%	C (A: 12.1%, B: 9.1%, C: 57.6%, D: 15.2%, n/a: 6.1%)
16	69.7%	A (A: 63.6%, B: 3%, C: 18.2%, D: 9.1%, n/a: 6.1%)
17	69.7%	D (A: 12.1%, B: 15.2%, C: 3%, D: 63.6%, n/a: 6.1%)
18	60.6%	D (A: 12.1%, B: 18.2%, C: 9.1%, D: 54.5%, n/a: 6.1%)
19	69.7%	A (A: 63.6%, B: 6.1%, C: 18.2%, D: 6.1%, n/a: 6.1%)
20	78.8%	A (A: 72.7%, B: 21.2%, n/a: 6.1%)
21	81.8%	D (B: 12.1%, C: 6.1%, D: 75.8%, n/a: 6.1%)
22	57.6%	C (A: 30.3%, B: 6.1%, C: 54.5%, D: 3%, n/a: 6.1%)
23	27.3%	D (A: 48.5%, B: 6.1%, C: 12.1%, D: 27.3%, n/a: 6.1%)
24	39.4%	A (A: 39.4%, B: 48.5%, D: 6.1%, n/a: 6.1%)
25	63.6%	D (C: 30.3%, D: 63.6%, n/a: 6.1%)
26	45.5%	C (A: 15.2%, B: 27.3%, C: 45.5%, D: 6.1%, n/a: 6.1%)
27	30.3%	D (A: 21.2%, B: 33.3%, C: 9.1%, D: 30.3%, n/a: 6.1%)
28	63.6%	C (A: 9.1%, B: 9.1%, C: 63.6%, D: 12.1%, n/a: 6.1%)

! - Indicates that the question was answered incorrectly by more than 30% of the class.

This graph shows the assignment results among the group of participants showing the very low performance within the given task before any implementation of the pedagogical design. It was also evident that the group was not really connected and the outcome was dangerously heterogeneous.

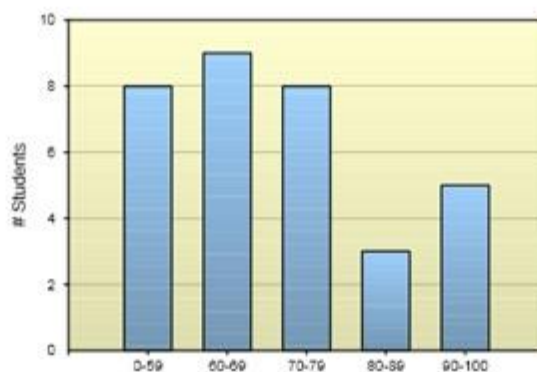
Assignment Results

Juan Serrano
Saucara

Language arts seventh grade 2014

Assignment: Diagnostic Test 2014
Category: Exam
Term: 2
Date: 02/05/2014
Points: 28 (28 questions)

Median	Mean	Low	High	Range	Std. Deviation
67.9%	69.8%	32.1%	100%	67.9%	15.9%



Frequency Distribution

Range	Students
90% — 100%	5
80% — 89%	3
70% — 79%	8
60% — 69%	9
0% — 59%	8

Total Students: 33

This is a survey conducted in their mother tongue to gather important information about their reading preferences and their awareness of the existence of the specific reading strategies presented in the reach proposal.

Appendix B

SURVEY

SUBJECT	Language Arts	GRADE	7°				
TOPIC	What about reading						
TEACHER	Juan Carlos Serrano						
STUDENT							

Estimado estudiante, por favor responda a las siguientes preguntas con el fin de recolectar información relevante frente a los hábitos de lectura, sus preferencias y estrategias que utiliza cuando se enfrenta a la información escrita en inglés.

1. ¿Te gusta leer?

2. Escoge tu preferencia para buscar información.

a. Leer un libro. b. usar internet c. visitar la biblioteca.

3. Que haces antes de leer un libro en ingles cuando es necesario hacerlo?

4. Cuando no entiendes una palabra, o parte del texto que haces?

5. Sabes que son las estrategias de lectura?

6. Si las conoces, me puedes decir dos estrategias que utilices cuando te enfrentas a un texto en ingles.

7. ¿Has recibido entrenamiento específico en estrategias de lectura en to colegio?

8. Crees que sería útil para ti y tu rendimiento académico el recibir este entrenamiento?

Appendix C

Interview for teachers.

1. Considering the group of seventh graders at the school, what is your opinion on the reading comprehension process of the group?
 2. Are the students able to make inferences from the content areas that you teach?
 3. How do the students usually deal with unknown vocabulary? Are they able to guess meaning from context?
 4. Do you think your students apply reading strategies to complete the different tasks in your subject?
 5. What is the general attitude of the group when dealing with content area written information?
- =====

Appendix D

Interview for students

1. What is your opinion about the activities and the final project presented in the class?
2. What have you learned about reading strategies?
3. Do you consider reading strategies useful for you?
4. Where can you use the strategies that you were taught?
5. How do you feel about dealing with content area material in other subjects?

Appendix E

(Results of the post-test). This chart shows the result obtained by the group of participants with a similar test as the initial one. Showing how the learner's performance had improved and how the intended strategies were impacted by the implementation of the pedagogical design in the research project.

Item Analysis Summary

Juan Serrano
Saucara

Language arts seventh grade 2014

Total Students: 33

Assignment: Diagnostic Test 2014 -1
Category: Exam
Term: 2
Date: 08/22/2014
Points: 28 (28 questions)

Question	Class Average	Correct Response	
Multiple Choice			
 1	69.7%	A	(A: 57.6%, B: 30.3%, n/a: 12.1%)
2	87.9%	A	(A: 75.8%, B: 12.1%, n/a: 12.1%)
3	81.8%	A	(A: 69.7%, B: 18.2%, n/a: 12.1%)
4	97%	B	(A: 3%, B: 84.8%, n/a: 12.1%)
5	81.8%	A	(A: 66.7%, B: 21.2%, n/a: 12.1%)
6	100%	A	(A: 87.9%, n/a: 12.1%)
7	78.8%	B	(A: 27.3%, B: 60.6%, n/a: 12.1%)
8	87.9%	B	(A: 12.1%, B: 75.8%, n/a: 12.1%)
9	84.8%	B	(A: 15.2%, B: 72.7%, n/a: 12.1%)
10	93.9%	A	(A: 81.8%, B: 6.1%, n/a: 12.1%)
11	100%	A	(A: 87.9%, n/a: 12.1%)
12	93.9%	A	(A: 81.8%, B: 6.1%, n/a: 12.1%)
13	93.9%	B	(A: 6.1%, B: 81.8%, n/a: 12.1%)
14	93.9%	A	(A: 81.8%, B: 6.1%, n/a: 12.1%)
15	93.9%	B	(A: 6.1%, B: 81.8%, n/a: 12.1%)
16	100%	A	(A: 87.9%, n/a: 12.1%)
17	78.8%	A	(A: 66.7%, B: 21.2%, n/a: 12.1%)
18	84.8%	B	(A: 15.2%, B: 72.7%, n/a: 12.1%)
19	93.9%	A	(A: 81.8%, B: 6.1%, n/a: 12.1%)
 20	60.6%	B	(A: 39.4%, B: 48.5%, n/a: 12.1%)
21	97%	A	(A: 84.8%, B: 3%, n/a: 12.1%)
22	84.8%	B	(A: 15.2%, B: 72.7%, n/a: 12.1%)
23	97%	A	(A: 84.8%, B: 3%, n/a: 12.1%)
24	93.9%	B	(A: 6.1%, B: 81.8%, n/a: 12.1%)
25	87.9%	B	(A: 12.1%, B: 75.8%, n/a: 12.1%)
26	84.8%	A	(A: 72.7%, B: 15.2%, n/a: 12.1%)
27	90.9%	B	(A: 3%, B: 84.8%, n/a: 12.1%)
28	72.7%	A	(A: 72.7%, B: 15.2%, n/a: 12.1%)

 - Indicates that the question was answered incorrectly by more than 30% of the class.

