

Reading the Community through Inquiry Based Approach in Sixth Grade of a Public
Institution

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Contents

| | |
|--|----|
| Overview | 14 |
| 1 Statement of the problem | 16 |
| 2 Justification | 17 |
| 3 Objectives | 19 |
| 3.1 General objective | 19 |
| 3.2 Specific objectives | 19 |
| 4. The study | 20 |
| 4.1 Literature review | 20 |
| 4.1.1 Development Students' Reading Comprehension through Community Based pedagogy and Inquiry Based learning | 20 |
| 4.1.2 Community Based Pedagogies and Inquiry Based Learning in EFL around the world. ... | 22 |
| 4.2 Theoretical framework..... | 24 |
| 4.2.1 Reading comprehension | 24 |
| 4.2.2 Foreign language reading | 25 |
| 4.2.3 Community-Based Pedagogies | 25 |
| 4.2.4 Inquiry based Approach..... | 27 |
| 4.2.5 Authoring Cycle Model | 28 |
| 4.2.5.1 Building from the known | 28 |
| 4.2.5.2 Taking time to find questions for inquiry | 29 |

| | | |
|---------|-------------------------------------|----|
| 4.2.5.3 | Gaining new perspectives. | 29 |
| 4.2.5.4 | Attending to differences | 29 |
| 4.2.5.5 | Sharing what was learnt..... | 29 |
| 4.2.5.6 | Planning new inquiries | 30 |
| 4.2.5.7 | Taking thoughtful new action..... | 30 |
| 5 | Research Design | 30 |
| 5.1 | Data Collection and Procedures..... | 32 |
| 5.1.1 | Context..... | 32 |
| 5.1.2 | Population..... | 32 |
| 5.1.3 | Participants. | 33 |
| 5.1.4 | Role as a researcher..... | 33 |
| 5.2 | Data collection techniques | 34 |
| 5.2.1 | Participant observation | 34 |
| 5.2.2 | Interviews | 34 |
| 5.2.3 | Likert-scale questionnaire. | 36 |
| 5.2.4 | Pre-test and Post-test..... | 37 |
| 5.3 | Instructional design..... | 38 |
| 5.4 | Ethical Issues | 42 |
| 5.5 | Pedagogical intervention..... | 42 |
| 5.5.1 | Curriculum design. | 42 |

| | | |
|-----------|--|----|
| 5.5.2 | Instructional design | 43 |
| 5.5.3 | Didactic sequence | 45 |
| 5.5.3.1 | Building from the known | 46 |
| 5.5.3.2 | Taking time to find questions for inquiry | 47 |
| 5.5.3.2.1 | Developing reading comprehension skills while understanding I belong to a community..... | 49 |
| 5.5.3.3 | Gaining new perspectives..... | 50 |
| 5.5.3.4 | Attending to differences | 51 |
| 5.5.3.5 | Sharing what was learnt. | 51 |
| 5.5.3.6 | Planning new inquiries | 52 |
| 5.5.3.7 | Taking thoughtful new actions.. | 52 |
| 6 | Data analysis | 53 |
| 6.1 | Coding data | 54 |
| 6.2 | Categorizing data | 55 |
| 7 | Findings | 60 |
| 7.1 | Likert Scale Questionnaire..... | 60 |
| 7.2 | Initial mock test of Pruebas Saber 6 | 63 |
| 7.3 | Field notes | 67 |
| 7.4 | Final mock test of Pruebas Saber 6..... | 71 |
| 8 | Conclusions | 73 |

| | | |
|-----|--------------------------------|----|
| 8.1 | Pedagogical implications | 77 |
| 8.2 | Recommendations..... | 78 |
| 8.3 | Limitations | 80 |
| | Reference..... | 81 |
| | Appendixes..... | 87 |

List of figures

| | |
|--|----|
| Figure 1: Likert Scale Questionnaire results | 61 |
| Figure 2: Initial mock test results Pruebas Saber 6 | 63 |
| Figure 3: In vivo code from the matrix about reading comprehension performance | 65 |
| Figure 4: In vivo code from the matrix about reading comprehension performance | 66 |
| Figure 5: In vivo code from the matrix about the Authoring Cycle Category | 69 |
| Figure 6: Results of final mock test of Pruebas Saber 6° | 71 |
| Figure 7: Comparison results | 72 |

List of tables

| | |
|-------------------------------------|-----|
| Table 1 Research timeline | 400 |
| Table 2: Intervention Timeline..... | 444 |
| Table 3: Categorizing data | 599 |

List of appendixes

| | |
|--|-----|
| Appendix A: Consent form | 87 |
| Appendix B: Aval Project letter | 90 |
| Appendix C: Likert Scale Questionnaire | 91 |
| Appendix D: Coding data | 94 |
| Appendix E: Community Mapping Presentations | 97 |
| Appendix F: Posing the possible inquiry questions | 98 |
| Appendix G: Cross-curricular collaboration | 99 |
| Appendix H: Pacing Guide, Way to go 6°, Module 3, Unit 2 | 100 |
| Appendix I: Graphic of Mock Pruebas Saber 6 results | 104 |
| Appendix J: Categorizing data | 105 |
| Appendix K: Teacher's Community Mapping Model | 108 |
| Appendix L: Students' Community Mapping Assignments | 110 |
| Appendix M: Word bank taken from Way to go 6 | 112 |
| Appendix N: Students' Interviews | 113 |

ABSTRACT

TITLE: Reading the Community through Inquiry Based Approach in Sixth Grade of a Public Institution*

AUTHOR: Leidy Vannesa Galvis Abella**

KEYWORDS: Reading, Community Mapping, Inquiry Based Learning, Authoring Cycle Model, Curriculum

DESCRIPTION:

The purpose of this research project is to determine the influence of Inquiry-based approach on sixth graders' reading comprehension performance of a public institution. Consistent with this objective, constructivist interpretive paradigm is carried out through an action research design. Data collection is obtained through an initial mock test of Pruebas Saber 6°, a Likert Scale Questionnaire and field notes. Firstly, students present a mock test of Pruebas Saber 6 (A1 level) suggested by the Ministry of Education and it indicates that most of them do not achieve this basic level. Secondly, students answer a Likert Scale Questionnaire adapted from Marshall (2002) where they evaluate their own skills in English and it determines that most of them have difficulties when they read a text in English. Thirdly, field notes obtained from participant observation indicates that some of them do not feel comfortable because they do not comprehend the text. Based on this data, the didactic intervention is designed taking into account Community Based Learning, Inquiry Based Approach and the Authoring Cycle Model where the construct of language is understood as a social practice and learning through language is more important than just learning about language (Halliday, 2004). It was implemented from August to November in 2018. Then, a final mock test of Pruebas Saber 6° is applied in order to determine in what extent the use of Inquiry Based Approach enhances reading comprehension performance in sixth graders. The results mainly evidence that sixth graders learn to read their own realities through the Community mapping assignment. Moreover, the Authoring Cycle Model impacts more than sixth graders' reading comprehension performance, now, they are engaged in their Language Learning process and consequently they develop a critical thinking. Likewise, teacher can theorize her own practice to share with other teachers who has a similar context.

*Master thesis

**Facultad de Ciencias Humanas. Escuela de Idiomas. Director Mg. Edwin Argiro Zapata Ortíz

RESUMEN

TÍTULO: Leyendo la Comunidad a través del Enfoque basado en la Indagación en Sexto Grado de una Institución Pública*

AUTOR: Leidy Vannesa Galvis Abella**

PALABRAS CLAVE: Lectura, Mapeo a la Comunidad, Aprendizaje Basado en la Indagación, Modelo del Ciclo de Autoría, Currículo

DESCRIPCIÓN:

El propósito del proyecto de investigación es determinar la influencia del Enfoque Basado en la Indagación sobre el desempeño en comprensión de lectura de los estudiantes de sexto grado. Consistente con el objetivo, el paradigma Constructivista Interpretativo se desarrolla a través de un diseño de investigación acción. La recolección de datos es obtenida por medio del simulacro de Pruebas Saber 6°, un cuestionario de escala Likert y notas de campo. Primero, los estudiantes presentan el simulacro (Nivel A1) sugerida por el MEN y este indica que la mayoría de los estudiantes no alcanzan este nivel. Segundo, los estudiantes responden el cuestionario adaptado de Marshall (2002) donde los estudiantes evalúan sus habilidades y esto determina que la mayoría de los estudiantes tienen dificultades cuando leen un texto en Inglés. Tercero, las notas de campo obtenidas de la observación participante indican que algunos estudiantes no se sienten cómodos porque ellos no comprenden los textos que leen. Basado en estos datos, la intervención didáctica es diseñada teniendo en cuenta CBL, IBA y ACM donde el constructo de lenguaje es más importante que simplemente aprender sobre el lenguaje (Halliday, 2004). Este fue implementado de agosto a noviembre del 2018. Luego, un simulacro final fue aplicado para determinar en qué medida el uso del Enfoque Basado en la Indagación mejora el desempeño en comprensión de lectura de los estudiantes de sexto grado. Los resultados principalmente evidencian que los estudiantes aprendieron a leer sus propias realidades por medio del trabajo de mapeo de la comunidad. Además, el modelo del Ciclo de Autoría impactó más que el desempeño en comprensión de lectura. Ahora, ellos están comprometidos en su proceso de aprendizaje de lengua y desarrollan su pensamiento crítico. Igualmente, la profesora puede teorizar su práctica pedagógica para ser compartida con otros profesores que tengan contextos escolares similares.

*Trabajo de grado

**Facultad de Ciencias Humanas. Escuela de Idiomas. Director Mg. Edwin Argiro Zapata Ortíz

Reading the Community through Inquiry Based Approach in Sixth Grade of a Public
Institution

Overview

Reading is merely considered as a passive skill from the cognitive perspective by some scholars, excluding the influence of the students' sociocultural background in their language learning process. However, there is evidence that "read the world" provides meaningful learning because it allows including the students' voices in the curriculum through the use of the knowledge provided in their communities (López, 2020). In this way, a holistic perspective of language learning is taking place in and out of the classroom. Reading becomes an active skill which requires a critical interpretation of their realities, posing inquiry questions and reading different kinds of texts for finding some possible answers. The community mapping is a pedagogical tool not only for reading the students' realities, but also for the English teacher to gain a wider perspective of the students' contexts (López, 2020). Consequently and based on this fact, the curriculum could be adapted to the students' interests while enhancing their reading comprehension performance.

From the above standpoint, this following research project is presented to Universidad Industrial de Santander. This report is a general exposition of the stages that were followed by the English teacher, beginning from the identification of the problem, the design of the didactic intervention and the process of collecting data in order to obtain results of the research and evidence reliability. This research project is based on Community- Based Pedagogy and Inquiry-Based Approach which were implemented through Authoring Cycle Method proposed by Short & Burke (1991).

Learning English as a foreign language is considered a simultaneous development of four skills understood as reading, listening, writing and speaking. These skills are required for effective communication. However, there is a remarkable focus on sixth graders' reading skill in this research project because of the previous observations made by the teacher and the results obtained of two applied instruments later.

On the one hand, reading is an essential skill that allows young learners to discover a world from a different perspective. They are nourishing their knowledge through the reading. For that reason, English teachers are called to motivate and monitor them. On the other hand, the sociocultural reality influences teachers' and students' identities and it should not be separated from the linguistic needs (Kumaravadivelu, 2005). For the development of students' reading comprehension, it is important to explore relevant topics related to the students' identities. This could be done if we provide students with opportunities to inquiry in their own communities. From this standpoint, this research project attempts to determine the influence of inquiry-based approach on forty six (46) sixth graders' reading comprehension performance in English as a foreign language at a public institution located in Girón, Santander.

This document is divided into the following seven parts: statement of the problem, justification, objectives, the study, research design, pedagogical intervention, data analysis, findings and conclusions.

1 Statement of the problem

As point of departure, Colombian government through the Ministry of Education has invested in Programa Nacional de Bilingüismo with the main objective of improving Colombians' English proficiency. Most public schools have been provided with some English Kits which contains a series of documents and guidelines for redesigning the English Area Plans. Furthermore, immersion programs have been offered to the English teachers for exchanging cultural issues, improving their English levels and enriching their classes. Notwithstanding, Colombia has been classified as a country with a low English level in the Proficiency Exam. The Country occupied sixtieth (60th) out of eighty eight countries in the world (Education First, 2016). In this sense, it is necessary to research some possible alternatives to overcome this national problem.

With respect to the obtained English results from the national exam Saber 11° in 2017, Colegio Facundo Navas Mantilla was positioned in 13th place among 24 public and private schools in Girón (Icfes, 2017). A high percentage of the eleventh graders have an –A1 level at the end of the language learning process at school. In this worrying view, it was imperative to help them improve their performance.

In this perspective, two instruments were applied to the sixth graders in order to establish the research problem in the present project. On the one hand, their poor results of the initial mock test of Pruebas Saber 6 highlighted a common issue of almost all participants: low level reading comprehension. It is relevant to specify that the mock test of Pruebas Saber 6° is divided into five parts: ten lexical questions, ten dialogue completion questions, ten cloze questions, ten reading comprehension questions and ten cloze reading comprehension questions. Sixth graders had a lot of troubles answering especially cloze reading comprehension questions. It is expected that 8%

of Colombian eleventh graders could achieve B1 or intermediate 2 levels in 2018 (Ministerio de Educación Nacional, 2016). However, it is perceived that this goal will probably not be achieved in this public school.

On the other hand, participant observations were done by the English teacher while students were answering the mock test. These observations mainly show how disengaged were the students from the topics provided in the exam and the foreign language. These early findings indicated that students felt that the teacher did not include familiar topics to their realities, imposed topics were not relevant to them and disengaging them from their own language learning process.

In the view of the results mentioned above, this research project is conducted in order to support students in the improvement of their reading comprehension performance. For addressing this problem, the primary research question is presented:

–To what extent does the use of inquiry based approach enhance reading comprehension performance in sixth graders?

2 Justification

The most crucial teachers' effort should be made focusing on students' reading comprehension improvement because as Kellerman (1996) cited in Monica & Vianty (2019) stated: "if the students cannot read, they will have low achievement; so they are on the road to academic failure" (p. 4). They said that teachers have to give the most important attention to develop students' reading skills because it will directly influence on the development as successful citizens and as global citizens, we have more opportunities when we can read a foreign language.

Students start developing their reading comprehension skills from sixth grade because there are not any English trained primary teachers at Facundo Navas Mantilla School. Students are just supported by English teachers in high school. When students start middle school, they do not have any reading habits in English as a foreign language EFL.

The institution is concerned about the students' low performance in all related to English because of the results of the tests Saber 11 and the negative effect on the students' admission at the university and the limitation of their future studies which reflect how critical this problem is. To overcome this problem, the first step was that English reading comprehension activities involved their socio-cultural context. In this way, the teacher proposed English reading comprehension activities which were familiar to their students. It was required to search around the community which possible topics were interesting to the students. Accordingly, it generated a more conscious attitude about their contributions to their communities and at the same time, they developed a reading comprehension performance.

3 Objectives

The general objective has been established regarding a research approach and a didactic strategy for overcoming the research problem stated in the present research project and additionally, three specific objectives are established in further support.

3.1 General objective

Determine the influence of inquiry-based approach on students' reading comprehension performance in English as a foreign language in sixth grade of a public institution located in Girón, Santander.

3.2 Specific objectives

Understanding the problem

- Identify students' reading comprehension problems in sixth grade.

Didactic intervention

- Explore appropriate activities to foster the development of sixth graders reading comprehension performance using the inquiry-based approach.

Validation

- To evaluate how inquiry-based approach influences on the reading comprehension skills through a posttest taken by sixth graders.

4. The study

4.1 Literature review

4.1.1 Development Students' Reading Comprehension through Community Based pedagogy and Inquiry Based learning. Kumaravadivelu (2005) said that a foreign language is not learnt by isolating each communicative skill. On the contrary, when students are learning EFL, they are developing all the communicative skills at the same time. As an English teacher, I am aware of this fact. However, this research project is mainly focused on students' reading comprehension performance due to the time limitation. As teachers, we sometimes underestimate students' reading comprehension performance as just a simple passive skill. However, the most crucial teachers' effort should be made focusing on students' reading comprehension improvement because as Kellerman (1996) cited in Monica and Vianty (2019) stated: "if the students cannot read, they will have low achievement; so they are on the road to academic failure" (p. 4). They said that teachers have to give the most important attention to develop students' reading skills because it will directly influence on the development as successful citizens and as global citizens, we have more opportunities when we can read a foreign language.

According to Addison (1996) cited in Monica and Vianty (2019) when students read a foreign language text, they need to use their local context to understand and appropriate of new information. Students compare what they already recognize in their own communities and contrast it with the Anglophone cultures. Thus, Inquiry into their own communities allows students to read their own realities and contexts and get a deeper understanding of them while learning English as a Foreign Language through images, videos and texts. It is seen as an engaging alternative to learn and develop reading comprehension skills.

As teachers, we have to be aware of the strategies that we need to implement in our classes taking into account the pedagogical parameters presented in the applied method. In this case and following the Authoring cycle strategies proposed by Short & Burke (2001). Moreover, reading English texts as a foreign language through the own students' communities inquiry requires a complete pathway to be followed. At the beginning, the use of Spanish as a mother tongue is used as a strategy to map the community and explore students' interests. Then, the use of some authentic materials as a source of information is another strategy to inquiry in the communities. Reading news is one of the strategies implemented based on Inquiry Based Learning (In English and Spanish), and it is supported with other two strategies: collaborative groups, the crosslingual technique (Use of translation and comparisons between L1 and L2) and word banks. All of them provide confidence to the students and help them in the development of their inquiries and improving their reading comprehension skills.

With this being said, there is a recent study carried out by López (2020) which highlights some of the main benefits from "the linking of Community Literacies to critical literacies through community language and literacy mapping": Firstly, overcome the teachers' negative assumptions about the students' contexts through the community mapping as a way of literacy. Secondly, the design of a pedagogical sequence which promotes literacies easier than teachers supposed. The results of this study reveal that reading the world could improve curriculum while changing the teachers' perspectives of how literacy could be defined and where it could be found.

Moreover, there is another recent study conducted by Barrot (2014) which aims at highlighting the challenges faced the constant changes in Language Teaching from a "Sociocognitive-transformative perspective". The author promotes the implementation of a

differentiate learning because not all the students are the same. They have the different needs, they learn differently and teaching conditions are different. Ellis (as cited in Barrot, 2014) states “language learning happens when learner’s internal mechanism interacts with linguistic environment and social environment” (p. 9). From this standpoint, students need a direct link between what they are living and learning. Local information is a valuable resource for reading their world while making meaningful language learning. Community engagement is a mechanism for students’ participation as active learners and citizens.

Moreover, Brown, CPDD and Hinkel (as cited in Barrot, 2014) found that “Language teaching and learning involves the integration of all macro skill” and that should be linked to grammar and vocabulary as stated Lee and Muncie (as cited in Barrot, 2014) and consequently Byram, Corbett, Kramsch, Kramsch and Sullivan, Liddicoat et al, Saint Clair and Phipps remark that language learning and culture should be integrated “in order to prepare learners to become intercultural speakers who have the ability to understand the language and behavior of different cultures” (as cited in Barrot, 2014, p. 11). Reading their realities and comparing them with foreign cultures promote among students a critical position on respecting the differences and taking actions for improving their communities through education.

