

**ENGLISH READING SUPPLY FOR SIXTH GRADERS
AT INSTITUCION EDUCATIVA ORIENTE MIRAFLORES**

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FACULTAD DE CIENCIAS HUMANAS
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BUCARAMANGA
2010**

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**Proyecto de Grado para optar al título de
LICENCIADO EN INGLES**

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2010**

ACKNOWLEDGEMENTS

The practitioners want to acknowledgement to:

- Universidad Industrial de Santander to provide the appropriate knowledge to be useful English teachers in the society.
- Institution Educativa Oriente Miraflores for collaborating with the information needed for this project.

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RESUMEN

TITULO: SUMINISTRO DE MATERIAL DE LECTURA EN INGLES PARA ESTUDIANTES DE SEXTO GRADO DE LA INSTITUCION EDUCATIVA ORIENTE MIRAFLORES*

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PALABRAS CLAVES: Material de Lectura en Inglés, Plan Lector, Libro de Colección de Textos, Temas Ecológicos, Diseño de actividades.

DESCRIPCIÓN:

El propósito de este proyecto es proveerle a la *Institución Educativa Oriente Miraflores* siete guías de lectura en inglés para estudiantes de sexto grado. Este proyecto es desarrollado por dos practicantes del programa de Licenciatura en Inglés de la Universidad industrial de Santander durante el primer semestre del año. Los instrumentos usados para recolectar información relevante para el estudio fueron observaciones, cuestionarios y encuestas, y una valoración sumativa (examen de comprensión de lectura). Algunos de los resultados del análisis de la información demuestran que las clases de inglés en la Institución Educativa Oriente Miraflores son enfocadas en vocabulario con el uso de guías de trabajo y algunas imágenes. Entre las habilidades lingüísticas presentes en la clase de inglés, la escritura fue evidente en la toma de notas, mientras que el habla, el escucha y la lectura no fueron consolidados. Además de esto, los practicantes del estudio encontraron que el nivel de comprensión de lectura de los estudiantes estaba por debajo de los estándares colombianos para estudiantes de sexto grado, ya que el 100% reprobó el examen de comprensión de lectura. Otro asunto importante es que la institución no posee material, libros de texto o una biblioteca que ayude a desarrollar las habilidades de lectura de los estudiantes. Este proyecto es una contribución social a la Institución Educativa Oriente Miraflores creado para desarrollar las habilidades de lectura de los estudiantes de sexto grado.

*Practica Social

**Universidad Industrial de Santander, Facultad de Ciencias Humanas, Escuela de Idiomas. Licenciatura en inglés. Directora Tatiana Mickhalova

ABSTRACT

TITLE: ENGLISH READING SUPPLY FOR SIXTH GRADERS AT INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES*

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KEY WORDS: English Reading Material, Reading Task Supply, Text Collection Books, Ecological topics, Designing Activities, Beginners.

DESCRIPTION:

The purpose of this project is to provide *Institución Educativa Oriente Miraflores* with seven English reading tasks for students of sixth grade. This project is developed by two practitioners of the English Language Teaching Program at *Universidad Industrial de Santander* during the first semester of the year. The instruments used to collect relevant information for this study are open-ended observations, questionnaires and surveys, and a summative assessment (Reading comprehension test). Some of the results of the data analysis show that the English classes at *Institución Educativa Oriente Miraflores* are focused on vocabulary instruction based on worksheets and few pictures. Among the language skills present in the English class, writing was evident in note-taking while listening, speaking and reading were left behind. Furthermore, the practitioners of this study found that students' reading comprehension level was below the Colombian standards for sixth graders, since 100% of them failed the reading comprehension test. Another relevant concern was the fact that this institution lacks of materials or textbooks and a library to develop students' reading skills. This project is a social contribution to the *Institucion Educativa Oriente Miraflores* carried out to develop sixth grade students' reading skills.

*Social Practicum

**Universidad Industrial de Santander, Human Sciences Faculty. School of Languages. English Teaching Program. Director Tatiana Mickhalova

INTRODUCTION

Learning a language is a process that needs to be developed with the aid of supporting material and the integration of the skills. Reading is a perceptive skill that assist students express themselves through productive skills. Reading skills development involves a great process in which students learn reading through content by comprehending the main idea of the text even if all of the words of the text are not understood. This project is focused on Reading Skills development since they help students learn content from reading and pick up the relevant information, arguments and details from a text (Williams 20).

The data collected by the practitioners at the target institution showed that students do not have an English reading material, have a low English level and do not have a library to develop their reading skills not even in Spanish. This is the reason why this social project is aimed to supply *Institución Educativa Oriente Miraflores* with seven Reading Tasks to develop students' English reading skills. The seven reading tasks consist on seven texts selected from 'text collection' books about ecology and activities designed regarding reading phases and learning strategies. The texts were chosen and the activities were designed based on the results of the data analysis, gathered through instruments of data collection such as open-ended observations, questionnaires and surveys, and a summative assessment (English Reading Comprehension Test) for sixth graders.

1. TARGET INSTITUTION AND POPULATION

the target institution is "*Institución Educativa Oriente Miraflores*" founded in 1998. It is located in Morrорrico neighborhood, east of Bucaramanga, Santander. It provides ecological emphasis of education and its mission is "formar lideres ecológicos capaces de mejorar la cultura desde la potencialización de las dimensiones del ser humano".

The students of this Institution belong to low-income families and most of them live in Morrорrico neighborhood. They attend classes in the afternoon from 12 p.m. to 6 p.m and have two hours (55 minutes each) of EFL classes per week. They are 6th grade students between eleven and fourteen years old who attend classes in groups of forty students per classroom.

For this project the practitioners chose sixth grade students to initiate the process of developing English reading skills with the purpose of giving an incentive to future projects to other grades at the institution.

2. INSTRUMENTS FOR DATA COLLECTION, ANALYSIS AND FINDINGS

In order to define the problem present at 'Institución Educativa Oriente Miraflores' there were utilized three methods to collect information. This is known as triangulation which is a process used to analyze the data collected in a study. When using triangulation the researchers feel more confident on their results since all of the processes they use show the same results (Hidalgo).

The instruments used in this project were:

- Open-ended observations.
- Questionnaires and surveys
- Summative assessment (Reading Comprehension Test).

