

Extensive Reading: A mediation resource to foster critical reading skills in the EFL classroom

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This work is dedicated to public and quality education.

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Resumen

Título: Lectura Extensiva: un recurso mediador para promover las habilidades de lectura crítica en el aula de clase de inglés como lengua extranjera *

Autor: Karen Julieth Layton Layton **

Palabras Clave: Inglés como lengua extranjera, lectura extensiva, habilidades de lectura crítica, educación pública, pandemia.

Descripción: Este estudio fue realizado con 13 estudiantes de undécimo grado de un colegio público de Piedecuesta, Santander, Colombia. Estuvo enfocado en establecer cómo la implementación de la técnica de lectura extensiva en el contexto del aula de inglés como lengua extranjera contribuyó al desarrollo de las habilidades de lectura crítica en inglés. Este estudio siguió el enfoque cualitativo y fue un estudio de investigación-acción. Los datos fueron recogidos a través de diferentes instrumentos: prueba diagnóstica, grabaciones de video, diarios de la profesora y los estudiantes, así como post tests para identificar mejoría. Los resultados revelaron que la lectura extensiva impactó positivamente el proceso de lectura de los estudiantes de esta manera, los participantes utilizaron diferentes estrategias de lectura para abordar los textos, y la docente investigadora pudo reflexionar sobre su propia práctica pedagógica. Aún más, la implementación de la investigación en tiempos de pandemia recolectó información valiosa sobre los procesos educativos remotos y sus dificultades.

* Trabajo de Grado

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Abstract

Title: ER: A mediation resource to foster critical reading skills in the EFL classroom*

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Keywords: English as a Foreign Language, Extensive Reading, critical reading skills, public education, pandemic.

Description: This study was conducted with 13 eleventh grade students from a public school in Piedecuesta, Santander, Colombia. It was focused on establishing how the implementation of an Extensive Reading technique in the EFL learning school context contributed to the development of critical reading skills in L2. This research study followed the qualitative approach and was an action research study. Data was gathered by means of different instruments: diagnostic tests, video recordings, teacher's journal and students' diaries, and posttests to determine any improvement. The results revealed the positive impact ER had in the classroom to foster students' reading process. In such a way, the participants used different reading strategies to deal with texts, and the teacher-researcher could reflect upon her pedagogical praxis. Furthermore, the implementation of the research study in times of pandemic collected valuable information of the remote educational processes and its difficulties.

* Bachelor Thesis

** Facultad de Ciencias Humanas. Escuela de Educación. Directora: Esperanza Revelo Jiménez. Master of Arts in English as a Foreign Language

Introduction

Since English became a lingua franca, students needed to be able to use the language efficiently in school contexts. Moreover, due to the quantity of information found due to the advent of the internet, critical reading has become fundamental in today's world. Although public education's purpose is to provide students the necessary tools to succeed, the National exams showed that improvement is needed, especially in the reading factor.

This research study explored the use of the Extensive Reading technique in the EFL classroom to foster the development of critical reading skills. This study was carried out at a public school in Piedecuesta, Santander, Colombia, with 13 eleventh grade participants who attended English lessons three hours a week.

According to the Ministry of National Education, students are supposed to reach level B1 according to the Common European Framework when they finish their school lives. Also, students must develop critical reading skills. This study aimed to establish how the implementation of the Extensive Reading technique in the EFL learning school context contributed to the development of critical reading skills in L2. In this way, ER acted as a mediation resource. Bamford & Day expressed that "good things happen to students who read a great deal in the new language." (p.1)

Before the implementation, the learners' English proficiency level, critical reading skills, individual profiles, and students' needs were identified through the implementation of a diagnostic test. Then, class interventions were designed and implemented in three units of 10 hours each. The data collection methods were two. The participant observation method included video recording with the corresponding transcription, teacher's journal, and students' diary entries. The second method was the use of posttests to find out any change in L2 proficiency level and critical reading

skills. Finally, the teacher-researcher conducted three focus group interviews to validate the analysis.

After the analysis process through the use of the software Atlas Ti, it was concluded that implementing the ER technique positively influenced the students' critical reading skills in L2. Along with that, their perceptions towards the implementation demonstrated that although they changed their perception towards reading in L2 in class, more time was needed to develop a reading habit.

Moreover, the implementation of the ER program in times of the pandemic could give insights into how the change of education setting affected the teacher and students' development of critical reading skills, thus affecting the teaching process, especially in a public school context.

Some recommendations are given for further research proposals.

1. Analysis and problem statement

Teaching English as a Foreign Language (EFL) in the classroom has been of great value in getting students in touch with people from different parts of the world in several different aspects, such as culture, technology, business, among others, and it has become global (MINISTERIO DE EDUCACIÓN NACIONAL, 2016). As stated by Robson (2013), "English is spoken at a useful level by some 1.75 billion people worldwide – that's one in every four." (p. 4). An advanced English Speaker masters the four skills: reading, listening, writing, and speaking. According to the MEN (2006), it is essential to learn a foreign language for the learners' cognitive, social and cultural development, and that a common language is needed in this twenty-first century globalized society. (p. 8). It means that schools might give students the necessary tools to confront this globalized world. In Colombia, the MEN is in charge of issuing teaching guidelines to introduce and prepare students to learn EFL to use it in their future lives.

Based on that, the MEN was ambitious when proposing the objectives for 2025 in which the country would be the most educated, setting as one of their goals to position 100% of students in 11th grade within level B1 according to the Common European Framework Reference for languages, also known as CEFR (MEN, 2006). Nowadays, students are supposed to show their performance levels in PRUEBAS SABER 11¹, but the last results demonstrated that only 8% of students in Colombia were classified in level B1 (MEN, 2018).

To focus our attention on a specific situation, Humberto Gómez Nigrinis School is a public K-11 institution from Piedecuesta, Santander. The 2018 results showed that 5% of the 124 11th grade students obtained B1 level in the English test, and 21% were placed in A- level. Even though there were no formal interventions, the results obtained were lower after applying a couple of mock

¹ Although not four skills are evaluated.

English tests sent by the MEN to students in this school. Moreover, private specialized institutions² carried out similar tests, and the results demonstrated that they had difficulties in those questions related to critical reading. In addition, their scores in critical reading in L1 revealed that only 10% of students were at an advanced level and profoundly differed from the general results in Colombia.

So, there was an apparent discrepancy between the idea of MEN and the amount who met that standard, which meant that by 2025 students in Colombia would not reach such a goal unless some actions were taken to improve significantly the way it has been taught. However, this was not the only notorious inconvenience that these results highlighted, as reading is another factor that impact students' performance during the exams. In the Pruebas Saber 11 exam, they were also asked to take a critical reading exam.

Nassaji (2011) defined reading as a complex cognitive skill that includes subskills and knowledge sources ranging from basic to higher level processes (p. 17), and an essential skill for exams and everyday life. Although statistics indicated that 86% of people around the globe read to some extent (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017, p. 1), it is not the same as being a proficient reader. Grabe (2009) expressed that being an efficient reader in a world surrounded by electronic communication is decisive to tackle the significant amount of information available on the internet, including effective reading skills and strategies: "Citizens of modern societies must be good readers to be successful. Reading skills do not guarantee success for anyone, but success is much harder to come by without being a skilled reader". (p. 6)

² One of these private institutions was the Milton Ochoa Pre-Icfes course.

Nonetheless, the learner's reading experience might be affected by some elements. Rosdiana (2016) affirmed that "there are some common factors that influence a reader ability to comprehend text; students' motivation, vocabulary/background knowledge, automaticity of decoding, fluent reading, and the nature or the genre of the text itself" (p.21). If students struggled with the text because of their lack of familiarity with these previous items, their scores were no surprise and students needed to be given the strategies to read according to the context. The critical reading test in the Pruebas Saber 11 2018-2 revealed that only 54% of students were proficient readers (MEN, 2018), which implied a need for improvement.

So, these national exams that students take in the middle of their last year of high school include, in their English exam, the use of vocabulary, grammar structures, reading for understanding inferences, and use of critical reading strategies in order to check not only the English proficiency level but the reading comprehension skills students have. English has been required to be taught in schools worldwide for academic and economic purposes, and students are expected to read in a second language to become skilled L2 readers and achieve advanced curricular goals (Grabe, 2009). Results from previous years, and analysis based on them, stated that one of the main problems related to this was that students do not like reading (Rey, 2017). Moreover, by not doing so, they do not only score poorly in reading but also in English. Important issues arise at this point, as these processes are used not only during the exams but also during daily life. According to Africano & Quintana: "Social conditions request, besides educating human beings, education recognizes the influence of the knowledge domain; it is

imperative to develop strategies that qualify the reading process. Reading is the reference to interact effectively in academic, professional, and undoubtedly, familiar contexts”. [s.f]³

Students need to be shown the importance of reading in the classroom since their problems in reading in L1 are also implicit in L2. Nonetheless, there is a misconception about taking time for reading in class. Christine Nuttall (2005) stated that:

Perhaps teachers feel that reading is better programmed for out-of-school work, so that class time can be used for things that cannot be done elsewhere. This is fine as long as out-of-school assignments that require reading are in fact given. If they are not, some students never feel the need to read at all and thus never develop the habit or the skill. No wonder reading standards are low (p.128).

The school is in charge of showing students that reading is essential, but so is reading with a purpose, and some strategies allow the reader to understand and get closer to the text critically. Taking this into account, the term critical reading stands out as:

Reading in a scholarly context, with an eye toward identifying a text or author's viewpoints, arguments, and evidence. It means evaluating what you have read using your knowledge as a scholar. Critical reading means being able to reflect on what a text says, what it describes and what it means by scrutinizing the style and structure of the writing, the language used as well as the content (Rosdiana, 2016, p. 24).

So, a correlation between reading and English reading results starts to come up. If students do not read properly in their L1, they will struggle in their L2 reading, as they lack the necessary skills. In this context, fostering critical reading in the classroom becomes a strong

³ Translated by the author.

need for teachers. Researchers all around the globe have been interested in proposing different strategies to foster literal, inferential, and critical reading skills in both languages. Among them, Christine Nuttall (2005) affirmed in her book *Teaching Reading Skills in a Foreign Language* that reading skills can be transferable from one language to the other and that this can be possible from L1 to L2, but also from L2 to L1, and constant practice will have positive results. Considering this, she recommended the use of the *Extensive Reading (ER)* Technique. *ER* has been validated and implemented in several classrooms by different researchers as a distinct way for students to read without involving traditional ways of reading in the class, addressing pre-reading, reading, and post-reading activities. Richards and Schmidt (as cited by Yamashita, 2008) defined *ER* as: “reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (p. 661).

In such a way, the *ER* technique is used in the classroom setting to develop a reading habit, and it helps students develop language and literacy skills (Grabe, 2009, p. 324). Also, graded readers are used in supporting them to get to the reading, taking into account their English level. Grabe (2009) affirmed that researchers promote *ER* in the classroom because they can include strategies such as the rereading of texts, teachers reading aloud to students, free reading time, and class readers to improve the learners’ reading fluency, motivate them, and highlighted that planning reading lessons is vital for *ER* to be evidenced. In addition, *ER* can be used in the classroom to guide the students to a critical analysis of the text. As Nuttall (2005) asserted: “creating a climate in which reading is valued, and getting students to read more are indispensable if they are to read better” (p.149).

Based on the previously stated ideas, it was of great significance to wonder if the *ER* technique could be considered a mediation resource to be used at Humberto Gómez Nigrinis School, as students' results from the Pruebas Saber 11 highlighted the urgency for intervention. As a result of this, it was necessary to inquire:

- What are the learners' English proficiency level and critical reading skills individual profiles?
- How does the design of class interventions, based on the *ER* technique, influence learners' critical reading skills in L2?
- What changes are there in students' proficiency level and reading skills in L2 after implementing the Extensive Reading strategy?
- What are the teacher and students' perceptions of the development of Critical reading skills in the EFL Classroom after implementing the ER teaching strategy?

From what was previously said arises the idea of carrying out an action research study meant to use ER through the implementation of Graded Reader books in English classes within a group of 11th-grade students according to their English level, and through a series of activities, texts, and tests before and after the use of the *ER* technique in the classroom compare their critical reading level. This study implies the assumption that, at school, classes designed to practice reading might positively influence the Pruebas SABER 11 scores and, at the same time, impact the students' proficiency in reading, no matter if it is L1 or L2 (Although the incidence of intervention in students' L1 reading comprehension is an impact that cannot be directly determined in this study). Furthermore, the analysis of this research study would influence other teachers to develop a curriculum that includes *Extensive Reading* as an essential strategy.

Hence, the question arises: To what extent does the implementation of *Extensive Reading* techniques in the EFL learning school context contribute to the development of critical reading skills in L2?

2. Project Rationale

As previously stated, to have proficient EFL speakers in Colombia is an outstanding 2025 goal for the MEN. The teaching process must provide students with alternative strategies to develop language skills to reach the stated goal. This way, *ER* stood out as a way of hitting several targets with one technique, hoping to awaken a desire for reading, expand students' general knowledge, and trigger the development of critical reading skills, thus enhancing second language acquisition.

One essential target is to engage students in visualizing reading as pleasurable. For this purpose, the teacher is in charge of making them conscious of this idea, because: "*Needing to read*, for study or other purposes, is an incentive for some people, but *wanting to read* is an incentive for everyone. Enjoyment is the key" (Nuttall, 2005, p. 130). In other words, promoting the *ER* technique in the classroom appears to have benefits in this case. Moreover, Nuttall (2005) also emphasized the conception of reading as essential to read better, using the correct approach and giving a specific purpose for it. Furthermore, reading implies an esthetic experience, since reading in significant quantities broadens our knowledge of diverse topics (López, 2007).

Also, critical reading skills are developed when purposes for reading are given to students, and different strategies are used in the classroom setting to get to the text. Students and teachers must remember that critical reading skills are fundamental for personal and professional fields and include continuous practice with teachers, peers, and oneself to create self-reflection and analysis

(Rosdiana, 20016). Once these strategies and activities are frequently developed in the classroom, students internalize them.

Furthermore, the *ER* Technique, based on Krashen's theory of Input Hypothesis, was created to foster the learners' reading skills through the use of books and stories and to help their learning processes without consciously knowing they are learning well as building reading fluency. The influence of *ER* in the classroom promotes reverse language transfer between the L1 and L2 not only in the linguistic aspects but also in aspects related to the development of critical reading skills, literacy skills, and vocabulary, among others. As Kecskes & Papp (2003) expressed: "The problem is that the L2 influence is sometimes hardly 'visible' at all in the literal sense of the word. [...] rather, it will influence the way in which L1 is used" (p. 254).

There have been a lot of scholarly contributions to the use of *ER* in classroom settings (as seen in the Edinburgh Project on Extensive Reading, known as the EPER project), and studies have been made within the Colombian school context. Such studies relate to vocabulary, working memory, spelling, and intercultural awareness, among others, but there is more to be done concerning research works that foster critical reading skills. In this way, the Pruebas SABER 11 scores pointed out the need to implement activities in 11th-grade students that promote a desire to read texts critically.

Besides, Nuttall (2005) provided several strategies to engage students in using books in a classroom setting, giving ideas on how to create a library, and scaffolding the reading habits from lower levels to advanced levels. These ideas could be applied in the public-school context for innovation. Libraries in public schools sometimes lack EFL reading materials, and students are not given the opportunity of reading in a second language. Implementing *ER* in this context could

encourage students to be attracted to the idea of getting into the library to search for graded books they like.

Similarly, promoting this kind of research is seen as a resource for future generations that could start at the local level and influence departmental and national studies and programs intended to impact Colombian critical reading and literacy rates to fulfill the national vision of "Colombia, the most educated".

To carry out this action research, it was valuable to consider which characteristics influence the students' critical reading skills, in aspects such as reading habits, English proficiency level, reading skills, and strategies used when reading. Knowing the students' characteristics allowed the researcher to set the appropriate classroom atmosphere and design class interventions that implied the use of *ER* and the corresponding process of pre-reading, reading, and post-reading activities.

3. Objectives

3.1. General Objective

To establish how the implementation of the *Extensive Reading* technique in the EFL learning school context contributes to the development of critical reading skills in L2.

3.2. Specific Objectives

To identify the learners' English proficiency level and critical reading skills individual profiles.

To design class interventions based on the *Extensive Reading* Technique through Action Research Study in order to influence learners' critical reading skills.

To find out what changes there are in students' proficiency level and reading skills in L2 after the implementation of the Extensive Reading strategy.

To describe teacher and students' perceptions of the development of critical reading skills in the EFL classroom after implementing the ER teaching technique.

4. Literature Review

4.1. Language, acquisition and learning

In order to talk about Second Language Acquisition (SLA), there are different and related theories. One of the most influential researchers in this aspect is Noam Chomsky, a well-known and productive linguist. He developed the idea of human beings biologically born with a Language Acquisition Device (LAD), and that of the Universal Grammar (UG) that allows them to learn a language, no matter which, and to apply these characteristics to L2 learning in a natural way:

But if we assume, furthermore, that children are not genetically predisposed to learn one rather than another language, then the conclusions we reach regarding the language-acquisition device are conclusions regarding universal grammar. [...] I have discussed an approach to the study of language. [...] Its goal is to exhibit and clarify the mental capacities that make it possible for a human to learn and use a language. As far as we know, these capacities are unique to man, and have no significant analogue in any other organism. If the conclusions of this research are anywhere near correct, then humans must be endowed with a very rich and explicit set of mental attributes that determine a specific form of language on the basis of very slight and rather degenerate data. Furthermore, they make use of the mentally represented language in a highly creative way, constrained by its rules but free to express new thoughts that relate to past experience or present sensations only in a remote and abstract fashion. If this is correct, there is no hope in the study of the “control” of human behavior by stimulus conditions, schedules of reinforcement, establishment of habit structures, patterns of behavior, and so on. Of course, one can design a restricted environment in which such control and such patterns can be demonstrated (Chomsky, 2006, p. 100).

Following Chomsky’s ideas, for the particular case of EFL, students already made use of a mentally represented language (Spanish, in this instance). Regarding the school context, children have very few opportunities to learn a second language on their own, as English is not predominant in their immediate context, they are to be exposed to a “controlled” environment in which the differences and similarities in terms of systemic thought between L1 and L2 are implicitly and explicitly taught. However, this setting must provide a good atmosphere and the necessary conditions so that the target language can be used and practiced to express thinking and allow free

reasoning. Moreover, the atmosphere requires activities that help students develop all the abilities equally.

Taking these into account, the idea of the Natural Approach and language acquisition developed by Tracy Terrell and Stephen Krashen also stands out to strengthen Chomsky's theory. It consists of four principles: the first one states that comprehension precedes production, reading and listening before writing and speaking. In the second, production is allowed to emerge in stages. The third consists of a syllabus focused on communicative goals and lesson planning concentrated on topics rather than on grammatical structures. Finally, the activities in the classroom are designed to foster a lowering of the student's affective filter. This Natural Approach has been summed up in five hypotheses: The Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis. Among them, the Input hypothesis is valuable in the present research study because it states that:

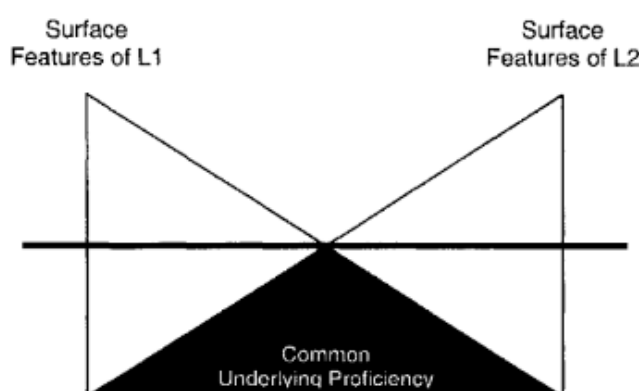
In order for acquirers to progress to the next stages in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage. [...] An acquirer can "move" from a stage i (where i is the acquirer's level of competence) to a stage $i+1$ (where $i+1$ is the stage immediately following i along some natural order) by understanding a language containing $i+1$. (Krashen & Terrell, 1998, p. 30)

Therefore, students need more information than they already have to elevate their linguistic and syntactic knowledge. In other words, the level of competence students have is similar to a platform, the basis for learning new things. Along with that, understanding a different language from L1 can undoubtedly be considered challenging and even confusing for learners. For this reason, James Cummins (1979) published a critical article that contained his hypothesis about

linguistic interdependence and the possible difficulty for a learner that joins an L2 class. He assured that: “specifically, there may be threshold levels of linguistic competence which [...] children must attain both in order to avoid cognitive deficits and to allow the potentially beneficial aspects of becoming bilingual to influence their cognitive growth” (Cummins, 1979, p. 229). So, he proposed a developmental interdependence hypothesis in which the students require a certain level of L1 competence before being exposed intensively to L2 and to avoid a replacement of L1 for L2, this case being more significant in very young children. He summed up this hypothesis explaining that teachers must consider the student’s conceptual-linguistic knowledge (vocabulary-concept knowledge, metalinguistic insights and knowing how to process decontextualized language) in L1 in order to see how these items interact with the language of instruction (L2). Of course, all this is influenced by the child’s motivation towards the L2. In summary, Mayer & Akamatsu (2003) represented this hypothesis as in Figure 1.

Figure 1

Common Underlying Proficiency Model



Through adequate instruction, a teacher can take advantage of this underlying proficiency so students can improve in their L2 and, at the same time, develop strategies and abilities for their lives. Also, this indicates a bond between motivation, linguistic competence, acquisition, and learning that determines a path to focus on during this research study, especially in contexts in which motivation by itself in terms of education is second-rate.

Additionally, it is necessary to draw attention to Istvan Kecskes and Tunde Papp's research study, published in Vivian Cook's book called "*Effects of the Second Language on the First*", in which they explained the conceptual effect of L2 on L1, including the concept of *transfer*, relevant for the present work, and they gave a clear definition of what it is. According to him:

In our understanding, transfer is any kind of movement and/or influence of concepts, knowledge, skills or linguistic elements (structures, forms), in either direction, between the L1 and the subsequent language(s). In the language development of a bilingual or multilingual person, transfer is always present, and keeps changing all the time. It is more or less intensive, either positive or negative, its direction changes from L1 to L2 or vice versa, and it either occurs between the language channels or affects conceptual fields (Kecskes & Papp, 2003, p. 251).

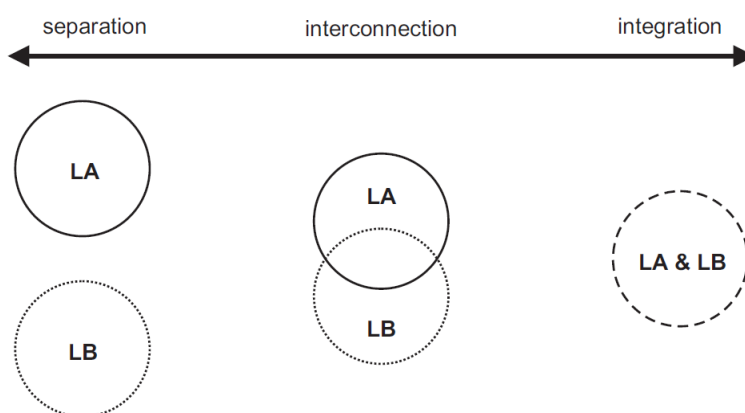
The previous idea expressed that the transfer relationship is a probable influence for this work and the possibilities of broadening the students' language competence and knowledge.

Also, in her book, Cook (2003) described four L2 users' characteristics, which helps define the type of attributes present in the classroom. First, the second language knowledge is not as exact as the native speaker. Second, they have other uses for language than the monolingual. Third, their knowledge of L1 is different from a person who knows only one language. And fourth, their minds are also different to some extent. Also, she stated her conception about the relationship between

L1 and L2 in the mind and provided terms such as *multi-competence* and the *Integration Continuum*, the last one understood as the relationship of Lx (two or more languages). This *Integration Continuum* does not necessarily need a direction of movement as the languages might stay separate or change from separation at the beginning to integration later. It might not apply to the whole language system, and the point on the continuum depends, among other factors, on the L2 user's personal factors. This is better explained in figure 2. (Cook, 2003, p. 9)

Figure 2

Integration Continuum Model



This research study took into account these characteristics and considered the many possible ways that learning a language changes how things are perceived and which difficulties students might have during the acquisition of any language.

4.2. Reading in the EFL context

Some of these researchers considered it meaningful to talk about reading in the EFL classroom when talking about L2 learning. Krashen proposed reading as comprehensive input, based on the idea of this skill as a great help to overall competence, as he stated that there is no need to follow the order of the four skills (listening, reading, writing and speaking) in one class.

Instead, it might be organized in the order of input before output, with reading as a great contributor to general language competence. He stated that: “This hypothesis predicts that reading will indeed help acquisition if it is comprehensible, read with a focus on message, and contains $i+1$, the acquirer’s next structure or set of structures” (Krashen & Terrell, 1998, p. 131).

Then, Krashen provides the basis for a research study that focuses on reading. However, this quote brings up two elements: reading and “focus on a message”. First, a definition of reading needs to be outlined to place the skill in the classroom. Goodman (2000) defined reading as “an essential interaction between language and thought in reading” (p. 12). Nevertheless, focusing on message implies linguistic and metalinguistic information, among other characteristics previously mentioned, because there is a clear distinction between reading just for understanding the message and proficient reading. Goodman (2000) also stated:

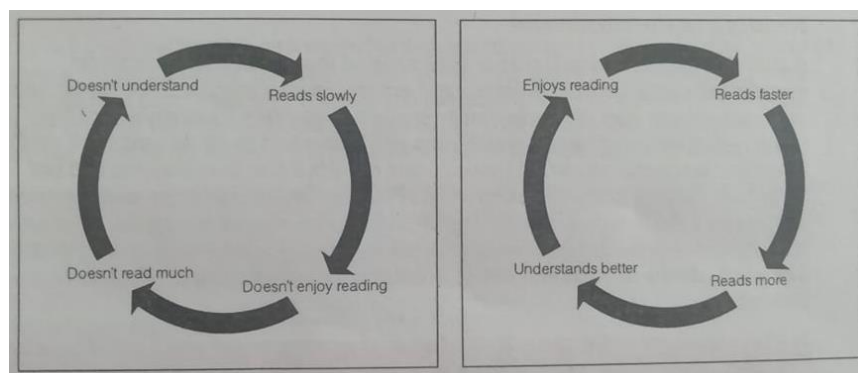
Proficient readers are both efficient and effective. They are effective in constructing a meaning that they can assimilate or accommodate and which bears some level of agreement with the original meaning of the author. And readers are efficient in using the least amount of effort to achieve effectiveness. To accomplish this efficiency readers, maintain constant focus on constructing the meaning throughout the process, always seeking the most direct path to meaning, always using strategies for reducing uncertainty, always being selective about the use of the cues available and drawing deeply on prior conceptual and linguistic competence. Efficient readers minimize dependence on visual detail. Any reader’s proficiency is variable depending on the semantic background brought by the reader to any given reading task. (p. 12).

In addition to the previous comment, Cummins (1979) also highlighted the difficulties when reading if the students lack a certain level of L1 competence: “a child who has to read word

by word will lose much of the information before it can be comprehended" (p. 237). Likewise, according to psychologist and linguist Steven Pinker, as he stated that when students lack the necessary background to develop the required tasks, they might feel frustrated, and learning is not going to happen (1998).

Therefore, it stands out that sometimes the L2 students are not aware of their goals when reading and the strategies that can be used in the reading process. Some strategies, according to Grabe (2009), are comprehension of main ideas, supporting ideas and details, recognition of the text order, and interpretation of the text information within a coherent framework that reflects the main ideas; use of what has been read in a personal context and content tasks or a growth of vocabulary, and reading strategies that lead to an ability to read accurately. Nonetheless, strategies are developed through active attention while learning and internalizing. Such strategies become skills through repetition and constant practice, and it can be demonstrated when this information is available from memory and automatic for fluent readers (Grabe, 2009). In other words, it demonstrates that reading is to be implemented in the classroom in order to strengthen the students' reading proficiency and, at the same time, to improve their L2 level of competence. All this, keeping in mind motivation, a process that includes an adequate background, reading goals, explicit instruction, and a pedagogical influence towards the positive benefits of reading in L2.

Similarly, Christine Nuttall (2005), the author of the book *Teaching Reading Skills in a Foreign Language*, saw the importance of adding reading activities in curricula to provide practice opportunities in the classroom and give extracurricular tasks focused on developing reading skills. Besides, she clarified that there is a cycle of frustration or growth (p. 127) in students, as seen in figure 3, and explained that motivation is the primary key for better reading in and outside the classroom.

Figure 3*The cycle of frustration and the cycle of growth*

It is through proper reading instruction that the cycle of frustration can be avoided, and a better disposition for reading can increase students' academic and personal context (Grabe, 2009).

4.3. Critical reading

Up to this point, characteristics regarding this reading process in the school contexts start to take place. In order to talk about this topic, it has to be said that there are different levels of reading. These are literal, inferential and critical reading. Daniel Cassany (2003), an outstanding researcher and prolific author, highlighted the teachers' concern nowadays about developing critical reading in their students. He pointed out the increasing interest given to critical reading in school contexts in institutional webs, discussion forums and journal contents.

Thus, it is essential to remember that the 21st century challenges teachers to be critical and include a critical perspective in the curriculum. The internet and easy access to information leaves students open to all kinds of texts, and it is the educator's role to lead the way to a critical analysis of those Cassany (2013), in his book *Entre Líneas*, explains the importance of critical reading to understand the author's intention and assess the text, as, from a contemporary perspective, reading is also power discourse. Education must lead the way to develop critical readers that cab evaluate

a test and take a position within the established power representation and distribution (p. 83). Today's political, economic and global contexts require people to think critically, and education is one of the options that can help prepare future generations to do so. Appropriate pedagogical practices focused on improving students' critical reading levels can positively influence critical readers. In this way, Rosdiana stated: (2016):

Students can actively guide their own reading by targeting comprehension problems as they occur. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text. Students can also actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. (...) Having critical reading skills help to deepen a student's comprehension of a text, resulting in a positive reading experience (p.24).