This graph interprets the previous results obtained by the group of participants, showing how the group had improved and made evident how the gap had narrowed down to have much more homogenous results.

Assignment Results

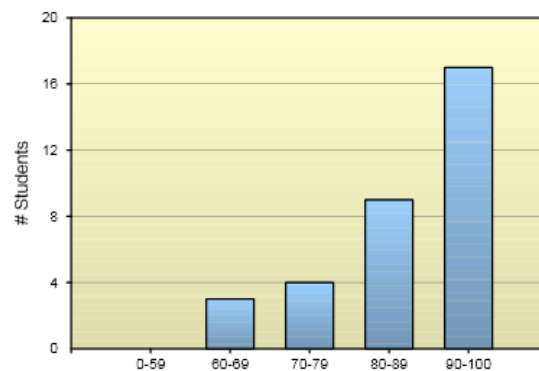
Juan Serrano
Saucara

Language arts seventh grade 2014

Total Students: 33

Assignment: Diagnostic Test 2014 -1
Category: Exam
Term: 2
Date: 08/22/2014
Points: 28 (28 questions)

Median	Mean	Low	High	Range	Std. Deviation
92.9%	88.1%	64.3%	100%	35.7%	10.3%



Frequency Distribution

Range	Students
90% — 100%	17
80% — 89%	9
70% — 79%	4
60% — 69%	3
0% — 59%	0

Total Students: 33

Appendix F

The material that was carefully chosen for the implementation was carried out in different sessions with clear objectives and an aims to be achieved; this is an example of the first session where the concepts were presented to the group of participants.

Stage 1:

Realia was used in the classroom by taking the fire extinguisher and asking a group of learners to please explain in their own words what it was. What do they relate the fire extinguisher with..., and many ideas started to pop up. (Learners were engaged)

Stage 2

Attention was then directed to the label and a question came across. What is the expired date?, one of the kids just pick it up right away and gave the corresponding answer.

Another question was given to the group. What information can be found on the label?, many ideas started to emerged and they were also very diverse.

Stage 3

The group of learners was asked if they knew what they just did. The direct answer was: What do you mean? We don't understand.

Stage 4

I said, "not to worry", let's just forget about the previous exercise and I hand it out the first page of the reading production task – session 1 with the title of "Skimming Text." Many of the kids were puzzled and they really wanted me to tell them the answer to the question.

Stage 5

We went through the explicit explanation of the term and by the fourth line a group of learners were saying, "We were skimming" and as we continued with the text, some of them said "no", we were scanning.

Stage 6

Nothing was confirmed if they were right or they were wrong; since it was important for them to make the proper connections to the concept in a way that each of them would relate it to a personal, meaningful experience.

Stage 7

The reading production task - session 1 page 2 was hand it out and the learners had the opportunity to compare and contrast this two reading strategies.

Stage 8

The reading production task - session 1 page 3 was given to the participants and connections were presented to the learners to real application of the strategy in contextualized situations. When they were useful, and specific examples were discussed, using “Concept Check Questions” (CCQ).

Stage 9

The reading production task - session 1 page 5 was hand it out and in groups of three the learners had two minutes to skim the questions and the leaners were told that they would have only seven minutes to complete the task. This promoted team work and they were strategizing to complete the task.

Stage 10

The competition began and the reading production task - session 1 page 4 was given with the advert for them to scan the advertisement to fill out the given questions and it was amazing to see how they were interacting and not just concentrating on reading at a literal level, word by word; but actually applying the strategy to find the needed information within the expected time.

Stage 11

Pencils were down when the first group announced the completion and they had to justify their responses according to the information found. Other groups would get extra point for relevant information that was not mentioned or possible wrong answers that were given to the exercise.

Stage 12

The reading production task - session 1 page 7 and the groups only had one minute to skim the text since it had fewer questions and they were told that they would only have five minutes to complete the task.

Stage 13

The reading production task - session 1 page 6 was hand it out and there was much more information in it than the previous one, forcing them to really apply the strategy to complete as many questions as possible.

The time was up and pencils down, and only one of the groups were able to complete nine exercises.

Stage 14

The discussion on the corresponding exercises was carried out and the corresponding justifications were presented to the given task.

Stage 15

The learners were asked to present as a group one conclusion or idea related to what they would have changed or do to be better in this type of activity. Their conclusions were really outstanding as they felt the contextualized used of the strategy and how it could be applied to different situations; also the groups agreed on the need of putting strengths together to achieve and objective as a group.

As it is presented in the implementation of the first session, Bloom's taxonomy was carefully incorporated throughout the session, as they were making the corresponding connection to their prior knowledge and experiences in order to understand a concept from their own conclusions, not from the ones given on a text or by a teacher; to use the concepts to apply a strategy and carry out an analysis of a text to build personal judgment under justified evaluation to finally create new strategies based on personal strengths to be independent and autonomous learners.



Appendix G

The following are the scripts of the interviews that support the obtained results from the research proposal and the improvement achieved after the implementation of the explicit instruction on reading strategies.

Interview

T: Ok Mr. Florez I have a couple of questions that I would like to ask you regarding the project that we developed on reading strategies.

T: The first question is your opinion about the activities and the final project presented in the class?

Ss: I think that the activities that we used in the final project can be useful in the future in different subjects and even the university.

T: What have you learned about reading strategies?

Ss: The skimming and scanning, I learned to infer and predict different things from the text.

T: Do you consider that the reading strategies are useful for you?

Ss: Yes because I can use the in other subjects like Spanish, Science, Global.

T: How do you feel about dealing with content areas like Science, Global perspectives...will the strategies be useful for you?

Ss: Of course.

Interview

T: Ian Pablo I want to ask you a couple of questions that I would like to ask you regarding the project that we developed on reading strategies. What is your opinion about the activities and the reading strategies?

Ss: I think they are very useful for like everyday activities, for example a friend can ask me to: Hey read that article and ask me where the alphabet shows and I scan for the specific information that I want.

T: Are the reading strategies useful for you?

Ss: Yes, because as I said before, it is useful for everyday activities, for example if I am in a quiz on reading comprehension I can scan specific information for a question.

T: Can you use this information to be applied in other subjects?

Ss: Yes for example Science and Global perspectives which are English subjects that we see in my school.

Interview

T: Good morning Mr. Espinel, I would like to have your opinion about the reading strategies and the project that we have been doing in the class. What is your opinion about the activities?

Ss: I think that these are going to be useful to our lives and for another class like Global or Science.

T: What strategies have you learned from the class?

Ss: Skimming, Scanning, predict, brainstorm.

T: Can this information be useful to be applied in other classes?

Ss: yes like Science and Global.

T: Do you feel better in the class when you have these strategies to work for you?