2.1 OPEN-ENDED OBSERVATION

Open-ended observations are narrative data that can be written or dictated onto a tape recorder, it allows researchers to find out directly what people do and collect data where and when an event or activity is occurring. ('Data Collection Method for Program Evaluation').

Thus, these observations were conducted by the practitioners for three hours per week during two weeks (*See Appendix 1*). The open-ended observations were taxonomically analyzed following Spradley's method of qualitative data analysis, in which the information is classified to help the researchers understand the semantic relationship and included terms of the data as shown in the following outline. The taxonomic schemes below are pieces of the whole analysis. (*See Appendix 1*)

Fig.1 Taxonomic analysis School Environment

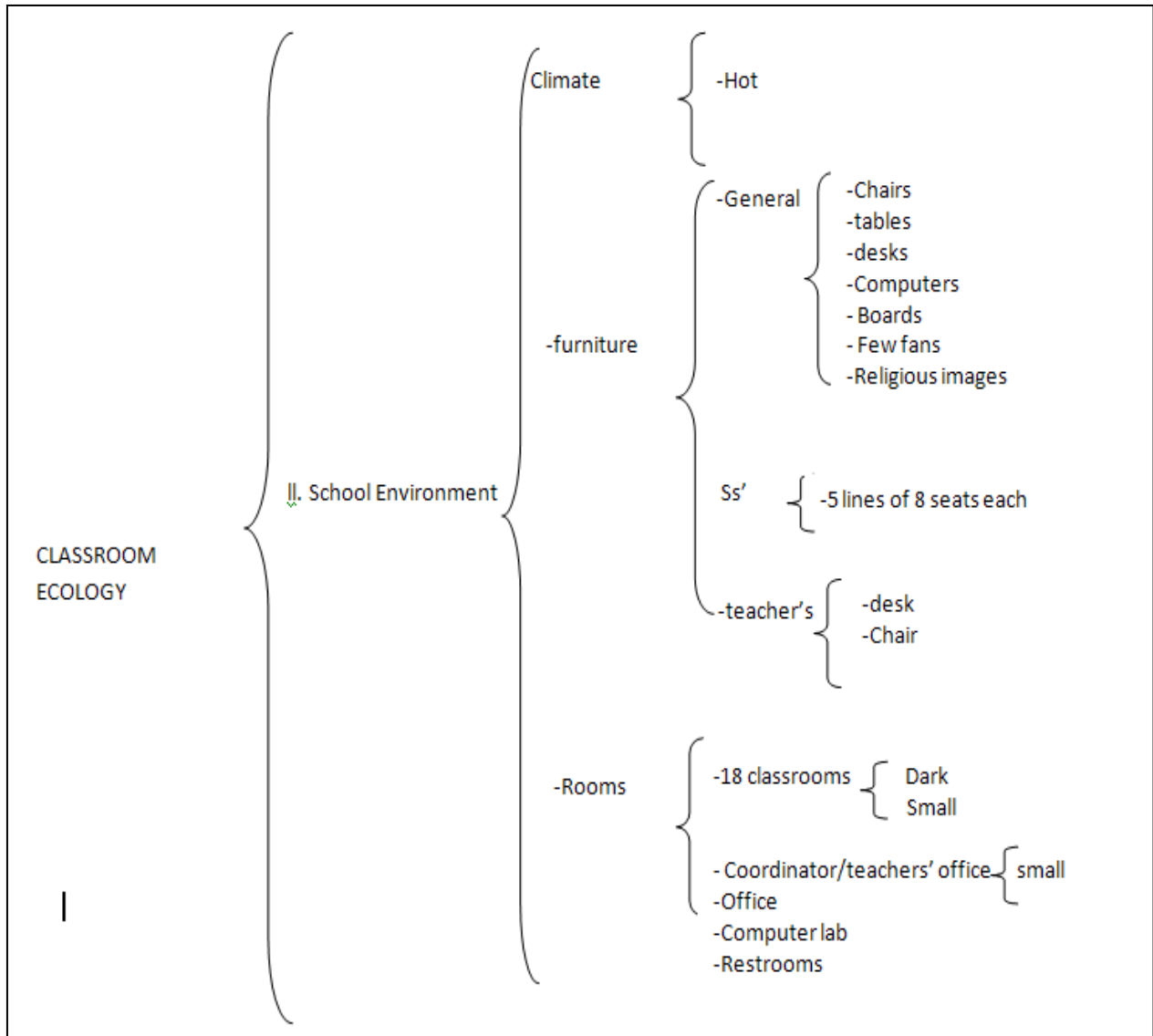
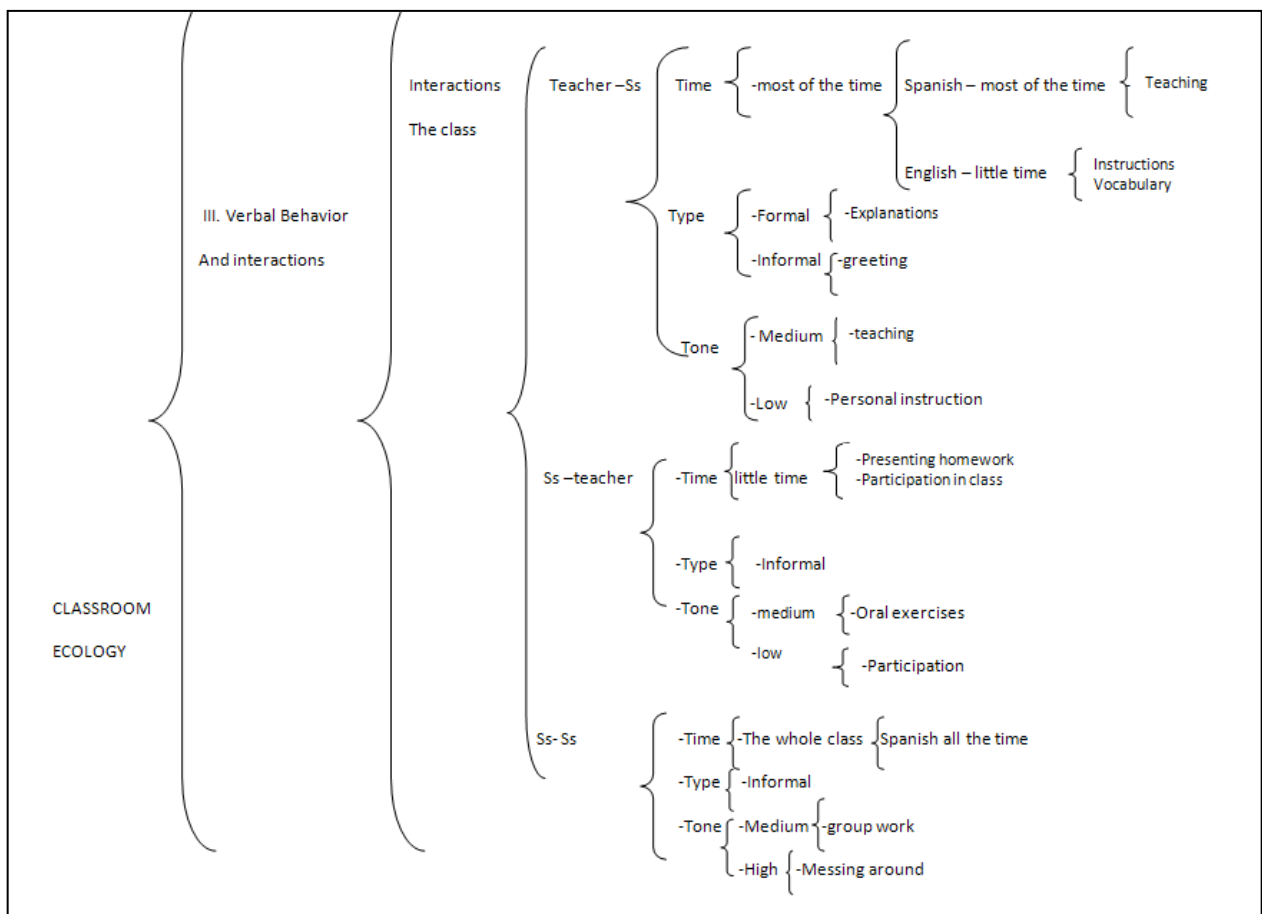