This extract explains that critical reading impacts reading habits and reading for pleasure. The easier it gets for the student to comprehend and read better, the event becomes significant and broadens his/her information boundaries. However, not only that, it allows the student to demonstrate that he is a critical reader by being aware of what happens in the immediate context and being capable of using these same skills to read the different situations, to take a position and to indicate the corresponding arguments using the linguistic elements and the metalinguistic awareness.

Indeed, developing critical reading skills in L2 increases the possibilities of understanding context in a globalized world, taking into account the fact that English is widely used nowadays in the constant actualization of information through the web and the necessary attributes required

today to interact with people around the globe for several reasons. Furthermore, as it was exposed before, the benefits for an L2 learner to use different linguistic structures imply cognitive growth and a change of mental setting, which contributes to decreasing the inequality gaps.

Thus, Nuttall (2005) affirmed that it is crucial to practice and help students develop critical reading skills. She explained that: "Critical, reflective or responsive reading cannot be developed in a hurry, so if there is a little time to reach the ultimate objectives, you will have to help students to develop coping strategies - ways of tackling texts which enable them to understand enough for their purposes" (p. 126).

Then, it can be said that the school oversees letting students discover the like for reading and to make use of didactic and pedagogical methodologies in charge of associating this theory to the practice in the classroom environment. In this way, time and motivation play a key role and a path to follow to understand what learning and reading have to do with L2 acquisition.

4.4. Extensive Reading (ER)

In order to foster critical reading skills in the EFL classroom, the *Extensive Reading* technique is considered a mediation resource that could help students develop reading literacy, improve vocabulary, fluency, and provide them with strategies that allow the possibility of becoming better readers.

Since it is defined as reading in quantity and for extended periods of time, the *ER* technique has influenced different parts of the world, and its effect has been the main topic of different investigations that seek the impact it has on students in terms of motivation and positive attitudes, vocabulary growth, development of language and literacy skills, conceptual-knowledge growth, and reasoning, among others. William Grabe (2009) did considerable research about the use of the ER technique around the world and concluded by saying that:

Here is now considerable evidence from many sources to demonstrate that reading extensively, when done consistently over a long period of time, leads to better reading comprehension as well as improved abilities in several other language areas. [...] For programs that expect students to develop reasonably advanced academic reading abilities, there is no escaping the simple fact that one learns to read by reading (and by reading a lot). (p. 328).

So, what Grabe said has an impact on the present research study, as he collected the many positive experiences in the implementation of ER and concluded that it helps students improve in many ways.

Similarly, Christine Nuttall dedicated one chapter of her book to the *ER* technique and strategies to create extensive reading programs at school. She stated that curricula that integrate reading enable students to feel comfortable with texts with minimum problems while enhancing the L2. Moreover, she indicated that the teacher must promote the reading habit, help students choose the correct book, engage students in organizing a library, give incentives, and monitor the reading process. Finally, she established activities to assess reading programs and to continue improving in the classroom (2005).

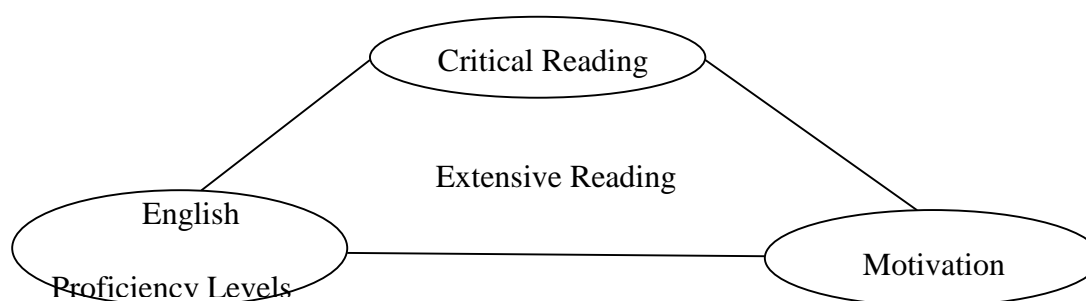
So, using the ER technique for reading in the classroom depends on students having good reading materials or activities. In this case, Bamford and Day (2004) provide ten principles to take into account for putting ER into action in an EFL classroom:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.

5. Reading speed is usually faster than slower.
6. The purpose of reading is usually related to pleasure, information and general understanding.
7. Reading is individual and silent.
8. Reading is its own reward.
9. The teacher orients and guides the students.
10. The teacher is a role model of a reader.

Additionally, although all principles are fundamental to preparing ER lessons, principles one and two are fundamental, and the others can be taken into account or not, depending on the type of classroom. The book *Extensive Reading Activities for Teaching Language* (Bamford & Day, 2004) gives teachers suggestions to include reading in the curricula and insight into organizing an ER program in the class. It is divided into "getting started" activities to help students and teachers examine their experiences, habits and attitudes towards reading in L1 and L2, introduce the reading materials, and several ideas to motivate, support, monitor, and evaluate reading. An essential handbook to guide teachers creates a better reading experience in an EFL context.

The previous theoretical framework formulates a significant experience, and its foundations are related to those of the improvement of critical reading skills, EFL and motivation towards reading habits, as represented in Figure 4.

Figure 4*Research Project Model***4.5. Legal framework**

This research proposal considers several legal regulations outlined by the UNESCO and the Ministry of National Education, whose purpose is to be clear about the components and the rights of students to education in Colombia.

First, the Ley General de Educación (1994) states that: “La educación es un proceso de formación permanente, personal, cultural y social que se fundamenta en una concepción integral de la persona humana, de su dignidad, de sus derechos y de sus deberes” (Art. 1). This law provides the basis for creating significant experiences at school that aims at improving students’ academic training regarding not only the mandatory areas of study in terms of knowledge, but also a critical view of what surrounds them, and the acknowledgement of others’ differences. Also, articles 21 and 23 specify the importance of learning elements regarding reading and writing in a foreign language that allows students to be autonomous in society (1994).

Second, the Sustainable Development Objectives proposed by UNESCO and adopted by the Colombian Government in 2018 set some goals intended to decrease the worldwide levels of education, poverty, health, etc. In Colombia, the goal for 2030 is to be a more equitable

country, and the present research study intends to close the gap in education and society. Moreover, UNESCO has also written the Intercultural Competences document as a conceptual and operational framework to develop educational proposals that change traditional teaching methods.

Third, the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, the Basic Learning Rights and the National Bilingual program outlined by the Ministry of Education layout the objectives to promote the teaching and learning of English as a Foreign Language in order to “increase the students’ cultural, academic, social and professional opportunities” (National Bilingual Program, 2018-2020). In this way, to improve the levels of communicative competences, and the overall development of global 21st citizens.

5. Research background

In order to put this research study in context, there are some selected international, national and local references that frame reading and the issues related to the topic. They allowed the research to take into account several aspects that might occur during the implementation of an Extensive Reading project, but also gave insight about the methodology of the study, or the situation in which the project takes place.

5.1. International research

In the international scope, Gillian Margaret Helen Claridge submitted to Victoria University of Wellington in 2011 her Ph.D. thesis *What makes a good reader: Engaging with graded readers in the context of Extensive Reading in L2*. There, she presents a “bricolage” approach, as she intends to explain that *ER* is not appropriately used in the classroom nowadays. She uses different perspectives (learners, teachers, and publishers) to demonstrate that *ER* is confused with Intensive Reading activities. Also, electronic devices influence most reading

possibilities in today's world. Teachers and participants often see language and reading as a goal for communication in the global economy rather than a preference, like reading for pleasure; hence, teachers teach reading focused on preparation for tests.

Additionally, she expresses that it is vital to let the appropriate authorities know (it means the Ministry of Education and other institutions) that silent reading develops fluent reading. Teachers and students should dedicate a minimum of half an hour every day to reading, but the environment in which students are present does little to motivate students to read extensively. Finally, she recommends that the best time to reinforce a like for reading is in secondary school, so teachers should let students choose books they like taking into consideration that such books are of their level and not above their L2 knowledge (considering that Paul Nation claims that it is better for students' motivation when the books have 98% of understandable knowledge). Her insights about reading add to this research study, as her reference frame is a secondary school, the same as this project.

De la lectura intensiva a la extensiva en la clase de ILE. Fundamentos didácticos, written by Raúl Ruíz-Cecilia (2011) from the University of Granada, analyzes both intensive and extensive reading in the EFL classes, explaining that skimming and scanning strategies are present in both. However, he considers that intensive reading sees the text from the linguistic rather than the esthetic perspective. As he examines Bramford and Day's 10 Principles for reading, among other researchers' ideas, he acknowledges that the ER technique promotes not only literacy but also comprehensible L2 input, benefits in the learners' linguistic competence, improvements of reading, writing, motivation towards the texts, reading habits, autonomy and confidence. He shows several research studies around the world related to the ER technique. He gives strategies for developing a school library, taking into account the students' reading and English Proficiency

levels and a teachers' self-evaluation to determine their expectations towards the group regarding reading strategies. Finally, he considers that the ER technique is more valuable for improving linguistic competence than intensive reading, which is a conclusion that definitely helped this research investigation as ER is the central topic.

Idami Nieves and Carlos Mayora (2013) from Venezuela conducted a documental research called *La Lectura Extensiva en inglés: Una propuesta teórica para mejorar la comprensión de lectura en estudiantes de secundaria en Venezuela*, which summarizes the Extensive Reading implementation from the theoretical perspective. They give an idea on how little research and implementation has been done in the Venezuelan context regarding ER, including limitations such as time and budget to develop an effective ER program that includes school libraries teacher training, among others, and suggests introducing the idea of adding one hour per week to silent reading in the classrooms. Moreover, they mention that although some teachers around the country conduct the ER programs in their classrooms because of personal motivation, many do not share their experiences by publishing articles or conducting research studies. This outstanding article was directed at secondary school teachers to improve the learners' reading skills. It highlighted the importance of the Ministry of Education to implement techniques that help develop the learners' autonomy when learning EFL. This article was chosen to be part of this research background for many reasons, one of them being that Venezuela is a sibling country with many things in common. In this way, most issues are also present in Colombian schools, and it relates to Claridge in the sense that it is imperative that educative administrations know the importance of L2 reading at school to enhance reading rates and motivation.

As one of the benefits of ER is the increase of vocabulary, the mixed-method research study called *The Impact of Extensive Reading on Learning and Increasing Vocabulary at*

Elementary Level, carried out by Syeda Asima Iqbal (2015) from Pakistan, with 50 secondary private school learners from Bahawalpur, wanted to determine if ER helped participants in learning and enhancing their vocabulary. The results demonstrated a positive influence of the ER technique in students' vocabulary improvement. Recommendations included the need for schools to expose learners to a significant amount of graded readers to build up vocabulary and motivation for reading. Furthermore, although Pakistan is way different in culture and language, their conclusions are essential for this project proposal because the teacher-research should carefully decide the time of exposure students have to read to enhance reading and L2 learning.

Furthermore, Junko Yamashita (2008), in *Extensive Reading and development of different aspects of L2 Proficiency*, intended to check if the effects of the ER technique appear more quickly in the reading ability or the linguistic ability in quantitative research with 38 Japanese university students as participants. He focused on this issue because several researchers remark that the benefits of ER are challenging to see in a relatively short time. This research study used the Edinburgh Project on Extensive Reading (EPER) information. The results demonstrated that during the 15-week course, the participants showed improvement in general reading ability, and suggestions included encouraging teachers to continue on an ER program to give students opportunities to activate their effective strategies in L2 reading using graded books they choose for the pleasure of reading the topics they find interesting. This work was meaningful for the investigation because it remarked that even in those environments in which ER cannot be implemented for very long periods of time, this strategy enhances reading comprehension and suggests selecting books students find interesting, which is vital for a positive ER experience.

Teaching Reading Comprehension to ESL/EFL Learners, article written by Suleiman Alyousef (2005) examined references that have to do with various issues regarding reading. They

are: reading comprehension, the cognitive tasks involved in reading, the types of reading techniques, the importance of teaching reading in the classroom, the key to reading comprehension according to some authors, the activities used in teaching reading, and a possible path for teachers to follow in order to teach reading correctly, and avoid a lack of automaticity in lower-level processing that leads to poor-skilled reading. The author provided a series of meaningful references for the present research study and made evident the compilation of information related to reading comprehension. All of this helps the teacher researcher be careful when planning the intervention and to take into consideration that reading includes several aspects in order to be successful.

The academic paper *Teaching of Critical Reading Skills in ESL and EFL Context: A Proposal for Action Research*, written by Jabreel Asghar and Abdullah Al-Bargi (2014), talks about the qualitative research study conducted in Saudi Arabia to verify if reading texts with a linguistic, conceptual, and cultural focus help the reader perceive the world and compare it with their context. The conclusions show that this hypothesis is adequate as participants do not only answer questions regarding the text critically, but these reading tasks also allow the learners to connect the reading experiences with their reality and head them to critical analysis and provide skills to become autonomous thinkers, which helps this research proposal whose main issue is regarding critical reading skills.

Leonardus Par (2018) conducted a research study at a University in Indonesia with 60 undergraduate students from a critical reading class aims to determine if there is a difference in Field Dependent (FD) students and Field Independent (FI) students when reading a text critically. In the article *The EFL students' Critical Reading Skills across cognitive styles*, the author stated that previous research studies demonstrated an improvement in critical reading skills. However,

they did not consider that students with different cognitive styles may understand the text in a particular way when being involved in critical reading activities. Such activities include using High Order Thinking skills (HOTs), identifying the non-directly stated main ideas of passages, and the author's purpose and tone. Also, guessing the meaning of words in context, drawing conclusions, making comparisons, forming justified personal opinions, making inferences, recognizing bias, identifying cause and effect relationships, recognizing contradictions in a text, and evaluating arguments. The research findings clarify that although most students have low critical reading ability, there is a difference between FI and FD students. FI students tend to be more self-confident and competitive, and FD is more social and emphatic, so they connect better with different genres and develop specific critical reading strategies. It also demonstrates that motivation towards reading depends on the type of reading given in the classroom and the cognitive style students have. Besides, the author emphasized that in today's world, students need to learn how to be critical citizens and critical readers to foster critical thinking habits. This article is meaningful because no matter the geographical position, all students need to be aware of critical reading in their learning process.

Although this is a quantitative experimental research piloted in Saudi Arabia by Mervat Ahmed (2016) *Web Quest and EFL Critical Reading and Writing* wanted to indicate Web Quest as a meaningful technique to improve critical reading and writing in the classroom. This research study allows us to see that critical reading can be improved in the EFL classroom and the positive findings mark the path of quantitative research to be effective in understanding, comparing, and analyzing the students' critical reading level through the experiment. Also, the author invites teachers and researchers to include technology to help students develop their critical reading and

writing skills. Finally, it is highlighted that an improvement in reading helps in the improvement of writing.

Regarding reading motivation and achievement, the article *An Investigation into the Relationship Between L2 Reading Motivation and Reading Achievement*, presented by Funda Ölmez in 2015 could not identify a significant correlation between students' reading motivation and reading achievement, it did identify that students are motivated to read in English for its linguistic utility of texts, an extrinsic and intrinsic utility value, or reading and their reading efficacy. The article provides an important focus for the research study on motivation as key for improving reading and reading for pleasure.

5.2. National Research

Now, talking about national investigation regarding reading there are seven research studies that stands out. In the article *Challenges in English Teaching and Learning in Colombia*, Zaily Del Toro, *et al.* (2019) explained how teaching English is seen from the education scenario in Colombia, taking into account political, methodological, didactic, and curricular aspects, and it is an invitation to carry out research practices that help to the development of reading comprehension and teaching practices regarding reading in Colombia, Latin America, and the world. It stands out that reading plays a vital role in Pruebas Saber 11, and the results from previous years in this test and the PISA and PIRLS tests demonstrated that Colombian students struggle with reading in L2. Suggestions of having more hours for English classes and the practice of reading strategies since early stages of school are given.

Reading Comprehension in an English as a Foreign Language Setting: Teaching Strategies for Sixth Graders based on the Interactive Model of Reading, a qualitative action

research implemented by Ángela Gamboa (2017) intended to demonstrate that students improved their reading comprehension and were able to understand stories in L2 and activate their schemata to make predictions, confirm their guesses and compensate weaknesses using interactive processes proposed in the interactive model of reading. This article helps understand and develop reading strategies implemented in the Colombian context and clarifies that it is necessary to let students see themselves as active agents in the reading process and use their L1 or L2 background to improve their reading and consolidate their L2 knowledge.

Also a qualitative research carried out by Nery Ruíz de Guerrero, and Gladis Arias (2009) *Reading Beyond the Classroom: The Effects of Extensive Reading at USTA, Tunja* provides a clear example of the implementation of ER in the Colombian scenario, especially in a university setting. In this case, the results demonstrated the benefits of ER to the process of second language acquisition on students' motivation towards reading practice and the importance of including ER and reading comprehension activities in the EFL classrooms.

Claudia Suescún (2015) shows a pre-experimental mixed research that lacked a control group in the article *La lectura extensiva en el aula de inglés como lengua extranjera*. It indicates that students recognize reading as important in their lives and in their learning context, but they do not tend to do it frequently. After the implementation of ER in the classes, students claimed they read more and could improve their reading comprehension in L2. The author expressed that more qualitative research needs to be done in the classroom in order to challenge the teacher to know more about students' needs.

Another mixed methods research submitted to Universidad del Norte by Johanna Ávila (2017) called *Teaching Explicit Reading Strategies and Students' Reading Development* wanted to demonstrate that including explicit reading strategies helps foster critical reading skills in

university students. This paper considers making inferences, identifying the author's purpose, and motivating students towards reading in L2 when working with critical reading skills. However, the author also explains that the learners should acquire such reading strategies before entering the university, so it is of utmost importance to carry out pedagogical interventions in secondary school. Even though the previous articles refer to university students, they agree in the importance of ER, so it makes it better to carry out this technique in eleventh grade.

The qualitative research called *Effectiveness of Reading Strategies and Improving Reading Comprehension in Young ESL Readers* by Zurek Cadena (2006) also emphasizes the importance of reading strategies being implemented in the classroom to foster reading comprehension, starting from school. Besides, teachers must know students' needs to choose the appropriate reading and teaching materials for the improvement of critical reading skills.

Ángela Garzón (2018) in *Constructing Meaning by Using Metacognitive Reading Strategies in an EFL Classroom* proposes in this qualitative research the use of specific reading strategies that include planning before reading, self-regulation when reading, and reflecting to improve students' reading skills in the university context of an EFL class. Also, the creation of reading material by teachers that responds to the students' needs. Thus, such strategies help students become critical readers and contextualize what they read with social issues around their context.

Even though the previous articles refer to university students, except from Cadena, they all agree in the importance of including ER activities before students get to university, so the idea of carrying out this reading technique in eleventh grade is even better.

5.3. Local Research

In the local reference, it stands out that several research projects submitted as requirements to obtain a master's degree have been carried out regarding reading, and all of them relate to Universidad Industrial de Santander.

The first one, called *Improving EFL Students' Performance in Reading Comprehension Through Explicit Instruction in Strategies*, is a mixed-method research carried out by Professor Olga Uribe (2015), and implemented with 40 undergraduate students from a private university from Santander, showed that in a 16-week course there was an increase of reading strategies recognized by the participants as a direct consequence of explicit instruction, and conscious learning was promoted through this pedagogical intervention. The author recommends explicit instruction in the classroom to improve reading comprehension. Again, in this case, the article refers to university students. However, the teacher-researcher considers important to start from school with explicit instruction so that students know how to deal with academic texts and the use of L2 in a different environment.

On the contrary, Sandy Ardila (2018) carried out a qualitative research implemented with kindergarten students from a private school located in Floridablanca. *Building up Comprehension of Simple Stories and Fostering Students' Interaction Through Paired Reading Instruction* showed that a 10-week didactic sequence could help reading comprehension, fluency, and pronunciation. The author expressed that the use of L1 helps them express their feelings and share with others. And although Ardila did not use the ER technique, she could demonstrate that reading comprehension in L2 can be implemented since a very young age.

A third research study, carried out by Juliana Durán (2018) and called *Propuesta para la lectura crítica de cuentos cortos en lengua extranjera inglés, con estudiantes de una Licenciatura en Idiomas, de una universidad privada de Colombia* focused on qualitative research with undergraduate students from a university in Bucaramanga to validate the idea of improving critical reading in the classroom by using authentic texts. It is necessary to comment that critical reading can be fostered in the classroom as long as teachers present activities regarding critical reading. Also, she gives recommendations to use reading in the classroom, including that students previously have some idea about the author, use visual graphics and audios related to the text to understand better, improve pronunciation, and organize the class in pre-reading, reading and post-reading activities.

This qualitative research study conducted by Liliana Flórez (2018) in a public school in Floridablanca also demonstrates that the use of reading strategies helps students improve their reading comprehension in English classes. *Improving Reading Comprehension Through Skimming, Scanning and Graphic Organizers* shows that there is a need for English teachers in Santander to improve the reading results using didactic strategies and that although there are external factors in public schools that affect their performance, the use of texts in L2 and the use of corresponding strategies help them become proficient English learners.

Tras las líneas de la historia: Una aventura hacia el mundo de la lectura crítica, a qualitative research implemented by Rosa Salcedo (2018) in a public school from Mogotes shows a significant difference with the previous studies, as it aims to improve critical reading from the Social Sciences class. It is outstanding that teachers understand that a paradigm change needs to be done so that critical reading does not correspond only to languages classes but that it is also part of an integral vision of the school curriculum. Although this research study did

not show a significant improvement in critical reading, motivation played an important role and explicit recognition of problem questions and argumentative strategies.

Tatiana Mikhailova (2008) carried out an action research called *Improving Students' Reading Skills Through the use of WFR Activities* and provides information related to the use of warm-up for reading activities (WFR) for pre-reading in class to improve students' reading results. This paper is pertinent to the current study since it contributes with general observations and recommendations for EFL classes in the local region, and gives several examples of possible activities to include in the intervention lesson planning.

6. Research contextual foundations

A description of the research population has to be done to clarify the research context, considering essential characteristics required for an adequate proposal implementation.

Humberto Gómez Nigrinis School is located in Piedecuesta. According to the Institutional Educational Project, or PEI (2017) - its initials in Spanish -, the school is located between various seismic faults: Los Santos to the south, the Suárez River to the west, Bucaramanga to the East, Ruitoque and Río de Oro to the north. This geographical placement is of great significance, considering that people living in Piedecuesta are used to the natural conditions derived from telluric movements. Consequently, the physical structure has evolved in two distinct structural phases: the first part of the school, known as “Antigua Alianza,” is an old building dating back to the 1960's and its structure presents many leaks and cracks in walls and roofs. The new part built during the 1990s is better and usually hosts those students from higher levels to whom this research is directed.

In addition, the school enrolls students from K to 11th grade and adult learners in the CLEI⁴ system, a service for adult people who want to finish school at night or during the weekends. The total population of the school is approximately 2000 students.

In fact, according to the school records, the majority of students come from low socio-economic status (1 or 2), and approximately 10% of the population are considered special needs students, either with cognitive disabilities, victims of force-displacement or in foster care under the protection of the Colombian Family Welfare Institution due to familiar problems. In the absence of adequate caregiving, many students are easily trapped by criminal and drug-dealing organizations. Moreover, regular family conditions imply the lack of values, illiteracy, and unemployment in parents or caregivers, according to the school students' background and their own comments. Despite it all, students reach up to the school in an ongoing effort to improve their socio-economic and family conditions while trying to do their best.

Notwithstanding, due to the COVID-19 pandemic, the school made some decisions regarding the classes. The normal schedule continued with classes from 6 a.m. to 12:30 m, one hour each class. Students and teachers connected through the Gsuite components (Gmail, Classroom, Drive, Meet), as 85% had access to the internet and electronic devices. At the beginning of each term, students without connectivity received didactic worksheets designed by the teachers of each subject to be delivered on specific dates proposed by the school.

⁴ Ciclo Lectivo Especial Integrado.

7. Methodology

7.1. Approach

This research study focused on determining how the implementation of the ER technique contributes to the development of critical reading skills in L2. It was based on the qualitative methodological approach, as it allowed the researcher to analyze non-numerical data to interpret feelings, opinions, or events. The SAGE Encyclopedia states: “it is designed to explore the human elements of a given topic, where specific methods are used to examine how individuals see and experience the world” (2008, p. 26). Considering the stated objective, the qualitative research at school pretended to inquire how the researcher’s teaching practice influenced not only the reading proficiency levels but also how it affected students’ feelings and ideas towards reading itself.

7.2. Type of study

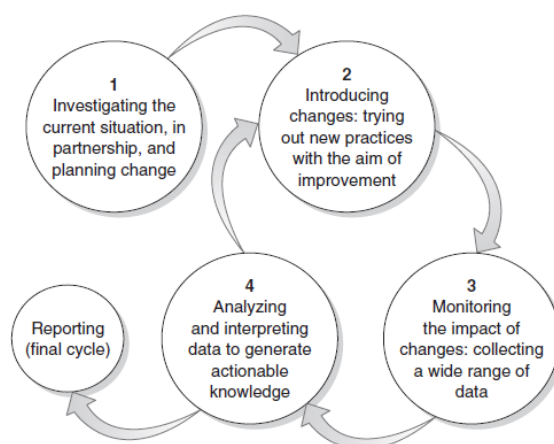
Action Research is the type of study chosen for this investigation because it produces unique insight into the relationship between the learners’ actions and their sociocultural context. So, Action Research allows the collection, analysis, and interpretation of data to grant other readers the possibility of comparing it to their context. Bridget Somekh, in *The SAGE Encyclopedia of Qualitative Research Methods* (2008), added: Reflexivity, where researchers continuously explore their own assumptions and how these shape their research activities, their interpretations, and the generation of knowledge is centrally important.” (p. 4). In this way, Action Research supports the investigator in analyzing in detail the different educational contexts. Its purpose is to validate proposals that help transform the pedagogical praxis while better comprehending the target population’s environment and society.

7.3. Cycles of the research project

The research study was divided into four cycles and a final report aiming to achieve the previously stated objectives. The first cycle is intended to identify and collect data about the learners' English proficiency and critical reading skills. Then, the second cycle consisted of designing class interventions based on the ER technique and the learners' needs. After that, the third cycle focused on collecting data and monitoring the impact of changes. Finally, the information gathered during the process was analyzed to describe the teacher and students' perceptions of the development of critical reading skills. This final cycle reported the results, conclusions, and limitations. An action research study focuses on the self and engages the participant researcher and her context, so the reflection incorporates a critical stance of the research process and introduces changes when required for improving and generating knowledge. In this case, reflection was the core of this research study.

Figure 5

Model of Action Research



Note: The figure was taken from SAGE Encyclopedia, 2008, p. 4.

7.3.1. *First cycle: Identification of the situation.*

This cycle was divided into three moments. During the first moment, a Needs Analysis Questionnaire was applied to 35 eleventh grade students from the same classroom to identify the learners' L2 prior knowledge, their attitudes towards EFL as a subject at school, learning preferences, reading habits, and reading strategies used both in L1 and L2. In the second moment, an English Proficiency test was implemented again to the 35 students, whose results were decisive to choose the final 13 participants who obtained A2 level and could finally take the critical reading exam in the third moment. The analysis of these results is thoroughly described in section 9. Diagnosis implementation and analysis.

7.3.2. *Second cycle: Class design and intervention.*

After choosing the 13 final participants, the teacher/researcher planned the intervention taking into account their results from the diagnostic activities. The class intervention was designed considering pedagogical, didactic, and methodological perspectives. Bamford & Day (2003) stated that the book selection was negotiated with students, but the teacher mediated to facilitate the decision-making process. The didactic sequence designed for this purpose is also thoroughly described in section 10. Pedagogical Intervention.

7.3.3. *Third cycle: Data collection.*

During the implementation of the didactic sequence, it was necessary to monitor the impact of changes and collect a wide range of data. For this purpose, the teacher-researcher applied three different tests after students finished reading each of the three books. These tests' purpose was to find out what changes were there in students' proficiency level and reading skills in L2 after implementing the ER strategy. Also, the teacher-researcher observed and recorded each class and, after each session, she highlighted important issues related to the research study and reported them

in the research journal, which included reflections about the main elements directly linked to the research objectives. Furthermore, students were asked to keep a research diary and to ensure they wrote entries, and some prompts were given to them after each session to respond to the implementation.

7.3.4. *Fourth cycle: Data analysis and results.*

In this final cycle, the idea was to describe the teacher and learners' perceptions of the development of critical reading skills in the EFL classroom after implementing the ER technique. At the end of the implementation, two focus group interviews were carried out and recorded. After this, the teacher-researcher journal, the students' diary entries, the recording transcriptions, the interview, and the learners' tests results were analyzed using the software Atlas Ti, a tool used to interpret qualitative data, and coding it to categorize the main findings to systematize the collected information so to report it as conclusions and limitations.

7.4. Data gathering instruments

To implement this research study, observational and non-observational data methods were essential to collect the necessary data and support findings. In this case, all the information gathered from the instruments was triangulated in order to analyze the teaching practice and the influence it had on students' development during the ongoing process, and the results and conclusions from it.

7.4.1. *Non-observational data method*

Questionnaire. Implemented before, during the and after the intervention, in this qualitative research study the questionnaire was applied to gain information about the students' proficiency and perceptions related to the research objectives. A diagnostic test (pretest) was applied before the intervention, to identify the students' English proficiency levels, reading level, and needs, and

three post-tests to check the effects of the intervention in time. However, the diagnostic test was divided into three parts.

7.4.1.1. Needs analysis questionnaire. It was adapted from Lahuerta's (1997) and Bamford & Day's (1993)⁵, and the layout was in charge of an expert designer (See Apendix A). It consisted of 19 closed questions and 3 open questions. The main purpose of this questionnaire was to identify the participants' perception of EFL in the classroom and reading to determine the planning objectives properly. For that matter, it was validated in three stages:

1. Content validity to evaluate the questionnaire's content considering the categories of sufficiency, clarity, coherence, and relevance. The questionnaire was validated by eminent experts in the EFL Colombian context such as Dr. Carlos Rico Troncoso (Pontificia Universidad Javeriana), Dr. María Fernanda Téllez (Universidad Externado de Colombia), Mg. Olga Uribe Enciso (Universidad Industrial de Santander), and Mg. Laura Dueñas (Universidad Industrial de Santander) from January to April 2021, using a conceptual matrix designed by Escobar & Cuervo (2008) and adapted according to the validation purpose.