Ss: Yes because I can know some things, specific ideas and main ideas faster.

Interview

T: Mr. David how are you today?

Ss: Fine thank you and you?

T: What is your opinion about the reading strategies?

Ss: My opinion is that to teach us how to use the reading strategies is very good and fun, all the students can learn in a very fun way.

T: Can you use those strategies in other areas of Knowledge?

Ss: Of course, like reading global, make charts, Science and in all subjects I can use that information.

T: Do you feel different that you have now these strategies?

Ss: Yes because I can do the exercises easier.

Interview

T: Mr. Alejandro what is your opinion about the project that we were doing on reading strategies?

Ss: I think that it can be useful for us because we can read a text and comprehend the text in less time because we can scan or skim or use another strategy and it is useful in all the subjects like math, or Spanish, or reading plan, or doing charts for Science or Global.

Interview

T: Mr. Acevedo I would like to know if you think that that strategies that were taught and trained helped you to be better in you academic tasks?

Ss: Yes, they helped me to locate the information needed easier and understand the texts to complete the activities in a nice way.

T: how did you feel in the activities that were being done in the class?

Ss: I felt more relaxed and prepared to do the activities.

T: What do you do with the vocabulary that you don't know?

Ss: I can understand the words from reading the text and get the important information more quickly.

Interview

T: Mr. Kevin, what is your opinion about the activities that we were doing on reading strategies?

Ss: I think that those activities were wonderful because I can take all the information of the text or the main points in less time and faster.

T: Can you use those strategies in different content areas?

Ss: Yes I can use them in the Cambridge examinations, also in the university, in other evaluations...

Content Area Teacher

T1: I would like to thank you Jaime for being here and having this short interview with me regarding the application we have been working with seventh graders on reading strategies.

T1: Considering the group of seventh graders at the school, what is your opinion on the reading comprehension process of the entire group?

T2: I can see that most of the students do apply a method even though if you asked them what the method is that they are applying they probably wouldn't know the name but certainly you can see that they do have a method for acquiring information.

T1: Are the students able to make inferences from the content areas that you teach?

T2: Yes they are, most of them when they encounter an unknown word usually they would ask the teacher but after they read the content they would certainly get the meaning.

T2: Usually the first reaction was, what does the word so and so... mean, and yes they did applied that methodology and get the meaning.

T1: We've been working from Language Arts the different reading strategies with the kids, telling them what they are and how to apply them and how to use them. Do you think your students apply reading strategies to complete the different tasks in your subject?

T2: I would say Yes, they do, not necessarily knowingly that they are using a methodology but I would say that they unconsciously they do apply a methodology.

T1: What is the general attitude of the group when dealing with content area reading information?

T2: They find it interesting to be using the language in another setting and particularly I teach Science and they do enjoy having Science classes.

Spanish Teacher

T1: Profesor José Ernesto cuál es su percepción frente a la implementación que hemos desarrollado con los estudiantes de séptimo grado frente a la implementación de las estrategias de lectura y cuál sería el cambio en este grupo de estudiantes.

T2: Con respecto a la velocidad de lectura de estudiantes como los estudiantes de séptimo grado se ha visto un incremento en la velocidad de lectura, estamos hablando de muchachos que se están leyendo en oral 150, 160 palabras por minuto, obviamente conservando sus pausa y demás. Se ha mejorado la comprensión de lectura en cuanto a técnicas que hayan utilizado, se les enseñó técnicas de skimming y scanning en español y ya reconocen fácilmente algunos elementos dentro del texto que les pueden servir para comprenderlo mejor.

T1: Considera que estos proyectos que se desarrollan desde el área de Inglés, gracias a la colaboración que se ha obtenido con el departamento de español se pueden llevar a diferentes áreas de contenido dentro del colegio?

T2: Sí claro que sí, obviamente la lectura y los procesos de comprensión de lectura no son únicamente las dos asignaturas involucradas, incluyen igualmente a las áreas de biología, a las áreas de matemáticas y demás, yo creo que hay que adaptarlo a todas las instancias académicas del colegio.

T1: Considera Ud. que las estrategias de lectura pueden ser un factor determinante en el momento en que los estudiantes tengan que hacer una aplicación a un trabajo, realizar algunas pruebas de admisión, o las mismas pruebas de estado independientemente del conocimiento que deban tener de las áreas de contenido?

T2: Obviamente las técnicas de lectura si son importantes para esa clase de procesos; para todo, para la misma vida, para poder entender la misma información que los medios nos están proporcionando, son necesarias para la presentación de pruebas, como las pruebas Saber, son vitales, creo que el Gimnasio en este momento está tendiendo a llevar esos niveles precisamente por la adaptación de algunas de estas técnicas.

(Workshops, guides and reading material)

READING PRODUCTION TASK - SESSION 1 (7 pages)



Rt/L1.5



Skimming text

Skimming is a reading technique that can help you:

- read more quickly
- decide if the text is interesting and whether you should read it in more detail

You can use the skimming technique when you want to identify the main ideas in the text.

How is skimming different to scanning?

The term skimming is often confused with scanning.

- You skim a text to obtain the **gist** - the overall sense - of a piece of writing. This can help you decide whether to read it more slowly and in more detail.
- You scan a text to obtain specific information. For example, to find a particular number in a telephone directory.

Sometimes you can use **both** reading methods. After you've skimmed a piece of text to decide whether it's of interest, you might then use scanning techniques to find specific information.

How do you skim read?

When you use the skimming technique you don't read the whole text word for word. You should use as many clues as possible to give you some background information. There might be **pictures** or images related to the topic, or an eye-catching **title**. Let your eyes skim over the surface of the text and look out for **key words** while thinking about any clues you've found about the subject.

- Read the title, subtitles and subheadings to find out what the text is about.
- Look at the illustrations to give you more information about the topic.
- Read the first and last sentence of each paragraph.
- Don't read every word or every sentence. Let your eyes skim over the text and look out for key words.
- Continue to think about the meaning of the text.



Scanning text

You can use the scanning technique to look up a phone number, read through the small ads in a newspaper, or for browsing television schedules, timetables, lists, catalogues or webpages for information. For these tasks you don't need to read or understand every word.

Scanning is also useful when you don't have time to read every word. This could be when you're studying or looking for specific information from a book or article and need to find it quickly.

Tips: better scanning

- Don't try to read every word. Instead let your eyes move quickly across the page until you find what you're looking for.
- Use clues on the page, such as headings and titles, to help you.
- In a dictionary or phone book, use the header words to help you scan. You can find these in bold type at the top of each page.
- If you're reading for study, start by thinking up or writing down some questions that you want to answer. Doing this can focus your mind and help you find the facts or information that you need more easily.
- Many texts list things in alphabetical order from A to Z. These include everyday materials, such as the phone book or indexes to books and catalogues.
- There are many ways to practise scanning skills. Try looking up a favourite recipe in the index of a cookbook, search for a plumber in your local Yellow Pages or scan webpages on the internet to find specific information.



Skimming and scanning

When you're reading you don't have to read everything with the same amount of care and attention. Sometimes you need to be able to **read a text very quickly**.

For example, to look up the word 'valuable' in the dictionary you wouldn't start at the letter **A** and read every word. The most efficient way is to turn to the letter **V** and then find the words beginning with **va-**.

This is called **scanning** through the dictionary. Scanning is one type of fast reading.