4.1.2 Community Based Pedagogies and Inquiry Based Learning in EFL around the world. At Facundo Navas Mantilla School, the students 'voice is not included in the curriculum since teachers were required to plan in advance the whole academic program at the beginning of the year without having enough time to know their students' interests, constraints, and contexts. That could be why there is a gap between students, curriculum and teachers, causing low level learning results (Sharkey et al., 2016).

Across the world, there are recent studies conducted by Takkaç (2018) and Carlisle, Gourd, Rajkhan, & Nitta (2005) focusing on community based pedagogies. These reviewed studies found that there is an inseparable relationship between language and culture, and especially, language teaching could be considered more effective whether it takes into account their students' communities as a meaningful resource within the curriculum.

In this regard, researchers point out those different kinds of critical issues could be integrated into EFL education through respectful communication about their communities. It is consistent with the alternative to introduce their cultures through the community mapping assignment. Moreover, the cultural diversity does not become a source of confusion or conflict for the participants (Firer, 2008). In other words, Community based pedagogies contribute to the formation of a global community reflecting various cultural characteristics while preserving their identities (Takkaç, 2018). Both research projects concluded that most of the participants enhanced their self-awareness and confidence and simultaneously Community based pedagogies offered a chance to observe and experience the target language culture in a natural setting while learning a language.

At national level, there are many recent research projects focused on Community-Based Pedagogies and Inquiry-Based Learning and the following research projects were reviewed: Sharkey (2012) and Rincon & Clavijo-Olarte (2016) aim at exploring students' previous knowledge about their real contexts to search social and cultural issues in language learning processes. These articles share a similar perspective in terms of curriculum constraints. Currently, teachers' pedagogical designs are highly restricted because of the national laws which have to be implemented at all public schools without taking into account students' different socio-cultural characteristics (Gonzalez, 2006). With this in mind and taking into account the

students' community as a possible topic when designing the curriculum, it is highlighted "the connection among home, school culture, and language heritage" (TESOL cited in Sharkey, 2012, p. 43). In line with this, they found that community inquiries, especially social and cultural exploration in their neighborhoods was more effective than traditional practices in foreign language learning.

At local level, two research projects were reviewed: Saenz, Florez, and Gomez (2018) and Florez (2016). These studies are focused on cultural awareness and active participation of students in their communities while learning a foreign language. It was found that the integration of students and community allowed them to know their stories and simultaneously strengthened their cultural identities. Moreover, it was found to be consistent with a significant improvement in the development of language competences. These findings may be attributed to the development of metacognitive strategies and the use of high order thinking structures while students carried out self and peer review.

4.2 Theoretical framework

Since the present research project starts from the stated problem in reading comprehension performance in an English class, it is necessary to explain the main theories and concepts which support this research proposal: Reading comprehension, community based learning, inquiry based approach and authoring cycle model.

4.2.1 Reading comprehension. Reading comprehension is the most used language skill in the classroom but only the skillful students can have good performance in reading activities, such as academic books, workbooks, worksheets, quizzes, mid and final exams (Hu, 2004). Three different reading models can be used in the language class: Bottom-up proposed by Carrell

(1998), top-down by Smith (2012) and interactive by Cohen (1998). Bottom-up model is considered a passive model. Students have to decode the text from the particular to the general meaning. Teachers usually give new vocabulary in advance. After that, students have to answer some questions, and it involves a reading aloud practice. The second one is the top-down model. Background knowledge is required in this process. In this case, students try to guess the main idea of the given texts. It is opposite to the bottom-up model. The last model is the interactive one which is used during the pedagogical intervention of this research project. In this model, students are guided by the integration of bottom-up and top-down techniques.

4.2.2 Foreign language reading. When students are in a learning process, it is imperative to give a high priority to the development of reading comprehension because it is the most used not only in the classroom but also outside the school. However, reading English texts almost always happens exclusively in the English class and teachers cannot just consider reading comprehension from the cognitive approach because the students' realities affect their reading comprehension development. In further support of this point of view, Grabe (as cited in Richards & Renandya, 2002) reveals some dilemmas when developing second language reading abilities. He states that reading students' Spanish and English reading development are indirectly influenced by their social realities. He states that there is a remarkable disadvantage between less privileged class and middle-class students because the first ones have no similar literacy exposure at home than the second ones. Moreover, he said that the reading instruction focus is based on Generative linguistic foundation in the United States and that it is not relevant in countries that are not Anglophones. Finally, English teachers should not just teach them reading strategies, instead, we should assist students in how and when to use reading strategies.

4.2.3 Community-Based Pedagogies. One of the main reasons to include the Community-

based pedagogy is because of the previous pedagogical practices experimented in the classroom. There was not a method which could be completely implemented without complement or modify it. “A method implies an orderly way of going about something, a certain degree of advance planning and of control, then; also, a process rather than a product” (Byram & Hu, 2006). Every research project has a particular set of characteristics and it cannot be completely adjusted to a specific method. Nowadays, even if a teacher wants to implement a method in his class, there are many aspects which do not allow developing it completely. It is known that there is a gap between theory and practice because the different methods do not take into account the realities inside the Colombian public schools.

Moreover, Community-based pedagogies have been chosen for promoting meaningful language learning based on reading comprehension activities about students’ context and realities. It requires that the teacher makes a lot of adjustments from the curriculum, area plan, lesson plans and subsequently pedagogical practices in the classroom. These adjustments are essential for activating students’ real engagement and achieving a students' reading comprehension meaningful improvement. Now, it is essential to know what community based pedagogies are:

“Curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and families inhabit ... [A]n asset-based approach that teachers must address but emphasizes local knowledge and resources as starting points for teaching and learning” (Sharkey, Clavijo Olarte, & Ramírez, 2016, p. 2).

Taking into account this point of view, English teachers should avoid the deficit perspective of “local knowledge” and make a profit of it as a resource and a point of departure in their classes.

As school requirement, curriculum, area plan, lesson plans are designed in advance, so teachers impose the topics, grammatical and lexical content on their students and that’s why they do not feel any engagement because of the gap between the curriculum and their realities. For that reason, it is imperative to look for a didactic tool which allows exploring students’ contexts while providing the data required for redesigning the curriculum. Community mapping will be used as a tool for engaging students in language learning process. As Lydon (2000) cited in Amsden and VanWynsberghe (2005) defines: “Community mapping can be defined as groups coming together to draw, mould, write, or express through any other means some aspects of local knowledge and experience”. Students will identify different aspects around their communities and they will find a common issue to study with an active role. In this research project, community will be read as a different kind of text by the students. To this end, they will present the community mapping assignment through some pictures with a Spanish description in order to obtain better detailed information about the community’s issues. Moreover, Auerbach (1993) cited by Schweers (1999) states: “Starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.”

4.2.4 Inquiry based Approach. Inquiry is based on activities mainly proposed by the students which reflect on an important problem (Short & Burke, 2001). They are provided with the opportunity to think about how they are going to collect data from their neighborhoods. At the beginning of the inquiry, learners pose questions which will be modified and there will be other

ones which will emerge through the process. Harste (As cited in Short & Burke, 2001) indicates that “Curriculum as inquiry allows teachers to perceive inquiry as an entire process that cuts across three knowledge sources-personal, system and signs” (p. 32). Inquiry always has to begin with learners’ existent knowledge. All of them have to be listened, even if the teacher disagrees. Then, knowledge systems allow learners to have a broad perspective through different points of view provided by their classmates. They are not reduced to isolated facts and concepts. The last one is “sign system” which students get a better communication with other people through different signs, such as letters, numbers, musical notes among others (Leland & Harste, 1994 cited in Short & Burke, 2001, p.34).

4.2.5 Authoring Cycle Model

As curriculum is always connected with learners’ life and experiences, it allows supporting the inquiry. Its main purpose is to get a deeper understanding of the learners’ social contexts, their interests and their concerns. The authoring cycle model empowers learners to become more active in the class. It is composed of the following steps and it may be adapted depending on the established purpose: “Building from the known, taking time to find questions for inquiry, gaining new perspectives, attending to differences, sharing what was learnt, planning new inquiries and taking thoughtful new actions” (Short & Harste, 2001, p. 26).

4.2.5.1 Building from the known. It is the starting point in which learners share their knowledge about their communities. These community mapping assignments are designed taking into account the model provided by the teacher previously. This is a space where learners have the opportunity to listen and be listened to by their teacher and classmates. In this part, they highlight four main aspects of their communities: culture, education, local economy and social problems (Kretzman & Mcknight, 1993). In some cases, they find commonalities and

distinctiveness.

4.2.5.2 Taking time to find questions for inquiry. When students share their knowledge about their communities, they are exploring the topic from different perspectives. They gather interesting facts and ideas through observations and conversations. Consequently, they get a new understanding and at the same time they are able to pose the inquiry questions in which they are interested in starting the Authoring cycle.

4.2.5.3 Gaining new perspectives. Differentiate learning makes reference to the flexibility teacher should offer to her students because of their importance of the individual needs. No every single student learns at the same pace and as Tomlinson cited in Fogarty and Pete (2007) stated that “differentiation is about change, challenge and choice” (p. 1). In order to take into account the differentiated learning, learners have the opportunity to choose an option about how to collect data. There are some alternatives to select: interviews, oral storytelling, writing stories, reading books, surveys and art projects. Through those strategies, learners could get a deeper understanding of their communities and find solutions for their concerns.

4.2.5.4 Attending to differences. Students have to face different opinions and tolerate their differences during presentation of the community mapping assignment and the exchange of ideas. That is a reflective exercise where students have the opportunity to reconsider what they believe while interacting with their classmates and understanding they share similar social problems in their communities.

4.2.5.5 Sharing what was learnt. At the end of the cycle, students think about different ways to present and show what they have learnt from the Authoring Cycle Model. It includes socializing with their classmates, their families and some teachers. This exercise allows students to be empowered to take actions based on what they learnt.

4.2.5.6 Planning new inquiries. Students can activate their voices and modify the curriculum. In this regard, the teacher provides the opportunity for students to suggest how and what they want to do for the next cycle. With this in mind, the teacher is responsible for integrating the activities and topics suggested by students and the formal use of language.

4.2.5.7 Taking thoughtful new action. As students have reflected on their interests and concerns, now they think about actions they can take in their lives that go outside the school.

5 Research Design

The research approach is composed by three significant components: philosophical assumptions, research design and research method (Creswell, 2014). These components indicate how the research project will be conducted. For that reason, special consideration is necessary when they are selected because they will be used to find an answer for the research question and at the same time to achieve the general objective posed.

The philosophical worldview is directly associated with the selection of the research design and methods. Taking into account the stated research problem and in order to contribute to a possible solution of this issue, the constructivism philosophical paradigm could be useful. So, this philosophical paradigm is being used in the present qualitative research with some quantitative instruments. Thus, it would provide a better understanding of expected outcomes based on the qualitative information collected in this proposal. Likewise, this constructivism philosophical paradigm is guided by social interactions and it takes into account the influence of researcher and participants' historical and cultural settings. It could be possible to analyze the influence of community-based pedagogy and inquiry-based approach on students' current level of reading comprehension performance through this approach.

Based on the stated research problem and taking into account the philosophical paradigm, it suggests selecting qualitative approach. Thus, it is conducted inductively starting from particular to general issues. The research process sets up with the emerging questions and procedures, data collected in the participants' setting and inductive data analysis and a report is written with a flexible structure (Creswell, 2014). Moreover, as researchers belong to the setting, it is considered as an emic paradigm because the insider's view and voice reflect subjectivity. For that reason, it is necessary to take into account the students' voice in order to include their beliefs and thoughts in the pedagogical intervention. Moreover, some quantitative instruments are applied and in this way, bias would be avoided and the research project would reflect more reliability.

Action research is defined as "a process in which participants examine their own educational practice systematically and carefully, using the techniques of research" (Ferrance, 2010, p. 1). In this research project, the action research design is implemented because it is a reflective practice which allows improving our pedagogical practices and overcoming the stated research problem. According to Ferrance (2010), "there are four types of action research: individual teacher research, collaborative, school-wide and district-wide action research" (p. 6). The first type of research has the potential impact on curriculum, instruction and assessment because the focus is on a single classroom issue. In order to achieve that end, this research project is implemented through an individual teacher action research with the tutor's support.

This research design is composed of some steps which are not required to be linearly developed. "The action research cycle is started through the identification of the problem. Secondly, it is found the collection and organization of data. Thirdly, interpretation of data is

carried out. Fourthly, action based on data. Finally, the reflection is done by the teacher” (Ferrance, 2010, p. 9)

5.1 Data Collection and Procedures

By selecting a qualitative approach, now the next step is to establish the context, population and the role as a researcher practitioner. Moreover, procedures have to be determined in advance.

5.1.1 Context. The chosen institution is Facundo Navas Mantilla School. The total population is composed by an average of 1900 students from kindergarten to eleventh grade. It is divided into four headquarters (A – B – C – D) located in different neighbourhoods in Giron, Santander. The main headquarter is located in Poblado neighbourhood. Headquarter A is the only one which is composed of middle and high school students. The headquarter B is located in Palenque neighbourhood. There are ten primary school groups and a kindergarten group in which a primary school teacher teaches all the subjects. The headquarter C is located in La Esmeralda neighbourhood. There are five primary groups and a kindergarten group which are also in charge of a primary school teacher who teaches all the subjects (Students are with the same teacher the entire journey). And finally the headquarter D located in San Antonio del Carrizal Neighbourhood which has recently been reformed and equipped with comfortable classrooms and high technology.

All the above mentioned headquarters prepare students in primary school. Then, they come to the headquarter A where they start being taught by specialized teachers in each subject. The present project will be carried out in headquarter A. Students are classified by age and the younger have to study in the morning. Sixth and seventh graders study in the morning.

5.1.2 Population. This school is surrounded by the less privileged class. Most of them are at

risk population. They come from rural regions and have dysfunctional families. Most of their relatives are unemployed or have different kinds of informal jobs. Some of them are displaced by violence (Secretaría de Educación, 2017). Students are immersed in permanent struggles of power with their families, neighbours and even with their classmates. High school students have an average age between eleven and eighteen years old. Each classroom has an average from forty to forty eight students per group. In 2016, eleventh graders had an average percentage of 50.73 in the Saber 11 test.

5.1.3 Participants. Sixth graders were selected randomly from three groups. They have been allowed to participate in this research project by their parents. They are forty six students with an average age between ten and twelve years old. There are twenty two male and twenty-four female. Most of them come from the primary school headquarters and some of them come from different schools. They have not been taught by any English teacher before now. Neither have they taken any extra English course in any institute.

5.1.4 Role as a researcher. Teacher has an active role in this qualitative research because of the simultaneous processes carried out at the same time. Teaching and researching are interrelated in order to obtain better findings. As a temporary teacher in permanent vacancy working since 2017, students are not feeling any pressure by the teacher's presence and they behave as in a usual class.

Moreover, the teacher has a self-reflective role from her own pedagogical practices. It is imperative to establish whether even the teacher is part of the stated research problem at the beginning of the project. Consistent with the above role, it is required that the teacher be critical in avoiding subjectivism and becoming more objective. As the research project is systematically carried out by the teacher, it would improve her learning and teaching practices. This

professional development would promote the production teacher's own practical theories while reducing the existing gap between theory and practice.

5.2 Data collection techniques

Information for this research project is obtained from the participants. Different instruments are selected in order to achieve the general objective. Some of them are:

5.2.1 Participant observation. Schensul, Schensul and LeCompte defined participant observation as “a learning process through the involvement in the participants’ daily routine in their natural setting” (cited in Kawulich, 2005, p. 2). In this research project, participant observation was carried out since the identification of the problem at the beginning of the process. Furthermore, it was necessary to use some field notes to collect data.

At the beginning of the research project was difficult to do efficiently this technique because I tried to take notes of specific items such as behavior and attitudes while the class was being carried out. Then, field notes were implemented to describe the main events occurred in and out of the classroom. Penzu is an excellent digital online tool to have organized field notes (See Appendix Q). However, internet connection is really poor at the school and it was difficult to save information there. For that reason, recordings thinking aloud were more effective. In that way, I almost always was really receptive to all the things students did and said in the class. All the recordings were uploaded to a folder in Google drive but not all of them were transcribed because of the lack of time.

5.2.2 Interviews. Researcher can get a deeper understanding of the participants’ context and experiences through interviews and they can be designed with open-ended questions (Shah Sonali, & Corley Kevin, 2006). In this regard, semi-structured interviews were carried out for

evaluating the pedagogical intervention and knowing the students' perceptions about it (See Appendix O). The teacher can have a better perspective about how students felt during the different activities carried out and in the same way; some adjustments could be proposed for the next cycle.

The design of this instrument was based on the main topics proposed in this research project: Authoring cycle model, community mapping assignment and Learning English as a Foreign Language (Not just reading by isolation, as students developed all communicative skills simultaneously). The predetermined questions were:

- What have you learnt about the Community?
- How did you integrate the information of your community into your English Language Learning?
- What did you like the most?

However, some other questions emerged from the conversations:

- How did you do the community mapping assignment?
- Did you have all the school supplies required to do the community mapping assignment?
- Did you use the provided word banks?
- Did you use Google translator?

The above questions allow evaluating the effectiveness of the didactic intervention and moreover establishing some criteria to improve in the next cycle. All the data collected from these interviews will be provided in detail in the findings section.

5.2.3 Likert-scale questionnaire. The main purpose of applying a Likert scale questionnaire is to measure the participants' perceptions through some established items which are focused on the main research topics and can estimate the average of the main results (Sullivan, 2012). At the beginning of the research project, a Likert-scale questionnaire was applied in order to establish a students' need analysis (See Appendix C).

This questionnaire was applied in order to establish which focus would be addressed in this research project. It was designed by Sullivan (2012) for students evaluate themselves and measure how they perceive they have developed each one of the communicative skills.

It is composed of the following questions:

- Why do you need to learn more English? Please be specific.
- Give examples of situations that are difficult for you in English.
- What specific areas of English would you like to improve before you leave this class?
- When people speak English to you, how much do you understand? Check the amount.
- When you watch TV, how much do you understand? Check the amount.
- When you speak English, how much do other people understand?

- Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time. Reading, writing, listening, speaking, vocabulary and pronunciation.

After analyzing these answers, the teacher got a deeper understanding of the communicative skill that should be focused and reinforced. Most of the students complained about how they struggle when trying to understand something in English because they do not know what the words mean.

5.2.4 Pre-test and Post-test. Even when a pre-test and a post-test are usually implemented in quantitative studies, they are applied in this qualitative research project because they provide an ETIC perspective. The initial test was applied in order to identify sixth graders' reading comprehension problems and have an evidence of the stated problem in August and at the end of the pedagogical intervention, in November the second one was applied in order to determine objectively the effectiveness of the pedagogical intervention.

The mock test of Pruebas Saber 6° is an English kit tool provided by the Ministry of Education in 2016. It is suggested implementing them in June and November in order to measure their improvements and to determine the sixth graders' level at the end of the year. These mock tests have a similar design to the Pruebas Saber 11°. They are divided into five parts (See Appendix P).