2. Face validity to assess the needs analysis informally and subjectively in terms of skimming the surface of the test and giving an opinion about it. This face validity process took into account opinions from professionals in the educational area (four English teachers and a school psychologist) through recorded Meet calls in April 2021, and also five students from the same school, age and grade (although not the same students as the participants).

⁵ The authors mentioned above gave their consent to use the questionnaire through e-mail in November 2020.

3. After changes from the previous stages were implemented, the same five students from the previous step were chosen to sample the Needs Analysis questionnaire and give an idea of possible difficulties the participants might encounter when answering the survey.

7.4.1.2. English Proficiency test. The purpose of this test was to determine the participants' English Proficiency level to choose adequate reading material (Graded Readers) for them. In this case, the British Council English Level test was implemented.⁶ The test was designed for personal use to give an approximate indication of someone's English level. The test consisted of 25 questions, and the participants were asked to read each question carefully. After each question, the participants were requested to indicate how sure they were of their answers (Certain, Fairly sure, Not sure). After they finished the test, the webpage indicated a percentage (from 0% to 100%) and an approximate English level. For this study, the students who obtained 50% or above were level A2 (Intermediate), so they could participate in the project. The questions were focused on grammar and vocabulary, similar to a Pruebas Saber exam.

7.4.1.3. Critical Reading Pretests. The pretests were taken from Juliana Duran's research study (2017), and she gave her permission to use them.⁷ However, some modifications needed to be done to make them suitable for eleventh graders, and such changes are shown in Table 1. In each case, the first column contains the three different levels (literal, inferential, and critical) that the MNE considers fundamental for a reading process no matter which education level (high school or university). The second column displays the corresponding skills for each level Durán took into account when designing the tests for her university students, and the third column states the skills evaluated in the Pruebas Saber 11, according to the MNE (2021) and that was considered for the pretests of this research study. The last two questions were changed in the first

⁶ It can be found in <https://learnenglishteens.britishcouncil.org/content>

⁷ This consent was given through e-mail in May 2021.

test as they were considered too difficult for their school level, following Nuttall's suggestions to create the prompts. Also, the question numbers were improved for better understanding. The second pretest was also analyzed, taking this information into account (Appendix B). The test is explained in detail in section 9.3.

7.4.1.4. Reading Posttests. At the end of each unit, three posttests were implemented to check students' development of reading skills. They were created taking into account Nuttall's suggestion. According to her: "(...) we should use in tests unseen texts that are similar to texts used in class" (2005, p. 221). Each posttest is better described in section 12.

Table 1

Adaptation from the Critical Reading Pretest

Reading level	Durán, J. (2017) Adapted from "Guía de orientación Módulo de Lectura Crítica. Pruebas Saber Pro 2015-2"	Adapted from "Guía de orientación Módulo de Lectura Crítica. Pruebas Saber 11 2021-1"	Questions coincidence
NIVEL LITERAL Identificar y entender los contenidos locales que conforman un texto.	<ul style="list-style-type: none"> • Reproduce la información que el texto nos suministra, de manera explícita y directa. • Capta la gramática y vocabulario sin llegar a lograr más inferencias. 	<ul style="list-style-type: none"> • Entiende el significado de los elementos locales que constituyen un texto. • Identifica los eventos narrados de manera explícita en un texto (literario, descriptivo, 	<p>Questions six to ten (Pretest 1)</p> <p>Questions one to five (Pretest 2)</p>

	<ul style="list-style-type: none"> •Recupera información literal fácilmente del texto. •Capta lo que el texto dice en sus estructuras de manifestación. 	caricatura o cómic) y los personajes involucrados (si los hay).	Questions one to five (Pretest 1)
NIVEL INFERENCIAL Comprender cómo se articulan las partes de un texto para darle un sentido global.	<ul style="list-style-type: none"> •Localiza información explícita o concreta (por ejemplo, lugares, nombres y fechas) en un texto). •Reconoce las estrategias discursivas de un texto (usadas por el autor para convencer, refutar, informar, etcétera). •Reconoce ideas o afirmaciones explícitas o sugeridas por el autor. 	<ul style="list-style-type: none"> •Identifica y caracteriza las diferentes voces o situaciones presentes en un texto. •Comprende las relaciones entre las diferentes partes o enunciados de un texto. 	Questions eleven to fifteen (Pretest 1) Questions six to ten (Pretest 2)
	<ul style="list-style-type: none"> • Identifica y caracteriza información abstracta (por ejemplo, 	<ul style="list-style-type: none"> • Establece la validez e implicaciones de un enunciado de un texto 	Questions 16 to 20 (Pretest 1)

<p>NIVEL CRÍTICO</p> <p>Reflexionar a partir de un texto y evaluar su contenido.</p>	<p>supuestos, implicaciones, razones, prejuicios, juicios de valor, etcétera) contenida en un texto.</p> <ul style="list-style-type: none"> • Relaciona información del texto con información que no está en el texto (y que forma parte del bagaje cultural que se espera de estudiantes de este nivel). • Relaciona las estrategias discursivas con contextos socioculturales específicos. 	<p>(argumentativo o expositivo).</p> <ul style="list-style-type: none"> • Establece relaciones entre un texto y otros textos o enunciados. • Reconoce contenidos valorativos presentes en un texto. • Reconoce las estrategias discursivas en un texto. • Conceptualiza adecuadamente un texto o la información contenida en este. 	<p>Questions 11 to 15 (Pretest 2)</p>
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7.4.2. *Observational data method*

Participant Observation. As described by Lynne E. F. McKechnie (2008), it is a way in which the researcher involves in the everyday activities in a natural context in order to collect data for the investigation. Hence, the data collection from the environment and its respective analysis was done neatly and the appropriate information was that directly related to the research objectives. On that account, the data gathering instruments for this method were the video recording, the students' diary, and the teacher's journal.

7.4.2.1. Video Recording. The use of video in the qualitative research has been of great importance in nowadays research studies. Shrum and Duque expressed: "video is a more robust and transparent data collection technology. As a reflexive prompt, it can help individuals or groups provide richer data" (Wesley Shrum and Ricardo Duque, 2008, p. 348). So, the video recording captured the students' interaction, comments and non-verbal language, and it helped the researcher study in detail the social activity in the classroom setting.

7.4.2.2. Students' Diary and Teacher's Journal. Intended to analyze more in depth and to know more about the characteristics that might influence the research process. According to Kendall Smith-Sullivan (2008): "Diaries are generally used to track participants' daily activities and objective experiences, whereas journals capture writing that includes emotion, introspection, and self-reflection" (p. 213). It means a kind of notebook in which the emerging categories (information regarding feelings, comments, places, among others) are carefully written in each observed session. Indeed, it is the researcher's duty to collect and reflect upon the obtained field notes, and make sure the notes are clear enough in case a future reader would reproduce this research.

7.5. Participants

The participants of this project belonged to a group of eleventh graders of a public school in Piedecuesta, Santander. Of the thirteen participants⁸, 54% are male, and 46% are female (Figure 6). Their ages range from fifteen (8%), sixteen (54%), and seventeen (38%) years old, as shown in Figure 7. Although they were born in different parts of the Metropolitan Area of Bucaramanga, except for one student from Medellín, they all live and study in Piedecuesta, two of them in rural areas, and the rest in the urban area (Figure 8).

Figure 6

Sex of the participants

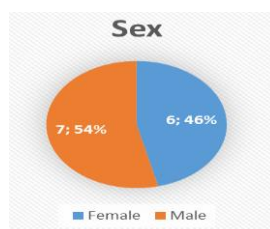
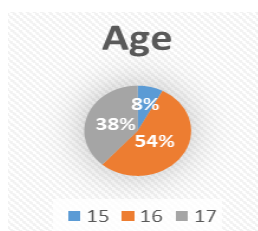
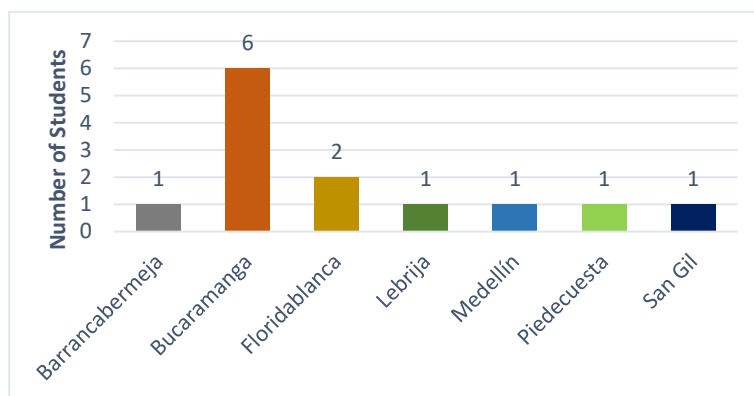


Figure 7

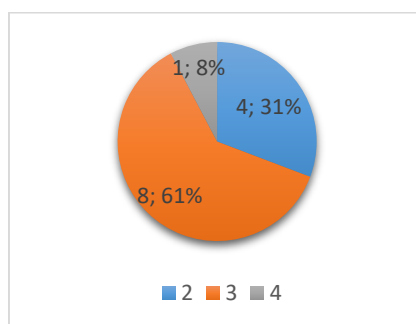
Age of the participants



⁸ At a public school it is usual having 30 students per class in eleventh grade. Those students who were not selected were in the same class with the ones selected for the research study. They also participated and read the same books. They struggled more, but were eager to try and use the L2. However, no data was collected from them.

Figure 8*Participants' place of birth*

As shown in figure 9, these students belong to different social strata, 2, 3, and 4, with a predominance of the first two options.

Figure 9*Participants' social strata*

From the four groups of eleventh grade, this group was the most equally distributed in terms of gender and age. Also, this group was more engaged in virtual classes, which was necessary for implementing the project.

8. Ethical considerations

SAGE Encyclopedia of Qualitative Research Methods (2008) specified ethical considerations that were taken into account, as this research proposal entailed issues regarding the

scientific responsibility of the researcher, the relation between the participants and the investigator, and the duty to report all data collection and analysis objectively.

Consequently, this research study took into account the established parameters from legislation 1581 of 2012 and decree 1377 of 2012 regarding general regulations for personal data protection. The gathered data was kept digitally, and the researcher protected the participants' identities. Accordingly, before the intervention, an informed consent that included information regarding the project was given to students and their legal representatives (Appendix C).

9. Diagnostic test implementation and analysis

After the teacher-researcher explained the research study and its objectives to parents and students, and they signed the consent forms, three different questionnaires were applied to students to know more about the students' initial attitudes, interests, and habits towards reading, as expressed in section 7.3.1. The diagnosis was divided into three parts: The needs Analysis Questionnaire, English Proficiency Test, and Critical Reading Pretest. They will be thoroughly described and analyzed below.

9.1. Needs Analysis Questionnaire

The questionnaire aimed to identify the students' socio-demographic information, their prior knowledge of English and their perception towards EFL as a subject at school, learners' preferences in class, attitudes towards reading in L1 and L2, and reading habits and strategies. In this case, the data gathered was important to know more about students' attitudes and interests towards reading in L2 to make important decisions when planning the intervention using the *ER* technique.

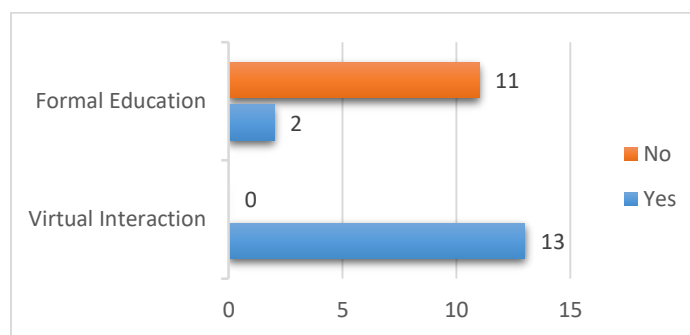
Due to the pandemic and the use of virtual resources to continue with the classes, students answered this questionnaire through Google Forms, and the responses were easily downloaded

through a Microsoft Excel sheet for a better analysis. Although this test was carried out with all 35 students from the chosen eleventh-grade class, only the thirteen participants' answers were considered for this analysis. The reason for this election will be explained in section 9.2. Likewise, the socio-demographic information was already accounted for in section 7.5.

Collecting information about the learners' prior knowledge of the English language gave the teacher-researcher an idea of the learners' English level and the contact with the language during their lives. In Figure 10, their answers showed that although two students took previous English courses at Language Institutes, most of them considered that they had also learned the language through non-formal education like virtual interaction, Apps, webpages, or games, and it indicated how much time students spend on the internet.

Figure 10

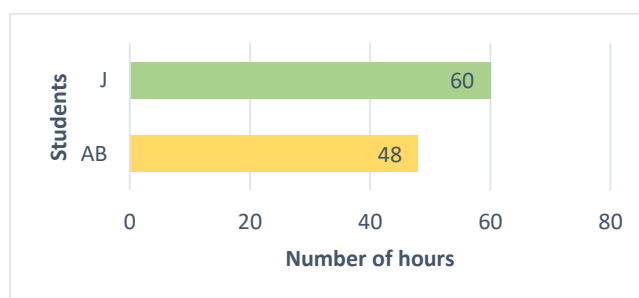
Participants' prior knowledge of the English language



According to Figure 11, the two students who studied at a Language Institute specified the length of time of these courses. However, the results demonstrated that they did not dedicate much time to the course and dropped out for unknown reasons. It suggested that their English proficiency had not been highly influenced by formal education outside school.

Figure 11

Number of hours the participants dedicated to English courses

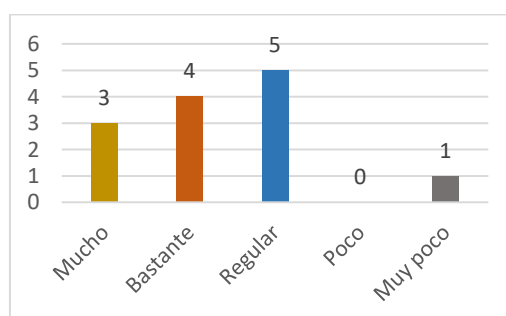


It contributed to the research, as it directly linked to the first principle of *ER*. According to Bamford and Day: "the reading material is easy." The previous answers gave how much students interacted with the language outside the school to make the right choices with the reading materials.

In the set of questions related to students' perceptions towards EFL as a subject at school (Figure 12), the participants were asked about the importance given to English as a school subject. Seven students out of thirteen said English is important. However, it was also noticeable that 6 students considered English are of relatively little importance.

Figure 12

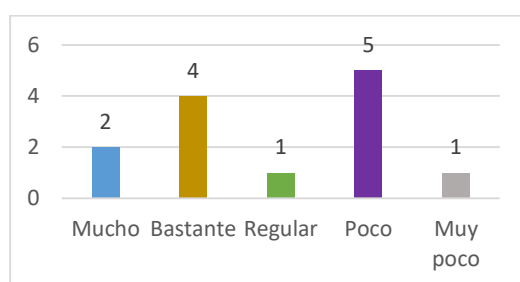
Participants' perception about the importance given to EFL as a subject at school



Also, they were asked if the English classes were enough to improve their current English level (Figure 13). Again, their answers showed that half of the students considered the classes at school were enough, but the other seven considered that the classes did little work to help them improve.

Figure 13

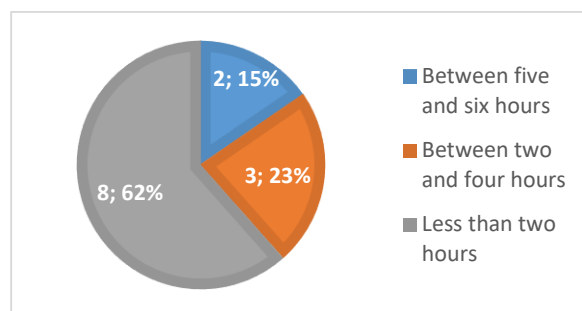
Participants' perception about EFL at school



However, in the question related to the time students dedicate to the subject, it could be noticed that 62% of students spent less than two hours outside the school to practice, do homework, among other things, 23% of students spend between two and four hours, and 15% of them spend between five and six hours (Figure 14). Compared with the hours taken at school (two hours per week), most students dedicated just the necessary time to fulfill the assignments.

Figure 14

Time students' time dedication to the subject

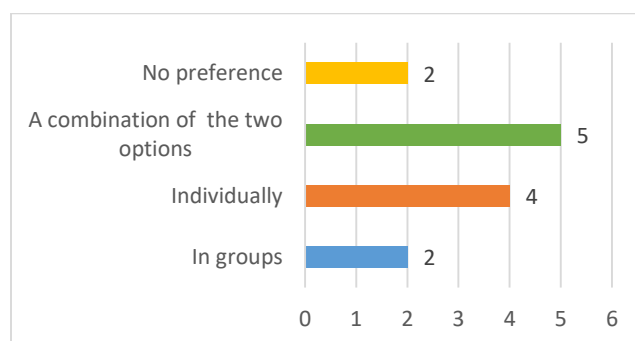


So, it was concluded that students' attitudes towards the subject were to be taken into account when planning the classes, to find meeting points in which students get interested about the subject and consider the benefits of learning English at school, at the same time they discover that reading is an important part of the process. In this way, it was the teacher-researcher goal to implicitly and explicitly provide students with opportunities for them to consider this, as stated in the tenth principle for *ER*: "the teacher is a role model of a reader," and the fourth principle "learners read as much as possible" (Bamford & Day, 2004, p. 3), so it was necessary to dedicate some time to reading.

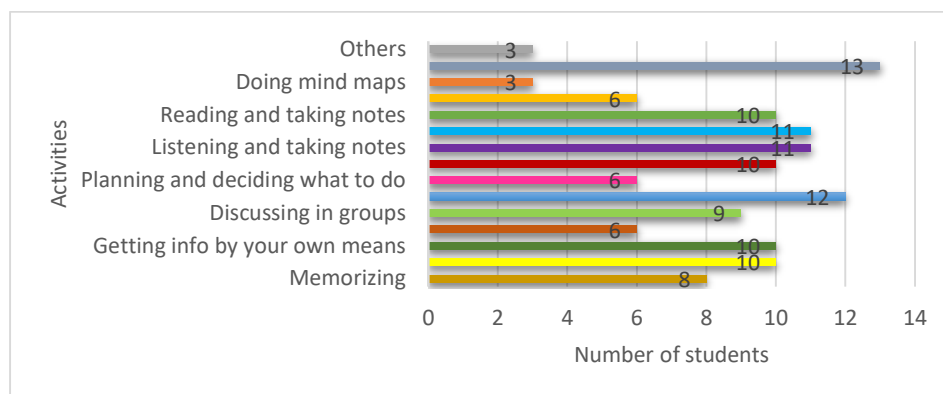
Likewise, it was pertinent to consider the students' preferences when designing the classes. There was a set of questions to collect this information. The first question was, "How do you prefer learning in class?" Figure 15 shows that although four students preferred learning individually, and two preferred learning in groups, the other seven learners opted for a combination of the first two options, or they did not have a preference and did not mind working both ways. It connected to the tenth principle of *ER*, as it was the teacher's role to help students who liked working individually or in groups to create an informal reading community. (p. 3).

Figure 15

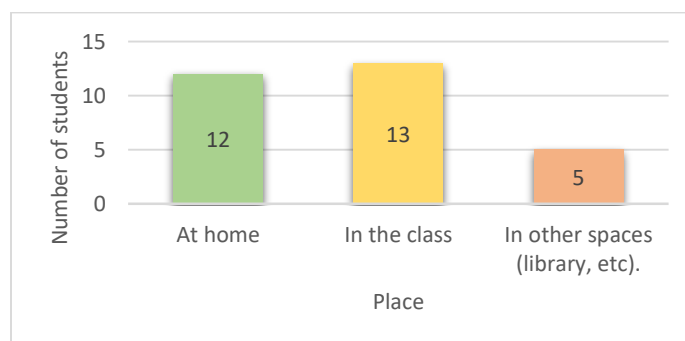
Participants' learning preferences



Regarding activities when learning in class, the second question, all thirteen students answered that they learned better using visual aids. As shown in Figure 16, the most common activities were listening (twelve answers), reading (eleven answers), listening and taking notes (eleven answers), chatting with a classmate (ten answers), getting information from books or printed copies (ten answers), getting information by their means (ten answers), discussing in groups (nine answers) or memorizing (eight answers). These preferences expanded the possibility of a reading program where students could read and discuss, bringing ideas and information to the class to talk over what has been read and how it relates to life outside school or reading-aloud tasks to stimulate listening skills. On the contrary, a few students liked certain activities such as doing mind maps (three), doing problem-solving activities (six), repeating (six), planning and deciding what to do (six). In addition, the three students who chose the option "others" suggested the use of music, movies, and pronunciation tips. It could be considered that students liked working in groups, but they were used to being told what to do. The implementation of the ER strategy should encourage students to have an active role in class. Understanding what students liked doing in class related to the eighth ER principle, as it stated that "(...) teachers may ask students to complete some kind of follow-up activity after reading. (...) What is important is that any follow-up activity respects the integrity of the reading experience and that it encourages rather than discourages further reading". (p.2).

Figure 16*Participants' learning activities preferences*

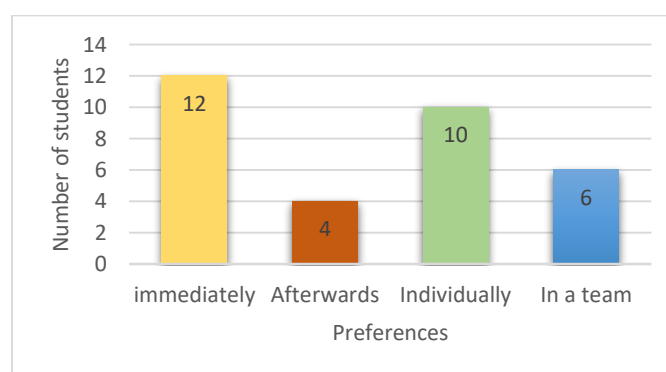
Now, regarding the space in which students preferred learning, they chose to learn in class. In Figure 17 it can be seen that twelve out of thirteen students preferred to learn at home, but this was possible because the classes were online, and they took them from home. Finally, only five students liked working in spaces such as libraries, a prompt the seventh ER principle, as learners take their time reading, and sometimes it has to be done as homework, individual and silent (p. 3), and with the fourth principle, learners read as much as possible in or outside school.

Figure 17*Participants' learning space preferences*

In addition, most of the students liked to be corrected immediately when making a mistake, but individually. Less likely, only four students said it is important to be corrected afterward. Also, half of the students preferred to be corrected in a team (Figure 18). The correct use of this information for the implementation might contribute to a positive reading and learning experience, as expressed by the ninth ER principle: "the teacher will also want to keep track of what and how much students read and their reactions to what was read in order to guide them in getting most out of their reading" (p.2).

Figure 18

Participants' preferences regarding feedback

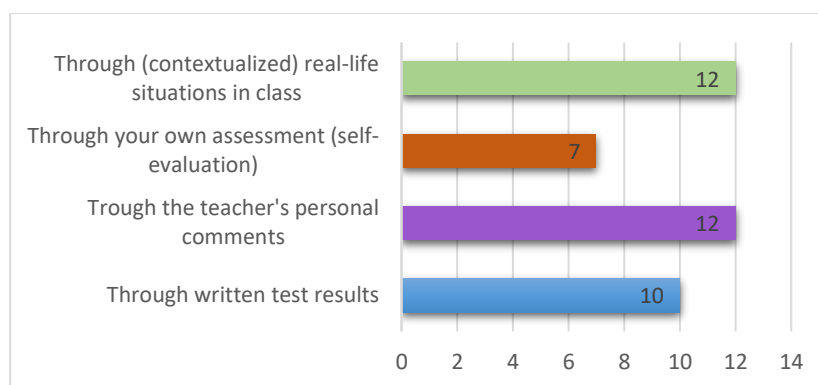


Although reading is its reward, as stated in the eighth principle of ER, the relation between an extensive reading program and an emphasis on critical reading skills made it necessary to keep track of students' progress. So, students were asked how they liked to know about their progress in the subject (Figure 19). Most of them considered they liked to know through contextualized real-life situations (twelve students), through the teacher's personal comments (twelve answers), or written tests (ten answers). Only half of the students considered the option of self-evaluation. However, the MNE considers self-evaluation as the student's critical capacity of self-reflecting in his/her learning (MNE, 2016, p. 38). Consequently, the

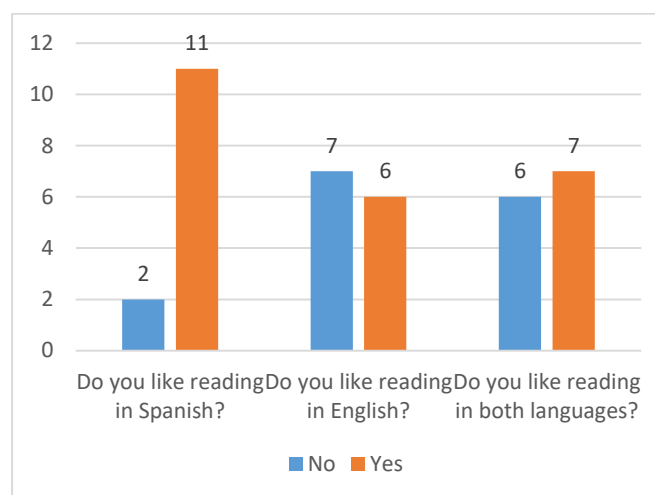
implementation should consider both summative and formative assessment and lead to the learners' critical reflection of their learning process, in this case, through the development of the fourth specific objective of this project.

Figure 19

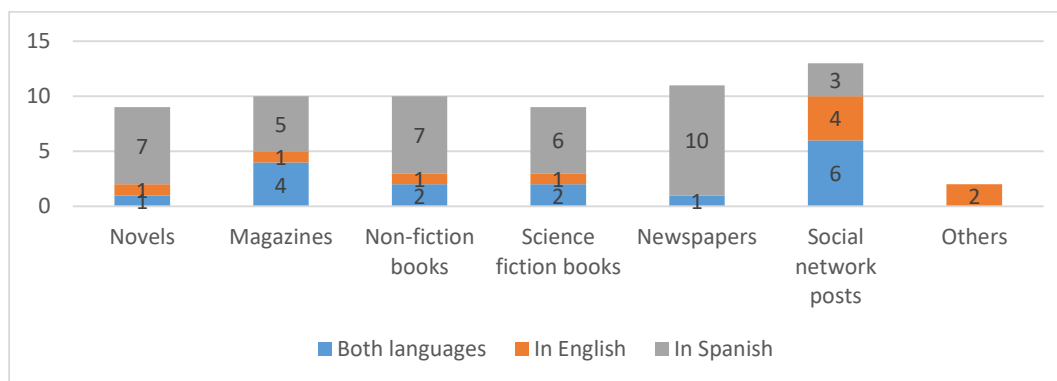
Participants' preferences regarding assessment



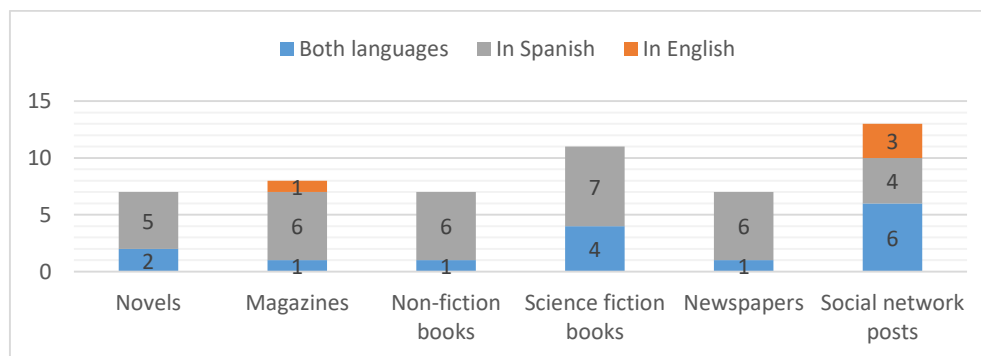
As the fundamental part of this project was related to reading, there were questions about reading in L2 and L2. The first one, which asked if students liked reading in L1 and L2, demonstrated that although most students like reading in Spanish, only half of them like reading in English or both languages (Figure 20), which might be due to the lack of adequate L2 reading instruction in school. According to Nuttall, if students already like reading in Spanish, it is easier to promote reading in the target language, considering that students like reading (p. 130). As students had an option to write additional comments, one student said, "I would like to learn reading in English, but the lack of vocabulary makes it difficult for me." This question was linked to the third ER principle, as it is the learner who selects the reading material according to what he/she wants.

Figure 20*Participants' perception towards L1 and L2 reading*

The second question was related to the kind of texts students usually read in L1 and L2. In order of preference, students read newspapers (ten answers), novels (seven answers), non-fiction books (seven answers), science fiction stories (six answers), and magazines (five answers) in L1. On the contrary, students only read social network posts both in L1 and L2 (Figure 21). It demonstrated how much the internet was in students' daily lives and the main contact with the target language. A few students chose the other options in L2 or both languages. The results contributed to saying that the teacher-researcher must provide students with a variety of reading material to choose from according to their likes and interests, as stated in the second ER principle. One student added that he sometimes reads about science and technology, and the other stated that he usually reads movie subtitles, both in English.

Figure 21*Kind of texts students usually read*

However, talking about what learners read and what they liked reading were two different aspects. In the next question, which inquires about the learners' reading likes, their preferences were always in L1, in science fiction books (seven), non-fiction books (six), magazines (six), newspapers (six), and novels (five), as shown in Figure 22. Although students did not like reading a lot in English, they liked to read social network posts (six) or science fiction books (four) in both languages.