Skimming is another type of fast reading. You might use skimming to look through a text quickly to get the gist (the general idea). So, if you want to know what's going on in the news, you might skim through a newspaper or a news website. You wouldn't have much detail but you would find out the main points.

Skimming and scanning are both quick reading techniques but they have different purposes.

You might use scanning to:

- look up a word in a dictionary or index
- find an address or a phone number in a directory
- check what time your programme is on television
- look up details or prices in a catalogue
- pick out the website you want from options on a Google search

You might use **skimming** to:

- see what's in the news in a paper or on a website
- browse through a book to see if you want to read it
- look through the television guide to see what's on one evening
- flick through a catalogue to see what's on offer
- look through the options given on a Google search to see what sites it suggests



Scanning a job advertisement

First of all print out this **Skillswise Delivery Services** job advert.

SKILLSWISE DELIVERY SERVICES

CHRISTMAS JOB OPPORTUNITIES

Aged between 16 and 65 years? Need extra cash for Christmas?

Are you available to work at short notice?

Can you work early, late or night shifts?

We are looking for enthusiastic and reliable people to work on an occasional basis, helping to sort and deliver parcels in the Reading area from late November until the end of December.

Pay rates for weekdays, including Saturdays, will be:-

Ages 16 to 17 - £4.80 per hour.

Age 18 and over - £6.10 per hour.

So if you have good communication skills and are able to work as part of a team, we would like to hear from you.

To obtain an application form please write to:

**Elaine Grey, Personnel Officer,
Skillswise Delivery Services, Windsor Road,
Reading, RG5 4BR
Tel: 0118 932 814 (24 hr. answer phone)**

Closing date: 10th November.

Skillswise Delivery Services is looking for extra staff before Christmas. Scan the advert quickly and try to find the answers to these questions. Remember, you don't need to read every word.



Scanning a job advertisement

Questions

1. When do these jobs start? _____
2. The work will last for about a month. True or false? _____
3. What type of work is on offer? _____
4. What kind of people is Skillswise Delivery Services looking for? _____

5. What shift patterns are available? _____
6. Where is the job based? _____
7. The work involves travel around the UK. True or false? _____
8. How much will you earn per hour if you are aged 18? _____
9. True or false? You will be paid extra for working on Saturday. True or false? _____
10. Whom should you contact at Skillswise Delivery Services to get an application form? _____

11. You can leave a message on an answering machine. True or false? _____

12. You need to be able to work at short notice. True or false? _____
13. It is 1 November. Is there still time to apply for a job? _____
14. The minimum age for this job is 18. True or false? _____
15. Do you need a driving licence to apply for a job with Skillswise Delivery Services? _____



Scanning a school prospectus



Portham Village School



2010/2011 Prospectus

ABSENCE

Illness

If your child is absent from school you should telephone the school office on the first day. When he/she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date. All medical and dentist appointments should be made outside school hours unless unavoidable.

Holidays

The Board of Governors states that annual holiday should not be taken during term time although, at the discretion of the headteacher, pupils may take up to two weeks off school. If possible, this should be avoided as it is important that children do not miss out on their education (see page 9 regarding examinations).

SCHOOL UNIFORM

It is not compulsory for children to wear school uniform although it is strongly encouraged so that the children feel part of the school community.

Boys

Boys should wear blue shirts (long or short sleeved) with grey trousers and the school jumper. They should wear the blue and grey striped school ties at all times.

Girls

Girls should wear grey pinafores with white blouses and the school jumper.

Footwear and accessories

All children should wear black school shoes. At no time must they wear trainers. Girls may wear studs which must be removed for PE.

The school operates a 'budget shop' once a term so that parents may purchase second-hand clothing.

EXTRA-CURRICULAR ACTIVITIES

There is a wide range of clubs for all children, according to their age. Children in Reception may attend football, ballet and/or swimming. Children in Years 1 to 7 may also attend the following clubs: archery, short-tennis, French and homework. Participation in clubs is strongly encouraged.



Scanning a school prospectus

First of all print out the **Portham Village School prospectus**. Then scan the prospectus to find the answers to the questions.

1. If your child is ill, who should you telephone? _____

2. Which school year does this prospectus relate to? _____

3. Who has stated that children shouldn't take holidays during term time? _____

4. Children can attend the dentist during school hours. True or false? _____

5. Can girls wear stud earrings? _____

6. What colour is the school tie? _____

7. Children have to be in which school years to attend archery? _____

8. Can children wear trainers in school? _____

9. On which page will you find information about exams? _____

10. How often is the budget uniform shop open? _____

READING PRODUCTION TASK - SESSION 2 (6 pages)

HOMEWORK

Antarctic Journal

Main Idea and Details

- The **main idea** tells the most important idea from a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

Directions Read the following passage. Then complete the diagram below.

The region around Antarctica has become less pure since people began to explore it. One reason for the change is that human beings have brought non-native animals there. For instance, since people settled on the islands near Antarctica, mice, rats, and rabbits now live there as well. Grazing sheep have started to wear away the land. Dogs and cats have killed

native birds for food. Of course, human beings have also changed the area around Antarctica by hunting whales and seals and by leaving some areas polluted. Luckily, people have begun to take steps to preserve the natural features of the continent. For example, the Antarctic Treaty was created to protect the land of icy wonder from further harm.