This mock test is composed of the following parts: Firstly, there are (10) ten lexical questions which ask about the vocabulary students have to manage at A2 level. Students should be able to match the descriptors and the words. Secondly, there are (10) ten dialogue completion questions which ask to answer the questions by choosing the provided options in the test. Thirdly, there are

(10) ten cloze questions which are located in a text with some gaps. Students should fill those gaps by choosing the correct option provided by the test. Fourthly, there are (10) ten reading comprehension questions. Students should read the provided article and then answer the questions by choosing the correct answer. Finally, there are (10) ten cloze reading comprehension questions. Students should fill the gaps in the text by choosing the correct answer. Each part allows determining whether students have the expected level. Students should get at least fifty percent 50% out of the 100% for reaching A2 level.

5.3 Instructional design

In order to organize how the research project is developed, a research timeline has been organized and it is composed of three phases: research phase, pedagogical intervention and triangulation phase.

In the first phase, it is crucial to ask for permission to develop the research project at school. Besides, it is required to identify the demographic component through a structured questionnaire. Moreover, a mock test of Pruebas Saber for sixth graders is applied as a pre-test which determines the students' current level of reading comprehension. After that, participant observation is done in order to collect more data. In so doing, it is necessary to construct a theoretical framework which limits the scope of the present research project. Then, the pedagogical intervention is planned and carried out for a semester according to the information collected through the community mapping assignment made by the students.

The pedagogical intervention is the second phase of the research project. Firstly, sixth graders will be evaluated through mock test of Prueba Saber 6° (A2 Level). Ministry of Education provided this Colombian standard reading test for sixth grade students. It is focused on reading

skills needed to communicate about familiar topics in Basic 2.2. This performance level is expected to fulfill the basic A1 and A2 levels which are linked to the Common European Framework of Reference for Language (Council of Europe, 2016).

Consistent with this, secondly, the pedagogical intervention is planned taking into account the Authoring Cycle Method (Short, 1996) where the construct of language is understood as a social practice and learning through language is more important than just learning about language (Halliday, 1979).

With this in mind, the action step is carried out through the pedagogical intervention which is composed of seven steps.

1. Building from the known: Through the community mapping assignments, students explore their neighbourhoods, take pictures about four main aspects (Local Culture, Economy, Environment and Social Problems) and simultaneously their interests and concerns (Kretzman & Mcknight, 1993).
2. Taking time to find questions for inquiry: Students pose questions during their presentations about the community. Then, as a group organize their questions in a Mind map poster.
3. Gaining new perspectives: In this step, students are organized in groups. They collect data interviewing to their relatives, neighbours and Presidente de la Junta de Accion Comunal.
4. Attending to difference: In this step, they compare and contrast what they collected with the whole group. Moreover, they read local, national and international news comparing the realities of the world. They reflect on their findings.
5. Sharing what was learnt: In order to value students' inquiry, they organize a presentation about their findings.

6. Planning new inquiries: as new questions arise, a second authoring cycle model is proposed for the next year.
7. Taking thoughtful new action: As the students activate their voices in the curriculum with the Authoring Cycle Model, they propose new actions for the second cycle.

Then, data is coded for a later data analysis. It is analyzed through a triangulation among the collected field notes, pre-test results, Likert-scale questionnaire, theoretical framework, workshop results and students' interviews. Then, other mock test of Prueba Saber for sixth graders provided by MEN is implemented as a post-test to measure how the pedagogical intervention would influence on students' reading comprehension performance.

The third one is the triangulation phase, data are interpreted through the triangulation of all obtained results. After obtaining the findings, new research questions emerge for a new possible research project.

Table 1 Research timeline

| Date | Stages | Instrument |
|----------------|----------------------------|--|
| August 2017 | Selection Institution | Aval Project Letter from the principal |
| September 2017 | – Identification | Questionnaire |
| | of: demographic variable. | Field notes |
| | – Participant Observation. | |
| February 2018 | Participant Observation | Field Notes |
| March 2018 | Select sample | Randomly Procedure |
| Abril 2018 | Need analysis | Likert-scale questionnaire |

| | | |
|--------------------------|---------------------------|---|
| May 2018 | Research Proposal | Literature review |
| | | Theoretical Framework |
| June 2018 | Permission | Consent form |
| August 2018 | Pre-test | Mock Test of Pruebas Saber for sixth grade provided by MEN |
| September 2018 | Exploring possible topics | Community Mapping Assignment |
| September 2018 | Planning | Lesson Plan format Book way to go 6° |
| September - October 2018 | Authoring Cycle Model | Students' artifacts |
| September - October 2018 | Data Collection | Students' Samples |
| November 2018 | Interview | Questionnaire |
| November 2018 | Post-test | Mock of Pruebas Saber for sixth grade provided by MEN |
| December 2018 | Coding data | Field Notes Likert-scale questionnaire Literature review Theoretical Framework Pre-test Results |
| February 2019 | Interpreting data | Theoretical framework, Data analysis and Action research instruments |
| March 2019 | Data analysis | Triangulation |
| April 2019 | Validate data | Triangulation |
| May 2019 | Results | |

5.4 Ethical Issues

In the first place, there is a special value in working toward the improvement of students' learning process and teachers' pedagogical practices. This is the reason why research ethics is really important, so all the participants know about the potential profits, confidentiality and freedom to participate (Comité de ética para la investigación científica, 1989).

In advance, permission was requested to the principal. He was told about the intention of conducting a research project at school, he was informed about the topics and he agreed with the teacher. Moreover, he signed an official permission letter granting the research project development. Then, a group of sixth graders was selected as a sample. As they are under eighteen years old, it is required to inform students' parents in order to get their permission. They freely sign the consent form. sixth graders and their parents signed a consent form through the ethical considerations are stated in which teacher respect the rights, needs and values of the participants. Moreover, their marks are not affected by their participation in the current research project. If any student wants to leave the research process, they could leave it without any consequence. Furthermore, Copyright laws are respected. In this way, it could facilitate other teachers interested in the access to reference materials cited in this research project. Furthermore, this research project was presented in an international conference in Unisangil on May 2nd, 2019.

5.5 Pedagogical intervention

5.5.1 Curriculum design. There are different perspectives to see and understand the curriculum design. As quoted earlier, teachers do not follow just a method because of the students' identities and context (Kumaravadivelu, 2001). However, there are some governmental

impositions which demand that curriculum design, area plan, lesson plans and so on be submitted before starting the classes. For instance, the curriculum design is always imposed on the students reflecting the same deficient students' results.

That is why, this pedagogical intervention is carried out, taking into account the students' voices. The curriculum is based on activities and not merely teaching facts (Clavijo-Olarte, 2007). That means that content is not the most important aspect to transmit, teach and learn. On the contrary, students are provided with different opportunities to interact with their classmates, their families, their neighbors and their communities as resources of information. They do interesting activities related to their contexts while they are learning to read not only EFL but also Spanish as their mother tongue to research about their community.

Likewise, it is possible to see how students become active learners and authors in curriculum through inquiry which connects the world with new understandings (Short & Burke, 1991). To that end, it is imperative to replace the fixed mindsets we have about the construct of *learning about language* (learning only the formal elements of language) with *learning through language* (using language as a social practice) (Clavijo-Olarte, 2007).

5.5.2 Instructional design. As stated earlier, this instructional design is based on Authoring Cycle Model because it promotes a constant reflective practice where teachers and learners are considered as authors and inquires (Short & Burke, 1991). Especially, learners are mainly recognized as problem posers instead of problem solvers. They are given the opportunity to explore their creative power. This implies that, teachers provide the conditions under which knowledge at the level of concepts, experience and practices becomes a true knowledge Freire quoted in (Clavijo-Olarte, 2007).

Considering the results of the mock test of Pruebas Saber for sixth graders (MEN, 2017) and the results of the Likert Scale questionnaire for the students' need analysis (Marshall, 2003), the action plan had been designed for two face-to-face hours per week over the two Authoring Cycles of two months each one. However, due to the extent of the activities proposed and the extra-curricular activities at the end of the year, only one cycle was possible to do.

Table 2: Intervention Timeline

| Date | Stages |
|---|--|
| Tuesday, 11th September, 2018 | Inquiry Cycle Socialization |
| Wednesday, 12th September, 2018 | Teacher's Community Mapping Assignment Organizing groups per each neighbourhood |
| Tuesday, 18th September, 2018 | Students' Presentations |
| Wednesday, 19th September, 2018 | Students' Presentations |
| Tuesday, 25th September, 2018 | Students' Presentations |
| Wednesday, 26th September, 2018 | Brainstorming about students' desires |
| Tuesday, 2nd October, 2018 | Posing questions Reinforcement Worksheets Way to go 6: Module 3 |
| Wednesday, 3rd October, 2018 | Organizing and dividing roles Reinforcement Worksheets Way to go 6: Module 3 |
| Tuesday, 9th October, 2018 | Reinforcement Worksheets Way to go 6: Module 3 |

| | |
|---|---|
| Wednesday, 10th October, 2018 | <u>INSTITUTIONAL WORK WEEK</u> |
| Tuesday, 16th October, 2018 | |
| Wednesday, 17th October, 2018 | Reinforcement Worksheets Way to go 6: Module 3 |
| Tuesday, 23rd October, 2018 | Collecting materials and authentic materials for inquiring. |
| Wednesday, 24th October, 2018 | Cross curricular work with Spanish teacher |
| Tuesday, 30th October, 2018 | |
| Wednesday, 31st October, 2018 | Inquiry groups, in-depth researching and studio time. |
| Tuesday, 6th November, 2018 | |
| Wednesday, 7th November, 2018 | Group reflection, reflection portfolios. |
| Tuesday, 13th November, 2018 | Post – Test, Mock of Pruebas Saber 6° - Interviews |

5.5.3 Didactic sequence. Taking into account the obtained results from the instruments and techniques applied (Participant Observation, Likert Scale Questionnaire and the mock test of Pruebas Saber 6°), it was highlighted that students felt disengaged from their own English learning process because they do not understand what they read. Moreover, the topics imposed in the curriculum were not relevant to them because they are not related to their realities and contexts.

From the participant observation, it was relevant to highlight that sixth graders do not know how to answer the mock test and they are not interested in the topics. Moreover, they are not

aware of the use of metacognitive strategies. Additionally, from the Likert Scale Questionnaire, it was perceived that sixth-graders recognize reading and vocabulary acquisition as some of the most important skills in their Language Learning Process. Finally, the pre-test results show that most of the students have trouble mainly answering the dialogue completion questions and cloze reading comprehension questions due to the fact that the topics are not familiar to them.

All the data stated above conducted the teacher to research into the different language learning methods and approaches to find out the solution of the research problem, however, none of them fulfill completely the students' needs and take into account their realities and contexts. For that reason, it was necessary to implement the inquiry-based learning approach; it takes into account teachers' and students' context, provides the teachers with the faculty of theorizing their own practices and uses the community as a resource of knowledge while learning English.

The didactic sequence was implemented, taking into account the students' interests and concerns about their communities in order to involve them in the improvement of their reading comprehension performance through relevant topics for them. As previously quoted, this sequence is based on the Authoring Cycle and Short, & Harste, (with Burke) stated that it is mainly composed of seven stages: "Building from the known, taking time to find questions for inquiry, gaining new perspectives, attending to differences, sharing what was learnt, planning new inquiries and taking thoughtful new actions" (as cited in Short & Harste, 2001, p. 26).

5.5.3.1 Building from the known. In order to provide a model of a community mapping assignment, the teacher made a clear example using the school context. She took pictures of the four neighborhoods in which are located the four school headquarters (See appendix K). Then, the pictures were projected onto the video beam, explaining the followed criteria or intention of

each one of them to the students who, then, should make one similar in their neighborhoods. The teacher wrote in English each pictures' descriptions and she made the presentation in English and Spanish in order to make a clear explanation of the Community Mapping. Students immediately showed interest in how the teacher would describe their communities and also they wanted to contribute to the presentation.

The teacher indicated the sixth graders that the main four criteria were based on culture, Local Economy, Environmental Issues, and social problems. Initially, the assignment was given individually. However, most of the students struggled to do it because they did not have all the electronic devices required (Cell phone, camera, laptop, printer, internet connection and so on). For that reason, students were grouped per neighborhoods and/or the resources they had. Additionally, some students preferred to make a signboard with printed pictures or drawings. All these situations made that the time estimated was extended by two sessions more.

Another aspect to highlight is that some of them preferred to bring the information in Spanish in order to get and exchange a deeper understanding of their previous knowledge. In this line, students got engaged and connected their own life experiences to learning. This was time-consuming because all students wanted to participate and share their ideas, they learned to respect their classmates' opinions and understand differences and commonalities they had.

5.5.3.2 Taking time to find questions for inquiry. As students explored their communities from different perspectives, they noticed contradictions and connections through observations and conversations. In this regard, the next session was planned to pose the possible inquiry questions. Students brought color papers and markers. Teacher gave the instruction to choose one of the four categories and pose questions for inquiry about what their neighbors were doing in order to

improve the community and also how students could contribute to solve any problem from school. They wrote freely what they wanted to enquire on a piece of color paper and pasted on a big mind map (See Appendix F).

It is important to highlight that no one posed any questions about the local economy. Thus, three inquiry groups were organized in the following way: the first one was in charge of the Environment category. It was composed of twelve students. They posed two questions.

- What is the community doing to solve the water pollution in Rio de Oro?
- What could we protect the river from school?

The second group was in charge of fifteen students with the culture category. They posed the following questions:

- What is the community doing to promote a culture of respect among the people?
- What could we do to promote good habits in our neighborhoods?

And the last group was composed of fifteen students with social problems category. They also posed two questions.

- What is the community doing to avoid drug consumption among young people?
- What could we do to avoid drug consumption among our classmates?

Before gaining new perspectives, it was imperative to provide students with a context indicating the topic, situations, and lexical areas that they might need to do the Authoring Cycle later. The teacher put into practice the module 3 from the book Way to go 6° with them (MEN,

2017). It was developed in four classes of two hours the first and third ones and one hour on the second and fourth ones (See Appendix H).

5.5.3.2.1 Developing reading comprehension skills while understanding I belong to a community. Given the importance of providing the students with all the elements required to continue with the inquiry process while developing their communicative skills, the English teacher took time during the Authoring Cycle to provided direct instructional guidance about the language functions and types texts used in the development of the didactic sequence. The photocopies corresponding to the third module sustainability and green community were given to the sixth graders. This module consists of the three units: Eco-friendly house, I belong to a community and every job is important. In the same way, these units were divided into three lessons each one: the first one is composed of this is my home; I help the environment and respect the environment. The second one is composed of the lessons this is my neighborhood, I am a good citizen and for a better community. The third one is composed of the lessons Different Jobs, what are you doing right now and I know the people in my community.

To do this, the English teacher made explicit the instruction about the use of some strategies for equipping students to perform better and accomplish the proposed tasks. As Graham and Hebert (2010) stated writing production about the texts which students read could increase and improve their comprehension about it. So, the teacher showed them some useful patterns which could be used to talk and write about the community. In the first lesson of each unit, the teacher promoted the awareness of the grammar structure in an inductive manner through the communicative activities which would be used to construct sentences. The main purpose was that sixth graders became familiar to the topic, vocabulary and then, they could do communicative activities. In the second lesson, students practiced what they have learnt in the

previous lesson, in this way, they reinforced their knowledge while they were linking the cognitive with the social aspects. In the third lesson of each unit, students prepared a task applying what they were practicing in the two above lessons.

Through the development of the before mentioned module, it was relevant that the teacher provided direct instructions about the implementation of some strategies: Firstly, the use of Spanish is allowed in the English class through the comparison between the L1 and L2. Secondly, the teacher promoted the use of word banks and useful expressions which enriched and provided confidence to comprehend and produce written and oral texts. Thirdly, Work in groups was proposed to the students and they were really pleased to work in collaboratively. Fourthly, the use of the interactive reading model was implemented which allowed students to read bottom-up and top-down. Students were encouraged to analyze and construct from the particular to general meaning. Moreover, they were encouraged to use their prior knowledge and linked it to the main idea of the provided texts.

5.5.3.3 Gaining new perspectives. Once established the inquiry groups and chosen the main inquiry question for each one, the Spanish teacher was invited to the English class in order to provide students with the main guidelines to interview their neighbors and relatives (See Appendix G). Students gained confidence through that cross-curricular collaboration and proposed different people to interview. The data collection was made from: Interviewing the social leaders, neighbors or relatives. The instruments used were some videos, audio recordings, and notes depending on the groups' resources. Some sixth graders translate into English the interviews using the word banks, dictionaries and online translators (See appendix N). Moreover, one student had a neighbor who was learning English and she interviewed her in English and brought the video to the English class.

5.5.3.4 Attending to differences. In this step, students faced different points of view about how to contribute to the solution of the social problems they struggle in their communities. In addition, the English teacher asked them to compare and contrast local, national and international news. This activity allowed students to notice how the world faced similar realities. Teacher asked them to bring some local newspapers (In Spanish), scissors, glue, and markers. They brought the materials and firstly, the teacher asked them to identify the different sections the newspaper had. Secondly, the teacher asked them to look for the news which was related to their inquiry question. Thirdly, they read the articles in Spanish. After that, they highlighted the unknown words, main ideas, they identified location (local and national), and cut and pasted them to the worksheet given by the teacher. They discussed about the commonalities and distinctiveness among the news and before the next class, the English teacher asked the students to bring the international news in English and students surfed on the internet at home and looked for them, printing the most relevant to their inquiry question.

The next class, the instructions were similar to the previous one but now reading International news in English. The teacher asked students to interchange the news within the respective inquiry groups in the class, and after reading them, they were asked to highlight the main ideas and locations. Moreover, they used the word banks, the dictionaries and the teacher's help and support in order to understand the unknown words. Then, they discussed with their classmates about the similarities and distinctiveness among the local, national and international news. When they reflected on the experience they had with the community and the information they found in the international news, they made a conclusion which would be shared with the other inquiry groups through a presentation in the next class.

5.5.3.5 Sharing what was learnt. Even when a formal presentation was planned at the end of the

authoring cycle, it had to be replaced by an informal one because of the two final weeks of the academic year were dedicated to reinforcement activities and other extracurricular activities proposed by the municipal hall. For that reason, students had to prepare a reflection to be shared with the other inquiry groups without parents or administrative staff.

Notwithstanding the above-mentioned adjustment, this interchange of reflections revealed an undeniable fact of how the promotion of cultural aspects could influence positively on the improvement of social and environmental problems. In light of this vision, students had more confidence in themselves to be agents of change and were more aware of their duties as members of their communities.

5.5.3.6 Planning new inquiries. Short & Burke (As cited in Clavijo-Olarte, 2007) indicates that all the students and the teacher highlighted three aspects from the complete Authoring Cycle: Content, process and goals. They reflected on what they learnt, how they came to learn and why they enquired.

Considering this meaningful experience from a critical perspective proposed in the Authoring Cycle, students had the opportunity to be authors in the curriculum. They proposed different topics and activities they were interested in doing for the next academic year.

On the one hand, the topics proposed were: renewable energy resources, reggaeton singers and other artists from suburbs, social programs for kids, teenager mothers. On the other hand, their proposed activities included recording as youtubers, writing their own newspapers, providing flyers among their communities with meaningful messages.