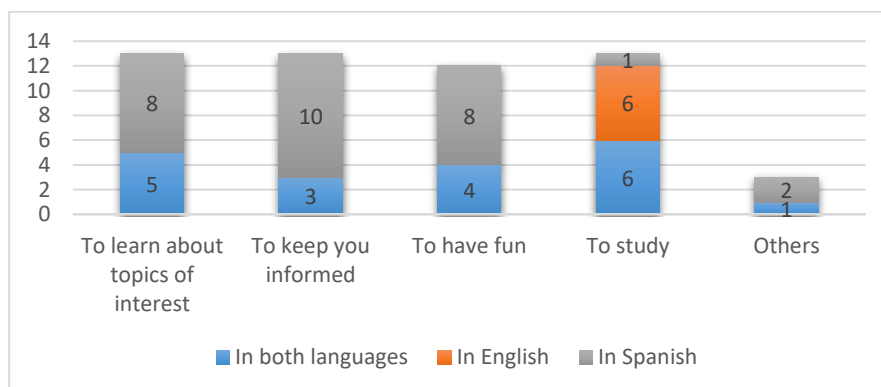
Figure 22*Participants' reading preferences*

Then, the challenge for the teacher-researcher was to motivate students to self-select the reading material according to their likes, putting them in a different role from a traditional classroom in which is the teacher's role in selecting the material. So, as Nuttall expressed, for students to develop a reading habit in L2, they need to find enjoyable, suitable, and readable material (p. 131).

Regarding the learners' reading purposes, there was a preference for reading in L1 only. In Figure 23, ten students read to keep themselves informed in Spanish and only three students in both languages. They read to have fun in Spanish (eight answers) or both languages (four answers), and they read to learn about topics of interest, eight in Spanish and five in both languages. Now, six students read to study in English, and the other six considered that they read to study in both languages. It meant that reading in L2 was only through teaching instruction and mainly for school purposes. However, according to the sixth ER principle, extensive reading encourages reading for pleasure and information, as the learner aims only for enough understanding to achieve the reading purpose (p. 3).

Figure 23

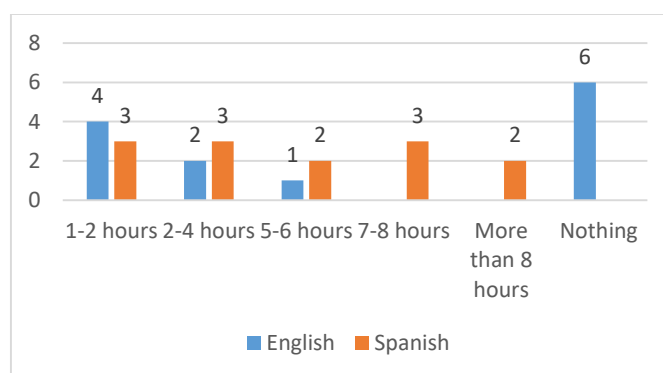
Participants' reading purposes



Also, concerning the time students spent reading a week in L1, students were evenly divided. Six of them usually read between one and four hours a week. Other five students read between five and six hours, and only two students spent more than eight hours reading. On the other hand, half of the students accepted that they did not dedicate time to reading in L2, and six students read between one and four hours. Only one student read between five and six hours a week in the target language. Again, this was linked to the fourth principle of ER, as the idea is that students read as much as possible. According to Nuttall, this can be achieved if teachers require them to read more and tempt them to do so. This is expressed in the next figure:

Figure 24

Time students spend reading a week



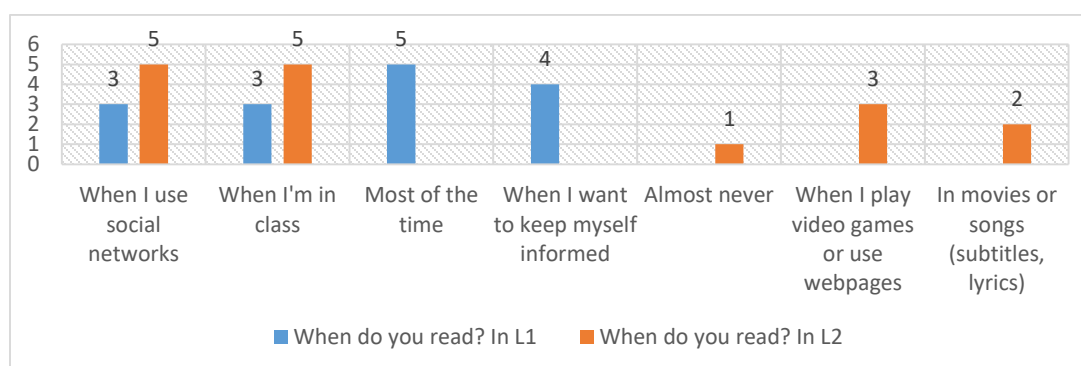
Now, to know more about the learners' reading in L1 and L2, the next set of open-ended questions allowed the student to express him/herself. The students answered the question, "when do you read?" taking into account that it implied a time or a circumstance. Considering that students were told to be specific in these answers regarding L2 information as it was the research project's purpose, they replied in a wide range of moments. Figure 25 shows that five students answered that they read in English when they are in social networks, and the other five indicated classes at school as the moment in which they have contact with reading passages.

Three participants expressed they considered reading when playing video games instructions or on webpages about programming, two other students read when watching subtitles during the movies or song lyrics. Finally, one student admitted he barely read in English.

On the other hand, the options for reading in L1 were less, mainly because five students considered they read all the time, and the other four participants said they read in L1 when they wanted to keep themselves informed. Only three students mentioned L1 reading in class, and the other three learners said they read social network posts. The conclusion was that students barely read extensively at school and were used to the internet and social networks (non-academic contexts) and played a key role. Goodman said: "Electronic communication growth, rather than compensating for weak literacy skills, only amplifies the need for skilled reading abilities." (2000, p. 6).

Figure 25

Time or circumstance in which students read in L2 and L2

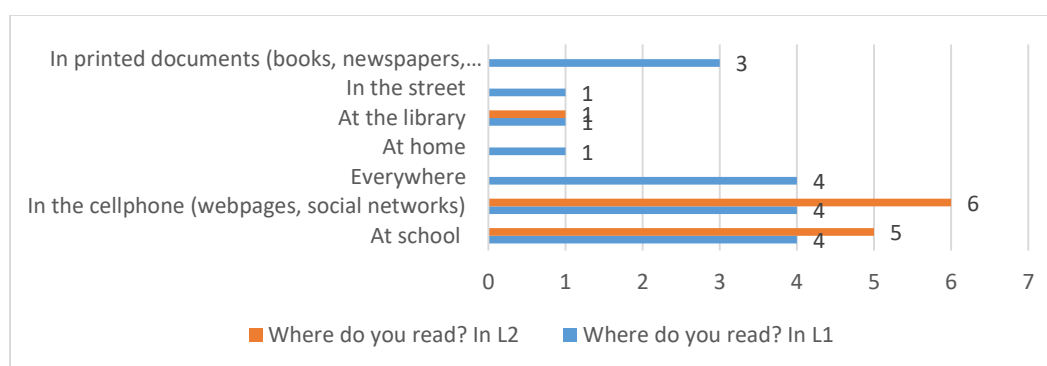


The second open-ended question was, "where do you read?" Again, the answers in L1 were diverse, as students considered they read everywhere (four answers), on the internet (four answers), at school (four answers), in printed documents such as books, magazines, newspapers (three answers), and only one student considered he reads at home in his mother tongue. In the

same way, students had contact with the target language on the web (six answers) or at school (five answers), and only one person accepted reading in L2 in a library, as expressed in the next figure:

Figure 26

Place or situation in which students read in L1 and L2



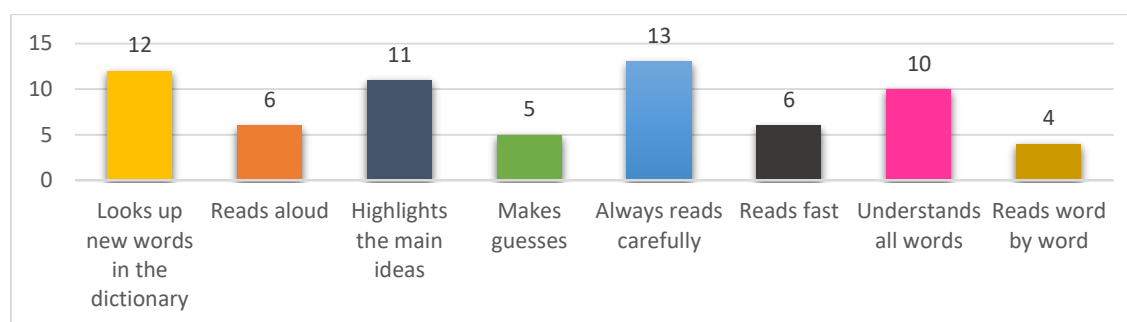
The previous questions were related to principles four and seven, as students are considered to read extensively as much as possible in places such as the school, their own houses, or through the use of the internet, or as Bamford and Day said, "When and where the student chooses". (2004, p. 3).

In the following set of questions, the idea was to know the different habits students had and the strategies that students used when reading and to include some time to make explicit the usage of these strategies during the implementation. The first question asked about what students thought a good reader does. As expressed in Figure 27, all students said that a good reader always reads carefully; most of them said it is important to look up new words in the dictionary, highlight the main ideas, and understand all the words. However, only half of the students thought a proficient reader makes guesses, reads aloud, or reads fast, and only four students considered a good reader reads word by word. Taking this into consideration, it was

important to teach students that although proficient readers are both efficient and effective when reading, there are different ways of tackling texts, like top-down or bottom-up processes, depending on the readers' purpose, and that there are no correct or incorrect answers, so it was fundamental to make students aware of when to use the strategies to have a positive reading experience in concordance with an ER program.

Figure 27

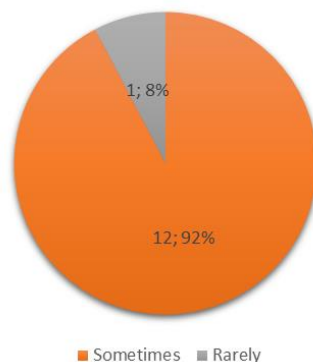
Students' initial perceptions of the reading strategies a good reader uses



Similarly, after knowing what students thought a good reader does, the second question, which related to students' reading speed, wanted to see if students considered themselves good readers. From the options *rarely*, *sometimes*, *often*, *always* to the question, "do you read slowly?" In Figure 28, it can be seen that the participants only chose the options *rarely* and *sometimes*, with a major predominance in the latter. It meant they were aware that they were not fast readers due to a lack of positive reading experience and practice. The most common factor in L2, slow reading, had to do with pronunciation, motivation to read aloud, or the purpose of reading itself. However, according to Bamford and Day, the fifth ER principle has to do with reading speed. If read-aloud sessions were to be done in class, sometimes these were focused on pronunciation rather than reading. So, mental reading allows possible fluent reading.

Figure 28

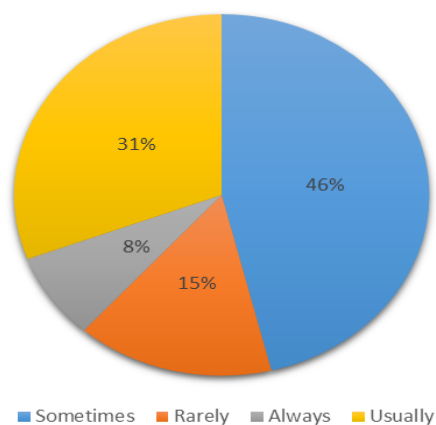
Participants' perception of their reading speed



In addition, the third question sought if students used the dictionary to look up unknown words. The ER principles express that the constant use of the dictionary interrupts reading, and Nuttall suggested teaching students how to use the dictionary effectively and with discretion. In Figure 29 it can be seen that half of the students said that they sometimes used the dictionary, four of them usually did it, two of them rarely used it, and only one participant always expressed to use it. So, the idea was not deciding whether to use it or not, but under which circumstances.

Figure 29

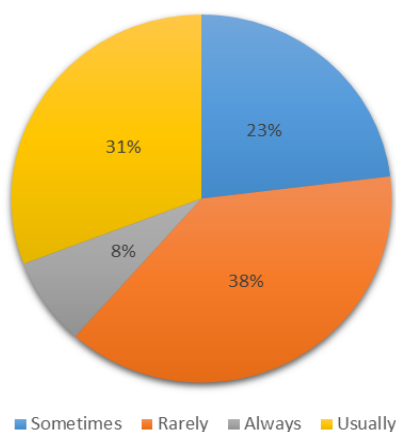
Participants' perception about the frequency in which they use the dictionary when reading



The next question, if students read aloud, had diverse answers. In Figure 30 it is expressed that learners mainly answered that they rarely read aloud (38%) or sometimes did it (23%). On the other hand, 31% of the participants said they usually read aloud, and only one student said he always read aloud. However, as expressed before, it was important to understand that learners read at their own pace, and some had difficulties with pronunciation. As ER is individual and silent, reading aloud, activities could be done during the class or at home under a guided process.

Figure 30

Participants' perception about the frequency they read aloud



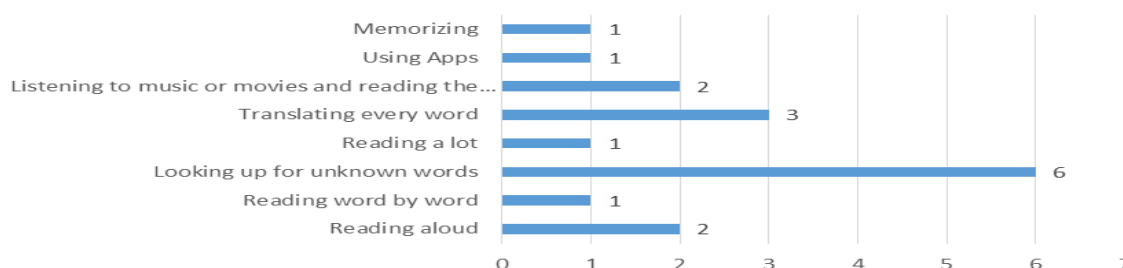
The last question was open-ended, "what do you do to make easier your reading comprehension in English?" Its main goal was to check if students were aware of the reading strategies they used. Figure 31 shows that the most common answer was to look up in the dictionary for unknown words, with six answers. Then, only two students expressed they read aloud, the other two learners read subtitles or movies to practice vocabulary and speed, and three students admitted they translated word by word. It was important to highlight two very different answers: First, a participant said that memorizing vocabulary helped her during

readings, a common traditional strategy at school. Then, another student expressed that the best strategy was to read a lot.

Regarding this, Nuttall affirmed: "In a reading lesson, we want students to use the language to derive messages from texts. The meaning is central, and any new language item learnt is an incidental benefit" (2005, p. 30). Students' lack of enough vocabulary was the main reason why they did not read, as they did not understand. Nonetheless, memorizing was not a very good strategy for reading comprehension, and research in ER has demonstrated that reading in quantity improved the learners' vocabulary, among other things.

Figure 31

Participants' perception about the reading strategies they use when reading



9.2. English Proficiency Test

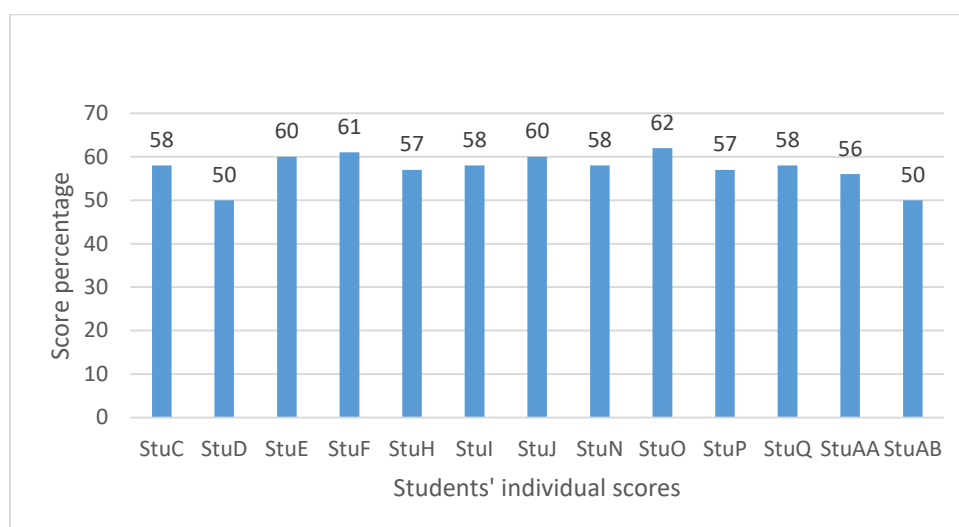
To collect information about the students' L2 proficiency, they were contacted individually via Google Meet. They had thirty minutes to answer twenty-five questions using the online British Council webpage for Teens (<https://learnenglishteens.britishcouncil.org/content>). When students finish, the webpage automatically shows them their scores. The results are shown in Figure 32.

Although this group has thirty two students, the final thirteen participants were chosen for the project intervention as they all got an Intermediate Level according to the MCER, results given

by the British Council webpage. As a result, students with this proficiency level would have a suitable level for reading in L2 (Nuttall, p. 126).

Figure 32

Participants' English Proficiency Test scores



9.3. Critical Reading Pretest

As they were initially thirty-two participants, only those students whose level was A2 (Intermediate) were chosen as the final participants of the research intervention, taking into account that a certain L2 level is required for the critical reading tests. After the final thirteen participants were chosen, two critical reading pretests were applied to identify the students' individual critical reading skills.

In the first moment, students were given a critical reading test (as explained in section 7.4.1.3) called "True love," written by Isaac Asimov. The teacher shared the pretest with students through Google Classroom and explained they had thirty minutes to answer the questions. They were told not to use any tool or application to read the text, and the teacher explained how to

answer each set of questions. Also, they were told not to answer if they did not understand the question. Nonetheless, after students delivered the activity, some expressed a lack of time to read as their main reason for not completing the test. The teacher-researcher decided not to take into account this test's answers. Due to this situation, she considered Durán's second critical reading test to identify the learners' critical reading individual profiles.

The second text was called "The tale-tell heart," written by Edgar Allan Poe and published in 1843. The instructions given to students were similar to the first pretest but more specific, and with one hour to finish the activity. Students expressed that having more time to answer the test was good.

For the analysis, the pretest included fifteen questions (See Appendix B) depending on the reading levels. All the questions were open-ended, so they could answer and explain their answers. The first five questions were related to the literal level, questions six to ten to the inferential level, and questions eleven to fifteen to the critical level. The teacher-researcher considered that any student who got three out of five answers in each set of questions was considered to reach the level. In the literal level, the students' answers are displayed in Table 2.

Table 2

Participants' pretest answers regarding the literal reading level

#	Students' codes	Literal Level					LV	Number of correct answers
		1	2	3	4	5		
1	StuC	Yes	Yes	No	Yes	Yes	Yes	4

2	StuD	Yes	Yes	No	Yes	No	Yes	3
3	StuE	Yes	No	No	No	Yes	No	2
4	StuF	No	Yes	Yes	No	Yes	Yes	3
5	StuH	Yes	No	No	No	No	No	1
6	StuI	Yes	No	Yes	No	No	No	2
7	StuJ	No	No	No	Yes	No	No	1
8	StuN	No	No	No	Yes	Yes	No	2
9	StuO	Yes	Yes	Yes	No	Yes	Yes	4
10	StuP	No	No	No	Yes	No	No	1
11	StuQ	Yes	No	Yes	Yes	No	Yes	3
12	StuAA	Yes	No	Yes	Yes	No	Yes	3
13	StuAB	Yes	No	No	No	No	No	1

In this case, only six students out of thirteen reached the literal level. When a student's answer was correct, it was marked as "Yes" in the chart. On the contrary, "No" was written when the answer was incorrect.

As expressed before, questions six to ten were related to the inferential level, and those students who got three out of five correct answers would be considered as reaching the level. The answers are displayed in Table 3.

If compared with the previous level, fewer students reached the level. Students one, two, and nine answered correctly at least three answers and were considered to reach an inferential reading level. However, students four, eleven, and twelve did not do well in this part, and although

they reached literal level, they could not it in this second part. Also, it stood out that students three and four did not get any of the answers correct.

Table 3

Participants' pretest answers regarding the inferential reading level

#	Students' codes	Inferential Level					LV	Number of correct answers
		1	2	3	4	5		
1	StuC	Yes	Yes	Yes	No	Yes	Yes	4
2	StuD	Yes	Yes	Yes	No	No	Yes	3
3	StuE	No	No	No	No	No	No	0
4	StuF	No	No	No	No	No	No	0
5	StuH	Yes	No	No	No	Yes	No	2
6	StuI	Yes	Yes	No	No	No	No	2
7	StuJ	No	Yes	No	Yes	No	No	2
8	StuN	No	Yes	Yes	No	No	No	2
9	StuO	Yes	Yes	Yes	Yes	No	Yes	4
10	StuP	No	No	No	Yes	No	No	1
11	StuQ	No	Yes	No	Yes	No	No	2
12	StuAA	Yes	No	No	Yes	No	No	2
13	StuAB	No	No	No	Yes	No	No	1

Finally, the set of questions about critical reading were questions eleven to fifteen. The same conditions as the two previous analyses were applied. The answers are shown in Table 4.

Table 4

Participants' pretest answers regarding the critical reading level

#	Students' codes	Critical Level					LV	Number of correct answers
		1	2	3	4	5		
1	StuC	Yes	Yes	Yes	No	Yes	Yes	4
2	StuD	Yes	No	Yes	No	Yes	Yes	3
3	StuE	No	No	No	No	No	No	0
4	StuF	No	No	No	No	No	No	0
5	StuH	No	Yes	No	No	No	No	1
6	StuI	Yes	No	No	No	Yes	No	2
7	StuJ	No	No	Yes	No	Yes	No	2
8	StuN	Yes	No	Yes	No	No	No	2
9	StuO	Yes	No	Yes	Yes	No	Yes	3
10	StuP	No	Yes	No	Yes	No	No	2
11	StuQ	No	No	Yes	No	No	No	1
12	StuAA	Yes	No	No	No	Yes	No	2
13	StuAB	No	No	Yes	No	No	No	1

Again, the same three students got the critical level, so it could be concluded that StuC, StuD, and StuO are proficient readers.

As additional information, the pretest also highlighted important issues. First, their explanations sometimes lack grammar structures or used as minimum words as possible, perhaps for their lack of enough vocabulary. However, it does not mean it affects reading comprehension, but how to express they understood the texts through written production.

Figure 33

Extract taken from StuAA's critical reading pretest

9. Why does the narrator invite the police to sit down in the exact room that the crime was committed?

trust

Others preferred to write they did not understand the question, or decided not to fill in the blanks.

Figure 34

Extract taken from StuF's critical reading pretest

14. Does the heartbeat really tell the tale of the murder?

I don't understand the question.

In the syntactic and grammatical aspects, some of them lack of adequate grammar, which did not interfere with the purpose of the message, it means, to justify the answer. However, it did highlight a need for improving.

*Figure 35**Extract taken from StuD's critical reading pretest*

8. How does Poe include the reader in the story?

Poe is a genius he can descript perfectly everything in the history and for this ended including to the reader in da history.

In conclusion, the students' attitudes towards English learning was diverse. Although they considered English is important, they felt classes at school were not enough to be proficient, and they did not dedicate much time to the subject outside school. Their preferences for learning included working in groups to solve problems or searched for information, and they liked the use of visual aids in class. They liked being assessed through contextualized real-situations in class or through the teacher's comments.

Regarding reading in L1 and L2, even though students liked reading for various reasons in L1, they had not had much contact with L2 reading outside the school context, and they did not dedicate time to reading in English. Likewise, it was remarkable to see the role social networks had in students' lives.

Furthermore, students were aware of different reading strategies to deal with texts, such as the use of dictionaries, careful reading, and the identification of main ideas and supporting details. However, lack of instruction in the use of reading strategies might lead to the cycle of frustration. To this regard, Nuttall expressed: "Slow readers seldom develop much interest in what they read, let alone pleasure. Since they do not enjoy it, they read as little as possible [...] their reading rate does not increase. They remain slow readers" (2005, p. 127). Hence, the students' English Proficiency test scores were key to select the participants and the materials for reading.

Finally, the critical reading pretest helped the teacher-researcher determine how students interact with L2 texts, what difficulties they had in terms of grammar, vocabulary, and reading

skills. The results showed that although students had a certain level of L2 proficiency, they dealt with the texts and still lacked of sufficient grammar competence or vocabulary to express themselves in open-ended questions.

With this information in mind, the teacher-researcher could identify the learners' initial perceptions about L2 reading in the EFL learning school context, their English proficiency level, and critical reading skills individual profiles in order to plan suitable class interventions that could lead to the development of the aforementioned.

10. Pedagogical Intervention

10.1. Presentation of the research project to participants

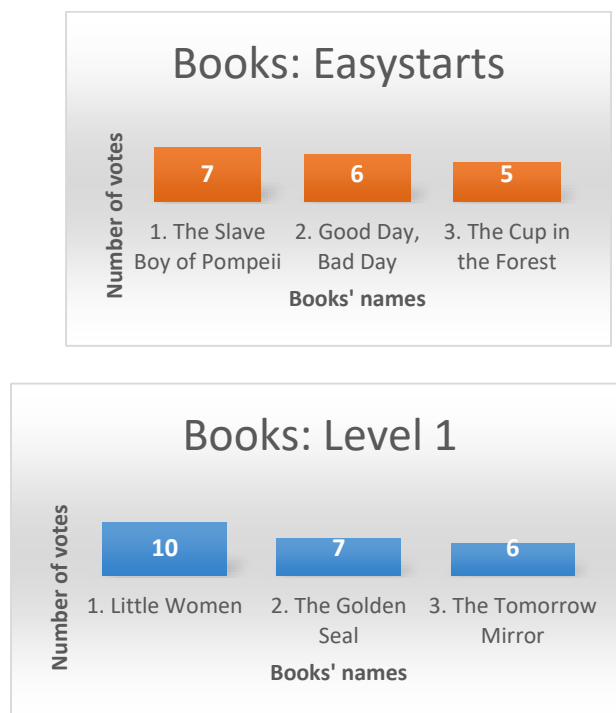
Initially, the teacher-researcher made sure to arrange a virtual Meet session to introduce the research project to parents and students and inform them about the project title, the objectives, and the methodology to be used during the implementation of the project. The teacher-researcher showed them the consent form and emphasized the ethical considerations that ruled the research study to guarantee that the participants' identities and information gathered during the investigation were coded and not used out of the research study. Also, the teacher expressed that participation was voluntary and that any person could drop out at any moment without consequences. After this, the teacher-researcher shared the consent form through the EFL Classroom (the usual form of sharing information through the institutional Gsuite platform) and gave students and parents some time to print the document, so it was easier to read and have it signed. Then, they scanned the document and uploaded it to the same Classroom.

10.2. Reading material introduction and selection

The teacher-researcher examined the web to find a suitable online platform with affordable reading materials, as the school was working virtually due to the COVID-19

pandemic. She finally chose Pearson Education Graded Readers. So, she contacted a Pearson representative in the area to talk about the project and the necessity of suitable Graded Readers. She agreed to share a demo version with the reading materials with the school for limited time, so the teacher and the school could have future interests with the company and its teaching resources. Also, the teacher bought an online library with several Graded Readers. So, the teacher-researcher pre-selected six books, considering the participants' English Proficiency level. Three books were Easystarts, designed for A1 level according to the CEFR, and three books Level 1, designed for A2 level. Then, she presented the six books to the participants and explained the difference in English level, among other things. After that, she shared a Google Forms link to vote for the books they liked the most in each level. With these answers, the teacher-researcher determined the books for the implementation.

Regarding Easystarts, the first chosen book was called "The Slave Boy of Pompeii," and the second book was called "Good Day, Bad Day." Two Easystarts books were chosen because the idea was that students could connect to the texts. According to Nuttall: "the level must be easier than that of the current target language coursebook. We cannot expect people to read from choice, or read fluently, if the language is a struggle". (2005, p. 131). So, the previous two books were suitable choices for the participants. The last book, in Level 1, was "Little Women" (See Figure 36).

Figure 36*Results of the books selection*

10.3. Principles for the design of class interventions

After the teacher told the participants about the final election, she started designing the class interventions. First, the teacher took into account the analysis from the diagnostic tests. The second step was to consider the time of implementation. To ensure some time for reading and considering the school's calendar, the teacher decided that thirty hours of class were suitable.

Although eleventh-grade students only received two hours of English class a week, in this case, one extra hour from the L1 Reading Plan class time was given to the teacher so she could use that time to implement the ER project. Having this in mind, the teacher consulted the *Estándares Básicos de Competencias en Lenguas Extranjeras* (2016) for eleventh grade. She

opted for two relevant general standards that were reachable at the end of the intervention and in concordance with the MEN guidelines. Also, the reading skills for eleventh grade from the MEN document were considered for the election of the specific standards, one of them related to linguistic competence and the other four to the pragmatic competence. The reason for this choice was to work with a certain level of reading complexity, from literal to inferential, and then critical level. This part was explained in-depth in the description of each unit, and the lesson plan is in Appendix D. So, the pedagogical intervention general info was organized in Table 5.⁹

Table 5

Didactic Sequence General Information

DATOS GENERALES DE LA SECUENCIA DIDÁCTICA	
Asignatura	Inglés – Idioma Extranjero
Estándares Básicos de Competencias en Lenguas Extranjeras	<ul style="list-style-type: none"> • Participo en conversaciones en las que puedo explicar mis opiniones e ideas sobre temas generales, personales y abstractos. • Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico. Selecciono y aplico estrategias de lectura apropiadas para el texto y la tarea.
Competencias de la asignatura	
Competencia lingüística:	
<ul style="list-style-type: none"> • Identifico palabras clave dentro del texto que me permiten comprender su sentido general. 	
Competencia pragmática:	
<ul style="list-style-type: none"> • Identifico el punto de vista del autor. • Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. • Hago inferencias a partir de la información en un texto. 	