Main Idea

1. _____

Detail

2. Human beings have brought _____

Detail

3. Grazing sheep have _____

Detail

4. Dogs and cats have _____

Detail

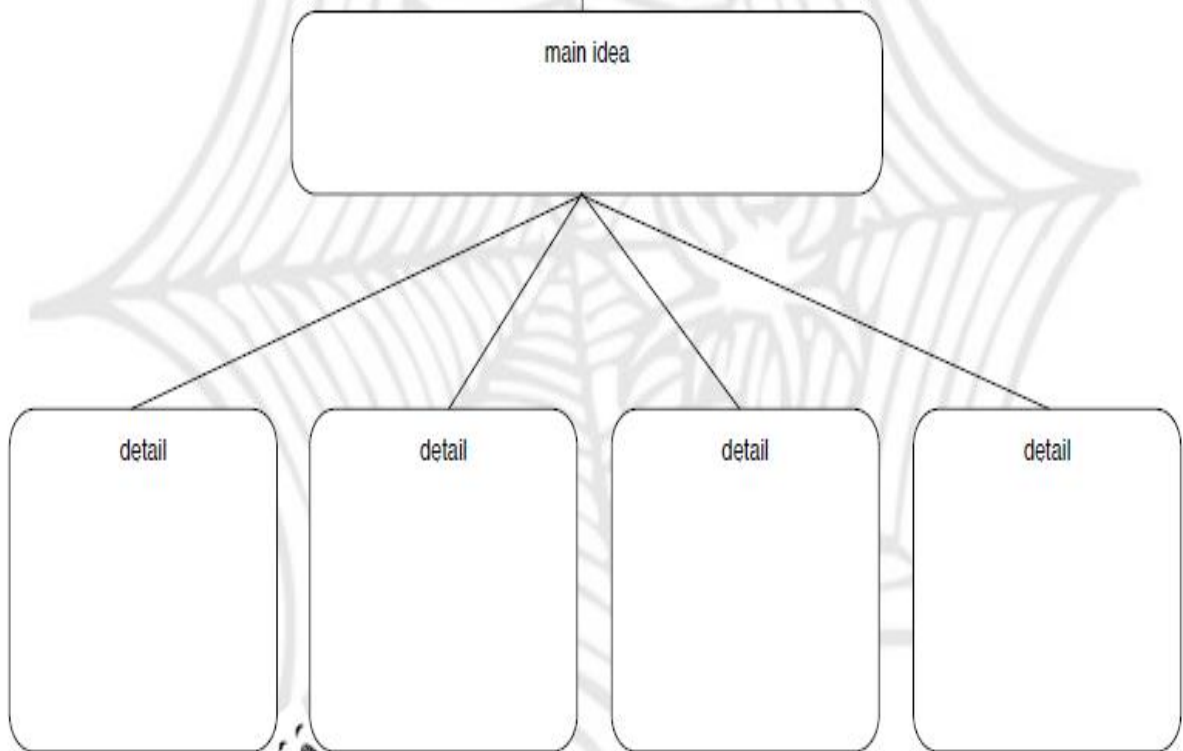
5. _____

Home Activity Your child used a graphic organizer to identify the main idea and supporting details in an article. Together, read a short article about another place of natural beauty. Identify the main idea and supporting details in the article.

Main Idea

Name: _____

Think about the main idea of your story, and the details that support the main idea. Write the information to help you organize your main idea.





Skimming text to look for main ideas

Skim this BBC television guide to answer the questions. See how quickly you can find the answers.

one	TWO	three	FOUR
19.00 The One Show The One Show team bring viewers the stories that matter from across the country.	19.00 Escape to the country A couple from Wimbledon want to escape the suburbs for countryside living in East Sussex.	19.00 Top Gear The team sets out to end the chaos that snowfall brings to Britain every year.	19.00 World News Today The latest news, exploring the day's events from a global perspective.
19.30 Waterloo Road Sambuca enlists Lauren and Finn's help to track her father down in Blackpool.	19.30 Springwatch Iolo Williams takes to the water to reveal puffins at their best - diving for fish.		19.30 Born to be Wild We meet the amateur naturalist who has turned his garden into a lizard empire.
20.27 BBC News and Regional News The latest national and international news stories from the BBC, followed by the weather.		20.00 Great Movie Mistakes Robert Webb uncovers the clangers and gaffes in Hollywood's biggest blockbusters.	20.00 Explosions: How We Shook the World Engineer Jem Stansfield investigates the science of explosions.
20.30 In with the Flynns Liam and Caroline work extra shifts, but who is looking after the kids?	20.30 Springwatch Unsprung Kate Humble, Chris Packham and Iolo Williams answer audience questions.		

**Skimming text to look for main ideas**

21.00 The Apprentice Lord Sugar instructs the teams to build junk collection businesses.	21.00 Wonderland Film which climbs aboard with four families as they take to the road.	21.00 Cannabis: What's the Harm? Exploring the world of organised crime linked to the supply of cannabis in the UK.	21.00 Hidcote: A Garden for All Seasons The story behind Hidcote, the most influential English garden of the 20th century.
22.00 BBC News at Ten Latest national and international news, with reports from BBC correspondents worldwide.	22.00 The Apprentice: You're Fired This week's task of making money from rubbish ended with someone being dumped.	22.00 Kill Bill: Vol 2 The assassin, The Bride, concludes her ruthless quest for revenge against her nemesis.	22.00 Nurse Jackie After breaking up with Eddie, Jackie tries to reconnect with her family.

1. What times does this extract from the programme guide cover?

2. Can you catch the news whatever channel you watch?

3. If you enjoy watching documentaries, which channel might be best for you?

4. Are there any comedy programmes to watch this evening?



Scanning a recipe

Mild chicken tikka masala



By Matthew Martin

10 minutes preparation time

30 minutes cooking time

Serves 4-6

Ingredients

- 500g boneless chicken
- 2 tbsp vegetable oil
- Half an onion or 2 shallots
- 2 cloves garlic
- 1 large jar tikka masala sauce
- 100ml plain yoghurt

To garnish

- Flat leaf parsley
- A lemon (cut into wedges)

Method

1. Fry the onion and garlic gently in the oil. Add the chicken pieces and fry until golden brown and cooked all the way through.
2. Add the sauce and simmer for 5 minutes.
3. Add the yoghurt and stir through the sauce.
4. Serve the chicken with rice.



Scan through the recipe to find the answers to these questions.

- 1) Whose recipe is this?
- 2) How many cloves of garlic are used?
- 3) What comes in a jar?
- 4) How long should you simmer the sauce?
- 5) What should you serve the chicken with?

READING PRODUCTION TASK - SESSION 3 (5 pages)

Characters, plot and setting

HOW BEAR LOST HIS TAIL

CHARACTERS

PLOT

SETTING

SEQUENCE OF EVENTS

Organize the following sentences according to the sequence of events.

- Bear jumped up, and his frozen tail broke off.
- Many years ago, Bear had a long tail.
- Bear was asleep.
- Fox had many fish and wanted to fool Bear.
- Fox said, "Can you feel a fish on your tail?"
- Bear put his tail into the icy water.

Practice 1: *The Fox and the Crow*
An Aesop's Fable Retold

Retrieved from: http://www.education.com/study-help/article/character-setting_answer/
Read the selection, and then answer the questions that follow

Crow landed high in a tree, holding in her beak a bit of meat she'd found nearby. Below the tree walked Fox, who looked up when he heard a flutter of leaves. He saw Crow and the meat dangling from her beak.

Fox wanted the meat, so he deceitfully said to no one at all, "How handsome is that Crow! So beautiful and shiny are her feathers! Ah, if only her voice were equal to her beauty, she would be considered the Queen of Birds!"

Now Crow, being very vain, heard Fox's flattery of her appearance and was pleased. But she was also anxious to prove him wrong about her voice. So she opened her beak and let out a loud CAW, CAW, dropping the meat as she did. Fox quickly picked it up and ate it. Then he looked up and laughed, "My good Crow, your voice is alright . . . it's your brain that's lacking!" And with that, he walked away, leaving the hungry Crow to feel sorry for herself.

What is the setting of the story?

- a. a fox's den
- b. a birdhouse
- c. a tree
- d. a boat on the river

Fox gets the meat from Crow because one of his character traits is being

- a. helpful.
- b. dishonest.
- c. sad.
- d. a good cook.

Which is NOT one of Crow's character traits?

- a. having feathers
- b. being vain
- c. having a loud voice
- d. being smart

Practice 2: An Open Door

"Oh, well," I sighed as I plopped down at the kitchen table. "There goes a great chapter in my life!"

Mom looked up from the batter she was mixing. "What's the matter? Why are you so down in the dumps?" she asked.

"That was Mrs. Barberi on the phone. I didn't make the debate team this year!" I grumbled. "I don't know why I didn't do better!"

"Come on, Sam, don't be so hard on yourself!" Mom replied. "You know there are money problems everywhere. The school had to limit funds for some programs and the debate team was cut in half this year."

"I know . . .," I sighed. "But I still wanted to make it. I like debating, and getting to go to other schools around the state to compete is a lot of fun! I met a lot of new kids that way!"

Mom smiled. "I know you did, but like people say, *When life shuts a door in your face, another door opens*!"

"I think it's a window, Mom," I said. "*If a door closes a window opens*."