5.5.3.7 Taking thoughtful new actions. All those above suggestions would be discussed with the other English teachers in the area committee meeting. If they agree, it could be implemented

with the other grades and headquarters in 2019. Moreover, students and teacher took action in their daily routines that went beyond the classroom.

6 Data analysis

From the didactic intervention, data is obtained from forty-six sixth graders in a qualitative research. Thus, analysis is carried out through grounded theory method because it allows to process and analyze methodically all qualitative and quantitative data collected (Charmaz & Belgrave, 2007). In this way, the analysis helps to explain how the primary research question could be answered.

Examination, categorization, coding, testing and combination of quantitative and qualitative evidences are shown in data analysis (Yin, 2003). On the one hand, qualitative data is obtained in forms of participant observations during the didactic intervention through field notes which then were replaced by voice recording notes because it allowed a better performance in the role as teacher and researcher; moreover, semi-structured interviews provided qualitative data. They were previously designed with preliminary questionnaires which were modified during the interviews adding new emerging questions in order to get better data from the participants. On the other hand, quantitative aspects are revealed in the tests carried out the sample in order to compare the results of the pre-test and post-test and know the positive or negative effect of the Authoring cycle sessions.

In the same line, Miles and Huberman (1994) propose the coding technique which is used in order to analyze the results of the implemented instruments.

In addition, the data collected in the interviews is analyzed through a matrix, which allows classifying data for a better analysis. This matrix is divided into categories; each one has a table to be analyzed and in this manner, a future action plan would be proposed. The categories were preconceived at the beginning of the research project; however, some other categories have emerged from the interaction between the observer and the observed. It will be shown in the categorizing data section.

6.1 Coding data

Qualitative grounded theory was carried out through the creation of codes which had emerged by studying data (See Appendix D). From each instrument used to collect data, as many codes as possible have emerged in order to classify easily each one of them into a Google drive folder. Through the pre-test and the Likert scale questionnaire was established the research problem at the beginning of the research project. The following codes were preconceived from the above mentioned instruments: Lexicon, dialogue completion, cloze test, text comprehension and cloze reading comprehension questions (See Appendix I). Examining these results, it was remarkable that none of the students achieved A1 level as it was expected by MEN. On the other hand, listening, speaking, reading and writing skills were included as focused codes.

Furthermore, the following codes were preconceived from the design of semi-structured interviews and field notes: Community mapping assignment (Kretzman, & Mcknight, 1993), Short, & Harste, (with Burke) “building from the known, taking time to find questions for inquiry, gaining new perspectives, attending to differences, sharing what was learnt, planning new inquiries and taking thoughtful new action” (as cited in Short & Harste, 2001, p. 26).

Additionally, some codes have emerged from the field notes and the answers provided in the interview: Parents' help and translanguaging.

6.2 Categorizing data

After coding data, some categories had to be defined according to their characteristics and also taking into account the stated objectives at the beginning of the project. On the one hand, reading comprehension performance category had been preconceived apriori and, on the other hand, some subcategories were grouped in order to develop the Authoring Cycle category (See Appendix J). However, it is crucial to highlight that Cognitive issues, sociocultural influence, parents' help and translanguaging categories had emerged through data analysis. All this information was organized into a matrix which facilitates the analysis.

All the categories analyzed are composed by some in vivo codes. The in vivo codes are defined as parts of the respondents' discourse or they may represent the theoretical or definition of what is happening in data (Taylor, 2013). It allows triangulating and validating the data collected from the didactic intervention with the studied theories and the research method.

The first emergent category is related to the cognitive dimension of sixth graders. After they answered the Likert scale questionnaire, it was perceived that most of them considered that Reading is one of the most important skills when learning a foreign language and also that vocabulary is required to understand what they read and write. Triangulating this, language learning should be linked to grammar and vocabulary as stated by Lee and Muncie (as cited in Barrot, 2014) and consequently Byram, Corbett, Kramsch, Kramsch and Sullivan, Liddicoat et al, Saint Clair and Phipps remark that language learning and culture should be integrated (as cited in Barrot, 2014). However, students were evaluated through some norm referenced tests as

the initial mock test of Pruebas Saber 6° provided by Ministry of Education and used in this research project to measure whether students were in the expected level. Regrettably, test focuses on vocabulary, grammar and the formal use of language.

Considering the above, the results of the initial mock test of Pruebas Saber 6° show the sixth graders' difficulties from a cognitive perspective. Most of the sixth-graders struggled to answer the cloze reading comprehension section which asked students to fill the gaps of the given text with a structural grammatical word. Moreover, the dialogue completion section was also difficult to answer accurately which asked the students to complete the short conversations with a coherent sentence. After the test, students complained about the number of unknown words and also the lack of context in the given short conversations. To overcome this, the didactic intervention was designed focusing on reading comprehension skills and taking into account the students' context because as Kellerman (1996) cited in Monica and Vianty (2019) stated: "if the students cannot read, they will have low achievement; so they are on the road to academic failure" (p. 4). It was relevant to engage students in their own language learning process through the inclusion of their available community information.

Once established sixth-graders' difficulties when reading a foreign text in the mock test of Pruebas Saber 6°, on the one hand, the following category emerged: Lack of strategies when reading in English. It could be due to the absence of direct instruction about what they could do it when they are trying to understand a text in a foreign language. It will be explained in detail in the findings section. On the other hand, another emergent category is the lack of local context data as a knowledge source in the students' language learning process. For that reason, Community-based learning was a suitable departure point that allowed identifying students' interests and constraints in their contexts and includes it in the curriculum. In further support,

Addison (1996) cited in Monica and Vianty (2019) when students read a foreign language text, they need to use their local context to understand and appropriate new information. That is why; the authoring cycle category would provide two emergent categories: Metacognitive awareness and the integration of communicative skills.

Through all the development of the authoring cycle in the didactic intervention, sixth graders used the provided strategies previously. First of all, the use of the mother tongue was allowed to make comparisons with the foreign language, consequently, students felt more confident. As stated Kumaravadivelu (2005) the cross-lingual technique is considered essential at the beginning of learning English as a foreign language because it allows comparisons between L1 and L2. Triangulating this, students expressed how comfortable they could do different activities using the dictionary, word banks, and the translator. Secondly, the use of the community mapping allowed reading not only written texts but also they read pictures and their realities reflecting on their possible contributions to improve their social problems. Thirdly, the use of authentic materials in L1 and L2 through the Local, national and international news promoted not only the comparison between the structure of the informative texts but also similar social problems we face. Fourthly, collaborative workgroups were created because not all the sixth graders had the possibility to print news from the internet at home, nor had a dictionary or cell phone for each one of them to translate in the classroom.

Another interesting category has emerged from data because of the number of changes made during the implementation of the didactic sequence. Differentiate learning was a category that offered considerable flexibility for the execution of the authoring cycle. It included a set of possibilities not only in the proposed activities but also in the way the sixth graders could feel more comfortable to present their findings. Tomlinson cited in Fogarty and Pete (2007) stated

that “differentiation is about change, challenge and choice” (p. 1). From the participant observation, the field notes highlighted how students preferred different ways of submitting their activities depending on their preferred performance and the available materials required for hand in. Moreover, parents’ help increased notably because of the chosen activities by the students and that fact provided more confidence to the students when presenting their progress.

Translanguaging was perceived at the end of the implementation because sixth graders appropriated some target language, so when talking they did not perceive that they were using without translating it into Spanish. Blackledge & Creese (as cited in Zavala, 2018) named it “Flexible bilingualism” (p. 6). Zabala (2018) stated that “language and social practices” are not separated; by the contrary, they are interrelated and, at the same time, they promoted the simultaneous development of the communicative skills.

The influence of the Authoring Cycle on sixth graders’ reading comprehension performance was measured through the interviews and final mock test of Pruebas Saber 6° at the end of the intervention. Students had two different ways to evaluate how effective their performance was. Formative and summative assessments were implemented. On the one hand, they had the opportunity to present to their classmates their own reflection about their performance during the development of the Authoring Cycle. This was a holistic vision of different cognitive and sociocultural improvements. They were honest to state that after the didactic intervention, now, they only recognize some words and sentences in an English text. Moreover, most of students affirmed that they had transformed their thinking and behavior towards the communities where they live and they started thinking how they could contribute to their communities from school actions.

On the other hand, there is a contrast between data obtained from the formative and summative assessment. Sixth graders presented the same mock test measuring exclusively their reading comprehension performance. The results show they improved, but they still had low level competence and did not achieve the expected level. This could happen because the test was more restrictive. It did not show a significant improvement. This will be explained in the next section.

Table 3: Categorizing data

| Specific objectives | A priori categories | Emergent categories | Subcategories |
|---|-----------------------------------|--|----------------------------|
| Identify students' reading comprehension problems in sixth grade. | Reading comprehension performance | Cognitive issues | Lack of vocabulary |
| | | | Lack of reading strategies |
| | | Sociocultural influence | Lack of Local context data |
| Explore appropriate activities to foster the development of sixth graders reading comprehension performance using the inquiry-based approach. | Community based learning | Local cognition | Differentiate learning |
| | | | Families' help |
| | | | <i>Collaborative work</i> |
| | Authoring Cycle model | Metacognitive awareness | Word banks |
| | | | Crosslingual technique |
| | | <i>Integration of Communicative Skills</i> | <i>Translanguaging</i> |
| To evaluate how inquiry-based | Assessment of/for learning | Summative assessment | Norm referenced exams |

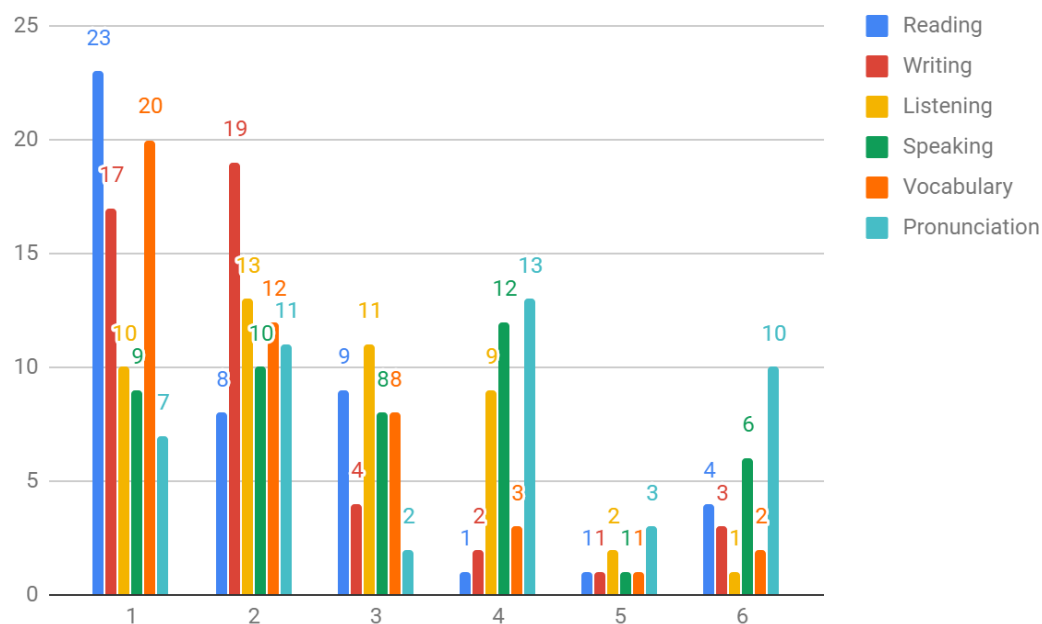
| | | |
|---|-------------------------|--------------------------------|
| approach influences on the reading comprehension skills through a posttest taken by sixth graders. | Formative assessment | Reflections Self-assessment |
|---|-------------------------|--------------------------------|

7 Findings

After analyzing data, it was found crucial information which helped to answer the research question stated at the beginning of the research project: To what extent does the use of Inquiry-Based Approach enhance reading comprehension in sixth graders? Moreover, the accomplishment of the objectives was verified. Even when this research project implemented a qualitative method, it is also supported by some quantitative instruments which provide a deeper understanding of the research project (Hernandez Sampieri, 2014).

7.1 Likert Scale Questionnaire

The first instrument to be analyzed was the Likert Scale Questionnaire that the sixth graders answered to establish which skill they considered the most important, how much they understood when they listened and spoke in English and what they considered should be improved.

Figure 1: Likert Scale Questionnaire results

As quoted earlier, the applied Likert Scale Questionnaire was adapted from Marshall (2003). In this questionnaire, there is a question about how important communicative skills were considered by the sixth graders. Students numbered from the more necessary skill (1) to the least (6). The results of this questionnaire highlight some aspects:

Most of the sixth-graders considered they needed to improve their reading skill and also they needed to improve their vocabulary level. In further support of this finding, it is consistent with the previous observations made during the reading comprehension activities proposed by the teacher when students literally translated the texts and did not understand the meaning provided by context. It seems to be that the limited time of the English classes is the only exposure students have with the foreign language and it is not enough, they need more possibilities to practice English beyond the class. Contrasting it with the theoretical support, Hu (2004) affirmed

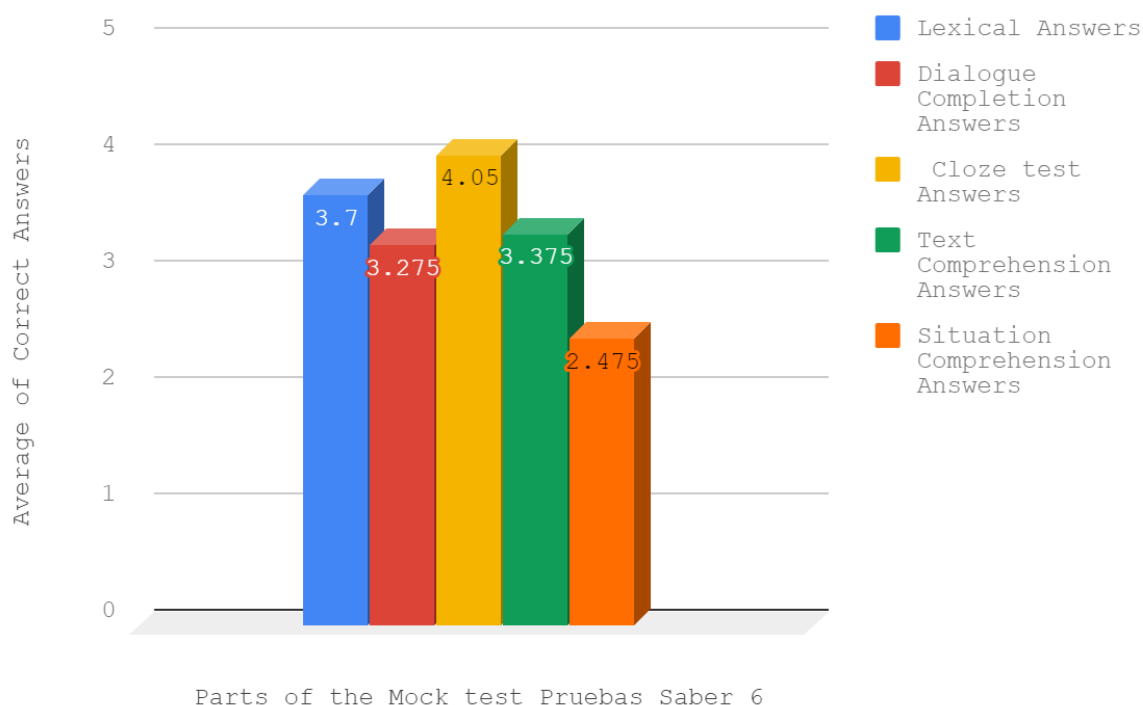
that even when reading comprehension is the most used inside the classroom by all the students, only some skillful students have a good performance in these kinds of activities. With this being said, the need of creating new opportunities for practicing English outside the school was contemplated.

Another relevant aspect provided by the Likert Scale questionnaire indicates that sixth-graders considered that they needed to improve their writing skills. This fact was relevant when designing the didactic intervention because the teacher gave the students, direct instruction about writing and reading when solving module 3 of Way to go 6°. After that, students wrote about the community they were reading and in that way, they would enhance their reading comprehension performance. Such as Carr (Cited in Graham & Hebert, 2010) affirmed: “writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think” (p. 17). Taking into account the last quote, it was necessary to create a link between what they knew and what they would learn and Inquiry-based was a suitable approach to implement during the didactic sequence later.

As the subjective students’ and teacher’s perspectives on their performance was not enough and in order to validate the research problem, the second instrument applied was a mock test of Pruebas Saber 6, because it would determine whether sixth graders were in the level suggested by the National Ministry of Education, and it would also validate the findings obtained in the questionnaire and which specific aspects would need to be improved.

7.2 Initial mock test of Pruebas Saber 6

Figure 2: Initial mock test results Pruebas Saber 6



This mock test of Pruebas Saber 6 was obtained from the English Kit provided by the National Ministry of Education. It measures the A1 Level and it is suggested that this test be applied during the first semester of the sixth grade. The structure of this test is similar to the presented in Eleventh grade. It is composed of five parts and each one of them has ten close-ended questions. The first part measures the lexical aspects; the second one measures the dialogue completion; the third one measures the cloze test; the fourth one measures the text comprehension and the fifth and last one measures the cloze reading comprehension questions.

The results of this mock test revealed how far Facundo Navas Mantilla School is from expected results by the national government. As figure 2 shows, there was not any student who achieved the A1 level. In none section of the mock test, the average of the results was at least (50%) fifty percent correct. However, the higher average of correct answers was the cloze test part with almost half of the questions. 4.05 out of 10 questions was the average of correct answers obtained. Those kinds of questions were designed for evaluating linguistic competence, so they had to choose a specific word that fulfills a grammatical function in the text. In this case, the given text was about personal information in present simple tense. It was a familiar topic for them; however the results were not as high as expected.

The lexical part was the second higher average of correct answers. 3.7 out of 10 questions was the average of correct answers obtained. Those kinds of questions were designed for measuring how well students managed the vocabulary related to the immediate context provided at school. In this section, sixth graders read a short descriptor about some supplies and staff around the school and they had to match them to the corresponding concept. As in the above finding, the topic was familiar to them but the results were really low.

The third higher average of correct answers was the text reading comprehension. 3.3 out of 10 questions was the average of correct answers obtained. Those questions were designed for evaluating students' literal meaning identification level in a text. This text was composed of an average of 300 words. It was more extent than the previous one. The topic of the text was about cultural awareness, but even when the topic could be familiar to the sixth graders, they did not understand most of the vocabulary used in it.

The fourth average of correct answers was the dialogue completion section. 3.2 out of 10 questions was the average of correct answers obtained. Those questions were designed for assessing how well sixth graders would hold a conversation. These were short conversations with random topics, and sixth graders also had trouble answering correctly. The last was the cloze reading comprehension section. 2.4 out of 10 questions was the average of correct answers. That text had an average of 200 words, but the red Kangaroos topic did not have the familiar vocabulary to them. Moreover, those questions evaluated the linguistic competence because they demanded to fill the gaps of a text with a suitable word that fulfills a specific grammatical function.

After interviewing some students about their mock test perception, they emphasized that they did not know all the vocabulary in the test and it made difficult to answer some questions. Some others said that the given time was not enough (Figure 3).

Figure 3: In vivo code from the matrix about reading comprehension performance

“Me sentía como presionada. Había palabras que no conocía”.