⁹ The information is in Spanish, as presented in the MNE document, pages 26 and 27.

-
- Asumo una posición crítica frente al punto de vista del autor.
-

Unidades

Unidad 1: Easystarts - The Slave Boy of Pompeii

Unidad 2: Easystarts - Good Day, Bad Day

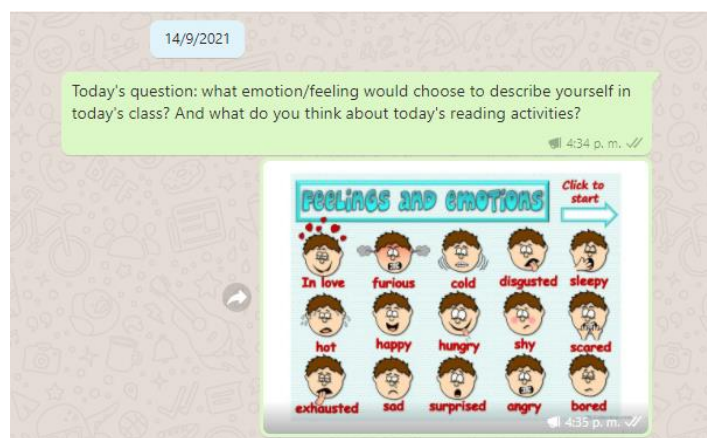
Unidad 3: Level 1 - Little Women

For each one of the units, the flipped classroom model was used. It is stated: “The flipped classroom is a student-centered model aimed at increasing student engagement, understanding and retention by reversing the traditional classroom teaching approach” (Erasmus+, 2018, p. 13). The Needs analysis questionnaire informed that the participants lacked engagement and that the traditional English class did not help to improve their L2. Also, the idea was that students could read as an out-of-school activity and then come to the classroom to discuss and respond to the reading. So, each unit was designed following this model’s instruction.

Furthermore, the teacher divided the sessions between before-reading activities, while-reading activities, and after-reading activities. As students did not find L2 reading appealing, the teacher emphasized the first and the third reading activities, so students could interact with the text and use different reading strategies to reach the unit objectives. Visual aids like PowerPoint Presentations, videos, handouts, and different online tools were used to attract the learners’ attention and contextualize them with the reading content. Also, the teacher created a broadcast list in Whatsapp, so at the end of each session, the teacher sent the Research diary question to all the participants at the same time, but only the teacher could see their answers (See Figure 37). The questions were related to students’ feelings towards the class, attitudes towards the reading activities, and their perceptions about their improvement as well as self-assessing their reading time outside the class, to assess the book, among others.

Figure 37

Example of the broadcast list from Whatsapp



10.4. Unit 1: Easystarts – The Slave Boy of Pompeii

Unit one was about the book *The Slave Boy of Pompeii*, and it was ten hours long. In this case, the main competence was related to the literal level, according to the Pruebas Saber 11. Due to the COVID-19 pandemic, there were online sessions through Google Meet. All the strategies and activities were virtual.

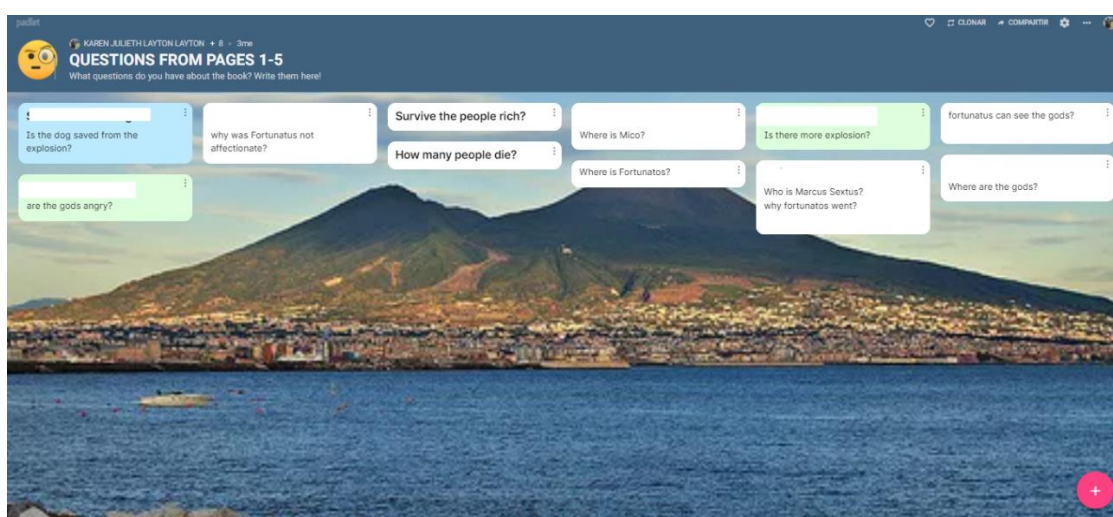
As this was the first unit, during the first session, the teacher introduced in-depth the project, its objectives, the purpose of an ER program intervention, the levels of reading, the different types of activities, selection of books, and most importantly, the diagnostic test results. She also specified how important it was for students to read the books and discuss the reading in class. Finally, she explained how to use the virtual platform with the books.

Sessions two and three were meant to activate students' prior knowledge about the topic and motivate them to reading, so different before-reading activities were implemented previous to students started the book. Along with the classes, the teacher prepared micro-lessons to give students tips related to reading strategies as instructed by Nuttall and Bamford & Day. Moreover,

the teacher added prompts for students to interact in class individually or in groups, according to the session's purpose and the available technical conditions, but she also worked with follow-up activities from the book to check students' comprehension about what was read. Also, different technological tools were used to involve students' participation actively (See Figure 38).

Figure 38

Example of the Padlet board

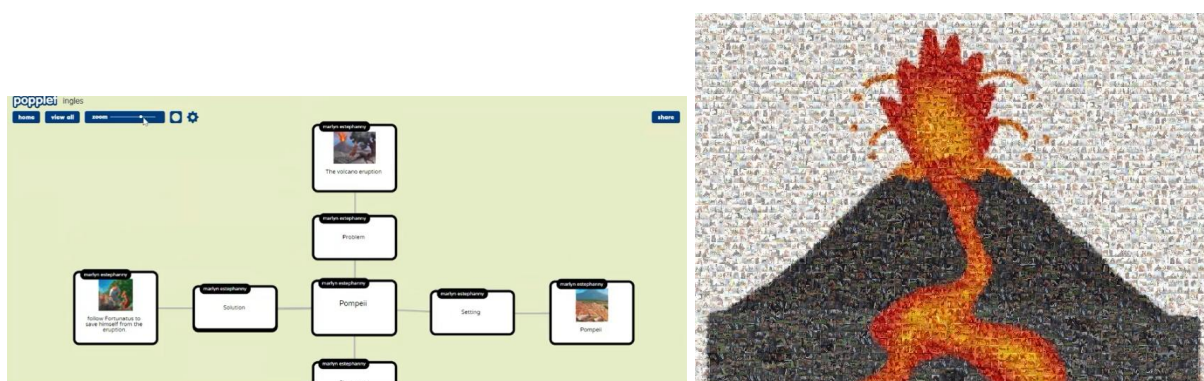


During sessions five and seven, the teacher adopted prediction activities from the book to ask students about the story's development. After students answered, she introduced the DEAR (Drop Everything and Read) activity to have time in class to read and share unknown vocabulary with the rest of their partners. Finally, sessions eight and nine concentrated on how students responded to literature after reading the book. They created diagrams to talk about the main ideas and supporting details about the book or acted out as Romans to create mosaics (See Figure 39). At the end of the unit, a progress test was implemented as a posttest to check the participants' improvement regarding the literal reading level. The results were further analyzed in section 11. Pedagogical Intervention Analysis and Results.

At the end of Unit 1, modifications were done according to the teacher's introspection and the participants' comments. These changes were related to group work, the WhatsApp questions, or better use of the Gsuite components for subtitles and translations.

Figure 39

Examples of Unit 1 class outcomes



10.5. Unit 2: Easystarts – Good Day, Bad Day

For the second unit, the book level was also Easystarts, and it also lasted ten hours. However, the main difference between the two books was that the teacher-researcher proposed less time for students to read the book, following their recommendations to read it a little bit faster. This book was focused on the inferential reading level, and the two chosen competencies were related to this. The main difference in this unit was that some of the participants started coming to school after the Secretary of Education promoted this option. In this way, the class became “hybrid”. This condition led to last-minute changes regarding the class activities, so the teacher-researcher had to consider adequate materials for those learners who continued working virtually and printed materials for face-to-face students. Another characteristic of the hybrid classes included the change of location. Due to biosecurity protocols, the school lacked appropriate

classrooms, so the sessions were taken in the Chemistry lab, conditioned with a projector and an HDMI cable, which also presented internet and audio difficulties.

Taking into account what was previously mentioned, the teacher-researcher programmed eight sessions. Sessions one to six were one hour long. Session number seven lasted two hours, and the last session, the progress test, was another hour. Similar to unit one, the teacher-researcher emphasized in the before-reading and after-reading activities. The first two sessions introduced the book, drew on the participants' prior knowledge, and included that students stated their own reading purpose and reading plan. Then, sessions three to six included reading activities that promoted the participants' inferences about the text. These sessions also included micro-lessons to talk about cognitive reading strategies and word-attack skills, taking into account Bamford & Day's explanation (2004, p. 177-178).

However, the purpose of session seven was that students evaluate the text and respond to it. For this reason, the teacher asked students to record themselves making a summary of the book and giving their opinion about it. Also, the teacher-researcher contacted a teacher from Indonesia, a country in which ER has been extensively used, to join their classes as her students were also from the same age and L2 proficiency level. So, a shared Drive folder was created, and both participants and the teacher's students agreed to exchange videos. After that, the following step was to take advantage of the virtual connection to meet together. Due to time constraints, this was possible one month after students finished reading the books. It was an incredible experience as the participants could talk about the book in real-life situations with students from other parts of the world (See Figure 40).

Finally, the last session included the progress test, the data collection instrument to see the students' improvement, and the use of a handout (a Quick Book Report) to take notice of the participants' use of reading strategies to talk about the book.

However, at the end of the unit modifications were made so students could actively engage in reading the books. One of those changes was to include a question at the beginning of each session so students could talk about their favourite parts of the book, and active use of the Classroom for delivering the group work. These changes were implemented in the third part of the pedagogical intervention.

Figure 40

Colombia-Indonesia reading exchange experience



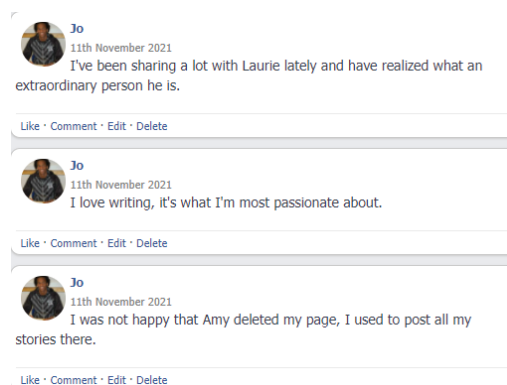
Note: Illustration created by Antonina Yinuta Dewi Suayantary.

10.6. Unit 3: Level 1 – Little Women

The last 10-hour unit was different as the book was more difficult in terms of language, length, and reading level. The purpose of this book was to check the development of critical reading skills in L2, so the two chosen competencies to develop aimed at assuming a critical position about the author's point of view. Also, there were some changes in the location for the sessions, as some days were hybrid classes and some others virtual classes due to the Secretary of Education requirements. Then, the teacher adapted teaching resources for both.

As with the previous two units, the first session was dedicated to before-reading activities, especially to learn more about the author, Louisa May Alcott, and the story's context. Students read two chapters each class in this final book, which differed from the other two books. At the beginning of sessions two to six, students expressed their favorite parts of the book. Also, the teacher projected parts of the 2019 movie about Little Women related to each chapter. In this way, the participants checked comprehension and identified similarities and differences between the book and the movie extracts. Sessions two, three, and four were group activities in which the teacher gave students some questions for them to discuss and then share in the main class.

On the contrary, sessions five, six, and seven were individual activities that evaluated the students' perceptions about the characters and contextualized them with the participants' lives. Session eight involved social networks and the learners' experience with the book's characters, something that students enjoyed doing according to the diagnostic test (Figure 41). In the last session the students delivered their progress tests to check their improvement regarding critical reading, and the use of a handout (a Quick Book Report) to take notice of the participants' use of reading strategies to talk about the book.

Figure 41*Example of Unit 3 class outcome*

11. Pedagogical Intervention Analysis

During the implementation of the research project, fifty-eight transcriptions, twenty-seven teacher's journal entries and twenty-three students' diary entries were analyzed. The coding process was done through the software Atlas Ti, as it allowed the teacher-researcher to select extracts from the uploaded documents and assign codes, which were later identified with different colors for better organization.

11.1. Perceptions of the development of critical reading skills

In order to describe the teacher and students' perceptions of the development of critical reading skills in the EFL classroom after implementing the *ER* technique, and to facilitate the analysis process, from the codes initially created, code groups were also created in Atlas Ti. It allowed identifying relations between the codes to identify several categories later. In this case, a code's book with all the codes, code groups and categories is provided (See Appendix I). It consisted of forty-eight codes with their corresponding names, thirteen code groups and three categories.

All this process made it possible to create a network, a graphic representation of the generated data, shown in Figure 41. Finally, an explanation for each category and code groups will be presented, with pieces of evidence from the data gathered.

So, to meet the fourth specific objective, there are four main categories related: teacher and students' perceptions towards EFL at school, reading in L2, reading habits and strategies, and an emergent category, implications of the COVID-19 pandemic in the EFL class. Each one will be explained in depth.

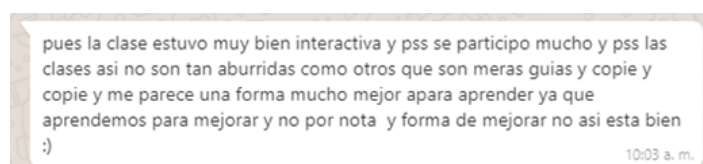
11.1.1. *Teacher and students' perceptions towards EFL at school*

This category collected all data related to the participants' perceptions and feelings towards EFL at school during the implementation process.

In the beginning, students perceived a difference between traditional teaching practices and the implementation of the ER technique. According to them, teachers only know how to assign worksheets and long homework activities without a clear purpose, or they usually spend class time talking about personal topics instead of teaching about the subject.

Figure 42

Extract from StuQ's Research Diary



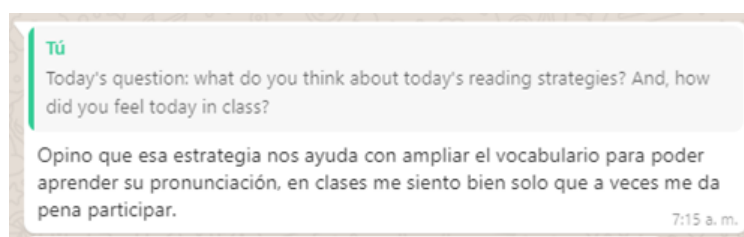
Network generated in Atlas ti with the codes and categories related to teacher's and participants' perceptions of the development of critical reading skills in L2



However, one of the problems of students getting used to traditional teaching practices was related to lack of interaction in the L2 classroom. At the beginning of the intervention, it was not easy for learners to interact with their teacher or partners. Students did not answer the teacher's questions during the virtual classes, and discussion activities were challenging for the teacher. When they participated, it was mainly through the chat or using L1 to interact, and in some cases, students answered the teacher's short questions but could not do it using complete sentences. There, students assured their lack of participation was mainly because they felt insecure about pronunciation or did not want to make a mistake (See Figure 44).

Figure 44

Extract from StuO's Research Diary

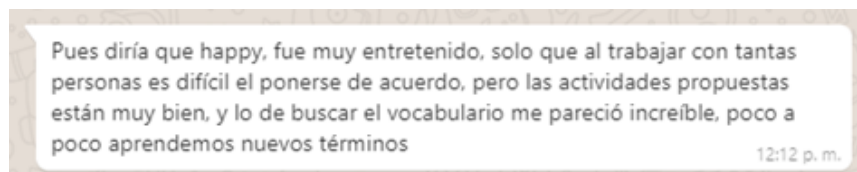


Following the previous idea, another concern had to do with group work. From the students' point of view, group work was difficult because they disliked the teacher's organization for the groups. They did not work, remained silent or talked about other things, and complained that the same students did the activity and the rest of the group benefited from it, or it was difficult to agree on a discussion activity (See Figure 45). The teacher realized these situations, and some modifications to groups were made. Nonetheless, it was mainly because they were not used to working in groups during virtual classes, as most activities were assigned through worksheets for individual work. The change was challenging at first, but after students understood the real purpose

of working in groups and implementing a better group organization, most of them changed their minds. Only two students did not work in groups, but this will be discussed later.

Figure 45

Extract from StuAA's Research Diary

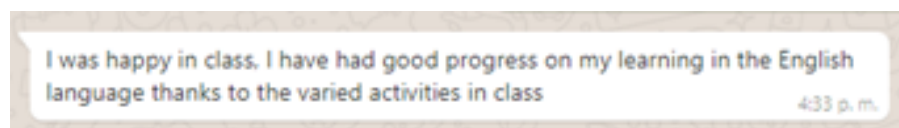


This issue, along with the challenge of virtual education, was noticeable in the teacher's feelings reported during the intervention in the teacher's journal and even perceived by their students. Although the teaching experience was satisfactory, the teacher was at times frustrated and even sad during some lessons where various factors affected them (See Figure 46). Her idea was always to carry out a successful project and transmit her passion for reading, but students' lack of participation was problematic initially. However, the process of self-reflection through the journal made her realize that independently from the obstacles the teacher might have during any class intervention, it was her duty to give her best and that her feelings affected her students' performance. So, a gradual change was made, and at the end of the intervention, she felt a lot better, which could also be attributed to the fact that students started attending school, and interaction changed a lot.

Figure 46*Atlas Ti quotes extracts*

66:2 ¶ 9–14 en Class 7	↗
StuN: profe. Teacher: wait. StuD: are u sad teacher?	
73:9 ¶ 45 en RESEARCH JOURNAL 11	↗
From the teacher's perspective, students' response to the activity relishes and gives her courage to continue.	
74:10 ¶ 33 en RESEARCH JOURNAL 1	↗
This last unit began with more motivation from students and the teacher. She was cheerful as usual, and students were eager to know more about the book because they all were expectant.	
74:13 ¶ 33 en RESEARCH JOURNAL 1	↗
Because of that, the teacher was happy, although at the beginning she had some trouble with the audio, and face-to-face students had difficulties with the internet and electronic devices.	
79:14 ¶ 27 en RESEARCH JOURNAL 6	↗
The teacher had a difficult time due to the computer's problem and the coordinator's interruption, but she was less frustrated than other times, as she expressed she got used to this kind of interruption and considered it part of a normal day at school	

On the contrary, students' feelings during the ER implementation demonstrated that most participants had positive emotions (See example in Figure 47). When they were asked about it, most of them answered they felt happy; others answered they felt good, satisfied or amazed. As expressed by Krashen & Terrell (1998), one fundamental part of an EFL learning school context is that students feel motivated towards learning. However, some other students felt bored, tired, sleepy or hungry, and this finding was valuable to understand how it affected the process. As learners were in their houses, they felt bored because some activities did not engage them, especially at the beginning of the implementation. They were tired or sleepy due to the amount of work at the end of the school year.

Figure 47*Extract from StuC's Research Diary*

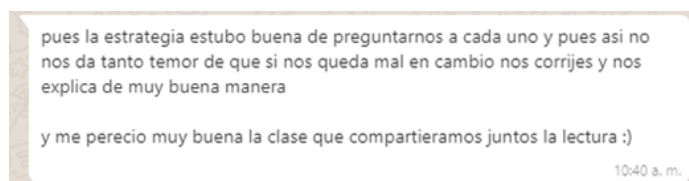
On that account, the teacher had an essential role in the *ER* program. In order to engage students in the classes, she created or implemented different teaching resources students liked. For example, the use of visual aids was fundamental for students to identify words, vocabulary, among other things (See Figure 48). Other resources included videos, online tools for virtual work, and worksheets. She also used follow-up activities from the book or her experience to check students' comprehension and foster participation. However, in different cases and especially at the beginning, students were not used to the teacher talking in English all the time, so the use of paralinguistic elements such as her tone of voice, body movement and gestures gave an idea of what she was saying in the moment. She was always supportive in order to check that students understood what they had to do, guiding them in the individual and group activities, and always motivating students to participate, taking into account that she gave them feedback (pronunciation, grammar, etc.) but without making them feel bad about it. Finally, she was always supportive regarding reading, and she always made clear that she loves reading.

Figure 48

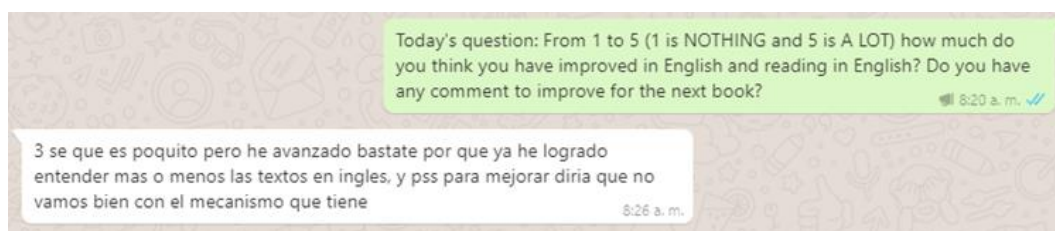
Atlas Ti quotes extracts

46:8 ¶ 24 en RESEARCH JOURNAL 5	↗
The teacher shared her computer screen and showed students the slides prepared for the class. As the teacher checked that students could give their opinions about the Gifs at the beginning of each class, she showed students two people falling off a bike into the mud. Face-to-face students gave their opinions, and finally, all of them agreed that although it showed a bad day, maybe those people had a good memory.	
46:9 ¶ 25 en RESEARCH JOURNAL 5	↗
the answers demonstrated that they relied on visuals (like the book pictures) and did not remember details about the book, but the general idea, and even that students did not read outside the class.	
46:26 ¶ 31 en RESEARCH JOURNAL 5	↗
The material prepared for the teacher is of great help when catching the students' attention, and adding visual details helped students understand better what was being presented.	
47:4 ¶ 32 en RESEARCH JOURNAL 6	↗
During this book, the teacher copied a GIF from the internet to motivate students to participate and give their opinions. In this case, StuQ, StUE, StUF, and StuD gave their opinion.	

As showed in Figure 49, the participants expressed that the teacher's role was essential to motivate them to participate actively and engage in the class.

Figure 49*Extract from StuAA's Research Diary*

So, during and after the implementation, students assessed their improvement. Some of them expressed they had improved their L2, especially in grammar structures and vocabulary, because they felt compelled to use the target language to share information about the book. Some others considered they improved a little but still lacked the vocabulary to understand the texts fully (See Figure 50). In a third case, two participants did not see an evident change in their L2 proficiency because health problems did not allow them to attend classes or because the activities did not attract them enough to engage them.

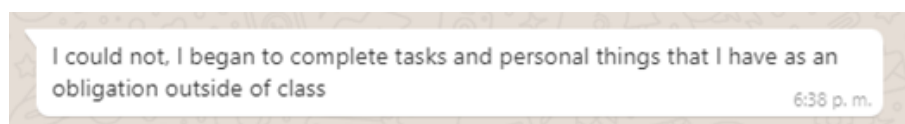
Figure 50*Extract from StuQ's Research Diary***11.1.2. Reading in L2**

This second category comprised students' perception towards L2 reading in the EFL learning school context, including their perceptions about reading in the classroom, the proposed reading activities, and their purpose for reading.

Although a great deal of and ER program is that students read out of the classroom, the students' perceptions showed differently. As the classes were for discussing what was read in each of the books, their lack of participation led the teacher to ask them in their diaries about their time for reading out of school. They expressed time, personal, and school factors as the main reasons for not reading out of the classroom (As seen in Figure 51). Also, some of them said reading in English was difficult at first, but they got used to reading in English as the project was conducted.

Figure 51

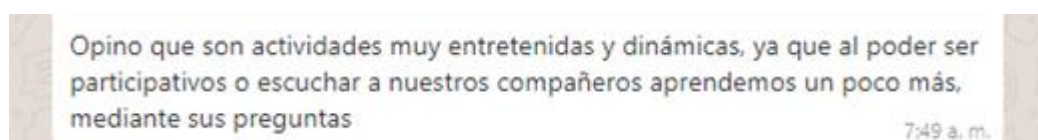
Extract from StuCc' Reseearch Diary



There was also evidence of students' perceptions towards the reading activities. They asserted the reading activities were mainly suitable, but other answers expressed a variety of qualifiers such as funny or entertaining, interactive, easy, creative, or not routinary (Figure 52 shows an example). Also, they said the reading activities helped them expand their vocabulary or helped them comprehend the text. So, it is related to what was previously said because although students did not read outside the class, the reading activities allowed them to understand the texts. Nonetheless, two students felt the reading activities were too slow and wanted to read the book faster.

Figure 52

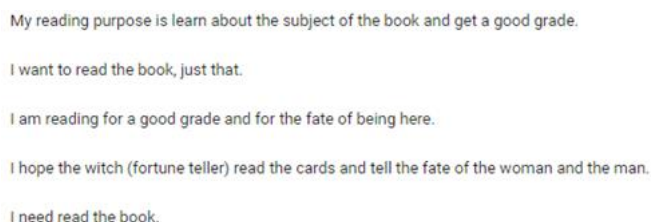
Extract from StuAA's Resarch Diary



The reading activities allowed the teacher-researcher to explicitly ask students about their purpose for reading to connect with the ER principles. Bamford and Day's purpose for reading is related to pleasure, information and general understanding. For that matter, students' purpose for reading was mainly related to L2 improvement, general knowledge, but also for getting a good grade:

Figure 53

Extract from StuE's classwork



My reading purpose is learn about the subject of the book and get a good grade.

I want to read the book, just that.

I am reading for a good grade and for the fate of being here.

I hope the witch (fortune teller) read the cards and tell the fate of the woman and the man.

I need read the book.

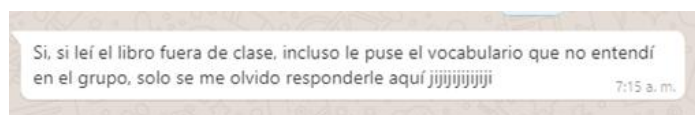
11.1.3. Reading habits and strategies

After talking about L2 reading, it was fundamental to understand more about the development of reading skills. Due to this, the third category integrated the participants' reading habits and the teacher's perceptions about them, students' use of the reading strategies, and the teacher's perceptions about the use of the reading strategies.

Students did not read outside the class as expressed in the last category. The diagnostic provided the first look at this, but it was evident that they did not develop a reading habit after the implementation. In the beginning, students started reading the book pages assigned by the teacher as homework and used the WhatsApp group created to share unknown vocabulary. An example of this is in Figure 54:

Figure 54

Extract from StuAA's Research Diary



However, reading because they have to do it was not the purpose of the ER program. As time passed and they had many school assignments (as it was the end of the school year and their school life), they stopped reading at home. It was challenging for the teacher because if students did not read, they could not work in the follow-up activities, and discussion activities were delayed according to the lesson planning. On the contrary, students liked reading during the class. When students started attending school, the teacher could see students reading in class and talking about it. The teacher implemented DEAR activities, as they were interesting for students, or reading in groups using the online tool for reading. Here there are some Atlas Ti quote extracts:

Figure 55

Atlas Ti quote extracts

50:11 1 26 en RESEARCH JOURNAL 4	21
With this, she could also identify that some students were not reading the book outside the class and were lost.	
75:2 1 24 en RESEARCH JOURNAL 2	21
To check students' comprehension of the chapter, the teacher showed students two columns with different parts of sentences. In this way, students had to match the two correct parts. Through the activity, the teacher comprehended students did not read the chapter, or did not understand it well, as most of the students were merely guessing the correct answers.	
75:3 1 24 en RESEARCH JOURNAL 2	21
Likewise, to check if students read the book, the following activity consisted in asking students their favorite part of chapter one. So, the teacher asked some students, and, for example, StuQ admitted he didn't read, but StuD and StuE expressed their favorite parts.	
75:17 1 40 en RESEARCH JOURNAL 2	21
The activity about checking who read the book was very useful to know who read the book and who did not.	
76:18 1 34 en RESEARCH JOURNAL 3	21
Asking if students read the book through a question is a good idea. However, the results from this class demonstrated that students did not spend time outside the class to do so.	

During the implementation, the teacher prepared lots of before and after reading activities to know more about the students' use of reading strategies. In this case, the participants could evaluate the text and contextualize it with their context (See Figure 56):

Figure 56

Transcript Extract

is a very personal question. So far, what's your favourite... no, who is your favorite sister in the story? StuXX.

StuXX: la mayor es Meg, ¿verdad?

StuN: No, la mayor es Jo.

Teacher: No, actually it is Meg. Meg is the oldest. So, you liked Meg. What about...

StuC: Yo creo que Amy.

StuN: Sí, Amy.

StuQ: Amy.

Teacher: What about StuD?

StuXX: Amy.

Teacher: Amy. Why? StuQ and StuXX.

StuQ: Es que se parece a mí.

StuN: es que es loquilla.

Teacher: So, they are similar to you.

StuN: Es que una escribe, y no, qué porquería.

Teacher: Jo is the writer, and you don't like it.

StuN: No.

They could also determine the main idea and supporting details, recall what they read, and draw on prior knowledge. Nonetheless, although some of them could ask questions (to the writer, to the text itself), most of them did not do it. Finally, they also demonstrated they could look up unknown words in the dictionary, but the misuse of translators affected the use of this strategy.