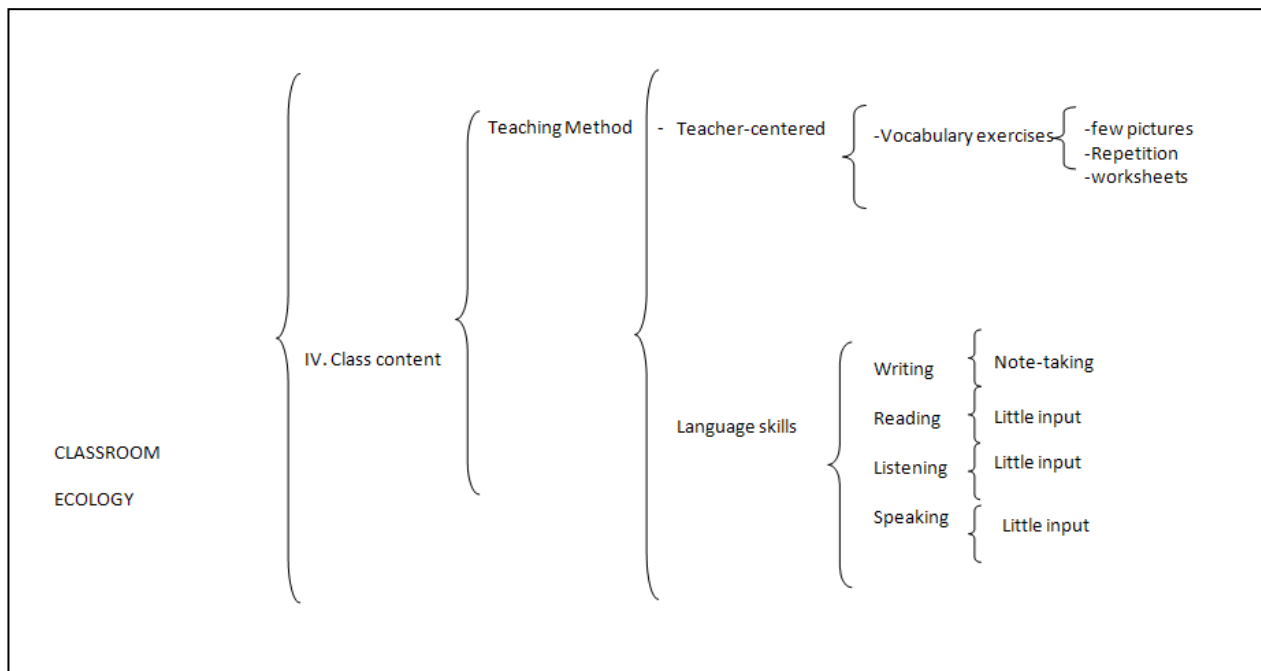
Figure 1 illustrates the environment observed at Institución Educativa Oriente Miraflores, inside this term there were observed the climate, furniture and rooms of the institution. The climate is shown to be hot; the general furniture in the school is composed of chairs, tables, desks, computers, boards, few fans, and religious images; moreover, students' furniture was composed of 5 lines of 8 seats each and teachers' was composed of a desk and a chair. Also, the rooms of the institution were 18 small dark classrooms, a small office shared by the coordinator and teachers, administrative offices, a computer lab and restrooms.

Fig. 2 Taxonomic analysis Verbal behavior and interactions



As shown in *figure 2* the teacher-student interaction occurred in Spanish most of the time and English was used to teach vocabulary and give some of instructions of the activities of the class. Moreover, the teacher used formal language for explaining and informal for greeting students. The teacher used medium tone for teaching and low tone for providing personal instruction. The student-teacher interaction was not frequent in the class, it only took part when students presented homework and participated in the class. This type of interaction was always informal and students used medium tone for oral exercises and low tone for participation. On the other hand, the student-student interaction was in Spanish all the time and in an informal way; also, the students used a medium tone for group work and high for messing around.

Fig. 3 Taxonomic analysis Class content



As shown in *figure 3* the English classes at Institución Educativa Oriente Miraflores are taught following a teacher-centered model in which the vocabulary teaching was developed with few pictures, worksheets and through repetition. Among the language skills observed in class, writing was only addressed through note-taking while reading, listening and speaking were barely addressed in class so no relevant data was collected.