"Whatever," Mom laughed. "The point is that something else will come along . . . maybe even better, 'cause you don't know what lies beyond that door . . . I mean, window!"

We were interrupted by the sound of the phone ringing in the living room. "I'll get it," I said. "It's probably Chris wanting to tell me about all the fun stuff the rest of the debate team will do without me this year!"

I picked up the phone, expecting to hear Chris's voice. But it was someone else. I listened attentively, thanked the caller, and went into the kitchen again.

"You look funny . . . who was it . . . is something wrong?" asked Mom, and she jumped up from the table.

"Not wrong, just strange!" I replied. "That was Mr. Diaz, from school."

"So? What did he want?" Mom asked anxiously.

"Me," I replied with a smile. "He wants me to take the lead in the school play! He said I was awesome at the auditions! I'd almost forgotten I tried out this year . . . it was way before the holidays! Mom . . . I got the lead!"

"You see, Sam," Mom said as she grabbed me and we whirled in a circle.

"Another door opened and you'll start a whole new chapter of your life!"

"Window, Mom," I sighed, "window!"

The main setting for this story is

- a. a school.
- b. a hallway.
- c. a living room.
- d. a kitchen.

What is the other setting of the story?

- a.** a school
- b.** a hallway
- c.** a living room
- d.** an auditórium

Which best describes Sam at the beginning of the story?

- a.** excited about getting on the debate team
- b.** depressed about not getting a part in the play
- c.** excited about trying out for the play
- d.** depressed about not getting on the debate team

Which is NOT a character trait of Sam's mother?

- a.** Concerned
- b.** Annoyed
- c.** Sympathetic
- d.** Encouraging

Which best describes a trait both characters have?

- a.** sense of humor
- b.** Distrust
- c.** Disgust
- d.** Jealousy



Name: _____

Out of Order! Seeds

Directions: Read the sentences, which are out of order. Cut out the sentences and glue them into the correct order so the story makes sense.

- Next, sprinkle some water onto the seeds.
- Next, drop a seed into each hole.
- First, dig some little holes in the soil in the pots.
- Then, cover the holes with some soil.
- Finally, place the pots into the sunlight.



READING PRODUCTION TASK - SESSION 4 (2 pages)



Reading a website



Skimming (look at pictures and headings)

Is the website for tutors, learners or both?

How do you know the website is for adults?

Scanning (look for key words)

What subjects can you learn from this site?

Where can you go to find resources?



Skimming and scanning the news

We read in different ways. You don't always need to read every word. Sometimes you leave bits out.

You can **skim** to find out what it is all about.

Headings and pictures can help you do this.

Or you can **scan** to look for important information.

Look for key words or numbers to help you do this.

Cat up a tree? Chimp in a chimney?

Fire crews in the capital had to help **620 animals** last year. The fire brigade says if an animal is stuck call the RSPCA first.

Unusual rescues

Unusual rescues include a chimp in a chimney, a parrot trapped in its cage, an iguana stuck on a roof and a hamster trapped in a disabled lift. Fire crews have also captured a snake at a retirement home and rescued a kitten with its head stuck in a bongo drum.

More important work

The commissioner says, "Our crews are highly trained emergency service personnel. When we are out rescuing animals, we can't attend real emergencies."

Wasting tax payers' money

"Animal rescues cost money and in these tough financial times many people question why their taxes are being spent on animal rescues. After all, when was the last time you saw a cat's skeleton up a tree?"



READING PRODUCTION TASK - SESSION 5 (4 pages)

Name: _____

Date: _____



You Make the Call



1. John wanted to buy some candy at the store, but he forgot his money at home. What do you think will happen next?

2. Jenny was swinging on the swings when she heard a "SNAP!" What do you think will happen next?

3. Henry had been waiting all week to go to the beach. He was all ready to go when his mom said, "I have some bad news." What do you think will happen next?

4. Beth was all alone in the basement and it was dark. The only thing she could hear was a small scratching sound. What do you think will happen next?

Skill — Making Predictions

Name: _____

Predicting

Look at the pictures on the left. Then, draw a picture and write about what you predict will happen next.









Name: _____

Making Predictions

Kyle and Steve were walking home from a Boy Scout meeting when Kyle noticed something brown and small on the ground. He picked it up. It was a wallet. Steve grabbed it and opened it. Inside was \$52. Steve and Kyle looked at each other, then looked at the money. Kyle thought about a new baseball bat. Steve thought about fixing his broken bike. They stood for a while thinking.

What do you think happened next?

This image shows a full page of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid black top line, a dashed blue middle line, and a solid black bottom line. The background is white, and there are no margins or additional markings on the page.



Name: _____

Making Predictions

Missing File

Elijah's mom had told him he was not to touch her computer when she wasn't home. But Elijah's friend, Perry, had told him about this great new game online. Elijah thought that if he just went online quickly to check it out, it would be no big deal. After he turned the computer on, he hit a wrong key, and deleted his mom's work. He tried hard to find it, but he had no luck. Elijah shut the computer down, and started back to his room, petrified. He turned one last time and looked at the computer.

What do you think happened next?

[illegible]

READING PRODUCTION TASK - SESSION 6 (3 pages)

Skillswise**Scanning a recipe***Shortbread biscuits***Ingredients**

125g / 4oz butter
55g / 2oz caster sugar
180g / 6oz plain flour

**Method**

1. Heat the oven to 190C / 375F / Gas 5.
2. Beat the butter and the sugar together until smooth.
3. Stir in the flour to get a smooth paste. Turn on to a work surface and gently roll out until the paste is 1cm/½in thick.
4. Cut into rounds or fingers and place onto a baking tray. Sprinkle with icing sugar and chill in the fridge for 20 minutes.
5. Bake in the oven for 15-20 minutes, or until pale golden-brown. Set aside to cool on a wire rack.

When you are reading a recipe it can be useful to scan it first:

To check the ingredients you need.

To see how long it will take to cook.

To know when to switch the oven on.

You should be able to find all this information in the recipe.



Scanning a recipe

Mild chicken tikka masala



By Matthew Martin

10 minutes preparation time

30 minutes cooking time

Serves 4-6

Ingredients

- 500g boneless chicken
- 2 tbsp vegetable oil
- Half an onion or 2 shallots
- 2 cloves garlic
- 1 large jar tikka masala sauce
- 100ml plain yoghurt

To garnish

- Flat leaf parsley
- A lemon (cut into wedges)

Method

1. Fry the onion and garlic gently in the oil. Add the chicken pieces and fry until golden brown and cooked all the way through.
2. Add the sauce and simmer for 5 minutes.
3. Add the yoghurt and stir through the sauce.
4. Serve the chicken with rice.



Scan through the recipe to find the answers to these questions.

- 1) Whose recipe is this?
- 2) How many cloves of garlic are used?
- 3) What comes in a jar?
- 4) How long should you simmer the sauce?
- 5) What should you serve the chicken with?

READING PRODUCTION TASK - SESSION 7 (2 pages)

Name: _____

Date: _____



Growing Seeds



<u>Growing Conditions</u> (How the seed will be planted)	<u>Prediction</u> (Do you think it will Grow A Lot, Grow A Little, or Not Grow At All?)
<u>A</u> The seed will be given water and sunlight.	
<u>B</u> The seed will be given water, but will <u>not</u> be given sunlight.	
<u>C</u> The seed <u>will not</u> be given water, but will be given sunlight.	
<u>D</u> The seed <u>will not</u> be given water, and <u>will not</u> be given sunlight.	