Figure 57

Atlas Ti quotes extracts

10:11 ¶ 23 en RESEARCH JOURNAL 10	they do a good job summarizing the book. In group number two, it is StuH who explains the mind map. However, the teacher makes suggestions in terms of grammar, pronunciation and structure of the graphic organizer. In group four, created after discussing with their group, StuAB and StuO show a well-done graphic organizer, including main ideas, supporting ideas, setting, problem and a solution
17:3 ¶ 21 en CLASS 5	Teacher: Ok, so, what is the main idea in page number one? What is the main idea? What are they talking about? Tell me. What is the main idea? They are presenting Pompeii, excellent StuE, that's excellent.
32:2 ¶ 47 en CLASS 10	StuH: Eh, Bueno. Eh, second.. ay no... secondary ideas. People were angry at the noise Fortunatus made. The sky in this history is dark. Mico is a slave. Main idea, when the volcan exploded Mico and Fortunatus were able to shave themselves. Problem, people did not listen to Fortunatus when the volcano began to erupt. Main ideas, in this old roman village under the mountain people eat and drink in their homes. Marcus sextus and his family have fifteen slaves. Fortunatus stays in the small room behind the door. The mountain often makes noises. The dog runs out into the street, the slave is very angry. Mmm... características.
46:16 ¶ 26 en RESEARCH JOURNAL 5	StuQ, StuAA and StuC started inferring ideas from the text and supporting ideas, main and secondary characters.

The teacher's perception regarding the students' reading strategies was also taken into consideration. The teacher's journals recorded increased students' use of the reading strategies as the units passed by. In the end, it was easier for her to see that students talked about the books, reacted to them somehow. The last unit was very productive, and she could also see the students' development of a critical stance towards the book and the author, mainly because the last book was the most voted at the beginning of the implementation, and they had a particular interest in it. Also, it was easier for the teacher to see this because five participants were attending school while the others were working virtually.

11.1.4. *Implications of the COVID-19 pandemic in the EFL class*

There were a group of codes that although were not directly related with the main objective of this research project, they emerged during the implementation process and were gathered in this category. They are shown in the code's book in Appendix J.

In the first place, there were several difficulties in virtual teaching. The implementation began when the Colombian government called all teachers to come back to schools without the students' presence. So, teachers were teaching from the school, which included that the school was in charge of providing the teachers with the necessary elements for a remote virtual class. Also, the teacher had to follow some biosecurity protocols, like being alone in a classroom, or wearing a face mask when being with other people around. However, the experience resulted in a poor internet connection, out-of-date computers and lack of appropriate classrooms. These problems with technical elements affected the class, as the teacher had to stop to fix the problem, or paid for her own Wifi connection, used her own computer, use a small teacher's room to teach her class, among others. Furthermore, when students started attending school, they were not given proper classrooms, and it was difficult for face-to-face students to listen to virtual students' participation.

Besides, external elements like noises from a construction in front of the school, interruptions due to extra-curricular activities, and obeying to the biosecurity protocols made the teaching experience challenging.

Figure 58

Atlas Ti quotes extracts

44:4 11 24 en RESEARCH JOURNAL 3	The classroom was different, with a different computer and an overhead projector, so she had to change some things from her class.
44:14 11 34 en RESEARCH JOURNAL 3	While students thought about their answers, the teacher asked the coordinator to help her with some devices to improve the class volume. The coordinator arrived, and there was a prolonged interruption because the teachers needed to check sound
46:1 11 22 en RESEARCH JOURNAL 5	For this class, the teacher brought a mini speaker so that everyone could listen to virtual students' participation.
46:2 11 22 en RESEARCH JOURNAL 5	The school was supposed to provide a good internet connection, but students decided to pay for their Wi-Fi.
46:20 11 30 en RESEARCH JOURNAL 5	She had to develop different strategies and the use of different electronic devices to compensate for the lack of appropriate tools for a hybrid class.

Remote classes were also demanding for students. Due to their socio economic conditions, most of them could not afford appropriate electronic devices for the classes. Most of them worked using old computers or cellphones, and they had to use them for long periods of time, so they also presented difficulties. It was frustrating and distracting for them. This can be seen, for example, in Figure 59:

Figure 59

Extract from StuQ's Diary

pss profe angry por que no pude escuchar bien la clase por el internet pss me extrese :(asi que no puedo opinar en si 🤔, ademas de que no me cargo la pagina para eer el libro, disculpe

4:39 p. m.

Moreover, students were not used to working in groups during remote classes. For that reason, when the implementation process started, students did not know how to work in groups or autonomously. The use of technology seemed to affect students' interaction with their partners and the teacher. Until the end of the intervention, two students did not work in groups. On the contrary, those students who adapted to work in groups or individually, participated in the activities actively. Notwithstanding, another issue affected students' commitment. As it was the end of their school life, and after almost two years of virtual classes from Monday to Friday and some Saturdays (due to the Colombian National strike) students got tired of school duties (See Figure 60). They argued teachers gave them too many worksheets and activities to do, and they did not have time for anything. So, as soon as they knew they had good scores in the subject, they stopped attending or delivering activities. Also, they focused their attention on those subjects with less scores, instead of participating in the EFL class.

Figure 60

Transcript Extract

StuAB: Todo le pasa a **StuO**. Ay, no, tengo hambre. No he desayunado, no he comido.
StuO: Te toca almorzar.
StuAB: No he hecho ni almuerzo. Ahorita tenemos física. Ay, no. Va a explicar el taller y tiene fecha para yo no sé cuando. Qué manera, hay más tareas. Tenemos más tareas que vida.
StuO: La exposición es para el jueves.,
StuAB: Ay, esa exposición. ¿Es el jueves?
StuO: Sí.

Then, everything changed again because the Colombian government called students back to the schools, as the vaccination process was allowed to them. Hybrid classes started, and the teacher had to reorganize her lesson planning according to it. It was a change for students, as they could interact with the teacher, they started participating more, and group activities were easier as all of them could interact and contribute. The teacher-researcher was also aware of the change. It

was challenging because she had to pay attention to both classrooms, on-site and virtual, at the same time, with technical and external difficulties added to that, but she could see students doing the activities and responding to the texts, so that was a relief (See Figure 61). On the other hand, some virtual students stopped attending to class or interacting.

Figure 61

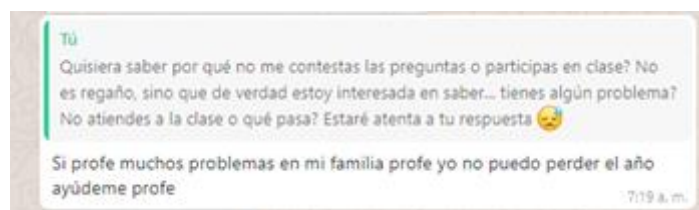
Atlas Ti quotes extract

46:11 1 25 en RESEARCH JOURNAL 5	28
His difference between virtual and face-to-face participation was noticeable because, in the previous classes, he was not likely to ask this question or participate, but in this class, he did. Another aspect to highlight is that students supported each other to collect information to answer the questions	
46:17 1 28 en RESEARCH JOURNAL 5	28
At this moment, face-to-face students started asking for more attention, as they considered the teacher was only paying attention to virtual students.	
46:23 1 30 en RESEARCH JOURNAL 5	28
However, face-to-face students took advantage of being in the classroom with the teacher to open up, participate, and ask questions.	
47:16 1 32 en RESEARCH JOURNAL 6	28
Face-to-face students shared their opinions with their partners to understand the decision and the teacher's questions.	
47:11 1 34 en RESEARCH JOURNAL 6	28
Groups one and three were present at school. The students constantly asked the teacher if the activity was good. In this case, only StuC and StuN participated.	

Thus, considering students' involvement in class, students at first used the chat as the main means of communication for participating, answering questions, or even checking attendance. Different factors led to this, one of them being that their space for classes were their own houses, in which in some cases noises and personal problems affected their participation and commitment. For example, with one of the participants, the teacher had to call her house and wrote to her personally to ask about her, as she did not answer any of the teacher's questions but was always in the Meet call. She ended up expressing family problems as the main reasons for not participating (See Figure 62). In other cases, students were ashamed of using their voices in front of their partners. Also, students tended to fall asleep while being connected in class, or they were in the Meet call at the same time they were doing other things. Finally, health factors also influenced students' involvement in the class.

Figure 62

Extract from StuJ's Research Diary



12. Posttests results and analysis

At the end of each unit, a posttest exam was applied to the participants to check comprehension and find out what changes were there in students' proficiency level and reading skills in L2. In this case, the results and analysis will be divided into three parts, considering what was expressed in section 10—Pedagogical Intervention. An extra fourth part is related to the validation process.

12.1. Posttest 1: Literal reading level

After the participants finished reading the first book, *The Slave Boy of Pompeii*, the first posttest was applied to see if there were changes in their literal reading level. The teacher-researcher applied a test consisting of five questions related to the literal reading level, and students had thirty minutes to finish it. Due to the remote classes, the test was applied through Google Forms, and specific instructions were given. However, the test was also created in a Word Document. The reading extract was derived from the book's story so students could make the connection between the book's story and the reading extract (Nuttall, p. 213), and the open-ended questions were created following the pretest example. Also, the analysis process was similar to that of the pretest, which means that if students got 3 out of 5 correct answers, they were considered to reach the level. The following table shows the participants' answers:

Table 6*Participants' posttest answers regarding the literal reading level*

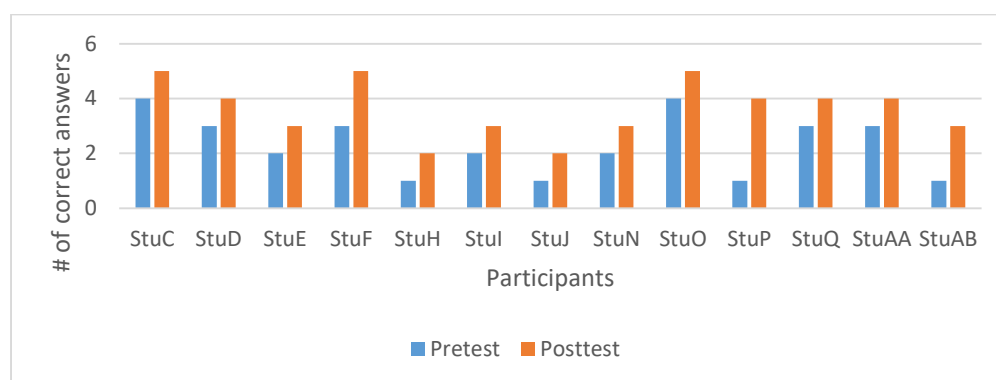
#	Students'	Literal Level					LV	# of correct answers
		1	2	3	4	5		
1	StuC	Yes	Yes	Yes	Yes	Yes	Yes	5
2	StuD	Yes	Yes	Yes	No	Yes	Yes	4
3	StuE	No	No	Yes	Yes	Yes	Yes	3
4	StuF	Yes	Yes	Yes	Yes	Yes	Yes	5
5	StuH	Yes	No	No	No	Yes	No	3
6	StuI	Yes	Yes	Yes	No	No	Yes	3
7	StuJ	Yes	No	No	Yes	No	No	2
8	StuN	No	Yes	Yes	No	Yes	Yes	3
9	StuO	Yes	Yes	Yes	Yes	Yes	Yes	5
10	StuP	Yes	Yes	Yes	No	Yes	Yes	4
11	StuQ	Yes	Yes	No	Yes	Yes	Yes	4
12	StuAA	Yes	Yes	Yes	No	Yes	Yes	4
13	StuAB	Yes	No	Yes	No	Yes	Yes	3

In this case, eleven participants reached the literal level, which means that the majority of them could identify keywords to get the general meaning of the text. Only two students did not reach the level. In StuJ's case, from the intervention analysis, it was determined that she had many problems at home that did not help with her class engagement. Furthermore, although StuH

improved, she could not determine the main idea of the text. In general, there was a visible positive improvement compared with the pretest as expressed in the next figure:

Figure 63

Comparison between the pretest and the posttest scores in the literal reading level



Furthermore, the open-ended questions allowed the teacher-researcher to check students' L2 proficiency level, as they had to write the answers in the target language. Although the focus of the research study was reading, there was noticeable that their answers demonstrated they could understand the general idea of the text and identify keywords, but sometimes they had confusion regarding pronouns, verb tenses, or sometimes they used their L1 to support their answers as they might not know the words in English. And even though the answers showed improvement, ten hours of exposure to reading were not enough to make students build their schemata. Some examples with grammar mistakes are shown below:

Table 7*Examples of students' errors in the posttest*

Ss' code	Answer	Errors
StuAA	Narrar, your perspective from eruption	L1-L2 transfer
	volcano of pompeii	Incorrect use of the possessive pronoun
StuE	The volcano was eruption and destroy	Verb tense error
	the town of Pompeii	Spelling mistake
StuF	talk about vesubio and pompeii from	Subject-verb agreement
	another point of view.	Capitalization
		L-1-L2 transfer

12.2. Posttest 2: Inferential reading

The second posttest was applied after the participants finished reading the second book, *Good Day, Bad Day*, and its purpose was to see if there were changes in their inferential reading level. The application instructions were similar to the previous test. Nonetheless, due to the beginning of hybrid classes, the test was applied through Google Forms to virtual students and the printed exam for face-to-face students (See Appendix E). The reading extract was related to the book's story so students could connect them, and the open-ended questions were created following the pretest example. Also, the analysis process was similar to that of the pretest. If students got 3 out of 5 correct answers, they were considered to reach the level. The following table shows the participants' answers:

Table 8*Participants' posttest answers regarding the inferential reading level*

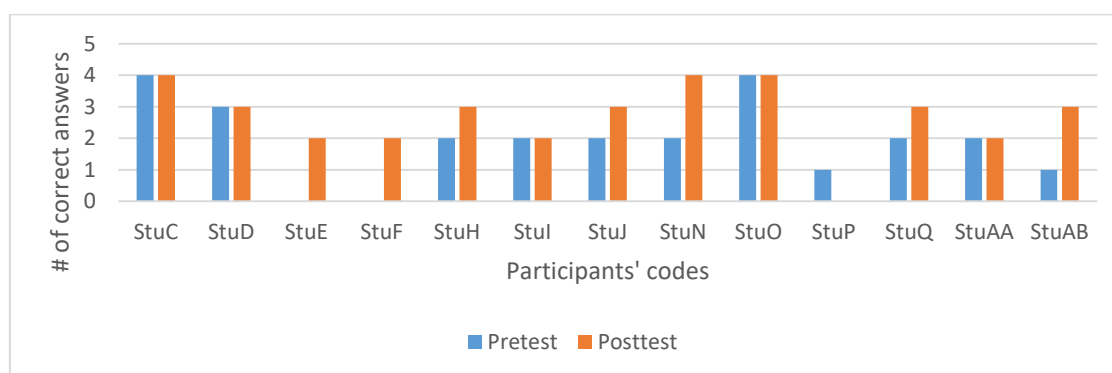
#	Students' codes	Inferential Level					LV	Number of correct answers
		1	2	3	4	5		
1	StuC	Yes	Yes	No	Yes	Yes	Yes	4
2	StuD	Yes	Yes	No	No	Yes	Yes	3
3	StuE	No	Yes	No	No	Yes	No	2
4	StuF	Yes	No	No	No	Yes	No	2
5	StuH	Yes	No	No	Yes	Yes	Yes	3
6	StuI	No	Yes	No	No	Yes	No	2
7	StuJ	Yes	Yes	Yes	No	No	Yes	3
8	StuN	Yes	Yes	No	Yes	Yes	Yes	4
9	StuO	Yes	Yes	Yes	No	Yes	Yes	4
10	StuP	No	No	No	No	No	No	0
11	StuQ	No	Yes	Yes	No	Yes	Yes	3
12	StuAA	No	Yes	No	No	Yes	No	2
13	StuAB	Yes	Yes	No	No	Yes	Yes	3

This time, students' answers demonstrated it was more challenging for them to consider what was implied in the text as students had to get the information from various parts of the reading and put it together in a new way or identify the different situations in the text. Similar to the first

posttest, students had difficulties with grammar structures and vocabulary. Also, the students' answers demonstrated that seven students improved in their answers, and five more did not have evident improvement. Still, eight students reached the inferential level. Likewise, it is outstanding that StuP did not get any answers correct. As previously explained in the pedagogical intervention analysis, at this time that students were going through difficult familiar situations that might affect the results. The improvement is shown in the figure:

Figure 64

Comparison between the pretest and the posttest scores in the inferential reading level



Regarding the students' use of reading strategies, the idea of the posttest was to identify which strategies students used when reading, and the results highlighted four: recalling what they read, drawing on prior knowledge, contextualizing with their context, and making predictions. For example, question number five said: "Is she happy in the end? How do you know?" and eleven students got it correctly and gave explanations for their answers to demonstrate that they could understand the relations between the different parts of the text to infer the answer. However, one of the most challenging questions was: "Why is the man in the Interview Room important in her "bad day"?", and although most of the students could identify the literal sense of the answer (The man was in trouble with her in the parking lot) most of them could not recall on what they have

read in order to make the correct prediction (the man was in charge of carrying out the job interview), because the answer was not explicitly written in the text.

12.3. Posttest 3: Critical reading

Finally, the third posttest was applied after unit 3, and that was the last class of the intervention. Its purpose was to identify the author's point of view and to assume a critical stance. In other words, to reflect on the text to reach the critical reading level. The application instructions were similar to the previous test. The test was applied through Google Forms to virtual students and the printed exam for face-to-face students (See Appendix G). The reading extract was related to the book's story so students could connect them, and the questions were open so they could explain their answers. Also, the analysis process was similar to the previous tests. The following table shows the participants' answers:

Table 9

Participants' posttest answers regarding the critical reading level

#	Students' codes	Critical Level					LV	Number of correct answers
		1	2	3	4	5		
1	StuC	Yes	Yes	No	Yes	Yes	Yes	4
2	StuD	Yes	Yes	Yes	Yes	No	Yes	4
3	StuE	Yes	Yes	No	Yes	Yes	Yes	4
4	StuF	Yes	No	Yes	Yes	No	Yes	3
5	StuH	Yes	Yes	No	Yes	No	Yes	3

6	StuI	No	Yes	Yes	No	No	No	2
7	StuJ	-	-	-	-	-	-	-
8	StuN	Yes	No	No	No	Yes	Yes	3
9	StuO	Yes	Yes	Yes	Yes	Yes	Yes	5
10	StuP	No	Yes	Yes	Yes	Yes	Yes	4
11	StuQ	No	Yes	Yes	No	No	No	2
12	StuAA	Yes	No	Yes	Yes	Yes	Yes	4
13	StuAB	No	No	No	No	No	No	

Students established connections between the different statements in the first question to answer correctly. One outstanding element between the pretest and the posttest is that students could write longer sentences to express themselves. Questions two and four were intended for students to establish connections between different texts or statements. In this case, students used different reading strategies such as contextualizing with the real context or drawing on prior knowledge. It was meaningful to see, for example, that students linked scarlet fever with the current pandemic in their answers and the experiences they had with it. Questions allowed students to establish the validity and implications of statements in a text. However, only seven participants wrote clear answers for question three. The answers of the other five participants were unclear due to L2 grammar and vocabulary difficulties. Finally, the fifth question aimed to reflect on the text and evaluate its content. Only six students expressed their opinions. The following table shows some of the students' incorrect answers:

Table 10

Example of students' answers in the critical reading posttest

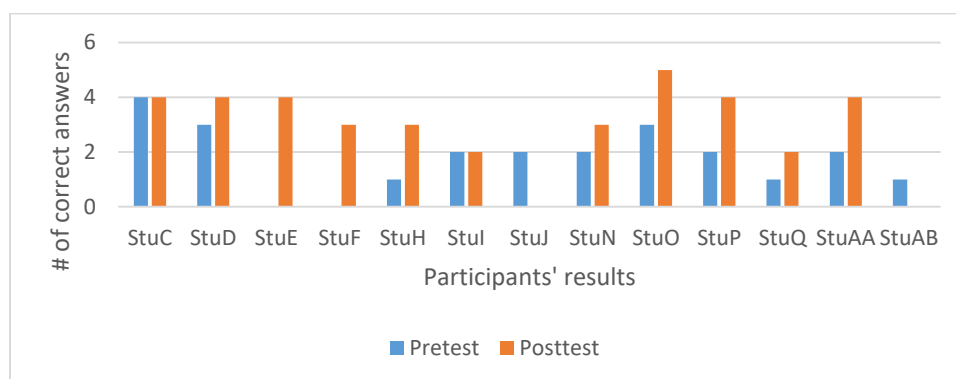
Students' code	Question	Answers
StuAB	1. What is the writer's main purpose?	Child dead
StuN	2. Have you been in a similar situation in which someone close to you was very sick? If yes, what did you do? If not, what would you do?	Taken to hospital
StuH	3. Do you think it was OK for Beth to go to the Hummel family? Why?	yes she was very sick and don't have her parents
StuQ	4. Talking about health problems, do you find this story similar or different from nowadays? Explain	Not
StuI	5. What is your opinion about Mr. Lawrence's idea of writing a letter to Mrs. March?	Things are expressed

As the ER program was implemented in times of pandemic, students' difficulties affected the test results. For example, StuJ stopped attending classes and came back when the implementation was over to explain she had familiar issues, and because of that, she could not take the final test. StuAB was also absent during most of the third unit due to familiar issues. She took the exam, but she later expressed that she did not give her 100%. StuI was tired of school duties. He attended school to spend time with his partners but stopped answering the diary, participating

in class, and reading the book. Considering all this, the test results demonstrated that nine students got higher scores than those from the pretest. In total, nine out of thirteen students reached the critical reading level. The comparison between the pretest and the posttest is shown as follows:

Figure 65

Comparison between the pretest and the posttest scores in the critical reading level



12.4. Validation process

After the pedagogical intervention, three focal group interviews were carried out with the majority of students to consolidate the pedagogical intervention analysis. The teacher-researcher recorded the interviews through Google Meet. The first group included all face-to-face students. Groups two and three were virtual students. The transcriptions were coded in the software Atlas ti. As expressed in section 11, codes merged into code groups for better organization. Taking into account what was said before, Figure 66 displays the analysis of the interviews.

When talking about their perceptions towards EFL at school, students expressed that the implementation was valuable as it was different from the traditional way of teaching. Most of them said the intervention was meaningful as they considered they improved their L2 proficiency level for reading, listening, and speaking. Those who did not see an advance in their L2 proficiency

level felt they still lacked enough vocabulary to participate, and that is why sometimes they did not interact with others. They felt good in class because it was something different and entertaining, but it was challenging and frustrating at first. For this reason, they expressed that the teacher's role had an impact, as she motivated and oriented them when they did not know what to do (See Figure 67), what is related to the ninth principle of ER. (Bamford & Day, 2004).

Figure 66

Sankey Diagram generated by the software Atlas Ti

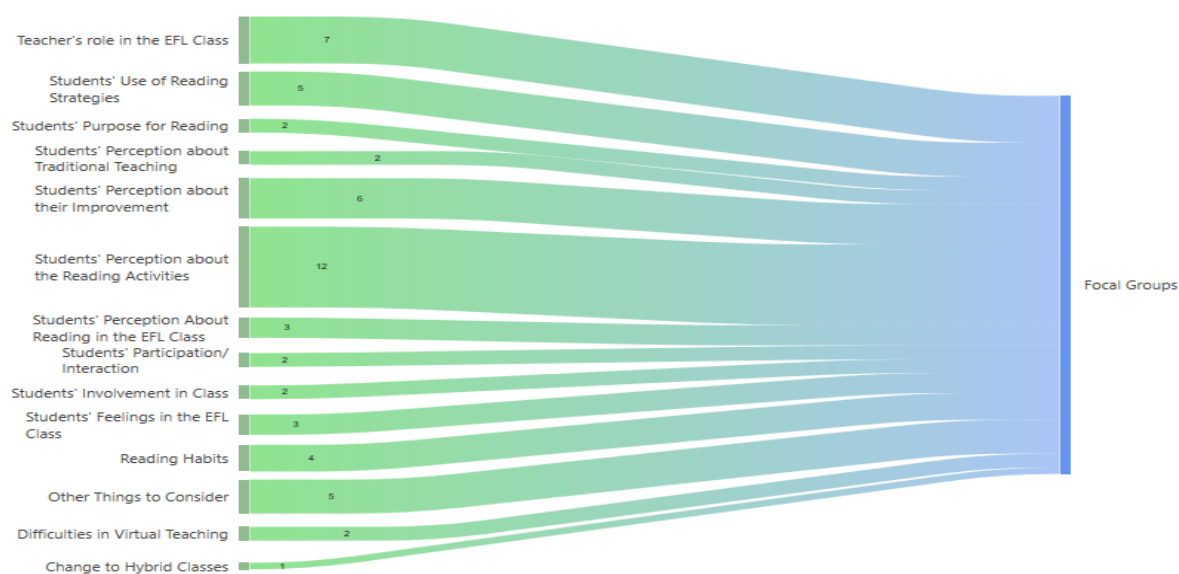


Figure 67

Extract from Focal Group 2 - Teacher's role

Teacher: Bien StuO, todas concordamos con lo mismo, el tiempo fue muy difícil y mas ustedes que estaban allí de la manera virtual ¿consideran que la profesora, en este caso yo, los guio en el proceso de investigación, en el proceso del trabajo?

StuJ: Sí, porque usted nos preguntaba si teníamos alguna dificultad y cuál era, para ayudarnos.

Also, reading in L2 was something new for students, but their purpose for most of them was to improve their L2 proficiency level. Nonetheless, time was a relevant factor. The participants' perception about reading out of class was that they did not have time to do it outside (See Figure 68). Besides, they suggested considering a more extended *ER* program, as thirty hours were not enough. However, their perceptions of the reading activities were mainly positive. Only one student complained about choosing the books because she did not choose what was read. The above mentioned is related to principles three and six, and it is something to take into account for future implementations of an ER program.

Figure 68

Extract from Focal group 2 - Reading outside the class

Teacher: Vale listo, tercera pregunta ¿consideran que invirtieron tiempo leyendo fuera de la clase y desarrollando pues actividades que yo les dejaba como fuera de clase para que estuviera relacionadas con el libro? ¿Sí le invirtieron el tiempo o no? Y por qué.

StuJ: Algunas veces.

StuP: Algunas veces.

Teacher: ¿por qué StuP?

StuP: porque por mi parte me llamaba la atención.

Teacher: y cuando no podías, ¿por qué no?

StuP: A veces porque no tenia tiempo o muchas tareas.

Teacher: Okey, listo. **StuO?**

StuO: Yo sí no mucho, no mucho.

Teacher: ¿Por qué? Por que consideras que no fue así.

StuO: Pues, aparte del montón de trabajos que teníamos yo digo que yo no me sentía bien, pues no con la actividad sino emocionalmente, ya es aparte.

From the previous picture, it can be concluded that it was challenging to develop a reading habit in L2 if there was no time to do so. Nevertheless, the participants expressed something that could not be well perceived during the intervention. The reading strategy they considered

fundamental was to look up unknown words in the dictionary. However, online translators were also mentioned.

Finally, virtual classes affected students' commitment and involvement in class. They argued that they got tired of school duties, and face-to-face students agreed on saying that the change to hybrid classes helped them, because they could interact with their partners, be more confident to participate, and they could concentrate more (See Figure 69). On the contrary, virtual students expressed they were fine as it was. Also, personal factors influenced the students' commitment in class.

Figure 69

Extract from Focal Group 1

Teacher: Ahora, a ustedes les voy a hacer una pregunta un poco diferente a los estudiantes que están virtual, y aquí es importante, por ejemplo, StuD, que fue de los últimos en llegar, y quiero que sean muy sinceros al respecto. ¿Qué diferencias resaltan entre tomar el proyecto de manera virtual a cuando pasaron a hacerlo de manera presencial?

Muchas voces: Uy, mejor.

StuAA: es que uno virtual, a veces ni prestaba atención.

StuN: virtual le daba pereza a uno.

StuC: no dan ganas ni de interactuar.

StuD: Pues es que dependía más de uno, de autonomía.

StuN: Sí, y de participar

StuI: La atención.

Teacher: Perfecto, ya les informaré de los resultados.

13. Conclusions

The general objective of this research project was to establish how the implementation of the ER technique in the EFL learning school context contributes to the development of critical reading skills in L2. After an ongoing reflection and data analysis process, I can conclude that the

intervention carried out in an eleventh-grade classroom of a public school in Piedecuesta positively contributed to the development of critical reading skills in L2. Not only that, but the intervention process also improved the participants' attitude towards the EFL classroom and reading itself, at the same time it developed other useful skills for the students' future lives.

The first objective was to identify individual learners' English proficiency level and critical reading skills. At first, although students had a certain level of L2 proficiency, the pretest showed they had difficulties when reading in English, they were not used it, and most of them were not proficient readers. Moreover, the needs analysis showed the learners' perception of EFL learning. They considered traditional teaching did little to improve their L2, and they did not see reading as essential to improving their English level.

Based on this characterization, the second cycle of the project consisted of designing class interventions based on the *ER* technique to influence the learners' development of critical reading skills. During this step, my role as a teacher researcher was to reflect upon the students' perceptions of my pedagogical practice at school to give students the best possible classroom atmosphere for learning to occur. Bearing this in mind, I designed class interventions to foster students' critical reading skills in L2. To this regard, Nuttall expressed: "getting students to read extensively is the easiest and most effective way of improving their reading skills" (p.127). In that way, providing scaffolding and choosing appropriate teaching and reading resources was key to capture students' attention towards EFL reading.

After the intervention, the third specific objective was to find out what changes were there in students' proficiency level and critical reading skills in L2. While students' use of L2 increased, they also reached literal, inferential, and critical reading levels by using several reading strategies. Although not all of them evidenced homogenous improvement, they did advance if compared with

the pretests. During the implementation, students demonstrated they could make use of varied reading strategies: evaluating the text, determining the main idea and supporting details, contextualizing with their context, recalling what they read, drawing on prior knowledge, making predictions, and looking up unknown words in the dictionary.