“Y me quedaron unas sin contestar”. (SSIT - 01 - 07 - 08 - 09 - 10 - 11)

Some sixth graders who did not know what to do, they tried to cheat and at the end of the time given, they just answered randomly.

Figure 4: In vivo code from the matrix about reading comprehension performance

Participant No. 5: *“Él me miraba y como yo no lo dejaba ver, a lo último cuando se acabó la hora empezó a hacerla todas a la loca”.*

(SSIT - 01 - 07 - 08 - 09 - 10 - 11)

The findings of the mock test and the Likert scale questionnaire can be said to reveal a main area of discussion: From a didactic standpoint, one of the outstanding remarks is that the need to reinforce the sixth graders reading comprehension performance but not only from the cognitive perspective, teaching exclusively reading strategies. The design of the didactic sequence would have to take into account many variables in order to overcome the research problem. “Planning can be regarded as a process of transformation during which the teacher creates ideas for a lesson based on understanding of learners’ needs, problems, and interests, and on the content of the lesson itself” (Richards & Renandya, 2002, p. 37). It was necessary to look for an option which would allow an improvement of the students’ cognitive dimension from their sociocultural perspective in order to make it a meaningful learning. Only in this way, teacher would have the possibility to create their own teaching theory linking the “students’ linguistic needs and their sociocultural realities” (Kumaravadivelu, 2005, p. 194). Based on the last findings and also on the theoretical framework, the Authoring cycle was a suitable model to design the didactic sequence.

7.3 Field notes

This instrument was used through participant observation in the implementation of the didactic intervention. Teacher used field notes for collecting data about the Authoring Cycle category.

Even when this research project aims to influence on sixth graders' reading comprehension performance, the implementation of the didactic sequence was not exclusively based on reading activities. By the way, students almost always had to write about the text they were reading because it helped them to get a deeper understanding of it. This idea is supported by Graham & Hebert (2010) who provided three benefits of implementing "writing to read"(p. 12). Firstly, Fitzgerald and Shanahan (cited in Graham & Hebert, 2010) indicated that reading and writing are interrelated because they are "functional activities" which help to achieve a communicative objective. Secondly, Shanahan (cited in Graham & Hebert, 2010) stated that writing and reading take advantage of shared characteristics from the cognitive perspective. Thirdly, Tierney and Shanahan (cited in Graham & Hebert, 2010) stated that writing provides new understandings of reading when students compose their own texts.

Additionally and taking into account the quoted concept of Community based pedagogy earlier (Sharkey, Clavijo Olarte, & Ramírez, 2016, p. 2), firstly, the community mapping model made by the English teacher was presented to the class (See Appendix K). The teacher read aloud in English and then used Spanish to explain what the intention of each shown picture was. Simultaneously, students had the opportunity to visualize the English text on the board. With this, engagement was perceived. Students wanted to add more meaningful information about the pictures they saw in the presentation. After that, the teacher asked the students to do the community mapping assignment from their own neighbourhoods. Some of them complained

because it would be made in English. That is why, the teacher took into account the differentiated learning (the use of alternatives that takes into account students' learning styles) and gave them the opportunity to present it as they would feel more comfortable. Moreover, the crosslingual strategy allows the use of the mother tongue while learning a foreign language. As quoted earlier, the crosslingual technique is considered essential at the beginning of learning English as a foreign language because it allows comparisons between L1 and L2 (Kumaravadivelu, 2005).

Many adjustments were made while doing this assignment. The first one was because of the lack of electronic devices required to do the presentation. Students were grouped per neighbourhoods and in that way, they could share what they had. Some of them did not have how to do it electronically, so they presented it on a poster board. Some others drew their communities on a piece of paper (See Appendix L). In this activity, students did not only read their classmates' community mapping assignments, some of them wrote in English. This finding highlights the parallel integration of communicative skills. In this way, language abilities are integrally developed and strengthened (Kumaravadivelu, 2005). Additionally, the construct of language is perceived as a social practice, learning through language (Halliday, 1979).

In the second step, taking time to find questions for inquiry was made on a big poster board. On the one hand, fellowship and solidarity were perceived among the students. They shared their markers, scissors, and glue and color papers. They learnt to work in groups without fighting. On the other hand, it is crucial to highlight that students started to modify the curriculum by posing the inquiry questions, because they discussed and decided what they wanted to learn (Short & Burke, 1991).

In the third step, gaining new perspectives was composed of many activities. Students practiced lexical content and some language functions about the community from the book *Way to go 6* (See Appendix M). As some inquiry groups wanted to interview some social leaders, it was necessary to do cross curricular works with the Spanish teacher. From her Spanish classes, she explained to students how to interview a person politely and how the structure of an interview is. The inquiry groups collected data through different instruments, like videos, recordings and notes (See Appendix N). Students became authors in curriculum through the inquiry which connected new understandings (Short & Burke, 1991).

In the fourth step, attending to differences, students looked for local, national and international news. This helped them to find and compare data related to their inquiry questions. This was a reflective practice because students interchanged their points of view and they found that our local and national issues were similar to the ones abroad. And even more important, students gave value to their community recognizing they could improve, if they were more aware that they could promote a meaningful improvement through every single daily action in their neighborhoods (Figure 5).

Figure 5: In vivo code from the matrix about the Authoring Cycle Category

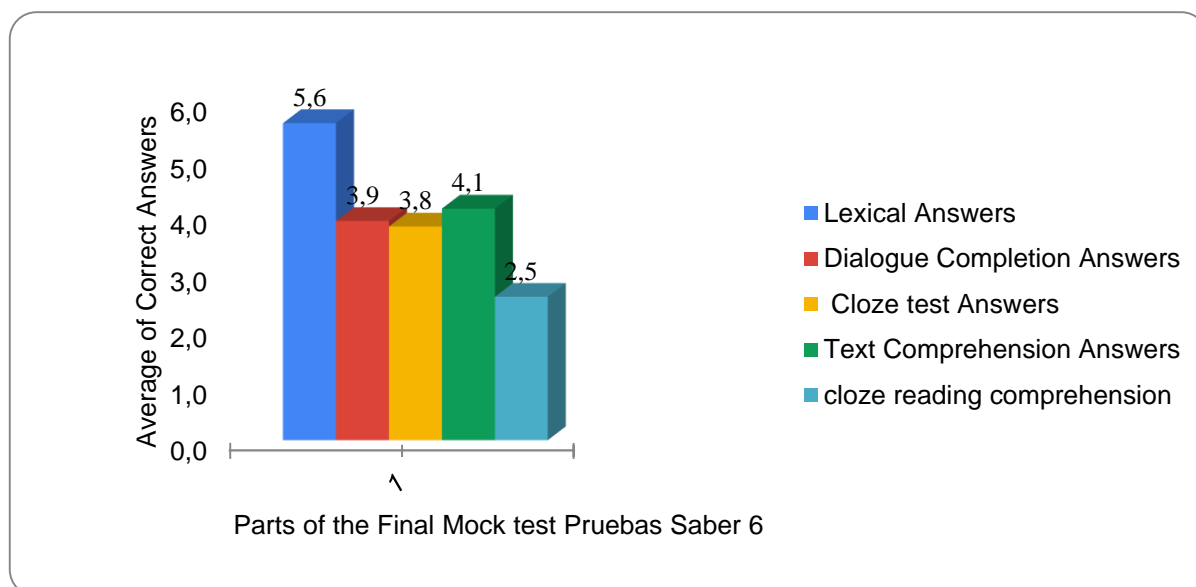
<\$3> “¡Solucionar los problemas de mi barrio! Que por ejemplo, le hagamos encuestas a la personas que qué ellos piensan sobre las personas que están contaminando el medio ambiente y cómo podemos ayudar a que mejorar, **no solo para este departamento sino para todo el país**”. (SSIT - 01 - 06 - 07)

In the fifth step, sharing what was learnt, students could not go public with what they had known because of the lack of time at the end of the academic year. However, a general reflection was made and a meaningful learning emerged from it. One example is the figure No, 5. the students' understanding was transformed after doing the reflection, exchange students' points of view and respecting classmates' opinions (Short & Burke, 2001).

In the sixth and seventh steps, planning new inquiries and taking thoughtful new actions, students were in charge of proposing the topics from their sociocultural realities for the next cycle and the teacher was in charge of integrating those topics with the linguistic needs (Kumaravadivelu, 2015).

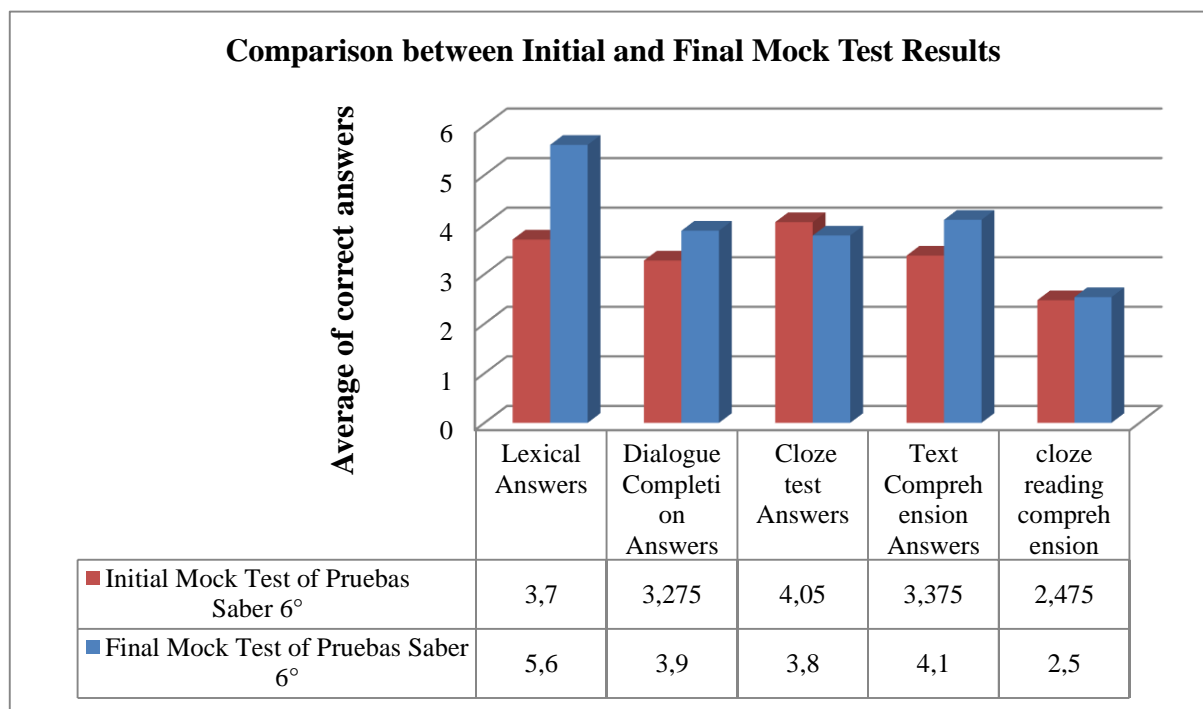
7.4 Final mock test of Pruebas Saber 6

Figure 6: Results of final mock test of Pruebas Saber 6°



At the end of the didactic intervention, sixth graders took this test once again in order to measure to what extent the use of inquiry based approach enhanced reading comprehension performance.

Firstly, sixth-graders got an average of 5,6 correct answers out of 10 lexical questions in the first part of the final mock test of Pruebas Saber 6°. Secondly, in the Dialogue completion section, students got an average of 3,9 correct answers. Thirdly, sixth-graders got an average of 3,8 correct cloze test answers. Fourthly, students got an average of 4,1 correct text comprehension answers and fifthly, an average of 2,5 correct cloze reading comprehension answers was achieved by sixth graders. The results of this mock test can be said to reveal some main areas of discussion. On the one hand, the highest score was perceived in the lexical answers part and on the other hand, the lowest score was obtained in the cloze reading comprehension answers.

Figure 7: Comparison results

Based on the highest average of the score obtained in the Initial and Final Mock test of Tests Saber 6 °, it is imperative to highlight the remarkable improvement of the lexical answers during the final mock test applied after the implementation of the didactic sequence. An improvement of 1,9 in the average correct lexical answers was perceived after the final mock test and it could be recognized because of the use of word banks, translations, and comparisons between English and Spanish. Nonetheless, there was a regression of the cloze test answers in about an average of - 0.25 cloze test answers. Sixth graders complained about this section because they did not know how to answer those questions and it could happen due to the chosen approach's characteristics which focus more attention on fluency than accuracy. The second improvement was perceived in the text comprehension section where an average of 0,725 correct answers increased after the final mock test.

On the one hand, even when there was an improvement in the sixth graders' Language Learning performance, reading comprehension test was not as high as it was expected. Students did not achieve the A2 level as the Ministry of Education proposed in the Programa Nacional de Bilingüismo. This happens because the national and international governments only implement norm-referenced tests that focus on summative results as used in this research project and it does not allow us to visualize other important findings. On the other hand, students had the opportunity to reflect on their own learning process through the informal presentation made in the classroom. That kind of formative assessment did in fact show a small but consistently positive impact on more than just reading comprehension. Most of them affirmed that they had learned many interesting things. They referred not only to the reading comprehension performance and acquisition of new vocabulary and facts about their communities, but also, they learned to speak in English in front of their classmates, to create their own texts about their communities, to interview people and to record videos.

8 Conclusions

The present research project was developed in order to achieve the general objective of determining the influence of an inquiry-based approach on students' reading comprehension performance in English as a foreign language in sixth grade of a public institution. Subsequently, supported by a qualitative research method and taking into account the above-stated results, the following research question can be answered: to what extent does the use of Inquiry-Based Approach enhance reading comprehension in sixth graders? From the data analysis carried out within the scope of three specific objectives, the following conclusions drawn:

Firstly, with the understanding of the research problem, it was identified that sixth-graders' reading comprehension problem was mainly because of the absence of strategies when reading a foreign language text and lack of vocabulary in context. This may be attributed to the fact that, teachers' pedagogical designs are highly restricted because of the national laws which have to be implemented at all public schools without taking into account students' different socio-cultural characteristics (Gonzalez, 2006). It was found that there was a failure when planning the area plan because English teachers were demanded to design their classes at the beginning of the year without even knowing their students' interests and contexts. Due to the previous facts and adding that students only had the opportunity to practice English three hours a week during the English classes, students felt disengaged from everything related to their English learning process because it was directly not related to their sociocultural realities.

Secondly, with the above in mind, there is evidence that “read the world” provides meaningful learning because it allows including the students' voices in the curriculum through the use of the knowledge provided in their communities (López, 2020). It was found that incorporating the community as curriculum would provide “the connection among home, school culture, and language heritage” (TESOL cited in Sharkey, 2012, p. 43). In line with this, community inquiries, especially social and cultural exploration in their neighborhoods were more effective than traditional practices in foreign language learning. When exploring appropriate activities to foster the development of sixth-graders reading comprehension performance using the inquiry-based approach, it was perceived that the Authoring Cycle promoted the improvement of reading through writing, speaking and listening.

In further support of the above conclusion, Kumaravadivelu (2005) stated: “the nature of L2 learning involves not merely an integration of linguistic components of language, but also an

integration of language skills” (p. 224). For that reason, the design of the didactic intervention was based on the Authoring Cycle. Sixth graders had the opportunity to improve their reading comprehension skills through the exploration of their prior knowledge about their communities. Then, they looked for data with people who belonged to their communities; they read their realities and brought their oral and written texts with alternative solutions for the previously identified social problems. According to Harste (cited in Short & Burke, 2001) “Inquiry is an entire process that cuts across three knowledge sources personal, systems and signs” (p. 32). Sixth graders connected their knowledge to the local data provided through the interaction with other community members.

They read their context through pictures, interpreting their social realities. However, it was revealed that only reading would be a very restrictive activity. It was found that sixth-graders wanted to be listened to and read. Consequently, writing activities were provided to students because as Carr (Cited in Graham & Hebert, 2010) claimed: “writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think (p. 17). This seemed really significant, as students presented concerning information about their communities in different ways. Moreover, it was observed as unusual families’ behavior emerged, they got involved in its development. They provided valuable community data to their children and helped them with electronic devices when recording. Some of the students preferred speaking and the others writing. Depending on how comfortable they felt and the available materials, they were allowed to present their community mapping through English videos, PowerPoint presentations, posters or collages.

Differentiated learning instruction made flexible adjustments for enhancing reading comprehension since different learning styles; sixth graders were grouped and posed some

possible inquiry questions some in English and other in Spanish. Then, they made decisions about the topics they wanted to inquire about. By doing this, it was perceived that differentiate learning instruction was more effective than overgeneralized instruction. After that, sixth graders were engaged in choosing which the local, national and international news they wanted to read. They read local news in Spanish and they were asked to highlight the main sections and then look for news related to the inquiry topic. They did the same exercise with international news in English using some given strategies previously. One of the most used was the translation. Students shared their dictionaries and cell phone. In that way, they read the news collaboratively. However, from this exercise can be said to reveal that some students tended to translate every single word in the text at the beginning of the cycle.

Another strategy was the use of word banks which helped students with the most recurrent words related to the inquiry topic. Students could use them when needed. All of the word banks were increasing after each class. Students perceived that the word banks were incomplete for all the ideas they wanted to write. From this exercise, translanguaging was a meaningful finding. Students referred to certain things using English without perceiving they were not translating into Spanish.

At the end of the didactic intervention, a significant conclusion emerges from the aforementioned finding; students automatize the use of English language, after a considerable exposure time reading about inquiry topics that are relevant for them.

Thirdly, evaluating how inquiry-based approach influences on the reading comprehension skills through a posttest taken by sixth graders; many highlighting aspects have to be mentioned. The main purpose of using the chosen mock test of Pruebas Saber 6° was to obtain objective

results avoiding any kind of subjectivism. Regrettably, there is not a huge contrast between the obtained results at the beginning and at the end of the didactic intervention. However, there are interesting conclusions to highlight. The higher improvement was observed in the lexical section. And also, there was an improvement in the reading comprehension section where students managed mostly literal level questions. It can be attributed to the fact that sixth graders were translating and using word banks during the Authoring Cycle, it helped students to increase and improve their lexical level and their literal reading comprehension level.

Furthermore, the only section which decreased their average of correct answers was the cloze test. This finding provides a conclusive fact, even when one part of the didactic intervention was dedicated to the direct instruction of grammar and formal use of language; most of it was not focused on it. The main focus was on fluency than accuracy and it provoked lowest improvement in this part of the test. However, it is imperative to highlight that these kinds of tests do not have their sociocultural context into account and focus mainly on the formal use of language and cognitive processes and where the construct of language is merely considered as a system. Moreover, the quantitative measurement in testing has standardized education, restricting public education to be undervalued, downplaying the significance of local knowledge (Sharkey et al., 2016).

8.1 Pedagogical implications

After analyzing data collected during the didactic intervention and taking into account the research results at the end of the research project, the following pedagogical implications are drawn.

The English teacher's pedagogical practices have totally been transformed, as the construct of language has changed for her. Now, she takes into account the concept of Halliday (2004) language as a social practice where learning through language is more important than just learning about language as it was thought before. Since, students were able to reflect on their realities from texts provided by the social context. They have learnt to read through pictures and videos their own realities and it promotes their critical thinking.