Name: _____

Making Inferences

Special Night

Katie was excited about tonight. Happily, she put on her big, red shoes and bright, yellow outfit. Her mom helped Katie paint her face white with a big, red circle on each cheek. Just before Katie ran out the door to meet her friends, she attached her large, squeaky nose and placed a bright blue, pointy hat on top of her head. She grabbed an empty bag and went out into the night.

1. What was Katie excited about?

2. What do you think Katie was dressed as?

3. What words helped you know?



READING PRODUCTION TASK - SESSION 8 (6 pages)



Rt/E3.7



Scanning text to find information quickly

Have a go at scanning this BBC television guide to answer the questions. See how quickly you can find the information you need.

one	TWO	three	FOUR
19.00 The One Show The One Show team bring viewers the stories that matter from across the country.	19.00 Escape to the country A couple from Wimbledon want to escape the suburbs for countryside living in East Sussex.	19.00 Top Gear The team sets out to end the chaos that snowfall brings to Britain every year.	19.00 World News Today The latest news, exploring the day's events from a global perspective.
19.30 Waterloo Road Sambuca enlists Lauren and Finn's help to track her father down in Blackpool.	19.30 Springwatch Iolo Williams takes to the water to reveal puffins at their best - diving for fish.		19.30 Born to be Wild We meet the amateur naturalist who has turned his garden into a lizard empire.
20.27 BBC News and Regional News The latest national and international news stories from the BBC, followed by the weather.		20.00 Great Movie Mistakes Robert Webb uncovers the clangers and gaffes in Hollywood's biggest blockbusters.	20.00 Explosions: How We Shook the World Engineer Jem Stansfield investigates the science of explosions.
20.30 In with the Flynns Liam and Caroline work extra shifts, but who is looking after the kids?	20.30 Springwatch Unsprung Kate Humble, Chris Packham and Iolo Williams answer audience questions.		



Scanning text to find information quickly

21.00 The Apprentice Lord Sugar instructs the teams to build junk collection businesses.	21.00 Wonderland Film that climbs aboard with four families as they take to the road.	21.00 Cannabis: What's the Harm? Exploring the world of organised crime linked to the supply of cannabis in the UK.	21.00 Hidcote: A Garden for All Seasons The story behind Hidcote, the most influential English garden of the 20th century.
22.00 BBC News at Ten Latest national and international news, with reports from BBC correspondents worldwide.	22.00 The Apprentice: You're Fired This week's task of making money from rubbish ended with someone being dumped.	22.00 Kill Bill: Vol 2 The assassin, The Bride, concludes her ruthless quest for revenge against her nemesis.	22.00 Nurse Jackie After breaking up with Eddie, Jackie tries to reconnect with her family.

1. If you miss the news at 19.00, when can you next catch the news?

2. If you're interested in gardening, what programme might you look out for?

3. What time, and on which channel, would you catch **The Apprentice**?

4. When, and on which channel, can you see the weather forecast?

5. At what time, and on which channel, can you settle down to watch a film?

Name: _____

Solids, Liquids, Gases...Oh My!

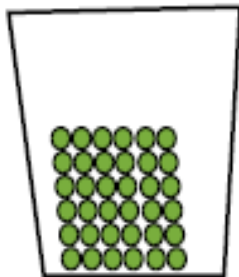
Three of the four phases of matter are solid, liquid, and gas.

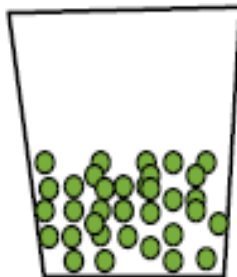
Gasses hold no shape of their own but fill the volume of whatever container they inhabit. The molecules bounce around and are spread far apart from one another.

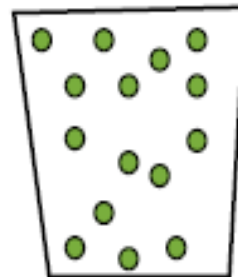
Liquid has volume but no fixed shape. A liquid is poured and will take the shape of the container into which it is poured. The molecules in a liquid bounce around.

Solids have a definite shape and volume. The molecules are packed very tightly together.

Directions: Look at the molecules in the cups below. Label which one is a gas, a liquid, and a solid. Then, write an example of each phase of matter.







Skill - Reading Comprehension

Name _____

Welcome To Wisconsin

Story By: Andrew Frinkle

I live in Wisconsin. It is a northern state. Wisconsin is famous for cheese, cheese, and more cheese. Did I mention the cheese? But Wisconsin is not only known for that, they're also known for many foods, beer, plumbing, power tools, bratwurst, manufacturing, and really quite a lot of things! It is the 23rd largest state, and it is 20th in population, which makes it around average in both categories. You might know some of the major cities, like Milwaukee, Madison, Green Bay, Kenosha, and Oshkosh. The state capital is Madison. Now that you know some of the basic facts about Wisconsin, let me tell you a little more about my state.



I guess I want to start with the food. A quarter of our country's cheese comes from Wisconsin alone! People are crazy about cheese here. At some sporting events, people wear hats that look like giant wedges of cheese! They're called cheeseheads. Then there's the milk and butter. All of this makes Wisconsin *America's Dairyland*. Although, it's also known as *The Badger State*. Wisconsin makes a lot of our country's cranberries, ginseng, corn, oats, potatoes, carrots, cherries, maple syrup, and sweet corn. Wow! You might also know famous food brands like Oscar Mayer, Tombstone frozen pizza, and Johnsonville bratwurst. Wisconsin was famous for brewing beer, too, which is why they have a baseball team called the Milwaukee Brewers.

Then there are big businesses, too. There are a lot of paper mills. You can also find famous companies that make things like power tools, construction equipment, motorcycles, furniture, plumbing fixtures, boat motors, small engines, and many other things. These are big brands you might have heard of, like Kohler, Evinrude, Mercury Marine, Harley-Davidson, and many more.

Wisconsin is a pretty state, so a lot of people here live in the country. About 2/3 of people live in rural areas. Wisconsin also has a long coastline with Lake Michigan. It's one of the states with the most water in its territory, behind only Alaska, Michigan, and Florida. So, it's a great place to swim, boat, or even snowmobile in the winter. There are plenty of outdoor sports to take in, with a good deal of college sports, and also pro teams like: the Green Bay Packers, the Milwaukee Brewers, and the Milwaukee Bucks.

Now that you know a little more about Wisconsin, are you thinking about visiting? Put on your cheesehead hat and get ready to eat some cheddar! Hope to see you soon!

Skill - Reading Comprehension

Name _____

Welcome To Wisconsin

Story By: Andrew Frinkle

Use the information in the story to answer the questions below.

1. What is Wisconsin's population ranking?
 - A. 21st
 - B. 20th
 - C. 19th
 - D. 22nd
2. True or False: The city of Madison is Wisconsin's capital.
 - A. True
 - B. False
3. Which of these brands is NOT from Wisconsin?
 - A. Oscar Mayer
 - B. Johnsonville
 - C. McDonald's
 - D. Tombstone
4. What are Wisconsin's two nicknames?
 - A. The Cheese State and the Badger State
 - B. The Badger State and the Dairy State
 - C. America's Dairyland and The Cheese State
 - D. America's Dairyland and The Badger State
5. SHORT ANSWER: Would you like to visit Wisconsin? Why or Why Not?