2.1.1 FINDINGS

- The only material observed in the class was few pictures and worksheets. In the class there were not present any books, dictionaries nor CDs to support the teaching and learning process.
- As observed in the taxonomic scheme, among the room of the Institución Educativa Oriente Miraflores, there was not a library or an assigned space for reading.
- The teacher approached students in the L1 most of the time and was never observed telling off the students
- Among the class content analysis, vocabulary exercises and writing were the most developed activities however, the only evidence of writing was note-taking.

2.2 QUESTIONNAIRES AND SURVEYS

Questionnaires and surveys are means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals (Key). Questionnaires are designed to collect specific information about a pertinent topic; for that reason a questionnaire and a needs analysis survey were collected.

2.2.1 School coordinator questionnaire

The school coordinator was asked 6 questions related to the institution and the English class. (See *appendix 2*) Answers to the questions show that the school coordinator believes that the institution is in an acceptable level in all the subjects regarding the general academic performance. In terms of English performance, the coordinator also declares that the institution is in a medium level taking into account the ICFES results. Moreover, he affirms he is fully satisfied with the head English teacher as she is well-qualified for her job. Finally, he suggests to increase the number of hours devoted to the English class as well as more written materials. (See *appendix 3*).

2.2.2 Head Teacher Questionnaire

The head English teacher was asked 5 questions related to the English class. (See *appendix 4*). She declares in her answers that in the school, students cannot be asked about taking an English textbook to class for this reason, she provides students with worksheets she creates by herself. She also states that there are not any technological resources, posters nor flashcards to use as an aid for the lessons; this is another reason why she implements a big amount of worksheets in class; however, students sometimes take some material such as colored paper and markers to work. The head teacher also believes that any type of materials would motivate students as well as interactive activities in means of building students' knowledge on the language (See *appendix 5*).

2.2.3 Students' needs analysis survey

In simplest terms, a needs analysis includes all the activities used to collect information about students' learning needs, wants, wishes and desires looking at their expectations and requirements. (See appendix 6). A Needs analysis survey can be very formal, extensive and time consuming, or it can be informal, narrowly focused and quick. Some of resources for conducting a needs analysis may include surveys and questionnaires, test scores, and interviews (Strong-Krause). That is why, 86 sixth grade students were surveyed about their perception of the English class, the activities developed and the kind of readings they would like to have during it. (See appendix 7).

The following figures show the results regarding students' needs analysis survey.

Question 1. ¿Cómo te sientes en la clase de inglés?

Fig. 4 Question 1

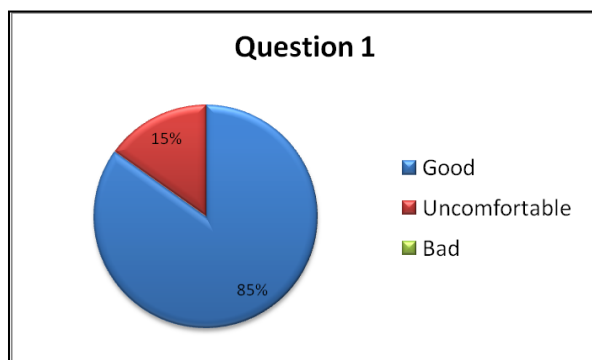


Figure 4 shows that 73 students out of 86 (85% of those polled) declared feeling good in their English class while 13 students (15% of those polled) affirmed feeling uncomfortable during the English class. Finally none of the students answered feeling bad when they were in the English class.

Fig. 5 Question 1 Reasons (Good)

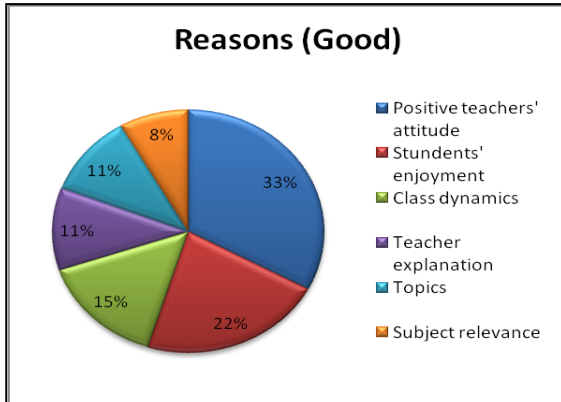
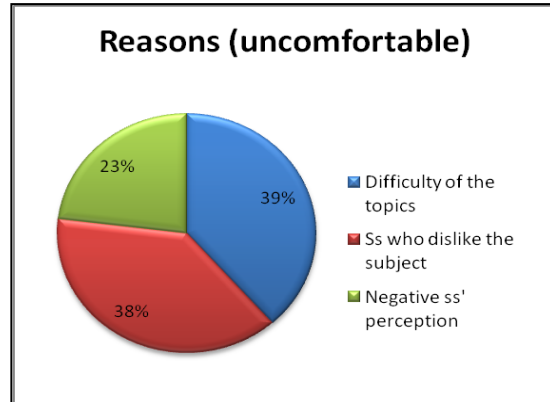


Fig. 6 Question 1 Reasons (uncomfortable)



Figures 5 and 6 show the reasons declared by students about question 1. The most outstanding reason why students felt good about the English class is Positive teachers' attitude with 24 votes out of 86 (33% of those polled) students declared that the English teacher had a good approach towards students and that she was caring and patient. Another relevant reason declared by 16 out of 86 students (22% of those polled) in regards to feeling good in the class is because they enjoyed the English subject. Moreover, 11 students (15% of those polled) declared that they felt good because the class was entertaining and fun. On the other hand, students who declared that they felt uncomfortable in the English class stated reasons for this such the difficulty of the topics (39%). 38% of the polled students declared that they dislike the English subject also, 23% declared some negative perception they had towards the class such "boredom".

Question 2. ¿Qué actividades se desarrollan con más frecuencia en la clase de inglés?