The second pedagogical implication has been the socialization of the research project with the English teachers' team. Because of it, they decided to implement it with some changes, taking into account their own construct of language and asking for permission to the principal. This is a transformative fact which will impact all the school and respectively the students' families.

Personally, the constant professional development has been really meaningful. After all the pedagogical experience exchange with my classmates at the master classes, I feel I have enriched my own teaching philosophy and consequently pedagogical practices. Moreover, the significance of this study was deeply critical, so teacher' self-assessment provided evidences on teacher's failures on her daily pedagogical practices and how it was affecting negatively students. Now, evaluating students is not exclusively done under the summative assessments. The uses of different kinds of formative assessment have simultaneously enriched the teacher pedagogical practices and the students' language learning process.

8.2 Recommendations

After doing this research project and taking into account the data analysis and findings, there are some recommendations for future research.

Firstly, it is advisable for school to provide the time required to design the curriculum including the students' voices. It is better than design and impose a fixed curriculum before knowing the students' identities and contexts. As the suggested curriculum provided by the Ministry of Education recommends, English teachers should adapt it to the school's and students' context. If the given time at the beginning of the year could be redistributed in different weeks and the hand in of area plan, lesson plans and cross curricular projects designs could be flexible, it would be possible to identify students' needs, interests and constraints.

Secondly, the cross curricular participation in the following authoring cycles could be implemented with social studies, science, technology and math. It could provide a deeper understanding of the students, enriching students' language learning process because it would be used not only in one single class.

Thirdly, an intercultural exchange could be done with other schools. After completing the authoring cycle, the English teacher could look for a school which be interested in a meaningful exchange and the teachers could interchange the students' artifacts and analyze them in the English classes. In that way, students may reflect on differences and commonalities between their communities, valuing and respecting them.

Fourthly, quality over quantity is suggested when planning. Based on the experience lived with this research project, it was perceived that some activities take more time during the didactic implementation because of the students' average per class and other factors. For that reason, it is advisable to plan meaningful activities taking into account that a semester is not enough to execute all the planned intervention.

8.3 Limitations

The main limitation faced through the implementation of the didactic sequence was the lack of time. There were many extracurricular activities proposed by the government which were not expected and it made to restructure the intervention timeline. The average of students per class was not a limitation but the planned activities took more time than the expected.

Moreover, the teacher gave the opportunity to the students to choose the international news without taking into account the English level and students printed the English news randomly. It was a limitation because of the complexity of some selected news. In further implementations, teacher should be in charge of selecting a bank of current news which be according to the students' level and be related to their inquiry questions.

Additionally, more importance was given to the communicative activities through the implementation of the didactic sequence and at the end; the lack of accuracy was a limitation in the obtained results of the mock test of Pruebas Saber 6°.

Finally, there was a limitation about the final presentation where sixth graders should share with the community what they learnt, how they learnt, why they enquired and how they could contribute to the solution of their social and environmental problems. That presentation was replaced by an informal one and it did not impact on sixth graders as it was expected.

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Appendixes

Appendix A: Consent form

Reading the Community through Inquiry Based Approach in Sixth Grade of a Public Institution

Buen día Respetados padres de familia y estudiante:

En el presente año escolar, se implementará un proyecto de profundización en investigación cualitativa en los cursos de sexto el cual lleva por título: *“Reading the Community through Inquiry Based Approach in Sixth Grade of a Public Institution”*. El proyecto pretende establecer cómo las estrategias de aprendizaje cognitivas influyen en el desarrollo de las habilidades de comprensión lectora en Inglés como lengua extranjera en los estudiantes de sexto grado del Colegio Facundo Navas Mantilla, Sede A.

En caso de aceptar la invitación para participar en el proyecto y permitir la participación de su hijo, le solicitaría responder un cuestionario con preguntas cerradas sobre aspectos demográficos, el aprendizaje de inglés como lengua extranjera y las estrategias usadas en los procesos de comprensión lectora. Adicionalmente, desarrollar un test diagnóstico de comprensión lectora en inglés como lengua extranjera antes de iniciar la investigación. Revisar las actividades de comprensión lectora propuestas en la clase. Y al finalizar, responder una entrevista semiestructurada para determinar los aspectos positivos, negativos y por mejorar de dichas actividades.

Los hallazgos de la investigación se recopilarán en un informe final que se presentará a la

maestría en Didáctica de la lengua en la Universidad Industrial de Santander.

Su participación es de vital importancia para este proyecto. Las actividades que se harán en la intervención didáctica harán parte de sus obligaciones para la clase de Inglés y por lo tanto serán evaluadas incluso si usted decide no participar en la investigación. Esto quiere decir que si decide no participar en la investigación, las actividades que usted realice en la clase de Inglés no serán utilizadas como datos para la misma. A todos los participantes se les garantizará:

1. El uso de nombres ficticios para mantener su identidad en el anonimato.
2. Estricta confidencialidad con la información recolectada.
3. El acceso y la verificación de la información recolectada.
4. El uso de la información recolectada será usada únicamente con propósitos académicos

Agradecemos su gentil atención y su autorización para colaborar en el desarrollo de este proyecto. En caso afirmativo, favor completar la información que se encuentra a continuación.

Grupo: _____

Nombre del estudiante: _____

No. Tarjeta de Identidad: _____



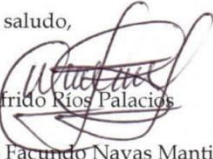
Nombre del padre de familia: _____

No. Cedula: _____

Fecha: _____ Teléfono: _____

Correo electrónico: _____

Appendix B: Aval Project letter

| | | |
|---|---------------------------------------|---|
|  | COLEGIO FACUNDO NAVAS MANTILLA |  |
| Certificado: SC-CER279833 | | |
| <hr/> CARTA DE AVAL <hr/> | | |
| <p>San Juan de Girón, 31 Julio de 2017</p> | | |
| <p>PROFESORES COMITÉ ASESOR DE PROGRAMAS DE POSGRADO (CAP) ESCUELA DE IDIOMAS UNIVERSIDAD INDUSTRIAL DE SANTANDER</p> | | |
| <p>REFERENCIA: Carta de aval para plantear o realizar un trabajo de aplicación de maestría.</p> | | |
| <p>Estimados profesores,</p> | | |
| <p>De acuerdo a lo establecido en el literal <i>m</i> del artículo 89 del <i>Reglamento General de Posgrado</i> de la Universidad Industrial de Santander y como representante legal del Colegio Facundo Navas Mantilla, me permito indicar que contamos con la disposición para que Leidy Vannesa Galvis Abella, identificada con la Cédula de Ciudadanía número 1'098.655.094, expedida en Bucaramanga, pueda plantear su trabajo de aplicación resolviendo un problema de interés para nuestra entidad en caso de ser admitida al programa de Maestría en Didáctica de la Lengua, de la Escuela de Idiomas, Universidad Industrial de Santander.</p> | | |
| <p>En nombre del Colegio Facundo Navas Mantilla, a quien represento, agradezco de manera especial la consideración del aspirante avalado. Quedo atento a cualquier requerimiento en caso de ser necesaria cualquier aclaración o información adicional.</p> | | |
| <p>Cordial saludo,</p> | | |
| <p style="text-align: center;"></p> | | |
| <p>Lic. Wilfrido Ríos Palacios Rector Colegio Facundo Navas Mantilla</p> | | |
| <hr/> <p>Calle 52 No. 27-50 Poblado - Girón Telefax: (7) 6822623 Código DANE : 168307001575 NIT: 804.014.617-1 Res. No. 1854 de Diciembre 12 de 2005 - Res. No. 1579 de Diciembre 03 de 2009 E-mail: colmantilla@hotmail.com</p> | | |

Appendix C: Likert Scale Questionnaire

Maestría Didáctica de la Lengua

Cohorte III

Investigación Acción

Reading the Community through Inquiry-Based Approach in Sixth Grade of a Public Institution

Likert Scale Questionnaire

Name: _____ Grade: _____ Date: _____

1. Why do you need to learn more English? Please be specific.
2. Give examples of situations that are difficult for you in English.

—

—

—

—

—

3. What specific areas of English would you like to improve before you leave this class?

3. When people speak English to you, how much do you understand? Check the amount.

___ Everything ___most ___some ___a little ___very little

4. When you watch TV, how much do you understand? Check the amount.

___ Everything ___most ___some ___a little ___very little

5. When you speak English, how much do other people understand?

___ Everything ___most ___some ___a little ___very little

6. Order the skills that you need from 1 to 6. Number 1 is the most important and

number 6 is the least important to you at this time. Please use each number only one time.

___ Reading

___ Writing

___ Listening

___ Speaking

___ Vocabulary

___ Pronunciation

(Adapted from Marshall, 2003)

Appendix D: Coding data

| Instrument | Code |
|----------------------|--|
| Questionnaire | LSQ (Likert scale questionnaire) # (Participant's number) e.g. LSQ-1 |
| Field notes | PO (Participant observation) FN (Field Note) S# (Session number) e.g. PO-FN-S01 |
| Recordings | PO (Participant observation) R (Recording) S# (Session number) e.g. PO-R-S01 |

Photographs

PO (Participant observation)

Ph (Photographs)

S# (Session number)

e.g. PO-Ph-S01

Videos

PO (Participant observation)

V (Video)

S# (Session number)

e.g. PO-V-S01

QuestionnaireSSIT (Semi-structured interview
transcription)

(Participant's number)

e.g. SSIT-01

Tests

PrT (Pre-test)

(Participant's number)

e.g. PrT-01

PoT (Post-test)

(Participant's number)

e.g. PoT-01

Appendix E: Community Mapping Presentations



Photo taken by: Leidy Vannesa Galvis Abella

Appendix F: Posing the possible inquiry questions



Photo taken by: Perez Angie (Sixth grader)

Appendix G: Cross-curricular collaboration



Photo taken by: Perez Angie (Sixth grader)

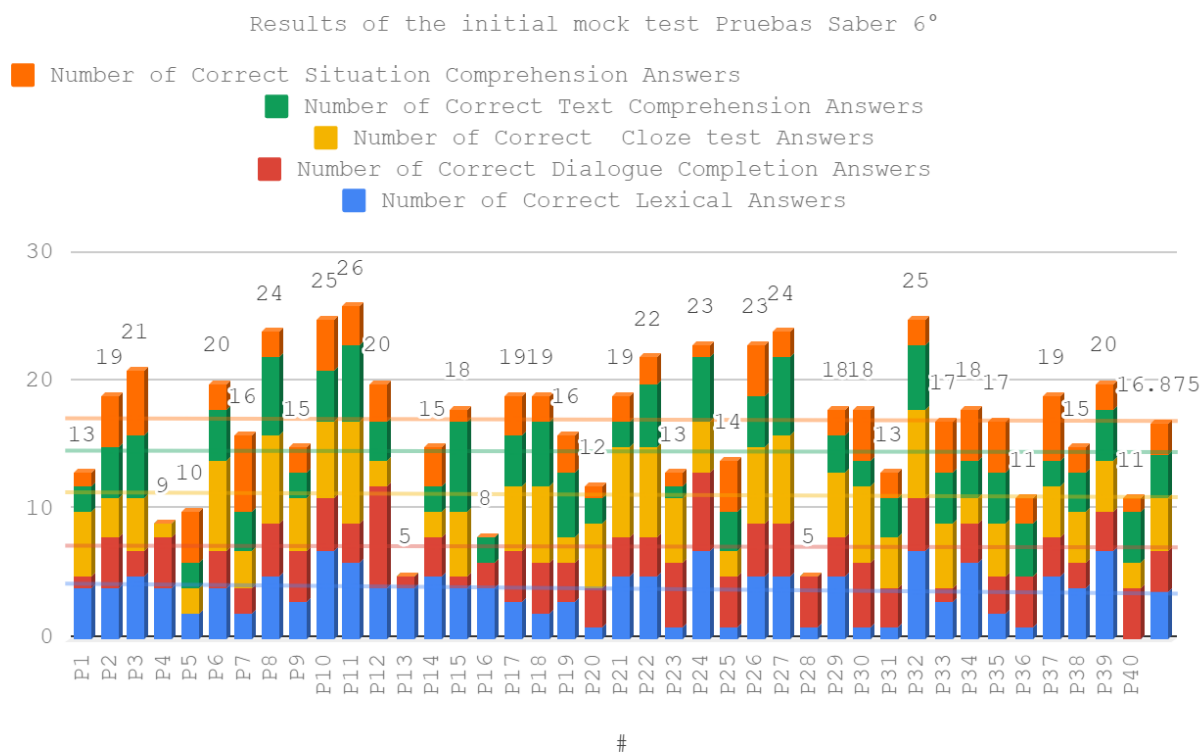
Appendix H: Pacing Guide, Way to go 6°, Module 3, Unit 2

| | | |
|------------------------------|---|--|
| GREEN COMMUNITY | | |
| I BELONG TO A COMMUNITY | | |
| MODULE 3 – UNIT 2 - LESSON 1 | | |
| SESSION 1 | <ul style="list-style-type: none"> • Activity 1: speak. Neighbourhoods • Activity 2: 21st Century Skills – Locations in a neighbourhood | Time Activity 1: 35 min Activity 2: 5 min |
| SESSION 2 | Activity 3: read. Locations <ul style="list-style-type: none"> • Activity 4: Grammar Box – Prepositions of place • Activity 5: listen. Using maps | Activity 3: 20 min Activity 4: 15 min Activity 5: 15 min |
| SESSION 3 | <ul style="list-style-type: none"> • Activity 6: listen. Places and locations • Activity 7: speak. | Time Activity 6: 25 min |

| | | |
|------------------------------|--|---|
| | Favourite places in a neighbourhood | Activity 7: 25 min |
| GREEN COMMUNITY | | |
| I BELONG TO A COMMUNITY | | |
| MODULE 3 – UNIT 2 - LESSON 2 | | |
| SESSION 1 | <p>Activity 1: read. Becoming better citizens</p> <ul style="list-style-type: none"> • Activity 2: read. Signs • Activity 3: listen. <p>Describing community helpers</p> | <p>Time</p> <p>Activity 1: 15 min</p> <p>Activity 2: 15 min</p> <p>Activity 3: 15 min</p> |
| SESSION 2 | <p>Activity 4: read. Giving directions</p> <ul style="list-style-type: none"> • Activity 5: read. Using prepositions of place • Activity 6: speak. <p>Directions</p> | <p>Time</p> <p>Activity 4: 15 min</p> <p>Activity 5: 15 min</p> <p>Activity 6: 15 min</p> |

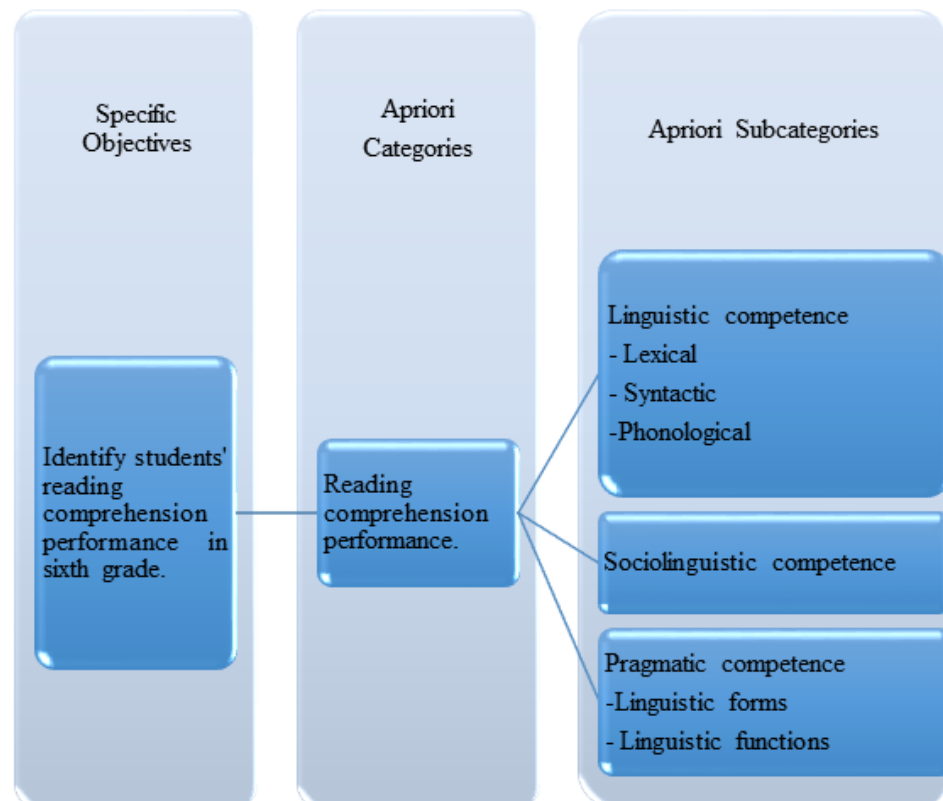
| | | |
|------------------------------|--|---|
| SESSION 3 | <ul style="list-style-type: none"> • Activity 7: speak. Volunteer service • Activity 8: Extra Activity – People contributing in my community | <p>Time</p> <p>Activity 7: 30 min</p> <p>Activity 8: 20 min</p> |
| GREEN COMMUNITY | | |
| I BELONG TO A COMMUNITY | | |
| MODULE 3 – UNIT 2 - LESSON 3 | | |
| SESSION 1 | <ul style="list-style-type: none"> • Activity 1: listen. Contextualizing an interview • Activity 2: listen. Discuss the questions and answers • Activity 3: write. Preparing an interview | <p>Time</p> <p>Activity 1: 15 min</p> <p>Activity 2: 15 min</p> <p>Activity 3: 20 min</p> |