Even if the ER acted as a mediation resource to foster the development of critical reading skills, they still had grammar and vocabulary difficulties. Grabe (2010) affirmed: "(...) reading extensively, when done consistently over a long period of time, leads to better reading comprehension as well as improved abilities in several other language areas". (p. 329). So, for a more evident improvement of the target language, the ER program must be implemented over longer periods of time.

Similarly, the fourth specific objective was to describe the teacher and students' perceptions of the development of critical reading skills in the EFL classroom after implementing the ER technique. The majority of students expressed that they felt good during the process and liked the reading activities. Some others changed their attitude as soon as they got used to the new methodology. The more engaged they were, their participation improved. My role as a teacher was vital in motivating students, and most of them considered they improved.

As the Colombian Government established quarantine due to the COVID-19 pandemic, the school adopted remote teaching to continue with the academic schedule. The extended period of virtual classes affected the EFL class, and the students and I perceived it. In the Colombian public school context, virtual classes were challenging. Lack of appropriate resources derived in frustration that impacted my teaching practice at some point and impacted students' interaction and commitment in class as their family environment transformed into their school environment, so

they had personal and familiar conflicts. Besides, most of them lacked appropriate electronic devices or spent too many hours in front of a screen.

Moreover, traditional school methodologies transferred to virtual classes overloaded students with school duties, and although students expressed they liked reading in the class, they also considered they did not have time to read outside the classroom. In other words, although they had a positive perception towards L2 reading in class, they did not develop a reading habit outside the school. Additionally, although the selection of reading material was new and appealing to students, the incorrect selection of some books led to reading discouragement. Students liked books they could relate with their context, and those that they considered "unreal" were not attractive.

The use of the ER technique in the classroom is intended to generate a desire for reading while the learners improve their L2. Nonetheless, an inadequate reading experience could be devastated in the learning process. So, guiding students' reading involved the four skills in the classroom in a different way from the traditional practice and compels the learners to undergo a comprehension process to interact with others. As time passed, the participants felt more comfortable discussing the reading and building their understanding of the story together. At first, they were reluctant and complained about not getting the gist of the class. Nevertheless, later on, they saw improvement because they could understand and interact in an English class focused on reading. At the end of this project, the participants expressed less fear of using L2 to interact with others.

All in all, the reflective process also impacted my teaching practice. I could implement a different strategy and evidenced an improvement in my students' proficiency level. I could see

how they engaged to a text and transmitted my passion for reading through my pedagogical practice, something that I did not consider before the reflection process.

It can be said that the implementation of an ER program in the EFL learning school context that takes into account the learners' needs is an appropriate way of increasing students' reading rates, improving L2 proficiency, and fostering the use of reading strategies to become proficient readers, no matter the language. This experience was meaningful because I could see for myself the struggle of an L2 learner at a public school, and I could be focused on my students' needs and likes to get the best of the class, my students and my teaching practice, important topics to be taken into account in a 21st-century learning environment in which reading is fundamental.

14. Recommendations and limitations

The code group called "other things to consider" gathered different codes related to problems faced during the implementation of the research project, which needs to be taken into account for the improvement in further research proposals related to ER.

First, students slowly stopped answering the research diary for different reasons. In this case, it is recommended to react more frequently to students' answers to engage in the reflective activity.

Also, students misuse online translators for reading or writing, and in that way, they did not use their L2 proficiency to answer; thus, they did not practice the target language. For that matter, it is recommended to include micro-lessons on how to use the translator appropriately. An example is presented in the next figure:

Figure 70*Atlas Ti Extract - Students' use of Google Translator*

64:1 ¶ 8-11 en Class 6 Group 4	↗
StuXX Venga, tradúzcala en otra página, que la que sale ahí es mala. StuXX: ¿Cómo cual otra página? StuO (en el chat): DeepL.	
75:14 ¶ 34 en RESEARCH JOURNAL 2	↗
In this case, it is also noticeable that they had a confusion with the words "dad" and "pope", which are similar in writing in their L1.	
89:1 ¶ 8-9 en Class 2 - Group 4	↗
StuP (chat): Responde las siguientes preguntas: ¿Por qué cree que el Sr. March va a la guerra? ¿Qué opinas de la guerra? ¿Crees que la familia March es pobre? ¿Ha estado en la misma situación que la familia March? ¿Cuáles son los estereotipos para tí? Da algunos ejemplos. ¿Cómo están presentes los estereotipos en el libro? ¿Qué dicen de la amistad? ¿Cuál es tu opinión acerca de esto? ¿Qué crees que la gente necesita para ser feliz? ¿Qué opinas de las siguientes oraciones?	
93:1 ¶ 13-18 en Class 3 - Group 6	↗
StuAA: Es que toca poner algo en la pregunta de Classroom. Pero no sé lo que tenemos que poner ahí. StuC: Yo tampoco. Yo no sé, voy sacando las preguntas en español. StuAA: Sí, yo sé. Pero no sé qué ponemos ahí en la pregunta.	
96:3 ¶ 62-64 en Class 4 - Group 4	↗
StuAB: traductor, ¿dónde está el traductor? ¿Ustedes creen que esas dos están bien para ponerlas? StuXX: Sí, la profe dijo que no necesitaban extenderse mucho. StuAB: vale, entonces las voy a poner en el Word. Ustedes le dan entregar.	

Initially, students were apprehensive about using L2 for interaction, so they tended to use their mother tongue. It was good at first, but then students realized they could interact in L2. Also, they had difficulties with level 1 graded readers because it demanded more of their concentration. Due to this fact, it is important to consider giving more time, so students adapt to the suitable reading level before expanding their comfort zone.

Although it was already expressed, technical and external difficulties limited the teaching process. There is no possible solution for this problem, but considering plan b for these difficulties might help.

Regarding limitations of this research work, it is difficult to know the impact it has on students' reading performance in the future. As it was stated at the beginning of this research study, the influence of this reading experience might contribute positively to L2, but also to L1 reading. However, further research should be done. Also, it might help to implement longitudinal research studies to check the influence of ER in students' development of critical reading skills in L1 and L2.

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Appendixes

Appendix A

Needs Analysis Questionnaire



UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE EDUCACIÓN MAESTRÍA EN PEDAGOGÍA
COLEGIO HUMBERTO GÓMEZ NIGRINIS
CUESTIONARIO DE ANÁLISIS DE NECESIDADES



Apreciado estudiante: las siguientes preguntas tienen como objetivo identificar su percepción sobre el aprendizaje de una lengua extranjera y sobre hábitos de lectura. Lea atentamente cada uno de los enunciados y responda según su propia experiencia.

DATOS PERSONALES: información sociodemográfica.

Fecha de diligenciamiento: DD MM AAAA

Nombres y apellidos:			
Fecha de Nacimiento: DD	MM	AAAA	Sexo: Femenino <input type="checkbox"/> Masculino <input type="checkbox"/>
Ciudad de nacimiento:			
Dirección de residencia:			

1) Has estudiado inglés:

	SÍ	NO		SÍ	NO
¿En Instituto de idiomas?			¿A través de interacción virtual, videojuegos o música?		
¿En un país de habla inglesa?					

2) Si has estudiado inglés, ¿cuánto tiempo? _____ horas a la semana por _____ meses.

Para las preguntas 3, 4, 5 y 6, marca con una X la opción que más se ajuste a tu experiencia.

3) ¿Qué importancia le da a la asignatura de inglés como asignatura escolar?

Nada		Regular	
Muy poco		Bastante	
Poco		Mucho	

4) ¿Las clases de inglés son suficientes para mejorar su nivel actual de inglés?

Nada		Regular	
Muy poco		Bastante	
Poco		Mucho	

5) Tiempo que le dedicas a la asignatura respecto al resto de las asignaturas.

Menos de dos horas		Entre siete y ocho horas	
Entre dos y cuatro horas		más de ocho horas	
Entre cinco y seis horas		Nada	

6) ¿Cómo prefieres realizar las actividades en clase?

Individualmente		Una combinación de los casos anteriores	
En grupo		No tiene preferencia	

Para las preguntas 7, 8, 9, 10 y 11 debes marcar con una X la opción SÍ o NO para cada una de ellas, dependiendo de tu experiencia.

7) ¿Cómo prefieres realizar las actividades en clase?

	SÍ	NO		SÍ	NO
Memorizando			Participando en conversaciones con un compañero		
Obteniendo información mediante fotocopias, libros, diccionarios			Escuchando y tomando notas		
Obteniendo información por tus propios medios			Leyendo		
Repitiendo tras el profesor			Leyendo y tomando notas		
Discutiendo en grupo			Realizando actividades de resolución de problemas		
Escuchando			Realizando mapas mentales		
Planeando y decidiendo qué hacer y cómo (por ejemplo, realizando proyectos)			Utilizando apoyos audiovisuales (diapositivas)		
			Otros		

8) Prefieres aprender inglés:

	SÍ	NO		SÍ	NO
En casa			En otros espacios (biblioteca...)		
En la clase					

9) Cuando cometes un error, quieres:

	SÍ	NO		SÍ	NO
Que se te corrija inmediatamente			Que se te corrija individualmente		
Que se te corrija posteriormente			Que se te corrija en grupo		

10) ¿Cómo quieres conocer tu progreso en el curso?

	SÍ	NO		SÍ	NO
Mediante el resultado de pruebas escritas			Mediante tu propia evaluación (auto-evaluación)		
A través de comentarios personales del profesor			Mediante situaciones reales contextualizadas) aplicadas en clase.		

11) ¿Te gusta leer?

	SÍ	NO		SÍ	NO
En español			En las dos anteriores		
En inglés					

Otra opción:

¿Por qué?:

Para las preguntas 12, 13, 14 y 15 debes marcar con una X la opción que más se ajuste a tu experiencia. Puedes elegir más de una respuesta.

12) ¿Qué tipos de textos lees?

En español		En inglés	
Novelas		Novelas	
Revistas		Revistas	
Libros de no ficción		Libros de no ficción	
Periódicos		Periódicos	
Publicaciones en redes sociales		Publicaciones en redes sociales	
Otra opción:		Otra opción:	

13) ¿Sobre qué te gusta leer?

En español		En inglés	
Novelas		Novelas	
Revistas		Revistas	
Libros de no ficción		Libros de no ficción	
Periódicos		Periódicos	
Publicaciones en redes sociales		Publicaciones en redes sociales	
Otra opción:		Otra opción:	

14) ¿Para qué lees?

En español		En inglés	
Para aprender sobre temas de interés		Para aprender sobre temas de interés	
Para informarte		Para informarte	
Para divertirte		Para divertirte	
Para estudiar		Para estudiar	
Otra opción:		Otra opción:	

15) ¿Qué crees que hace un buen lector?

Lee palabra por palabra		Siempre lee cuidadosamente	
Lee rápido		Busca palabras desconocidas en el diccionario	
Entiende todas las palabras		Lee en voz alta	
Hace conjeturas		Subraya las ideas principales	
Ignora palabras desconocidas			

Para las preguntas 16, 17, 18 y 19, marca con una X la opción que más se ajuste a tu experiencia. Para cada una, elige sólo una opción.

16) ¿Cada cuánto lees a la semana?

En español		En inglés	
Menos de dos horas		Menos de dos horas	
Entre 2 y 4 horas		Entre 2 y 4 horas	
Entre 5 y 6 horas		Entre 5 y 6 horas	
Entre 7 y 8 horas		Entre 7 y 8 horas	
Más de 8 horas		Más de 8 horas	
Otra opción:		Otra opción:	

17) ¿Consideras que lees despacio mental o verbalmente?

Raramente		Usualmente	
Siempre		A veces	

18) ¿Buscas palabras desconocidas en el diccionario?

Raramente		Usualmente	
Siempre		A veces	

19) ¿Lees en voz alta?

Raramente		Usualmente	
Siempre		A veces	

Para las preguntas 20, 21 y 22, responde de acuerdo a tu experiencia tanto en lengua materna como en lengua extranjera.

20) ¿Cuándo lees?

En español: _____
En inglés: _____

21) ¿Dónde lees?

En español: _____
En inglés: _____

22) ¿Qué haces para facilitar tu comprensión de lectura en inglés?

Appendix B

Critical Reading Pretest



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
ESCUELA DE EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA
COLEGIO HUMBERTO GÓMEZ NIGRINIS
FIRST READING TEST



The Tell-Tale Heart

By Edgar Allan Poe - Published 1843

True! -- Nervous --very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses --not destroyed --not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! And observe how healthily --how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! Yes, it was this! He had the eye of a vulture --a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees --very gradually --I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me.

You should have seen how wisely I proceeded --with what caution --With what foresight --with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it --oh so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly --very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! Would a madman have been so wise as this, And then, when my head was well in the room, I undid the lantern cautiously--oh, so cautiously --cautiously (for the hinges creaked) --I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights --every night just at midnight --but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he has passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I felt the extent of my own powers --of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back --but no. His room was as black as pitch with the thick darkness, (for the shutters were close fastened, through fear of robbers,) and so I knew that

he could not see the opening of the door, and I kept pushing it on steadily, steadily. I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in bed, crying out.

--"Who's there?" I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening; -- just as I have done, night after night, hearkening to the death watches in the wall.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief --oh, no! --it was the low stifled sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself.

--"It is nothing but the wind in the chimney --it is only a mouse crossing the floor," or "It is merely a cricket which has made a single chirp." Yes, he had been trying to comfort himself with these suppositions: but he had found all in vain. All in vain; because Death, in approaching him, had stalked with his black shadow before him, and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused him to feel --although he neither saw nor heard --to feel the presence of my head within the room.

When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little --a very, very little crevice in the lantern. So I opened it -- you cannot imagine how stealthily, stealthily --until, at length a simple dim ray, like the thread of the spider, shot from

out the crevice and fell full upon the vulture eye. It was open --wide, wide open --and I grew furious as I gazed upon it. I saw it with perfect distinctness --all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but I could see nothing else of the old man's face or person: for I had directed the ray as if by instinct, precisely upon the damned spot. And have I not told you that what you mistake for madness is but over-acuteness of the sense? --now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew that sound well, too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eve. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man's terror must have been extreme! It grew louder, I say, louder every moment! --do you mark me well I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me -- the sound would be heard by a neighbour! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once -- once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs. I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye --not even his --could have detected anything wrong. There was nothing to wash out --no stain of any kind --no blood-spot whatever. I had been too wary for that. A tub had caught all --ha! Ha! When I had made an end of these labors, it was four o'clock --still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart, --for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises. I smiled, --for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search --search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct: --It continued and became more distinct: I

talked more freely to get rid of the feeling: but it continued and gained definiteness --until, at length, I found that the noise was not within my ears. No doubt I now grew very pale; --but I talked more fluently, and with a heightened voice. Yet the sound increased --and what could I do? It was a low, dull, quick sound --much such a sound as a watch makes when enveloped in cotton. I gasped for breath --and yet the officers heard it not. I talked more quickly --more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men --but the noise steadily increased. Oh God! What could I do? I foamed --I raved --I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder --louder --louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God! --no, no! They heard! --they suspected! --they knew! --They were making a mockery of my horror!--this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! And now -- again! --hark! Louder! Louder! Louder! Louder!

"Villains!" I shrieked, "Dissemble no more! I admit the deed! --tear up the planks! Here, here! -- It is the beating of his hideous heart!"

Now, answer the following items:

1. What was the narrator's reason for killing the old man?

2. How many nights did the narrator stalk the old man?

3. Why does he finally kill the old man on this Final night?

-
4. What made the police arrive at the house? How does the narrator take care of this problem?
-
5. What sound drives the narrator to confess to the crime?
-
6. At the beginning of the story, the narrator says he is not mad. Do you think he is mad? Why or why not?
-
7. Do the police officers suspect any wrong doings? How do you know?
-
8. How does Poe include the reader in the story?
-
9. Why does the narrator invite the police to sit down in the exact room that the crime was committed?
-
10. How does the narrator create suspense at the end of the story? What happens to the way he tells the story?
-
11. What components of a scary story were present in this story?
-
12. How does Poe use images and phrases to create an atmosphere of horror?
-
13. Why does the killer confess?
-
14. Does the heartbeat really tell the tale of the murder?
-
15. Why do you think this story has remained so popular over all these years?
-

Appendix C

Consent Form



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
ESCUELA DE EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA
COLEGIO HUMBERTO GÓMEZ NIGRINIS



CONSENTIMIENTO INFORMADO

Cordial saludo, apreciado/a acudiente

Yo, Karen Julieth Layton Layton con cédula de ciudadanía No. 1098727182 de Bucaramanga, profesora de inglés del colegio Humberto Gómez Nigrinis, deseo adelantar un proyecto de investigación titulado “*Lectura Extensiva*: Un recurso mediador para promover las habilidades de lectura crítica en la clase de inglés”, como parte de mi proyecto de grado para optar por el título de Magíster en Pedagogía de la Universidad Industrial de Santander. El presente documento tiene como propósito informarle y solicitar su autorización para la participación del estudiante _____ del grado _____ de la institución educativa antes mencionada. El objetivo general del estudio es establecer cómo la implementación de la técnica de lectura extensiva en el contexto de inglés como lengua extranjera contribuye al desarrollo de las habilidades de lectura crítica en una segunda lengua.

La participación de los estudiantes en este estudio será a través de diferentes sesiones virtuales y/o presenciales (dependiendo de las decisiones tomadas por la Secretaría de Educación de Piedecuesta por motivo de la pandemia) a desarrollarse en las clases de inglés con la docente del área, y los estudiantes suministrarán información relacionada con los propósitos del proyecto, la cual será confidencial y sólo se usará con fines académicos como parte del proceso de análisis de los datos y permitirá cumplir con los objetivos planteados en la investigación. Sin embargo se

aclara que la participación de este proyecto es voluntaria y esta no tendrá compromiso alguno con las notas de clase.

Este proyecto de investigación se acoge a los parámetros establecidos en la ley 1581 de 2012 y en el decreto 1377 de 2012 en cuanto al manejo de los datos obtenidos. Estos datos serán custodiados por la docente investigadora y serán guardados en medio digital. La identidad del /la participante estarán salvaguardados por un código, por lo que en ningún momento se revelarán datos personales como nombre o documento de identidad.

Como padre de familia, acudiente o adulto responsable, es importante su participación, para lo cual le solicitamos diligenciar los siguientes datos:

Yo, _____, con número de identificación _____ de _____, Colombia, en calidad de representante legal y en uso de mis plenas facultades legales autorizo, por medio del presente documento, la participación del estudiante _____ en el proceso de investigación descrito en este documento. Así mismo, certifico que he sido informado de los propósitos del estudio y los fines con los que será utilizada la información recolectada mediante pruebas diagnósticas y demás instrumentos planteados por la investigadora. Reconozco que la información que se provea en el curso de esta información es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. De igual modo, autorizo que se realicen filmaciones y/o fotografías en las que el rostro del participante sea visible.

Karen Julieth Layton Layton

Firma del acudiente

Firma de la profesora investigadora

Tomado de: Ramírez, G. (2018) *Proyecto de aula para el fortalecimiento del pensamiento numérico para el grado sexto de la básica secundaria a través del aprendizaje cooperativo*. <http://bdigital.unal.edu.co/69958/31/43527286.2018.anexo.pdf>

Appendix D

Lesson Planning

UNIT 1				
Unit Title: EASYSTARTS - THE SLAVE BOY OF POMPEII				
Competence: Identifico palabras clave dentro del texto que me permiten comprender su sentido general.				
Estimated time for the development of the unit: 10 hours.				
Teaching and learning strategy: Flipped Classroom				
Unit development				
#	Activities	Time	Resources	Outcome
1	1. Explain Extensive Reading, its principles, and the objective of reading in class. 2. Explain the use of Pre, While, and Post Reading activities, the levels of reading, the commitment students must have when reading in class, and the idea of students as leading roles in class. Homework: Answer the question: What is the purpose of your reading for the end of the school year after you are told about ER?	1 hour	Power Point slides	Oral answers
2	Before you read 1. Have students look at the book cover and participate: What does the cover express to you (title, images)? 2. Identify the words from the title and create a Brainstorming.	1 hour	Power Point Slides	

	<p>3. Ask students to check activities on page ii and answer the questions. (What is the book about? What can you see in the photos from pages 1, 2, and 3? What country is Pompeii in? What is the name of the mountain in the pictures? Are the sentences right or wrong?)</p> <p>4. Explain to students some PARATEXTUAL texts present in every reading, give examples from activities 1 and 2.</p> <p>Homework: Getting info by your own means. Look for more information taking into account the brainstorming list.</p>		<p>Padlet:</p> <p>https://padlet.com/karenlavton/enurkqdobkhciis</p> <p><u>1</u></p>	Reading Diary question
3	<p>Before you read</p> <p>1. Check homework: create a virtual board and have students write what they found about the brainstorming.</p> <p>2. Tell students the story takes place on a hot summer's day and put them in small groups to discuss the following questions: <i>Do you like summer? Why or why not? What do you usually do in summer? Where do you usually go? What do you eat?</i></p> <p>3. Take a virtual guided tour to contextualize the story. Students participate and say what they think about the activity. They are also allowed to ask questions.</p> <p>4. Explain to students the SQR3 technique and have them write down questions about the text so far.</p>	1 hour	<p>Padlet:</p> <p>https://padlet.com/karenlavton/32gfxiclfyq9n3v</p> <p><u>7</u></p> <p>Webpage Pompeii</p> <p>Tour:</p> <p>https://www.pompeiiitours.it/blog/virtual-tour-of-pompeii/</p>	Reading Diary question

	Homework: Students start reading pages 1-5.			
4	<p>While you read</p> <p>1. Discuss in groups: Students can read with the help of the book's webpage, they listen and take notes. Prepare important ideas about the text:</p> <ul style="list-style-type: none"> • What is the main idea of pages 1- 5? • Ask questions: Are there slaves in Colombia? Bad people never come to the house, why? Do you have dogs? Do you have them on a chain? Why or why not. Why dogs bark? Why is Fortunatus running away? What names of animals do you know in English? What animals do you like? Have you got an animal in your house? Are some animals clever? While they read, they can highlight unknown words. One person in each group shares the words in the WhatsApp group. <p>After you read</p> <p>2. Watch a video about Pompeii. Is this similar to what you thought?</p> <p>Homework: Find out about the unknown words.</p>	1 hour	<p>Book webpage</p> <p>Dictionary</p> <p>Youtube: https://www.youtube.com/watch?v=9klE-iUxX0c </p>	
5	<p>After you read</p> <p>1. Write <i>What is Vesuvius?</i> on the board and elicit the answer (A volcano). Ask students to write another question about something from pages 1–5. Check their work as they do this.</p>		Power Point Slides	Reading Diary question

	<p>2. Activities pages 6-7. Active participation from students (individually):</p> <ul style="list-style-type: none"> • Were you right? (Predictions). • What more did you learn? (Vocabulary). • Language in use (grammar). <p>3. Share with students ideas about when to ignore difficult words before, during and after reading. Also, explain about word attack skills.</p> <p>Before you read</p> <p>4. What happens next?</p> <p>5. DEAR (Drop Everything and Read). Individual Reading. Students can share unknown vocabulary in the Whatsapp Group.</p> <p>Homework: Keep reading pages 8-13.</p>	1 hour	<p>Dictionary</p> <p>Pearson Webpage</p>	
6	<p>Before you read</p> <p>1. Show some questions from the text to make sure students understand. Explain about skimming the text for specific information or coding the text (marking ideas they don't understand). Have students work in groups to talk about the questions.</p> <p>While you read</p>	1 hour	<p>Power Point Slides</p> <p>Pearson Webpage</p> <p>Classroom</p>	<p>Reading Diary</p> <p>question</p>

	<p>2. Divide pages 8-13 between different groups, give some time to talk about the book, and then share important information (main idea, characters, and descriptions).</p> <p>Homework: Keep reading.</p>			
7	<p>After reading</p> <p>1. Write and guess: Write <i>The stones are cold</i> on the board. Elicit from the students what is wrong with this sentence (hot not cold). Individually, have students choose one sentence from pages 8–13 and write it again, changing one of the words. Students then open their microphones, reading out their sentences to other students who must listen and spot the mistake.</p> <p>2. Group work: Write the following words on the board: <i>cloud, heavy, sleep, afraid, sticks</i>. In pairs, students make sentences including these words to reflect their importance in pages 8–13, without looking back at the book. Get feedback.</p> <p>Before you read</p> <p>3. What happens next? Look at the questions and have students answer YES or NO.</p> <p>Homework: Keep reading pages 16-19. While you read, highlight unknown vocabulary and answer the question in the WhatsApp.</p>	1 hour	<p>Power Point Slides</p> <p>Pearson Webpage</p>	Reading Diary
8	<p>After you read</p>	1 hour	Pearson Webpage	Reading Diary question

	<p>1. Discuss: Put students in small groups to discuss the following questions:</p> <ul style="list-style-type: none"> • <i>What is Fortunatus afraid of?</i> • <i>Who is Fortunatus angry with?</i> • <i>Who makes Fortunatus happy?</i> <p>Get feedback and then ask the students to talk about the following questions: <i>When are you afraid, angry or happy?</i></p> <p>2. Write and guess: Ask the students to choose two pictures from the book and write one or two sentences about each picture.</p> <p>3. Now put them in pairs and tell them to read those sentences to their partner who has to look through the book and identify which picture the sentences are describing.</p> <p>4. Explain students the use of diagrams to understand more easily the main ideas of the book. Have students work in groups and create a diagram (give them an example) including details, main ideas, sequences, cause-effect.</p> <p>Homework: Finish the activity and create a short summary about the book. The summaries will be discussed next class.</p>		Handout (diagram)	
9	<p>After you read</p> <p>1. Check the summaries. Give feedback.</p> <p>2. Project Picture from Stones: Explain the activity from page 21:</p>	1 hour	Mosaic Maker Pearson Webpage Classroom	Reading Diary question

	<ul style="list-style-type: none"> • There are many old Roman towns in Europe and North Africa. In the big, expensive houses there are often pictures in the floors. Little stones of many colors make the mosaic pictures. Some mosaics are small. Some are very big. Talk about this mosaic of a house dog from a floor in a house in Pompeii. Perhaps it is Fortunatus. How do people make pictures with little stones? Are there similar pictures in Santander that you know? Check answers and discuss. <p>3. Project Picture from Stones: Explain the activity from page 22:</p> <ul style="list-style-type: none"> • Work with three or four friends. Two or three of you are Romans and you live in a big, expensive house. One of you is a slave. You make mosaic pictures for the house: <ol style="list-style-type: none"> a. The Romans want a new mosaic in the floor of their house. What do you want in your picture? A man, a woman, a god, an animal? Send the slave away and talk about it. b. Now the Romans describe the picture to the slave. The slave draws the picture in black and white. c. The Romans look at the picture. Is it good? Is it the right picture? Can the slave draw well? d. The Romans are happy with the picture. The slave can now draw the little stones on the picture with a black pen. 			
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	<p>e. The Romans describe the colors to the slave. Then he can color the stones.</p> <ul style="list-style-type: none"> Put up your pictures in a room. Now people can come and see them. First, make a poster for your pictures. On the poster answer the questions: What are your pictures? Where can people see them? When can people see them? Answer in groups. <p>Homework: Check your notes. Next class, progress test.</p>			
10	<p>After you read</p> <ol style="list-style-type: none"> Progress Test: To check the literal level of reading, a progress test will be applied. What did you think about the book? Give students a Quick Book Report (handout). Also, students can freely talk about it. Check the SQR3 questions and check if they were correct or not. 	1 hour	<p>Progress Test Handout (Quick Book Report)</p>	<p>Reading Diary question</p>

UNIT 2				
Unit title: EASYSTARTS: GOOD DAY, BAD DAY				
Competences: Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. Hago inferencias a partir de la información en un texto.				
Estimated time for the development of the unit: 10 hours.				
Teaching and learning strategy: Flipped Classroom				
Unit development				
#	Activities	Time	Resources	Outcome
1	Before you read 1. Game: Put students in pairs and give them five minutes to look at the pictures on pages 1–5. Tell them to make a list of all the things they can see. The group with the longest list wins. 2. Have students answer the following questions: <ul style="list-style-type: none"> • What is the book about? • What is a good day? A bad day? • What is a fortune teller? How do you call them in your language? • What do you think about fortune tellers? 3. Analyze the paratexts. What is the main purpose of the text? What do I want to ask the text? What does the author mean? 4. What kind of text is this? Give students some options and explain the main characteristics of each one (narrative, argumentative, etc...).	1 hour	PADLET: https://padlet.com/karenlayton/zyjn1hapga4d44 Slides Pearson Webpage	Reading Diary question

2	<p>Before you read</p> <ol style="list-style-type: none"> 1. Introduce students some important cognitive reading strategies. Talk with students about them. 2. Prepare your reading plan. What do I read for? According to the purpose, write minimum 2 items to create a reading plan. 3. After that, ask students to prepare the SQ3R. <p>HOMEWORK: Start reading pages 1-5.</p>	1 hour	Slides	Reading Diary question
3	<p>While you read</p> <ol style="list-style-type: none"> 1. Group work: Put students in groups and ask them to discuss the following questions: <i>Do you have many friends? Are they boys or girls? What do you do with your friends? Do they go to your school? How can you meet new friends?</i> 2. After this, students will do a read-aloud protocol, they will ask themselves about the text while they are reading. At the same time, students will highlight the most important ideas and unknown vocabulary. 3. From the Read-aloud protocol, the teacher guides students to complement ideas that are not literally written in the text. What other ideas complement this reading? Show them a chart in which there are two columns (main idea – author’s point of view). <p>Homework: Do a read-aloud protocol while you finish reading pages 1-5. Bring some ideas to the class.</p>	1 hour	<p>Slides</p> <p>Pearson website</p>	Reading Diary question