Fig. 7 Question 2

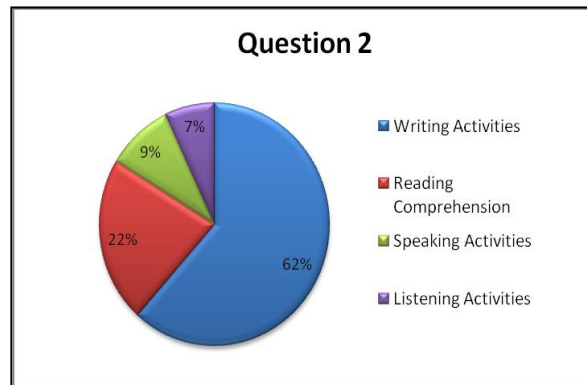


Figure 7 shows that writing activities are the most frequent event during the English classes as marked by 52 students (62% of those polled) followed by Reading comprehension marked by 19 students which corresponds to 22% of those polled.

Question 3: ¿Que actividades se desarrollan con menos frecuencia en la clase de inglés?

Fig. 8 Question 3

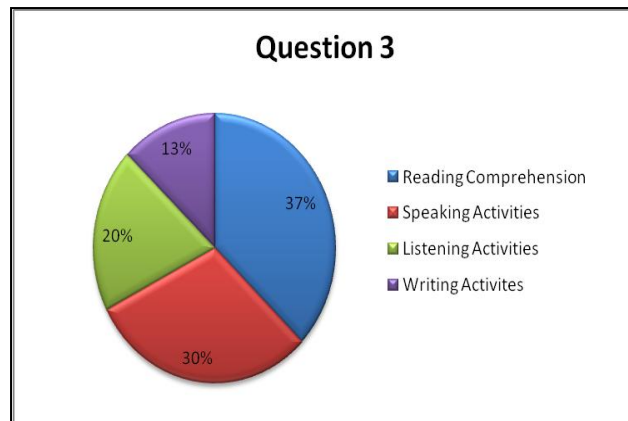


Figure 8 shows that 32 students out of 86 (37% of those polled) marked reading comprehension as the least frequent activity of the class, while 26 of them (30%) marked the speaking activities also as a low frequent activity in the English class.

Question 4. ¿Qué tipo de textos te gustaría leer en la clase de inglés?

Fig. 9 Question 4

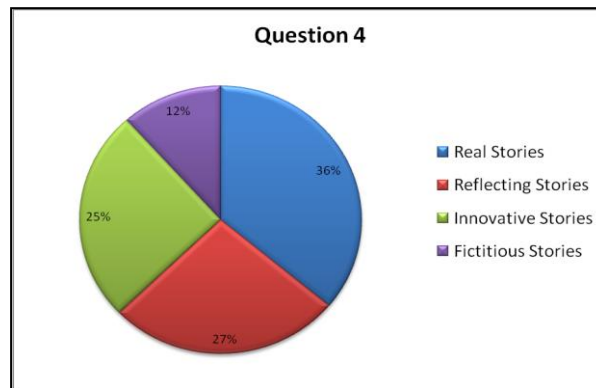


Figure 9 shows that 31 students out of 86 (36% of those polled) marked the real stories as the reading activities they would like to have in the English class followed by reflecting stories marked by 23 students (27%).

2.2.4 FINDINGS

- The majority of students feel good at the English class at Institución Educativa Oriente Miraflores.
- Teacher's positive attitude is one of the main reasons why students feel good at the English class.
- Student enjoyment of the English subject is another main reason why they feel good at the class.
- The difficulty of the topic and dislike towards the English subject are the main reasons why students feel uncomfortable at the English class.
- Writing is the most frequent skill during the English class

- Reading is the least frequent skilled developed during the English class.
- Real and reflecting stories are the type of texts students would like to read the most during the English class.

2.3 SUMMATIVE ASSESSMENT

Summative assessments (Reading Comprehension Test) provide a measure of achievement or failure made in respect of a learner's performance in relation to the intended learning outcomes of the program of study (Harvey) summative assessments can be state assessments, tests, and term-exams. Thus, 86 sixth-grade students were tested on reading comprehension. (See appendix 8).

The results of the test were analyzed following the marking scheme that evaluates students' performance for the reading test taken from the book tests for teenager 6 (Olaya et al. 25) which is a supplementary material to revise the students' performance.

Table 1. Marking Scheme

PERFORMANCE	NUMBER OF CORRECT ANSWERS
OUTSTANDING	18-20
GOOD	12-17
NEEDS PRACTICE	1-11

Fig. 10 Students' performance



Results on the analysis of the reading tests show that 100% of the learners need improvement in reading comprehension as shown in figure 10. (See appendix 9).

Fig. 11, Test Results

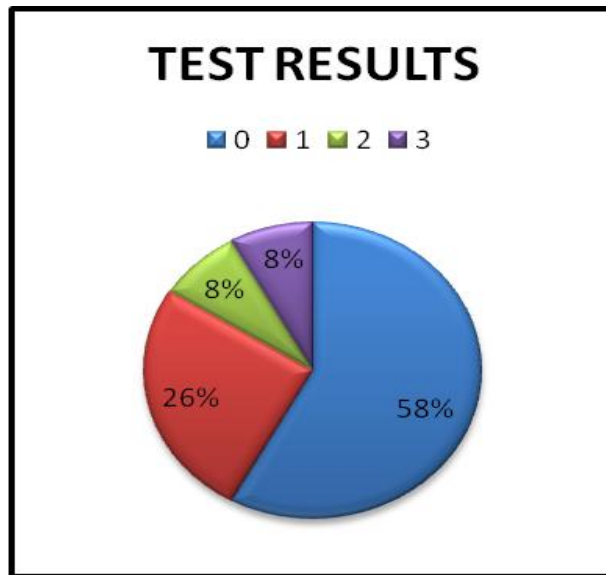


Figure 11 shows that 58% of the students did not answer correctly any of the questions of the test while 26% answer just one of the questions correctly. Moreover, 8% of the tested students answered 2 questions properly and another 8% answered 3 questions from a total of 20.

During the analysis of the tests the practitioners noticed that students did not comprehend the instructions given on the test as illustrated in the following figure.