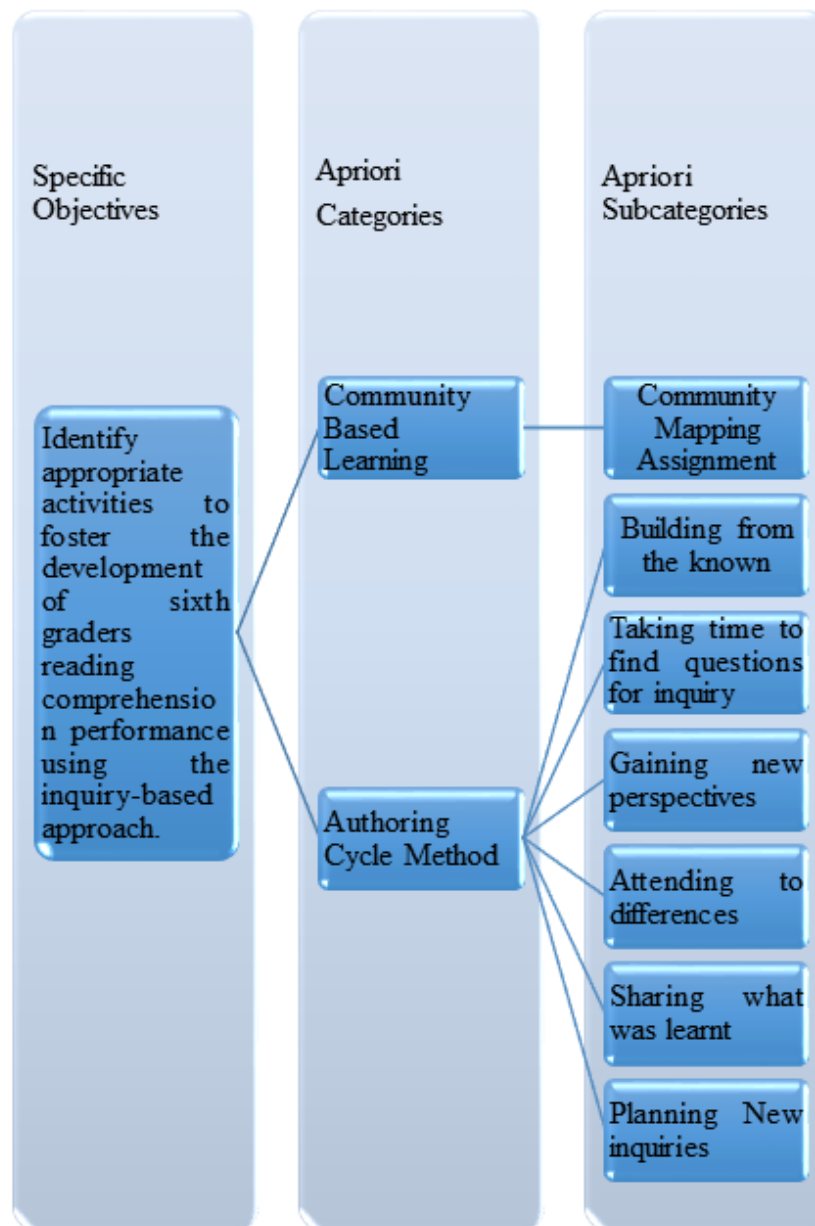
| | | |
|-----------|--|--|
| SESSION 2 | <ul style="list-style-type: none"> • Activity 4: speak. <p>People in my community</p> <ul style="list-style-type: none"> • Activity 5: speak. <p>Problems in my community</p> <ul style="list-style-type: none"> • Activity 6: speak. <p>Proposing solution</p> | <p>Time</p> <p>Activity 4: 20min</p> <p>Activity 5: 15 min</p> <p>Activity 6: 15 min</p> |
| SESSION 3 | <p>Check your progress</p> <ul style="list-style-type: none"> • Activity 7: speak. Places and locations <ul style="list-style-type: none"> • Activity 8: listen. <p>Following directions</p> | <p>Time</p> <p>Activity 7: 25 min</p> <p>Activity 8: 25 min</p> |

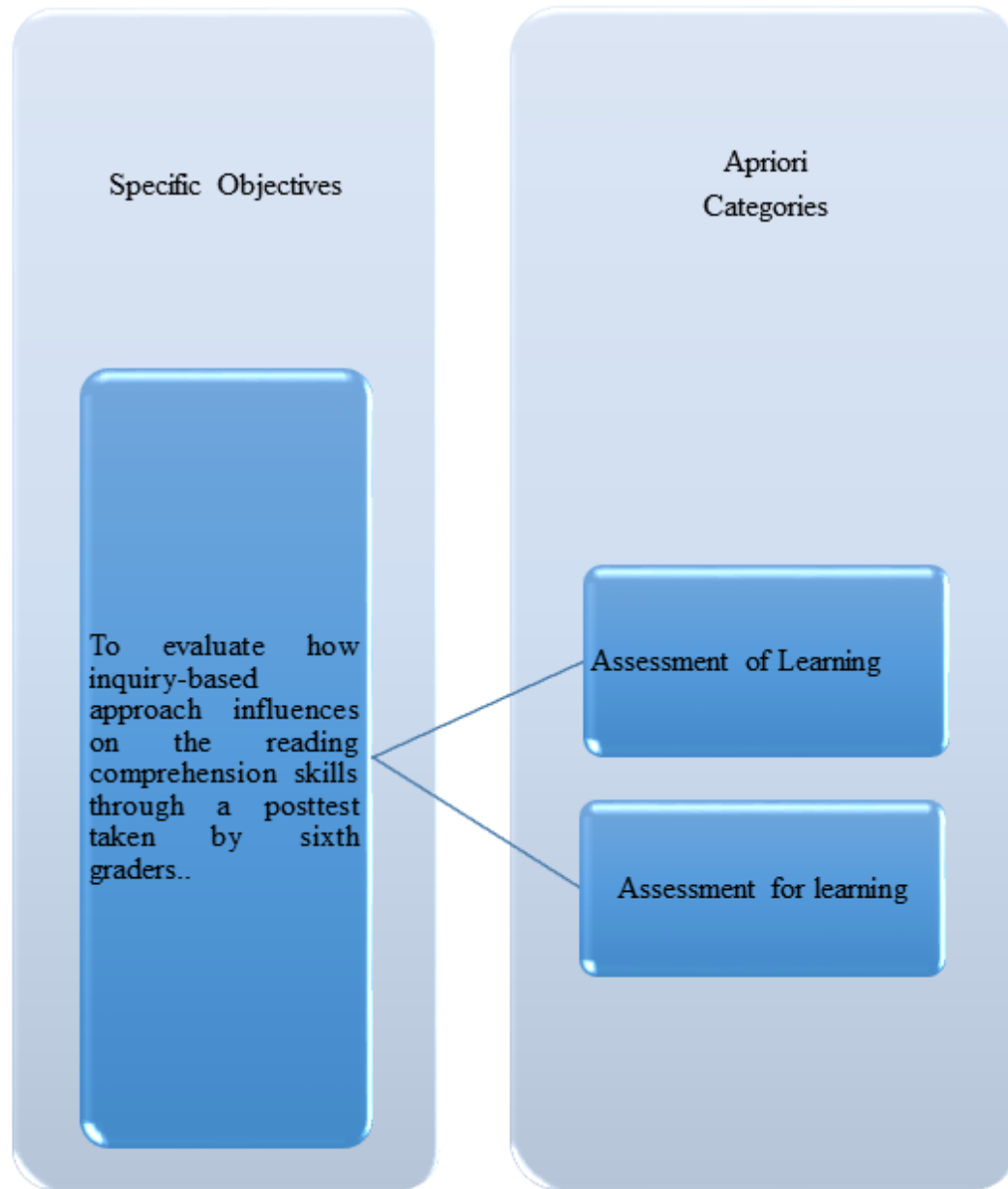
Appendix I: Graphic of Mock Pruebas Saber 6 results

Appendix J: Categorizing data

To what extent does the use of inquiry based approach enhance reading comprehension performance in sixth graders?







Appendix K: Teacher's Community Mapping Model

Community Mapping

El Poblado, San Antonio del Carrizal, El Palenque and La Esmeralda

Neighbourhoods

Colegio Facundo Navas Mantilla

Universidad Industrial de Santander

Leidy Vanessa Galvis Abella

leyvabella@hotmail.com



Colegio Facundo Navas Mantilla is composed by four headquarters. Each one is distributed around four different neighborhoods in Giron, Santander. Firstly, the main headquarter (A) is located in El Poblado neighborhood. Secondly, headquarter (B) is located on El Palenque neighborhood. Thirdly, headquarter (C) is located in La Esmeralda neighborhood. And fourthly, headquarter (D) is located in San Antonio de Carrizal neighborhood. High School Population is joined in El Poblado. And primary school is distributed in the others headquarters.



Moreover, there are two big schools. Colegio Facundo Navas Mantilla and Colegio Nieves Cortes Picón. There is a bakery, a grocery store, a stationary shop and three stores. Most of them use bars in the doors because of the insecurity around the locality.



The social problems that affect community are the drugs consumption among students. Especially delinquents are giving drugs to our students. Our children are consuming drugs near the school and trying to involve more of them. For that reason, parents worried about this problem, decide to put oil and glass on a wall where drug addicted and seller wait for their clients.



The local economy is focused on tourism. People around the world come to see La Basilica Menor San Juan Bautista and Capilla Nuestra Señora de las Nieves which was the first one to be built in Giron. There are many architectonic places to visit around there. Giron is considered an important Colombian cultural heritage.



The main economic activity in El Poblado neighborhood is the trade and building business. People are investing in sophisticated buildings and the companies are hiring builders, architects among others. There are two constructions near the main headquarter. One of them is an apartment in front of the school and the second one is a bridge next to the school. Because of the educative community need. Everyday students walk through a dangerous path in the mountain. For that reason the local government invests in this construction.



As a consequence of this problem, vandalism and robbery have notably increased in last few months. They always attack students who don't want to consume drugs. Sometimes Police officers go around there but it is not enough to overcome these problems. At school, Psychology department offers some conferences about consequences of drugs consumption and also brings Psychologists from Universidad Santo Tomas to help at school. Moreover, the mayor and the secretaria de familia municipal also offer conferences about this topics but nowadays it has not been enough.



The local culture offers a variety of places and activities which could be practiced by everyone without paying anything. For example the virtual library Monseñor.



Isaias Duarte Cancino offers a lot of courses for the community. Even if students need to do a research on internet, they can go there and use the laptops with internet

connection.

There is a culture house "Francisco Mantilla" where people can go to and know about Girones Culture. Moreover, there are two headquarters of Cajasan and SENA which offers a lot of benefits to the population. Nowadays, SENA institute has a jewelry instructor in the main headquarter and students



from 9th to 11th grade learn how to do jewelry.



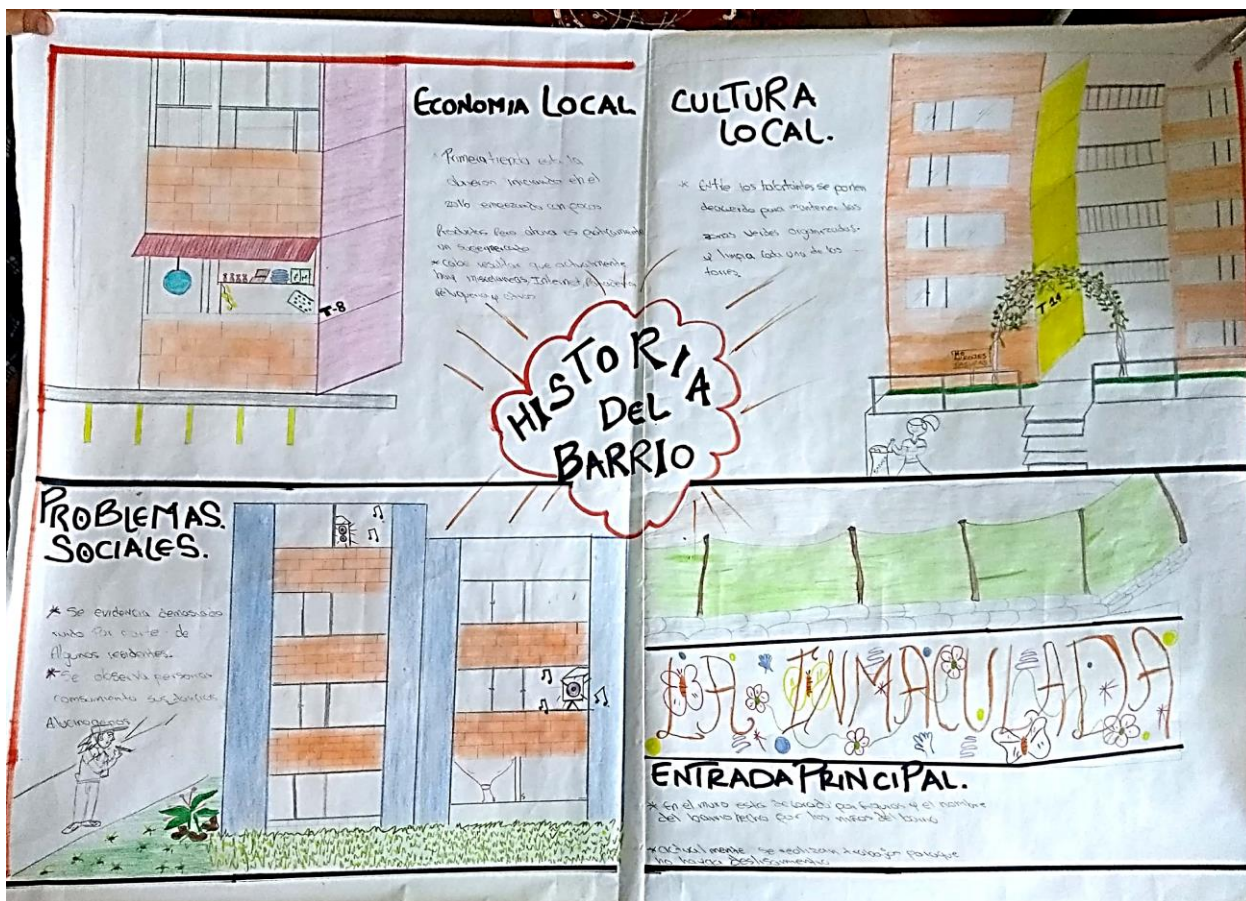
Demographic component is crucial for students getting a meaningful learning. Community mapping allows me to involve it through all the term and these pictures and some videos can be used in the class in order to get a students' real engagement in their learning process.

It implies to think critically about the problems of the community, in order to find the best solutions and therefore transforming students into social agents of positive change. Moreover, Community based pedagogy applied into the classroom implies a change in the teacher and student's roles. For example, it requires a more open teacher, something like a teacher-student at same time, where we can be disposed to share information and also learn from our students.

Teachers should be the clue piece that encourages learners to share cultural experiences such some existing differences in each context, avoiding the stereotypes and ethnocentrism while they are learning the target language.

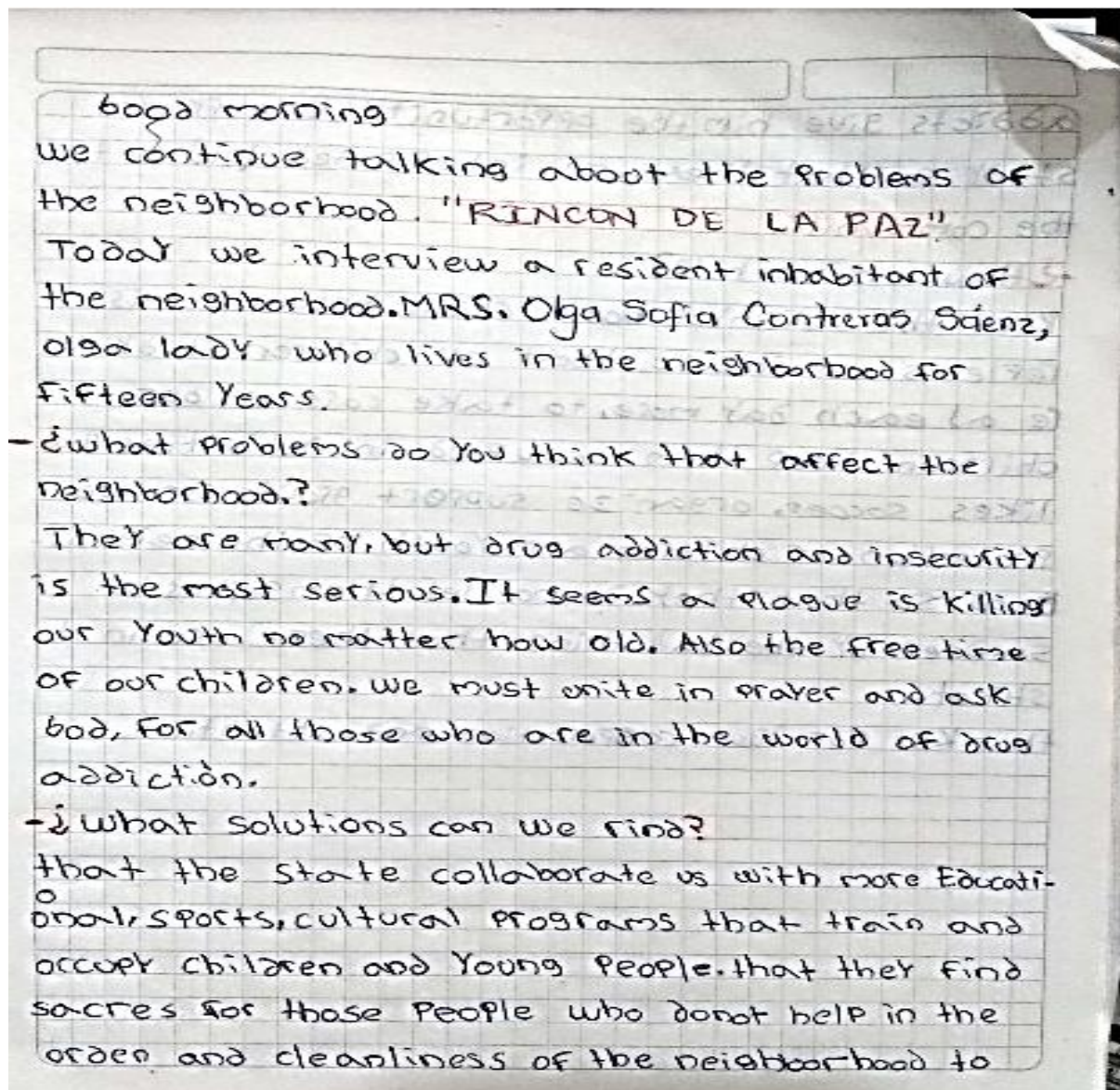
Appendix L: Students' Community Mapping Assignments

MY community nice things From our country
Our community aveces are man
Fights and Problems for example
But our neighbor hood there
are people who clear their dogs
and do not pick up the cusse
but they are called attention and
it's as if nothing natural the
cultures and the etc for example the flowers
status there are beautiful things that we do not
know of our country that we should know our-
selves as people we have to take care of the
natural not to throw bassuras Please take care
of the environment.



Appendix M: Word bank taken from Way to go 6

| Parts of the House | Furniture | Places in Town | Eco-friendly Actions | Jobs | Actions Related to Jobs |
|--|---|--|---|--|---|
| bathroom <i>n.</i> bedroom <i>n.</i> dining-room <i>n.</i> garage <i>n.</i> garden <i>n.</i> kitchen <i>n.</i> laundry room <i>n.</i> living-room <i>n.</i> | bed <i>n.</i> cooker <i>n.</i> desk <i>n.</i> refrigerator <i>n.</i> shower <i>n.</i> sofa <i>n.</i> table <i>n.</i> toilet <i>n.</i> wardrobe <i>n.</i> washing machine <i>n.</i> | bakery <i>n.</i> bank <i>n.</i> bookshop <i>n.</i> café <i>n.</i> cinema <i>n.</i> church <i>n.</i> department store <i>n.</i> fire station <i>n.</i> hospital <i>n.</i> neighbourhood <i>n.</i> park <i>n.</i> pharmacy <i>n.</i> police station <i>n.</i> public library <i>n.</i> restaurant <i>n.</i> school <i>n.</i> square <i>n.</i> supermarket <i>n.</i> | collect (v.) rainwater don't throw (v.) rubbish in the street don't waste (v.) water keep (v.) places clean reduce (v.) waste separate (v.) rubbish take care (v.) of others and the environment turn off (<i>phr.</i> v.) lights turn off (<i>phr.</i> v.) water use (v.) a bicycle use (v.) energy-saving lightbulbs use (v.) paper bags | accountant <i>n.</i> actor <i>n.</i> artist <i>n.</i> baker <i>n.</i> builder <i>n.</i> cook <i>n.</i> doctor <i>n.</i> engineer <i>n.</i> farmer <i>n.</i> mechanic <i>n.</i> nurse <i>n.</i> pharmacist <i>n.</i> police officer <i>n.</i> salesperson <i>n.</i> teacher <i>n.</i> | act (v.) in a play build (v.) houses check (v.) accounts cook (v.) food design (v.) buildings and streets fix (v.) cars grow (v.) fruit and vegetables heal (v.) people help (v.) people paint (v.) perform (v.) a play take care (v.) of people |
| | Giving Directions turn right turn left go straight ahead between behind in front of next to on opposite | | | | |

Appendix N: Students' Interviews

addicts give him the opportunity to work and study so that they are integrated into the community.