4	<p>After you read</p> <ol style="list-style-type: none"> 1. Check homework. Is it a good or a bad day? Show students a gif. 2. Write and ask: Write <i>Who is Kerry?</i> on the board and elicit the answer (Mike's sister). Ask students to write another question about something from pages 1–5. Check their work as they do this. Now have students stand up and interact with each other, asking and answering each other's questions. Then, ask: what is the relationship between the title and what has been read so far? Do you believe in superstitions? 3. Group work: What superstitions do you know? Search on the web and prepare a short presentation with different superstitions. 4. Present the superstitions. Are they similar? Did you know them? <p>Homework: Keep reading, and develop activities from pages 6 and 7.</p>	1 hour	<p>Slides Internet Pearson Webpage</p>	<p>Reading Diary question</p>
5	<p>After you read</p> <ol style="list-style-type: none"> 1. Is it a good or a bad day? Show students a gif. 2. Check activities from pages 6-7: Were you right? <p>Before you read</p> <ol style="list-style-type: none"> 3. Ask students: What happens next? What do you think? Remember the fortune teller's warning. 4. Explain the use of summaries to recognize the most important aspects in the text (highlight main and supporting ideas). Read and give some examples. 	1 hour	<p>Slides Pearson Webpage</p>	<p>Reading Diary question</p>

	Homework – while you read: Continue Reading pages 8-13. Highlight the unknown words and share them in the Whatsapp. Also, summarize at least 3 paragraphs.			
6	<p>After you read</p> <ol style="list-style-type: none"> 1. Is it a good or a bad day? Show students a gif. 2. Group work: Write the following words on the board: <i>bucket, food, toy, money, home</i>. In groups, students make sentences including these words to reflect how they were important on pages 8-13 without looking back at the book. Get feedback. 3. Active participation. Ask students these questions: Were you right? 4. Show students the PPT and talk about some compensation reading strategies: Taking notes to help you recall important details, trying to remember what you understand from a text, reviewing the purpose and tone of a text, key ideas and details, classifying words into meaningful groups to help you remember them. <p>Homework - Before you read: Ask students: What happens next?</p> <p>While you read: Continue reading pages 16-19. Highlight the unknown words. Share them in the classroom.</p>	1 hour	<p>Pearson Webpage</p> <p>Slides</p>	Reading Diary question
7	After you read			

	<ol style="list-style-type: none"> 1. Check predictions from last class and see if students got correct answers. 2. Ask students some questions about the text to check comprehension: <ul style="list-style-type: none"> • What does the last note mean? • Why was he happy at the end? • How could you react if something similar happens to you? • What differences are there between the two siblings? • What does this sentence mean: <i>It's part three of your warning from the fortune teller.</i> • What is the relationship between the warnings, and the <u>good</u> fortune teller? 3. Work with one or two friends. Read the sentences. Are they part of a "good day" or a "bad day"? Write the sentences in the chart (Handout). 4. Write sentences and finish the game. You can write sentences from Activity 4 or write new sentences. (Use the board game). 5. Play the game of "Good Day, Bad Day." On a good day, move two places. On a bad day, move back two places. 	3 hours	<p>Slides</p> <p>Google Drive Handout</p> <p>https://www.gamestructor.com/</p>	Reading Diary question
8	<p>After you read</p> <ol style="list-style-type: none"> 1. Progress Test: To check the literal level of reading, a progress test will be applied. 	1 hour	Progress Test	Reading Diary question

	<p>language and clarify any problems. Students go online to try and find the answers to the questions on their worksheets. They discuss and plan their presentation, putting the information logically. Each student then writes up the ideas for their part of the presentation. Encourage students to make notes that they will use in their presentation rather than writing out full sentences or paragraphs. Students may wish to look for pictures online and use these, either in a poster or in a digital presentation. Each group gives their presentation in front of the class. Encourage students to reflect on how well they completed the tasks in the lesson. Write the following questions on the board and ask students to discuss them in groups:</p> <ul style="list-style-type: none"> • Did you find the answers to all the questions? • Was it easy to find the necessary information? • What problems did you have? • Did you work well together in your group? • Did you enjoy giving your presentation? • How can you improve next time? <p>Share the answers with the class.</p> <p>4. Discuss: Go to activities 1 and talk as a whole group:</p>	2 hours	Slides	
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	<ul style="list-style-type: none"> • What is the book about? Read the book cover and answer the questions. • What happens first? Write sentences. • Is it the same as in your life? Is it fact or fiction? How many people can you see on the cover? Who are they? Who are the “little women”? <p>Homework: State a purpose for reading. Do the SQR3 and start reading chapter 1 (pages 1-3) (While you read). Highlight unknown words and main ideas.</p>			
2	<p>After you read</p> <ol style="list-style-type: none"> 1. Choose students randomly and ask them to tell the class which part of chapter one they liked the most. 2. Were you right? Organize the sentences. 3. Discuss: Talk about the March Family. Have students draw a family tree. Students include information as they read on. 4. Get students in groups, so they answer the following questions: <ul style="list-style-type: none"> • Why do you think Mr. March go to the war? What do you think about war? • Do you think the March family is poor? Have you been in the same situation as the March Family? • What are stereotypes for you? Give some examples. How are stereotypes present in the book? 	1 hour	Slides	Reading Diary question

	<ul style="list-style-type: none"> • What do they say about friendship? What is your opinion about it? • What do you think people need to be happy? <p>5. What do you think of the following sentences:</p> <ul style="list-style-type: none"> • We don't have any money, but we have mother, father, and we are happy. • We don't have father. He's away in the war. Maybe he isn't coming back. • I want to be a "little women" for father. <p>6. Ask: What is the author trying to say to you in Chapter 1? What questions do you want to ask the author?</p> <p>Before you read</p> <p>7. What's next? Ask students to participate actively.</p> <p>Homework: Have students read chapters 2-3 (pages 6-11). Highlight the unknown words.</p>		Google drive: Handout	
3	<p>After you read</p> <ol style="list-style-type: none"> 1. Choose students randomly and ask them to tell the class which part of chapter one they liked the most. 2. Were you right? Read sentences and compare them with what students understood. They can say if the sentences are right or wrong. 3. Get students in groups and discuss: 	1 hour	Slides	Reading Diary question

	<ul style="list-style-type: none"> • What do you think about the girls giving away food? Chapter 2. • Do you think it is OK to go to a party as Jo and Meg did? What would have you done? Chapter 3. • What can happen after Jo and Laurie's moment during the party? Chapter 3. • Why is that Beth and Jo talked about the party for some time? Chapter 3. <p>4. Watch a video and have students compare. Are they similar to the book?</p> <p>Before you read</p> <p>5. What's next?</p> <p>Homework: While you read: Read chapters 4-5 (pages 14-19). Highlight unknown words and share them with your partners via Whatsapp. Try to summarize the chapters in 1-2 sentences.</p>		Classroom	
			Internet	
4	<p>After you read</p> <p>1. Have students watch a 20-minute video. Ask: what differences and similarities are there between the book and the video?</p> <p>2. Divide students into groups:</p> <ul style="list-style-type: none"> • Groups 1-2: From the reading, they talk about school. What do students and teachers have to do? Complete a chart (handout). 	1 hour	Video	Reading Diary question

	<ul style="list-style-type: none"> Groups 3-4: Talk about houses. Have students compare the Laurence's and the Marches' houses. Are they similar to Colombian houses? In what way do they differ? Groups 5-6: Do the activities from the book; what more did you learn? Language in Use. Also, collect information and summarize the chapters in 1-2 sentences. <p>Students share their answers.</p> <p>Homework: Before you read: What's next? Look at the pictures and guess. While you read: Read chapters 6-7 (pages 22-27). Highlight unknown words.</p>		<p>Book webpage</p> <p>Dictionary</p>	
5	<p>After you read</p> <ol style="list-style-type: none"> Choose students randomly and ask them to tell the class which part of chapter one they liked the most. Ask students (individual participation): What's your favorite sister so far in the story? Why did you choose the character? Give students a Handout (5Ws and an H). Explain to them they need to choose an event from the previous chapters they liked and that they think was really important and/or exciting. Using facts that they gleaned from reading about this event, fill in the balloons summarizing what they learned. The balloons contain the words WHO, WHAT, WHEN, WHERE, WHY, HOW. 	1 hour	<p>Slides</p> <p>Pearson Webpage</p> <p>Classroom</p>	<p>Reading Diary question</p>

	<p>4. After some of them share their answers with the rest of the class, ask them the following question: considering that the novel took place about 150 years ago, how different was life for the March family that families living today? How was it pretty much the same? Show them a chart and have them complete it.</p> <p>Homework: Before you read – What’s next? While you read: Read chapters 8-9 (pages 30-33). Highlight unknown words.</p>		<p>Handout (5W and an H)</p> <p>Slides</p>	
6	<p>After you read</p> <ol style="list-style-type: none"> 1. Which part did you like the most? Ask students. 2. Show students some words (generosity, friendship, family, duties, poverty, love). Suggest participation to explain what they mean in the text. Also, have them answer the following questions. <ul style="list-style-type: none"> • Why is it so important for the author to talk about “little women”. • Is it anything you dislike about the text? Is there anything problematic in it? <p>Give them some time to organize the main ideas and have them express the answers.</p> <p>Before you read</p>	1 hour	<p>Pearson Webpage Classroom</p>	<p>Reading Diary question</p>

	<p>3. What's next? Give students time to share their options, as it is the end of the book. What will the present for Christmas be?</p> <p>4. DEAR (Drop Everything and Read). Read chapter 10. While you read: Was it what you expected?</p> <p>Homework: After you read: Talk about the ending. Is it happy or sad? Change the ending: Make it a sad one/Make it a happy one.</p>			
7	<p>After you read</p> <p>1. Discuss the different endings.</p> <p>2. Factsheet: show students the Factsheet. Give them some time for them to read it. Tell students they are going to compare themselves with one of the 4 sisters in the story. Students create their own factsheet following the example and adding further information about themselves. To provide support, the teacher writes categories to think of facts about their lives: family-friends, physical appearance, personality, hobbies, hopes-dreams. Share voluntarily in the classroom.</p>	1 hour	Handout (Factsheet) Classroom	Reading Diary questions
8	<p>After you read</p> <p>Write social media posts from the point of view of one of the characters</p> <p>1. Show students a mind map with the main characters in the story. Have students complete the mind maps in groups. Tell students to choose one of the characters and to look back</p>	1 hour	Handout (Mind Map) Online tools	Reading Diary question

	<p>through the reader to find examples of things they say or think. Encourage students to infer what the character might think or feel in each scene. Students write up to 5 sentences expressing their chosen character's thoughts and ideas from the character's point of view. Tell students to imagine that their character lives in the present day. They should choose one social network and create a social media post or series of posts expressing their ideas or feelings about the events in the story. Then, they share their social media posts with each other. Encourage them to leave comments and reactions or ask each other questions to find out more.</p>			
9	<p>After you read</p> <ol style="list-style-type: none"> 1. Progress Test: To check students' critical reading level. 2. What did you think about the book? Give students a Book Report Checklist to check it (handout). Also, students can freely talk about it. 3. Discuss with students about the project. What do they think about it? 	1 hour	Handout (Book Report Checklist)	

Appendix E

Posttest 2



UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
ESCUELA DE EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA
COLEGIO HUMBERTO GÓMEZ NIGRINIS
PROGRESS TEST



Name: _____

Read the text:

A bad day

Karen's day is a nightmare! She has a job interview in the morning but she forgets to set the alarm clock. She oversleeps and cannot have a shower or breakfast. She goes to the garage putting on her shoes and setting her hair at the same time.

The car does not start, and she is only able to make it work at the third time she tries. The traffic is awful and she arrives at the parking garage 5 minutes before the interview. Luckily she finds a spot, but a guy in a red Mercedes tries to take it. Karen cuts him off and manages to put her car there and – of course - he does not like it, he complains not in a nice way and she has to tell him what she thinks of people like him.

She is arguing with the man when she slams her finger in the car door, and she is so nervous that she does not notice the keys are still in the car and locks it.

She does not have time to deal with it at that moment, so she rushes to arrive for the interview on time and guess who is in the Interview Room: the guy she met at the parking garage!

She wishes she hadn't gotten up today.

Now, answer the following questions:

1. Why does the author think of this as a “bad day”?

2. In what ways would you say this story is humorous? In what ways would you say it is ironic?

3. Why is the man in the Interview Room important in her “bad day”?

4. What does it mean when it says “She has to tell him what she thinks of people like him”?

5. Is she happy at the end? How do you know?

Appendix F**Posttest 3**

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
ESCUELA DE EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA
COLEGIO HUMBERTO GÓMEZ NIGRINIS
PROGRESS TEST



Name: _____

Read the text:

November 25th

Mrs. March

I am very sorry, but there are problems at home. Beth visited the Hummel family and one child was very sick. She had scarlet fever. Beth stayed with her and Mrs. Hummel went to the doctor's house. He came, but the child was dead.

Now Beth is sick, too. Meg and Jo are with her, but she doesn't know them. Amy is at Aunt March's house. Dr. Bags comes every day. Your daughters want you very much. Please, come home very quickly.

Yours,

Mr. Lawrence

Now, answer the following questions:

1. What is the writer's main purpose?

2. Have you been in a similar situation in which someone close to you was very sick?
If yes, what did you do? If not, what would you do?

3. Do you think it was OK for Beth to go to the Hummel family? Why?

4. Talking about health problems, do you find this story similar or different from nowadays?

5. What is your opinion about Mr. Lawrence's idea of writing a letter to Mrs. March?

Appendix G

Research Journal - Class 1 Unit 3

Dates:	October 26 th , 2021 October 27 th , 2021
Start Time:	10:35 a.m. 7:10 a.m.
End time:	11:30 a.m. 8:00 a.m.
Place:	Virtual Classroom – Meet Hugoni.edu.co 1102 classroom at Hugoni school.
Participants:	13 eleventh grade students
Method and Data Collection Instrument:	Participant Observation – Research Journal
Observer/Researcher:	Karen Julieth Layton Layton
<p>OBSERVATION</p> <p>Location: The class was hybrid: half of the students were in the Meet class, and the other half was in the classroom. In this case, StuN, StuC, StuQ, StuI and StuAA came to classes. The teacher brought a mini speaker so that everyone could listen to virtual students' participation. The classroom was the chemistry lab because there were no more rooms at school. This lab had a computer, a projector and an HDMI cable. The school was supposed to provide a good internet connection, but students decided to pay for their Wi-Fi. The teacher could take off her face mask when students were not around, but some biosecurity protocols were to follow.</p> <p>Class development: The teacher started the class, greeted students, and asked them about the previous class because the in-site students were wet and tired, so explained they were in P.E class, so the teacher asked virtual students what they did during that time, and students like StuE and StuD said they slept. Then, she presented the computer screen and reminded students they had just finished book number two and presented them the cover of book number three, the last one. Also, she introduced the class objectives, the paratextual elements of the book, and how they can read it. So, to warm the class up, the teacher prepared a video about the author, Louisa May Alcott. However, students asked the teacher to play the subtitles, so they were not that lost. The video was biographical information directly linked to the author and the book. Then, the teacher asked students if the video helped contextualize her life and the book and about the students' houses. After students participated and answered the questions, the teacher explained the second activity, meant to last one hour and a half. The idea was to divide students into groups and give each group a set of biographical questions about the author. Students needed to search on the net for this information, collect it and organize it in a presentation. In that way, students would get to know different aspects of Louisa May Alcott. Virtual students met in some</p>	

links the teacher sent. However, in-site students were in the classroom, and the teacher could see them working and guided them if necessary.

Group number one preferred working using the chat most of the time, but they divided the questions between the different participants, and one student (**StuE**) was in charge of organizing everything. In group two, students worked very well, **StuO** was preparing the slides, and the other partners (**StuH**, **StuAB**) helped search on the web. Groups three and four had some difficulties because of a bad internet connection. As there was a computer in the classroom, they chose which group would take the class computer to create the slides, and group four was the winner. For that matter, **StuC** and **StuN** were complaining that the activity was complex, and they could not find any of the answers. The teacher told them to watch the video again so they would find some of the answers there. They spent the whole class watching the video again and trying to answer the questions.

On the contrary, **StuAA** was very organized in group four and had **StuQ** and **StuI** working with her on the computer and preparing the slides. They only asked the teacher for help to check if the answers were correct. As homework, they had to divide the presentation, so each participant made his/her presentation.

The next day, the teacher asked if they remembered the author's and the book's names. Then, voluntarily each group started presenting. First, **StuE**'s group, which included **StuF**, and **StuD**. They talked about biographical information, but they did not follow the instructions correctly, so they just answered and presented questions and answers. The teacher corrected pronunciation and grammar. In group 2, **Stuo**, **StuP**, **StuAB**, and **StuH** presented the information more organized, like telling her life story and marking essential book elements. Group three had not finished her poster (they had to do it on a piece of cardboard because they did not have access to a computer, so group four presented their slides, and **StuI**, **StuQ**, and **StuAA** participated.

However, **StuJ** never wanted to participate even though she was in class. After these three groups participated, the teacher started asking questions to see if students identified important info related to the book. As group number three was not prepared, the teacher presented their answers and talked about the relationship between the book and Alcott's life. After that, she shared her computer screen again to show a short assessment in the form of questions for students to answer in groups and check if they worked well. She gave students eight minutes to think about the answers, and after some time, she asked them to participate actively. The majority of students agreed that it was not difficult to find answers to the questions. Groups three and four reported having internet problems as the main difficulty. They all agreed they worked well in the groups because it was easier to divide the search into the different group participants. They enjoyed giving the presentation, and they did not consider they could have anything for improving. When the teacher finished this short self-assessment group activity, group three decided they were ready to do their presentation. **StuN** and **StuC** participated actively, but it was not the same as the teacher had already said. After this brief presentation about the author and the book, the teacher asked students to look at the slides and answer some final questions. These questions included the number of girls in the family, whether they were rich or poor, and if their life was difficult or easy, so they could infer from what was already presented and predict what would happen in the book. Finally, the teacher showed them some pictures to choose the best word to complete the sentence. The teacher finished the class by asking students to start reading the first chapter and share the unknown vocabulary in the WhatsApp group.

Reflection: This last unit began with more motivation from students and the teacher. She was cheerful as usual, and students were eager to know more about the book because they all were expectant. At first, they did not know the purpose of talking about the author, but after presenting the information, at least the in-site students declared they were motivated to read as they found that a significant amount of things written in the book happened in real life to the author. From what was seen in the groups, students participated actively. Also, as they did not find the answers to the questions literally on the internet, they had to read and infer the answers. Also, it was interesting to see that they all participated in assessing their group performance. Because of that, the teacher was happy, although at the beginning she had some trouble with the audio, and in-site students had difficulties with the internet and electronic devices.

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Appendix H

Focal Group 1

(November 16th)

Teacher: Buenos días.

Varias voces: buenos días.

Teacher: Ustedes como ya saben, el proyecto de inglés ya terminó. Lo que vamos a hacer ahorita es una serie de preguntas para cerrar el proyecto, lo vamos a hacer en español, acuérdense que ustedes desde el tercer periodo firmaron el consentimiento para poder realizar esta investigación, y lo que quiero escuchar ahora son sus opiniones, lo más real que se pueda, ojalá que todos ustedes participen porque lo que queremos es ver qué se puede mejorar, o qué se puede cambiar en la investigación. ¿Listo? Entonces, todos me van a responder. Primero, ¿cómo se sintieron...? En español.

StuI: Ah, en español.

Teacher: ¿Cómo se sintieron desarrollando el proyecto? ¿Quién quiere empezar?

StuC: yo.

Teacher: A ver, vamos así entonces. **StuN.**

StuN: Aprendimos más.

StuAA: Bien, a mí me gustó mucho. Creo que era nuevo empezar a hacer libros en inglés, normalmente tenemos la costumbre de leerlas en español.

StuC: A mí me pareció bastante bueno, porque mi miedo en el inglés era el tema de la pronunciación y todo eso, así que como que avancé y pude dar más.

StuD: A mí me gustó bastante el proyecto porque teníamos más horas con usted y...

StuQ: no, pues es que gustó bastante porque... por lo del... que es la primera vez que usted nos pone así a leer y...

StuI: A mí me gustó porque cada vez que leo en inglés es mejor.

Teacher: ¿Cómo se sintieron cuando eligieron los libros que íbamos a leer? ¿Se acuerdan que al inicio hicimos que yo les di el formulario de Google donde ustedes elegían? Que yo les mostré los libros, ¿Cómo se sintieron eligiéndolos?

StuN: indecididos.

Teacher: No se podían decidir.

StuN: Quería leerlos todos.

StuC: No conocía ninguno.

StuAA: A mí me pareció divertido poder elegir Little Women.

Teacher: todos votaron por Little Women, eso lo puedo asegurar.

StuD: A mí me gustó, sí.

StuC: A mí fue como que... no sé, sabiendo que a mí me toca leer documentación en inglés, entonces como que esforzarme en estos temas. Entonces leer cualquier libro fue bueno...

Teacher: Bien. ¿Consideran que ustedes sí le invirtieron tiempo de la clase desarrollando y leyendo el libro? Desarrollando las actividades, leyendo el libro, los tres libros porque fueron tres.

StuN: Rara vez.

StuQ: Un poco, pero leía en clase.

Teacher: Osea, no lo leías fuera de la clase, pero con lo que hacía en la clase te empapabas de la idea.

StuQ: Sí.

StuD: Yo sí, bastantes veces. Sí, leyendo, para qué.

StuC: Sí.

Teacher: ¿Cómo se sintieron leyendo en inglés?

StuAA: raro.

StuN: Estrés.

StuC: Bacano. Chévere.

StuI: No entendía a veces.

StuQ: Un poco confuso.

Teacher: Vale, listo. Bien. ¿Consideran que el proyecto...? Pues fue corto, porque fueron dos meses más o menos, cuatro horas a la semana de inglés, pero, ¿consideran que el proyecto les ayudó un poco a mejorar el nivel de inglés o siguió igual?

StuC: uy, sí, mi inglés mejoró bastante.

StuD: El vocabulario.

StuAA: Sí

StuQ: sí.

Teacher: Vale, ¿qué estrategias de lectura creen ustedes que utilizaron en las clases? Estrategias de lectura. ¿Qué hacían para...?

StuAA: Buscar el significado de algunas palabras.

StuD: Vocabulario.

StuC: la conexión entre palabras y el significado. Relacionarla para tener idea de lo que decía la idea general.

Teacher: Perfecto. ¿Creen que leer en inglés les ayuda a mejorar el nivel de lectura? Contrario a la pregunta anterior.

StuN: Sí.

StuQ: Si.

StuD: Sí.

StuI: sí.

StuC: Como que uno suelta más la lengua.

Teacher: Bien. Teniendo en cuenta la forma de dictar la clase antes, y luego lo que hicimos con el proyecto, ¿cuál prefieren y por qué?

StuN: El proyecto.

StuQ: El proyecto, porque fue mejor.

StuC: El proyecto, porque fue interactivo, fue más...

StuN: Es que ahí mismo podíamos desarrollar las actividades.

StuC: En cambio antes eso de que tén, tén, tén, el tablero y copie.

Teacher: ¿Qué dificultades creen ustedes que tuvieron en el proceso?

StuAA: La comprensión.

StuC: Sí, y la falta de tiempo y de vocabulario.

Teacher: Vale. ¿Consideran que la p0rofesora los guió en el proceso?

StuN: Sí, mucho.

StuI: Sí.

StuQ: Sí.

StuC: Claro.

Teacher: ¿Qué cosas positivas resaltan?

StuQ: ¿Del proyecto?

Teacher: sí, del proyecto.

StuAA: El haber aprendido nuevas palabras.

StuC: la forma cómo se aprendieron las nuevas palabras. Fue algo...

StuN: Intentar algo diferente.

StuD: Fue fácil.

Teacher: Y ahora, ¿qué creen ustedes que le haría falta a un proyecto de lectura en inglés?

StuD: Que dure más.

StuC: Una nueva forma de expresar. Digamos que, ya tenemos los conceptos, el vocabulario, el proyecto lo podemos hacer más grande, abrirlo más, como que hacer uso de eso para...

StuN: Expandirlo.

Teacher: ¿Qué les faltó a ustedes para aprender en la parte de inglés?

StuN: Mmm, la verdad yo no sabría.

StuC: Pues no, porque el proceso estuvo bueno.

StuI: Sí.

Teacher: Ahora, a ustedes les voy a hacer una pregunta un poco diferente a los estudiantes que están virtual, y aquí es importante, por ejemplo, StuD, que fue de los últimos en llegar, y quiero que sean muy sinceros al respecto. ¿Qué diferencias resaltan entre tomar el proyecto de manera virtual a cuando pasaron a hacerlo de manera presencial?

Muchas voces: Uy, mejor.

StuAA: es que uno virtual, a veces ni prestaba atención.

StuN: virtual le daba pereza a uno.

StuC: no dan ganas ni de interactuar.

StuD: Pues es que dependía más de uno, de autonomía.

StuN: Sí, y de participar

StuI: La atención.

Teacher: Perfecto, ya les informaré de los resultados.

Appendix I

List of codes from Atlas ti

CODE	NAME	CODE GROUPS	CATEGORY
Ss_Neg_P_Tt	Students' negative perception about traditional teaching	SS_PER_TT (Students' Perception about Traditional Teaching)	Teacher and Students' Perceptions Towards EFL At School
Ss_Per_Imp_Ihave	Students' perception about their improvement: I have improved my L2	SS_PER_IMP (Students' Perception about their Improvement)	
Ss_Per_Imp_IStillVoc	Students' perception about their improvement: I still lack vocabulary		
Ss_Per_Imp_IhaveNot	Students' perception about their improvement: I have not improved		
Ss_Par_Class	Students' participation in class	SS_PAR/INT (Students' Participation/Interaction)	
Ss_Lack_Int	Students' lack of interaction		
SS_Fee_Par	Students' feelings towards participation: I feel insecure		
Tr_Fee_EFL_C	Teacher's feelings during the class	TR_FEE_EFL (Teacher's feelings in the EFL Class)	
Ss_Pos_Fee	Students' positive feelings in the EFL class	SS_FEE_EFL (Students' Feelings in the EFL Class)	
Ss_Neg_Fee	Students' negative feelings in the EFL class		
Tr_Crea_TR	The teacher creates teaching resources to engage students	TR_ROLE_EFL (Teacher's role in the EFL Class)	
Tr_Orients	The teacher orients and guides the students		
Tr_Mot_Ss	The teacher motivates the students		
Tr_Follow_Act	The teacher uses follow-up activities		
Tr_Give_Fee	The teacher gives feedback		
Tr_Role_R	The teacher is a role model of a reader		

Ss_Per_T r_R	Students' perception about the teacher's role	
Tr_Us_Pa r	The teacher uses paralinguistic elements	
Ss_Per_G w	Students' perception about group work	TR_SS_PER_GW (Teacher and Students' Perception about Group Work)
Tr_Per_G w	Teacher's perception about group work	
Imp_L2_ Prof	Improve L2 proficiency	SS_PUR_READ (Students' Purpose for Reading)
Gen_Kno w	General knowledge	
Get_GG	Get a good grade	
Ss_Neg_ Per_Read OC	Students' negative perception about reading out of class	SS_PER_READ_EFL (Students' Perception About Reading in the EFL Class)
Ss_Pos_P er_ReadD C		
Ss_Pos_P er_Good	Students' positive perception about the reading activities: It is good	Reading in L2
Ss_Pos_ Per_Funn y	Students' positive perception about the reading activities: It is funny/entertaining	
Ss_Pos_P er_Int	Students' positive perception about the reading activities: It is interactive	
Ss_Pos_P er_Easy	Students' positive perception about the reading activities: It is easy	
Ss_Pos_P er_ExpV	Students' positive perception about the reading activities: It expands vocabulary	
Ss_Pos_P er_HelpC	Students' positive perception about the reading activities: It helps comprehension	
Ss_Pos_P er_Great	Students' positive perception about the reading activities: It is great	
Ss_Pos_P er_NotR	Students' positive perception about the reading activities: It is not routinary	
Ss_Pos_P er_Crea	Students' positive perception about the reading activities: It is creative	
		SS_PER_READ_ACT (Students' Perception about the Reading Activities)

Ss_Neg_ Per_Slow	Students' negative perception about the reading activities: It is slow		
Ss_Read OC	Students reading outside the class		
Tr_Per_R eadOC	Teacher's perception towards reading as an out-of-school task	READ_HAB (Reading Habits)	
Ss_Read DC	Students reading during the class		
Tr_Per_S S_ReadD C	Teacher's perception towards students reading during the class		
Ss_Str_E VText	Students' use of reading strategies: Evaluating the text		
SS_Str_C ont	Students' use of reading strategies: Contextualizing with real context		
SS_Str_R ecall	Students' use of reading strategies: Recalling what they read		
Ss_Str_D MainSup	Students' use of reading strategies: Determining the main idea and supporting details	SS_USE_READ_STR (Students' use of Reading Strategies)	Reading Habits and Strategies
Ss_Str_D rawP	Students' use of reading strategies: Drawing on prior knowledge		
Ss_Str_A skQ	Students' use of reading strategies: Asking themselves questions		
Ss_Str_M akeP	Students' use of reading strategies: Making Predictions		
Ss_Str_L ookD	Students' use of reading strategies: Looking up unknown words in the dictionary		
Tr_Pos_P er_ReadS T	Teacher's perception about the use of reading strategies	TR_PER_DEV_READ_ STR (Teacher's Perception about the Development of Reading Strategies)	

Appendix J

List of codes from Atlas Ti regarding emergent category

Code	Name	Code group	Category
Tech_Affect	Technical elements affected the class	DIF_VIRTUAL T (Difficulties in Virtual Teaching)	Implication s of the COVID-19 Pandemic in the EFL Class
Ext_Affect	External elements affected the class		
Ss_Got_Tired	Students got tired of school duties		
Tr_Per_Dif	Teacher's perception of difficulties in virtual teaching		
Ss_Tech_Dif	Students' technical difficulties		
Ss_Lack_AutoGR	Students' lacked autonomy and group work in virtual classes	CHANGE_HYB RID (Change to Hybrid Classes)	
Change_Int_Hybrid	Changes in students' interaction during hybrid classes		
Tr_Per_Hybrid	Teacher's perception towards hybrid classes	SS_INV_CLAS S (Students' Involvement in Class)	
Pf_Inf_Ss	Personal factors influenced students' commitment in class		
Ss_PartChat	Students participated through the chat		
Hf_Inf_Ss	Health factors influenced students' involvement in class		