Fig. 12. Answers Reading Tests

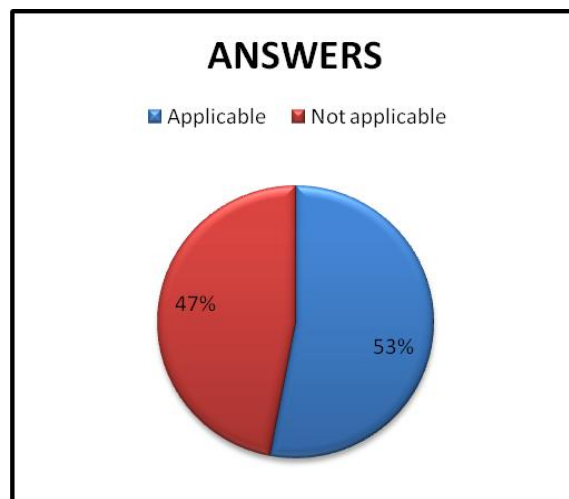


Figure 12 shows that only 53% of the students comprehend correctly the instructions given on the test while 47% did not understand the instruction.

2.3.1 FINDINGS

According to the previous results shown in *figures 10, 11 and 12* and taking into account Colombian curricular standards proposed by the Ministry of Education, students' reading comprehension level do not fit the mentioned standards for sixth graders. (See *Appendix 10*). As an example, one of the standards explains that in this grade (6th) students are able to comprehend written instructions to develop daily, personal and academic activities. (Ministerio de Educación Nacional República de Colombia 22) and as shown in the test analysis students are not skilled at this. The analysis of the tests also shows the low proficiency level on reading skills since none of the students had a good or an outstanding performance. All of them need improvement in the reading skills.

3. DESCRIPTION OF THE PROBLEM

After analyzing then open-ended observations, the questionnaires and the surveys as well as the summative assessment (Reading comprehension test), it was found that the English classes at Institución Educativa Oriente Miraflores are focused on vocabulary instruction based on worksheets and few pictures; moreover, among the language skills, writing was evident in note taking while listening, speaking and reading were left behind. Furthermore, the practitioners of this study found that students' reading comprehension level was below the Colombian standards for sixth graders. Another relevant concern was the fact that this institution lacks of material or textbooks and a library to develop students' reading skills.

Regarding the language skills, reading is not developed during the English class since vocabulary is the main instruction. Also, writing is not fully developed taking into account the writing phases (pre, while and post) since during the English lesson students are asked to take notes of the topics taught. Moreover, listening and speaking skills are not addressed in class; there is not sufficient evidence of these skills.

MEN standards for sixth graders suggest that students are able to understand basic instructions in English to develop daily and academic activities. The analysis of the summative assessments shows that students are below these standards, so their reading skills are not fully developed.

Finally, it was also noticed that the school does not have a library or materials such as textbooks to be used in the English lesson. This indicates that students do not fully develop English reading skills.

4. JUSTIFICATION

Reading is a complex process that requires active participation from the reader. It can be done for the purpose of learning something new such as facts and ideas, also to develop daily life activities and for pleasure. Reading involves a great interaction between the readers' beliefs system and the content of the text. Furthermore, Successful reading occurs as a result of comprehending the main idea of the text although understanding all of the words is not necessary.

English learning requires the integration of the four skills; Listening, Reading, Writing and Speaking. It is important to take into consideration that Listening and Reading act as perceptive skills which can enhance Speaking and Writing development to achieve a communicative competence.

As stated in the description of the problem the reading skill is barely addressed in the English class at the target institution, there is no library and students' English reading skills are significantly low; this is the reason why practitioners decided to establish a plan to address the problem.

5. PURPOSE

The purpose of this project is to supply “*Institución Educativa Oriente Miraflores*” with English Reading material for 6th grade students in order to develop English Reading Skills. Williams highlights the importance of English comprehension development in the language learning process (20). The Reading Tasks are composed by texts and activities selected and designed, respectively, by the practitioners in order to encourage students to read for comprehension and foster their reading skills.

In this project it is intended to identify the problem using data collection instruments. Practitioners used these instruments in order to obtain relevant information about the target population and problem.

Practitioners selected seven reading texts from ‘text collection’ books using ecological topics so that students can enjoy and learn reading from content (Williams 20). Leçmez highlights the importance of students’ likes and dislikes when selecting texts to foster motivation in the English reading process (123). Byrnes suggests that teachers should develop classes taking into account students’ needs and likes so that they can develop reading skills through meaningful topics.

Another aim of this project is to select seven reading texts according to students’ English level. Practitioners conducted an English reading proficiency test to confirm students’ level; this test was taken from the book ‘Tests for teenagers 6°’ by Olaya et al. According to the results showed in the test, practitioners selected seven texts for beginner learners. The book “Teaching ESL/EFL Reading and Writing” by the I.S.P. Nation highlights the importance of the first reading texts that should be given to a beginner English learner; those texts for early stages should be informative and also contain texts with fresh and interesting messages using simple language (Nuttall, 20). Hyland suggests that the type of text for EFL students must be predictable, rhythmic,

repetitive, interactive, visually attractive and short. Practitioners selected seven texts from 'text collection' books for beginners written in a simple and clear language to develop students English reading skills.

In this project, the activities designed for each text are based on the three phases of reading and learning strategies. Practitioners designed different kind of activities to develop each reading text regarding the three reading phases to increase the reading comprehension needed in learning a language and to help students develop reading skills (Hembree 2). Oxford proposes learning strategies as steps and keys taken by students to enhance their own learning and greater their autonomy (1); the use of different strategies is also important to train learners at reading (Imtiaz 40).

Moreover, practitioners intend to provide students with a rubric at the end of each reading task, in order to help students self-evaluate their process in the English Reading Skill development. Oxford highlights the importance of evaluating one's process in the new language. The students might estimate whether their reading skills have improved since the last check, also consider what proportion of a reading passage they understand and whether this represents any sign of progress (162).

5.1 OBJECTIVES OF THE PROJECT

5.1.1 GENERAL OBJECTIVE

To supply “*Institución Educativa Oriente Miraflores*” with English Reading Material for 6th grade students in order to develop their English Reading Skills.

5.1.2 SPECIFIC OBJECTIVES

1. To identify the problem using data collection instruments.
2. To select seven reading texts based on ecological topics.
3. To select seven reading texts according to students' English level.
4. To design activities for each text based on the three phases of reading (pre-reading, while reading and post-reading) and learning strategies.
5. To provide students with a self-evaluation rubric in order to help them assess their process in the English Reading Skill development.