Name: _____

Animal Life Cycles

Directions: Write *Complete* or *Incomplete* under the correct animals.

Animals are born and grow to be adults, just like us. Some animals hatch from eggs, and some animals are born alive. Animals such as many insects, and amphibians go through a life cycle called Complete Metamorphosis. Many other animals, such as mammals, birds, and reptiles, and some insects, go through a cycle called Incomplete Metamorphosis.

Complete Metamorphosis: An animal that goes through a complete metamorphosis starts as an egg and hatches as a larva. The larval stage looks very different from the adult. After the larval stage, a pupal stage occurs, where the larva creates a cocoon of some sort and transforms itself into an adult.

Incomplete Metamorphosis: An animal that goes through an incomplete metamorphosis may also hatch from an egg, however, the young that emerges looks somewhat more like the adult. This stage is called the nymph stage. No pupal stage occurs as the animal transitions to adulthood, but some animals, especially reptiles and insects, will shed skins and exoskeletons as their bodies get bigger.





READING PRODUCTION TASK - SESSION 9 (3 pages)



Name: _____

Who Am I?

Directions: Read the paragraphs below. Think about who the narrator is in each short story. Try to picture the character. Check the best answer that tells who the character is.

1. I begin the day with my small tools to clean my patient's teeth. I placed the paper bib on her and shined a light down so I could see. I found one cavity! After all the teeth were cleaned, I gave her a toothbrush.	☐ cashier ☐ clown ☐ teacher ☐ dentist
2. When I get to work I pass out papers and set up a game for the kids to play. When everyone arrives, we read a story and discuss it. The bell rings and it is time for lunch. I correct some papers and prepare the next lesson.	☐ teacher ☐ doctor ☐ actor ☐ chef
3. I put on my white shirt and begin chopping carrots. Behind me is a pot of boiling broth. I choose some nice herbs and chop them to place into the soup. When it is done, I pour a bowl of hot soup and hand it to the waiter.	☐ teacher ☐ police officer ☐ chef ☐ actor
4. Today has been very busy. I replaced a knee and set a broken arm into a cast. Now, I am examining a patient with a sore leg. He may need some medicine. Later, I take off my white coat and stethoscope and relax.	☐ farmer ☐ doctor ☐ police officer ☐ dentist
5. Before the show I practice my lines. I like to look into the mirror and pretend. I fix my hair and makeup and get into my costume. Before the curtain rises, I am nervous but eager to begin performing.	☐ doctor ☐ teacher ☐ actor ☐ clown



Name: _____

When Am I?

Directions: Read the paragraphs below. Think about when the story takes place. Try to picture the time. Check the best answer that tells when we are in the story.

1. My mother told me that I had to take out the trash. I put on my coat and mittens and grabbed a flashlight. I flipped on the porch light and headed out to put the trash bags at the curb.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter
2. I jumped out of bed, threw on my bathing suit and grabbed my flip flops and headed out to the pool. Dad was already out there eating breakfast. Later in the day, mom gave us some ice cream cones. They melted fast.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter
3. After school, my brother and I put on our boots, hat, and gloves and went outside to build a snowman. We had a snowball fight, too. After a while, we went in and had some hot chocolate that my mom made.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter
4. Last Saturday night, my cousin slept over my house. We roasted marshmallows at the bright fire and chased fireflies. We caught 10 fireflies and watched them glow in a jar. Afterwards, we set them free.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter
5. Friday was our last day of school. My class spent the day at the playground and had a picnic. When the final bell rang, I ran out of the building and headed home. My mom had a popsicle waiting for me.	☐ daytime/summer ☐ daytime/winter ☐ nighttime/summer ☐ nighttime/winter



Name: _____

Where Am I?

Directions: Read the paragraphs below. Think about where the narrator is in each short story. Try to picture the setting. Check the best answer where the story takes place.

1. I sat with my toes in the hot sand digging a hole with my new shovel and pail. I turned to grab my sandwich and noticed a seagull flying away with it. Since I had no lunch, I grabbed my snorkel and headed into the waves.	☐ grocery store ☐ circus ☐ school ☐ beach
2. I sat in my seat excitedly watching the man swing from pole to pole. Far under him 2 elephants carried ladies with feathers in their hair. I ate my popcorn as I watched 8 clowns pile out of a tiny car.	☐ dentist ☐ circus ☐ bowling alley ☐ beach
3. We ran from hay bale to hay bale trying not to step on any cow pies. Uncle Joe picked us up with his tractor and gave us some fresh milk to drink. We helped with the garden and fed the chickens.	☐ farm ☐ theater ☐ beach ☐ school
4. Dad let me carry the basket. It was very heavy. I reached high to pick the shiniest ones I could find. I took a few bites as we walked along. When we go home with our collection, mom is going to make some pies.	☐ grocery store ☐ orchard ☐ school ☐ beach
5. I waited patiently for my dinner to be brought to the table. All of our food was carried over on a big, round tray. Lots of other families were eating dinner, also. When we were through, Dad left the waitress a big tip.	☐ zoo ☐ circus ☐ restaurant ☐ mall

READING PRODUCTION TASK – SESSION 10 (3 pages)

Skillswise

Rt/L1.5



The Big Scan: Cluesheet questions



Use this clue sheet to write down important information to help you solve the case. Remember you don't have to visit the locations in the same order as they appear on this cluesheet. Good luck.



Office

Who has been killed? _____
 Who is reporting the murder? _____
 Who are the possible suspects? _____



Sleaze Inn Hotel

Who do the sleeping pills belong to? _____
 What was the note on the mirror written in? _____
 How many airline tickets did Angela have? _____
 How many sets of fingerprints were on the razor? _____



Police Station

Why did the police close the case? _____

 How many wives had Terrance Spelling had? _____
 At what time did Angela Spelling die? _____
 Where did Manuella say she was the night Angela died? _____

 Where did Terrance say he was the night Angela died? _____

 Where did Don Juan say he was the night Angela died? _____



Morgue

How did Angela Spelling die? _____

On what date did Angela Spelling die? _____

What was she holding in her hand? _____

What was missing from her finger? _____

What substances were found in her body? _____

 You will not be able to visit the suspects' homes to look for clues until you have found out where they live. You can find this information at one of the locations above...



Don Juan Fiction's home

When does Don Juan's passport expire? _____

Who is the picture on the shelf of? _____

What time was Don Juan supposed to be at the Sleaze Inn Hotel? _____

How much money was Don Juan offered to stop seeing Angela? _____

Who are Don Juan's answer phone messages from? _____



Manuella Novella's home

Who is Manuella married to? _____

What date and time was Manuella's uniform washed? _____

What is the date on Manuella's resignation letter? _____

What programme was on television at 10.35pm on BBC1? _____

On what date is Manuella's flight to Spain? _____



Terrance Spelling's home

What brand of sleeping pills does Terrance Spelling use? _____

How long did Angela Spelling say she had been unhappy for? _____

What is Don Juan's address and phone number? _____

What is missing from Terrance Spelling's jacket? _____

How much money had been spent on Angela Spelling's credit card? _____

Who did it?



- ☐ Don Juan Fiction - the lover.
- ☐ Manuella Novella - the maid.
- ☐ Terrance Spelling - the husband.

Why?

- ☐ Jealousy
- ☐ Madness
- ☐ Money