How can we help?

Keep the neighborhood clean because this reflects our image. That our children study and each day more, to take care of our children. Keep them occupied in activities that likes soccer, organize support groups for the protection of children and youth of the neighborhood. So that they do not let themselves be saddened by the bad thing that there are in the street.

Thanks for your cooperation and attention.

Appendix O: Semi structured interview

Title: “After completing the Authoring Cycle Model”

Area: Humanities

Subject: English

Event type: Video recording - Semi-structured Interview

Notes: This interview was made in Spanish in order to obtain meaningful information about students’ perception after have finished the Authoring Cycle Model

Recording duration: 5 minutes 21 seconds

Recording date: February 12th, 2019

Number of participants: 3

Number of Speakers: 3

<\$1> Non-native speaker status: Colombian;

Academic role: English teacher

Gender: Female

Age: 31

<\$2> Non-native speaker status: Colombian;

Academic role: Sixth grader

Gender: Female

Age: 11

<\$3> Non-native speaker status: Colombian;

Academic role: Sixth grader

Gender: Female

Age: 13

<\$1> Buenos días, a continuación les voy a hacer unas preguntas acerca del “Community Mapping Assignment” que trabajamos cuando ustedes estaban en grado sexto en el 2018 y de todo el proceso investigación que han hecho desde ese entonces hasta el día de hoy. ¿Listo?

La primera pregunta que primero responde usted y luego Claudia es...

¿Qué ha aprendido de todo los problemas la comunidad y demás desde el año pasado hasta este año?

<\$2> ehh, que, primero que todo Buenos días. Lo que aprendí el año pasado fue que investigue sobre mi barrio, averigüé muchas cosas sobre mi barrio, conocí más mi barrio. Los defectos que tiene, que necesita, que problemas tiene.

También hice lo del medio ambiente, también hice: de porque tantas personas y sé que hay muchas personas que contaminan el medio ambiente y el medio ambiente necesita mucha ayuda.

<\$1> ¡Muy bien! ¿Cómo lo hizo? ¿Cómo hizo para averiguar esa información?

<\$2> Primero, mire que cosas afectaban del medio ambiente a mi barrio o el problema que tenía. Entonces, primero, mire. Después, investigue sobre eso. Después, hice un video. Y allí ya saque las respuestas.

<\$1> Sobre el *community mapping assignment*, las fotografías que tomaron. ¿Cómo fue ese proceso?

<\$2> Difícil. Porque como en nuestro barrio hay tantas cosas buenas y cosas malas. Porque tanto las cosas buenas como las cosas malas son muy repetidas en el barrio. Y también hay muchas construcciones y todo eso.

<\$1> ¿Cómo integro la parte de inglés con la investigación que estuvo haciendo?

<\$2> ¿Cómo así?

<\$1> En las diapositivas, el vocabulario que aprendió,

<\$2> Lo cree con las palabras que yo sabía. Y también utilice el traductor. Cuando no entendía ninguna palabra.

<\$1> ¿Qué resultado obtuvo de este proceso de ese proceso que comenzó en el 2018 y que continua ahorita en el 2019?

<\$2> Que conocí más de mi barrio, de la comunidad, de los problemas del medio ambiente, de que problemas tiene mi barrio y que mejoramiento le podemos ayudar en esas dos cosas.

<\$1> Ahora Claudia, la primera pregunta: ¿Qué es lo que ha aprendido desde que empezamos el proyecto en el 2018?

<\$3> Primero, Buenos días. Que tenemos que mejorar lo de la parte ambiental de nuestro barrio, la parte de los problemas sociales y el tema de la falta de aseo.

<\$1> ¡Muy bien! Otra pregunta es: ¿Cómo hizo para integrar ese community mapping assignment que es de la comunidad con el inglés?

Use las palabras que sabía y el traductor.

<\$1> ¡Muy bien! ¿Qué fue lo que más se le facilitó de hacer el community mapping assignment la investigación?

<\$3> lo que más se me facilitó, fue entregar el community mapping assignment a tiempo porque en mi casa tenemos computador.

<\$1> ¿Usted contaba con todos los recursos?

<\$3> Si señora.

<\$1> ¿y este que fue lo que más se le facilitó, que fue lo que más le gusto de todo lo que aprendió desde el año pasado cuando empezamos el community mapping assignment hasta el día de hoy?

<\$3> Investigar sobre mi barrio y llegar a solucionar los problemas

<\$1> Como integro el aprendizaje de su comunidad con ingles

<\$3> Primero la información que recolecte. Luego, el community mapping

<\$1> ¿Cómo hizo eso? ¿Utilizo los bancos de palabras que aprendimos en clase?

<\$3> Afirma con la cabeza.

<\$1> ¿Que les gustaría a partir de lo que ya hicieron, proponer ahora para el siguiente ciclo del Authoring Cycle Model?

<\$3> Solucionar los problemas de mi barrio qué por ejemplo le hagamos encuestas a la personas que que ellos piensan sobre que las personas que están contaminando el medio ambiente y cómo podemos ayudar a que mejor e, no solo para este departamento sino para todo el país

<\$1> ¿A qué persona de su comunidad entrevistaron?

<\$1> ¿Con quién buscaron información dentro de su comunidad?

<\$3> Al presidente de la Junta de acción comunal y al a vicepresidenta

<\$1> ¡Muchas gracias!

Appendix P: Mock test Pruebas Saber 6°

GRADO 6 // Semestre I Pruebas Saber

PRUEBAS SABER ➔

Grado 6 - Semestre I

GRADO 6 // SEMESTRE I Pruebas Saber

Descripción general »

Esta cartilla está diseñada con el fin de evaluar la competencia para comunicarse efectivamente en inglés. Las preguntas que se encuentran en este texto están alineadas con las temáticas y estructuras gramaticales desarrolladas a través del programa del libro *Way to Go!*, al igual que, con el Marco Común Europeo en los niveles A1 y A2, en los cuales el estudiante estará en la capacidad de ¹.

Nivel A1

- Comprender y utilizar expresiones cotidianas de uso frecuente, así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato.
- Presentarse él mismo y ante otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce.
- Relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.

Nivel A2

- Comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia especialmente relevantes (información básica sobre él mismo y su familia, compras, lugares de interés, ocupaciones, etc.).
- Comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones conocidas o habituales.
- Describir, en términos sencillos, aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.

APLICACIÓN

Cada nivel deberá aplicar dos cartillas las cuales permitirán que los estudiantes se preparen para las Pruebas Saber y que evalúen sus habilidades y conocimientos desarrollados a lo largo de su programa escolar. Es por esto que se sugiere que la primera parte sea aplicada finalizado el Semestre I y la segunda parte sea aplicada finalizado el Semestre II.

¹Instituto Colombiano para el Fomento de la Educación Superior ICFES. Guías Módulo de Inglés Saber T y T 2016-1

CARACTERÍSTICAS DE LA CARTILLA

Esta cartilla consta de 50 preguntas y organizadas dentro de cinco partes, para ser desarrollada en un tiempo de dos horas y treinta minutos. Cada parte tiene la estructura descrita a continuación:

Parte 1
El estudiante encuentra una lista de doce palabras clasificadas de A a L. Cada una de las preguntas describe una de las doce palabras y el estudiante debe buscar la relación entre las dos y marcar la letra correcta (A a L), en su hoja de respuestas. Hay más palabras (A a L) de las que el estudiante necesita.

Parte 2
El estudiante encuentra diez conversaciones cortas. Se debe completar la conversación seleccionando la respuesta correcta entre las tres opciones A, B o C en su hoja de respuestas.

Parte 3
El estudiante encuentra un texto con diez espacios, los cuales debe llenar seleccionando la palabra correcta, para cada espacio, entre las tres opciones A, B o C en su hoja de respuestas.

Parte 4
El estudiante encuentra un texto seguido por diez preguntas, en las cuales debe seleccionar la respuesta correcta entre tres opciones A, B o C en su hoja de respuestas.

Parte 5
El estudiante encuentra un texto con diez espacios que debe llenar seleccionando la palabra correcta, para cada espacio, entre las cuatro opciones A, B, C o D en su hoja de respuestas.

Activar Windows

Ve a Configuración p...

GRADO 6 // SEMESTRE I Pruebas Saber

PARTE 1

» Responda las preguntas 1 a 10 de acuerdo con el ejemplo.
Lea las descripciones de la columna izquierda (1-10) y las palabras de la columna derecha (A-L). ¿Cuál palabra (A-L) concuerda con la descripción de cada frase de la izquierda (1-10)?
En las preguntas 1-10, marque la letra correcta A-L en su hoja de respuestas.

Ejemplo:
0. Teachers use this to write on the board.

| 0 | A | B | C | D | E | F | G | H | I | J | K | L |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 0. Teachers use this to write on the board. | | | | | | | | | | | | |
| 1. Students go to this place to have snacks at school. | | | | | | | | | | | | |
| 2. It has your personal information and photo. | | | | | | | | | | | | |
| 3. You use this to take notes in class. | | | | | | | | | | | | |
| 4. We can use it to find new information. | | | | | | | | | | | | |
| 5. A set of clothes students wear at some schools. | | | | | | | | | | | | |
| 6. If you play it, it makes music. | | | | | | | | | | | | |
| 7. In class we organize competitions to win this. | | | | | | | | | | | | |
| 8. The school's principal is always in this room. | | | | | | | | | | | | |
| 9. In Maths class we can't use this device. | | | | | | | | | | | | |
| 10. We do science experiments in this room. | | | | | | | | | | | | |

GRADO 6 // SEMESTRE I Pruebas Saber

PARTE 2

» Responda las preguntas 11 a 20 de acuerdo con el ejemplo.
Complete las diez conversaciones.
En las preguntas 11-20, marque A, B o C en su hoja de respuestas.

Ejemplo:

| | |
|--------------------|---|
| 0. Can I help you? | A. Yes, please. B. I don't need that. C. It's very funny. |
|--------------------|---|

| 0 | A | B | C |
|--|---|---|---|
| 11. How old are you? | | | |
| 12. Who's that person? | | | |
| 13. What's his name? | | | |
| 14. Where are you from? | | | |
| 15. Can you go to the party? | | | |
| 16. Is she the new English teacher? | | | |
| 17. I'm sorry, I'm late. | | | |
| 18. It's a beautiful day today. | | | |
| 19. I'm hungry. | | | |
| 20. Can you help me with my geometry homework? | | | |

GRADO 6 // SEMESTRE I Pruebas Saber

PARTE 3

» Responda las preguntas 21 a 30 de acuerdo con el siguiente texto.
Lea el artículo y seleccione la palabra adecuada para cada espacio.
En las preguntas 21-30, marque A, B o C en su hoja de respuestas.

PEOPLE I LIVE WITH

My name (0) _____ Susan. I'm 24 years (21) _____. I am a Maths teacher. I'm from Colombia, (22) _____ now I live in Mexico. I work at a (23) _____, nice school and the kids are amazing. I really like Mexican food and (24) _____ traditions.
I (25) _____ with two friends in a small apartment. My friend Camila is at university studying to be a doctor, and my friend Juliana (26) _____ in an office as a secretary. She needs to (27) _____ a lot (28) _____ money to go to college.
I (29) _____ plans to go and visit my family for Christmas this year. Camila and Juliana (30) _____ to go with me because they have never been to Colombia before. I think they will enjoy the trip!

Ejemplo:

| | | |
|------------|-------|--------|
| 0. A. it's | B. is | C. are |
|------------|-------|--------|

| 0 | A | B | C |
|---------------|---|---|---|
| 21. A. old | | | |
| 22. A. or | | | |
| 23. A. very | | | |
| 24. A. theirs | | | |
| 25. A. life | | | |
| 26. A. work | | | |
| 27. A. safe | | | |
| 28. A. at | | | |
| 29. A. had | | | |
| 30. A. wanted | | | |

GRADO 6 // SEMESTRE I Pruebas Saber

PARTE 4

» Responda las preguntas 31 a 40 de acuerdo con el siguiente texto.
Lea el artículo y seleccione la palabra adecuada para cada espacio.
En las preguntas 31-40, marque A, B o C en su hoja de respuestas.

CULTURAL AWARENESS

Understanding the concept of cultural awareness is not easy. Nowadays, people talk about it all the time. Therefore, it is important to clarify its real meaning. According to some recent studies, it is related to being aware of our cultural values, beliefs and perceptions. In this way, we can easily interact with other cultures without any problems.
However, it isn't that simple. Understanding differences and respecting how other people think and act is essential for interacting with other cultures. This is because cultural dynamics can change a lot from one place to another, even within the same country.
Getting to know other cultures is very positive for people, since we can learn from the experiences and beliefs of others. We need to become aware of the cultural features of each community, in order to avoid misunderstandings and to be able to learn new things.
We can't assume that everyone is similar to us. For this reason, we need to develop awareness of these differences, such as admitting that we aren't always right, celebrating diversity, avoiding judgements without having enough information on the topic, and developing empathy by standing in the other person's shoes.
Latin America has commemorated the Day of Cultural Diversity on 12 October since 2001, when the United Nations Educational, Scientific and Cultural Organization (UNESCO) established this special day. Before then, it used to be called the Day of the Race, but this name had a different connotation from what current societies really want to express. The purpose of celebrating the Day of Cultural Diversity is to make sure that we take into consideration all the different groups interacting within a region, to promote cultural diversity, and to generate strategies in order to appreciate the variety of ethnicity and multicultural richness.

Ejemplo:

| | |
|---|--|
| 0. The meaning of cultural awareness is | A. the fact of belonging to a social group with common traditions. B. a group of people of the same age or gender. C. being aware of our cultural values, beliefs and perceptions. |
|---|--|

| 0 | A | B | C |
|---|---|---|---|
|---|---|---|---|

GRADO 6 // SEMESTRE I Pruebas Saber

PARTE 4

| | |
|--|--|
| 31. Interacting with other cultures without any problems | A. is easier than helping others. B. isn't that easy. C. is very nice because you feel good. |
| 32. Cultural dynamics tend to | A. be the same everywhere. B. have similar ideas. C. change from place to place. |
| 33. Interacting with other cultures requires | A. a lot of time. B. a huge amount of money. C. respect for other people's beliefs and actions. |
| 34. Cultural awareness refers to | A. understanding differences. B. talking about respect. C. changing others. |
| 35. It's positive to know other cultures because | A. we can eat different food from other countries. B. we can meet more people. C. we can learn from their experiences. |
| 36. One strategy for developing cultural awareness is | A. admitting that we aren't always right. B. admitting that we aren't different. C. admitting that we can be better than others. |
| 37. Empathy means to | A. emphasize my point of view. B. stand in the other person's shoes. C. make sure I have my shoes on. |
| 38. In the past, this celebration used to be called | A. the Day of Cultural Awareness. B. the Day of the Race. C. the Day of Multicultural Richness. |
| 39. The Day of Cultural Diversity was established by | A. UNICEF. B. UNESCO. C. ONU. |
| 40. The Day of Cultural Diversity is celebrated on | A. 12 October. B. 2001. C. 31 October. |

GRADO 6 // SEMESTRE I Pruebas Saber

PARTE 5

Responda las preguntas 41 a 50 de acuerdo con el siguiente texto.
Lea el artículo y seleccione la palabra adecuada para cada espacio.
En las preguntas 41-50, marque A, B, C o D en su hoja de respuestas.

RED KANGAROOS

One of the (41) _____ impressive mammals is the red kangaroo. It lives in Australia (42) _____ has very special characteristics. Kangaroos are marsupials, which are born incompletely developed and are carried in a pouch on the mother's belly. While the little kangaroos are inside (42) _____ special 'pocket', they are fed and protected by the mother.

Australian red kangaroos are very tiny (43) _____ they are born, and sleep for months in the mother's pouch. When the babies are sufficiently well developed, they will leave the pouch for short periods, returning when they (44) _____ to feed. Then, when they are eight months old, red kangaroos stay out and are ready to (45) _____ exploring the world.

These amazing animals are very (46) _____ swimmers and have incredible hopping abilities. Their legs are very long and strong, and their feet are very big. These characteristics help them to move (47) _____ over different habitats like deserts and grasslands. They can jump 25 feet in just one hop.

Red kangaroos (48) _____ usually very tall and heavy. They feed on grass, leaves and other vegetation, which provides them with (49) _____ lot of water. This is why they can survive for long periods without drinking water. They live in groups called mobs, (50) _____ include both males and females.

Ejemplo:

| | | | | |
|-----|----------|-----------|------------|----------|
| 0. | A. mass | B. massed | C. must | D. most |
| 0 | A | B | C | D |
| 41. | A. and | B. or | C. however | D. but |
| 42. | A. those | B. this | C. these | D. there |
| 43. | A. when | B. where | C. were | D. who |
| 44. | A. need | B. can | C. will | D. don't |
| 45. | A. star | B. starts | C. stars | D. start |
| 46. | A. vest | B. good | C. better | D. best |
| 47. | A. hop | B. run | C. fast | D. jump |
| 48. | A. had | B. have | C. are | D. is |
| 49. | A. a | B. an | C. of | D. if |
| 50. | A. who | B. which | C. when | D. where |

Appendix Q: Field notes on Penzu

The screenshot shows a web browser displaying a Penzu journal entry. The browser's address bar shows the URL `penzu.com/journals/18425829/36967088`. The Penzu interface has a red header with the logo and a 'Go PRO' button. On the left, a sidebar for 'Leidy Vannesa's Journal' lists several entries with dates. The main content area shows an entry titled 'Students were interviewing the JAC president' dated 'Fri. 11/9/2018' with '71 words'. The entry text describes a student interview about cell phone use and presentation. A Windows taskbar is visible at the bottom with various application icons.

Leidy Vannesa's Journal

Search journal...

New Entry

- Wed. 1/30/2019
- 6|2 Wed. 1/30/2019
- 7°4 Wed. 1/30/2019
- 7°3 Wed. 1/30/2019
- Students were interviewing the J... Fri. 11/9/2018
- Interviewing the community Fri. 10/26/2018
- Why are you starting this writing... Fri. 10/26/2018
- Community Based Learning Thu. 10/25/2018
- Why are you starting this writing... Thu. 10/25/2018

penzu

Go PRO Leidy Van

★ Students were interviewing the JAC president Save now
✓ Saved a year ago

Fri. 11/9/2018 71 words

Some of them use their cell phones. they make a short video about concerned issues in their community.
They faced a problem with the cell phone's internal storage because it was not enough so they had to do it shortly.
There was a student who wanted to present in front of all the class. She asked me how she could do it and if I could support her during the presentation.

Activar Windows
Ve a Configuración para activar Wi