6. THEORETICAL FRAMEWORK

6.1 THE IMPORTANCE OF READING

Reading is a process in which someone looks and understands what has been written. It is not necessary for L2 learners to understand a text word by word (Williams 2). Learners read because they want to learn something new from the writing: facts, ideas, enjoyment and feelings (Nutall 3).

According to Williams, there are three aspects to be considered by the teacher when teaching reading. First, the reading process that involves the prior knowledge a person needs to read something. Second, the role of reading and its purpose for L2 students. Third, the integration of reading into the language programme regarding the other skills. (2)

The teacher should have reasons to encourage students to read in a foreign language so that they can practice what they already know, extract useful information from the text and find enjoyment through reading (Williams 13). Generally, students also have personal reasons to read such as reading for survival, reading for learning and reading for pleasure (Wallace 7).

The most important objectives in reading are: to read a text with general reading comprehension objectives which means to identify the purpose of a text and its main ideas, and to read flexibly according its purpose. Students should be able to read according to their reasons, learn language and content from reading, pick out the relevant information, arguments and details from a text, and read with some degree of critical awareness. This means to consider the text objectively and understand what the writer is trying to communicate. (Williams 20).

6.2 TYPES OF TEXTS

Choosing English reading material for the EFL classroom is not an easy job, Williams proposes that these texts may come from 1. Integrated course books, 2. 'Text collection' books, 3. Authentic Texts and 4. Simulated Authentic Texts (24). The two first sources for reading material (1) and (2) are based on books while the last two (3) and (4) are based on 'real life' texts.

Practitioners selected seven texts from 'text collection' books, which main topic is ecology related to the emphasis of the institution. Some texts are based on students' previous knowledge from Science and Biology classes at elementary school, some other include themes with the intention of providing students new information about ecology.

The practitioners took seven texts designed for beginner learners from 'text collection' books online. The first source is a book called 'Discovery series: Ecology' written by Terry Jennings, this book stimulates the minds of struggling readers and it is written by an expert in ecology. The second source is a webpage called 'Science a-z' this site contains non-fiction books and quick readings about ecology. The third source is a webpage called 'Educational in nature' that provides short readings with ecological purposes.

The seven texts used in each reading tasks proposed in this project are intensive readings that will develop reading skills in sixth graders at the target institution. Nuttall expresses that intensive readings are short texts where the teacher's guidance is needed to get a profound and detailed understanding of the text (23).

6.3 READING PHASES

The Reading Tasks of this project contain a set of activities based on the three phases of reading: 1. Pre-Reading, 2. While-Reading and 3. Post-Reading. According to Williams, Grellet and Nuttall these three phases help not only with the issue of motivating students, but also with language usage. Each reading phase is displayed in the tasks in order to make students realize in which stage of the reading process they are.

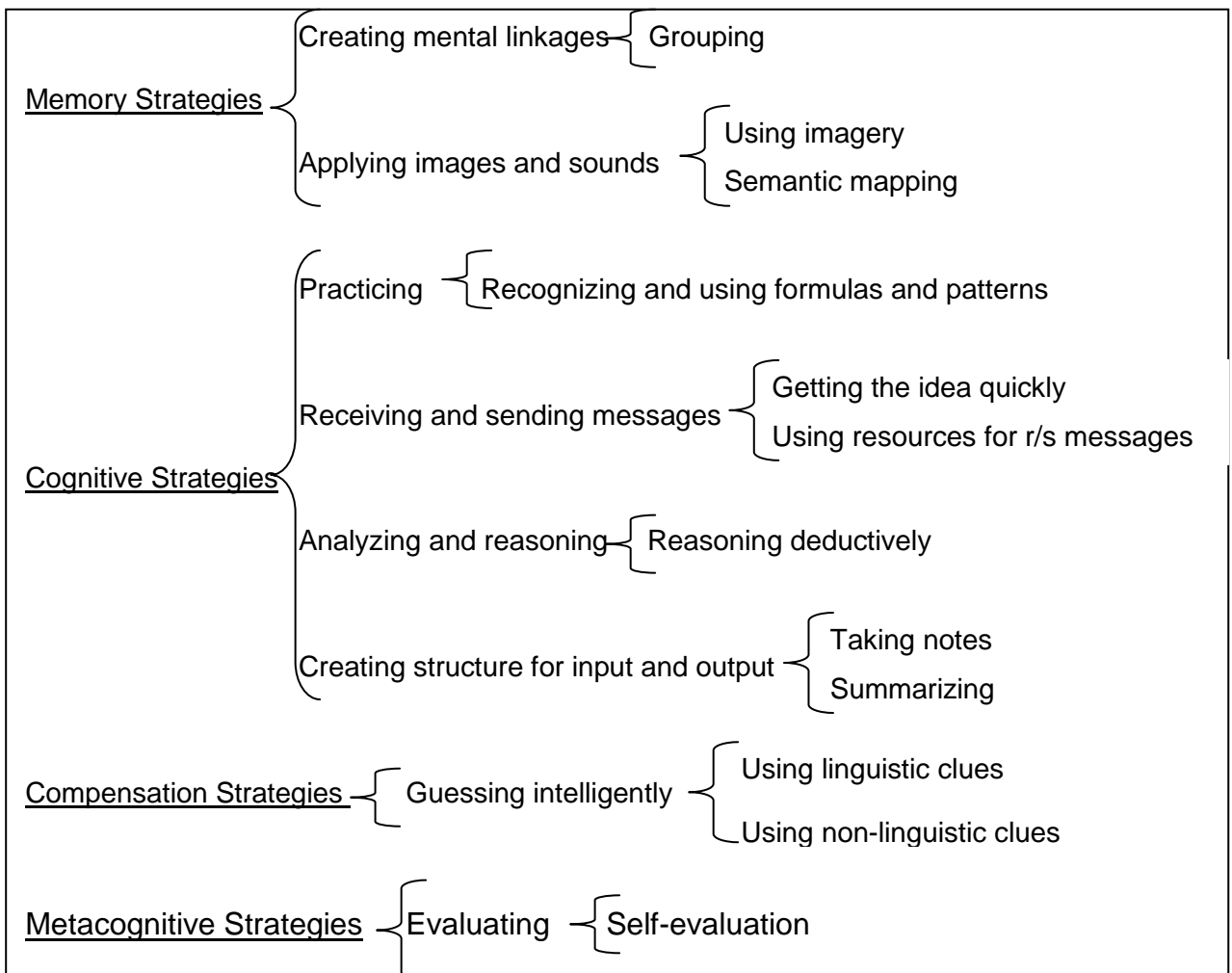
- 1. Pre-Reading activities: The objective of this phase is to help students get ready before facing the text without making them feel frustrated by language difficulties. Students will be confident confronting texts with vocabulary, the understanding of structures and anticipating what the text is about (Grellet 19). This phase tries to introduce and arise interest in the topic and also intends to motivate students and prepare them for the text by using pictures, photographs and others (Williams 37). Pre-reading activities should develop students' inference through questions or anticipate the text content from the title or illustrations (Grellet 19)
- 2. While-Reading activities: In this phase students understand the text and its purpose through different type of activities. The while-reading work should begin with getting a general idea of the text and then move to the comprehension of smaller units such as paragraphs, sentences or words. Some activities used in this phase are comprehension questions, completing diagrams, filling charts, matching exercises, etc. (Williams, 38). The texts must have activities that focus students' attention (Nuttall, 22).
- 3. Post-Reading activities: The post-reading work helps students to reflect about what they already read and relate it to their own knowledge and interests. Writing skills might be developed by activities such as writing a paragraph, summarizing, drawing a diagram among others. (Williams 39).

According to Jeremy Harmer, when we are stimulated by particular words, discourse patterns, or contexts; we employ our previous knowledge as we approach the process of comprehension. With the usage of the reading phases, students first infer and predict, then they are exposed to activities to verify if they understood the content of the text and finally, they have to reflect and produce an output using writing skills.

6.4 LEARNING STRATEGIES

The activities designed for each Reading Task are based on the Learning Strategies proposed by Rebecca Oxford. Readers use different strategies to understand new information from a text that helps them to get a clear sense of what they are reading (Sasson). These strategies are composed by Direct and Indirect Strategies. Direct Strategies are memory, cognitive and compensatory strategies (Oxford 57); Indirect Strategies are metacognitive, affective and social strategies (Oxford 151). The strategies considered by the practitioners in the activities designed for each reading task are:

Fig. 13. Learning Strategies



These learning strategies are for students to develop reading and writing skills in the post reading phase. Furthermore, the learning strategies presented in the reading phases are linked to each other to make students proceed in the reading process in a natural way.

6.5 READING SKILLS

Different abilities are used by the reader to improve the reading comprehension skills. A reading skill is what a reader can develop to recognize, understand, distinguish and summarize from a text. Many authors such as Grellet, Nuttall, Williams and Birkner propose different kind of activities that help students develop their English reading skills.

Reading is a receptive skill in which the learner is provided with an input through a text. Reading skills require students to receive and understand language rather than producing it themselves (Butler). Practitioners designed the activities with the purpose of helping students comprehend a text and later produce an output using the productive skill: Writing.

6.6 READING TECHNIQUES AND ACTIVITIES

The activities for each Reading Task were designed by practitioners considering the type of text, students' English level, the learning strategies mentioned above and ecological topics. Grellet states that when reading, learners have different purposes, so the activities should vary according to the type of the studied text (19).

During the reading process, some techniques are implemented depending on the type of text, learner's level and the purpose of the activities. The activities were designed regarding reading phases and learning strategies in sequence in order to give students

an input, corroborate students' reading comprehension and challenge them to produce an output using writing skills.

Since this project is focused on developing reading skills at the target institution as well as providing information about ecology, it is important to mention the 'reading for information' technique. When carrying out these activities the student is able to produce evidence of comprehension more easily and directly increasing his/her involvement and motivation (Williams 108).

The seven tasks of this project are based on activities designed to develop students' reading skills through what Williams defines as 'activities' and Grellet defines as 'techniques':

- Anticipation technique: Expectation is considered necessary for readers to find out answers and specific ideas. In this reading process, it is important to use a text related to the reader's cultural ideas and context. Before the students start reading the text, they can be asked to answer specific questions based on the title or a picture in order to motivate students for the reading activity. (Grellet 18).
- Skimming technique: It is a specific type of reading techniques to improve reading speed. Skimming is a technique in which the student goes through the text extremely quickly to get a general idea of what the text is about (Williams 96). In this project this technique is used along with the Cognitive Strategy called 'Getting the idea quickly' which is the appropriate way to encourage beginners students in the pre-reading phase before facing a text.
- Inference technique: The reader uses syntactic, logical and cultural clues to discover the meaning of unknown elements. Inference activities can involve synonyms, antonyms and guessing meaning from context (Grellet 14)
- Organization of the text technique: This technique involves students actively, leading them to study the way the ideas are organized through activities such as

filling tables and reordering passages. They also use visual representations such as tables, diagrams, etc. (Grellet 20)

- Understanding the meaning technique: Grellet suggests that understanding the way a text is organized is important, but it is essential to understand its content. It can be done by using various types of questions where students can think actively and reason in order to provide an answer. The types of questions can be: Yes/No questions, WH questions, multiple choice questions, True or False statements and matching questions, among others (21).
- Read and Match activity: This activity can be implemented at any level of language but it is recommended for young learners. In this technique descriptions and visual representations can be used; it can contain one description and many pictures, one picture and many descriptions or equal number of pictures and descriptions. (Williams 109)
- Read and Draw activity: This activity consists on giving students a description to make a drawing using information presented in the text. Furthermore, a picture can be given to students in order to make them use writing skills (Williams 113).

7. ACTION PLAN

In order to address the problem, practitioners proposed an action plan which is to supply the target institution with seven English Reading tasks related to ecological themes for sixth graders with the purpose of developing their English reading skills. This Reading Material is expected to be applied during a school year, it consists of:

7.1 ROLE OF PRACTITIONERS

Practitioners selected the texts, designed the activities and will deliver the English reading material to the Institution in order to be implemented by the Head Teacher once a month during a school year. The practitioners will neither implement nor pilot the Reading Tasks at the target institution.

7.2 ROLE OF HEAD TEACHER

The teacher should implement all the activities of the Reading Tasks in one class per month (55 minutes each class). However, the time and way of correcting and grading each activity depends on the Head Teacher's autonomy.

7.3 SEVEN READING TASKS

Each Reading Task contains a text taken from 'text collection' books about ecology this task will be developed with activities designed by the practitioners to develop students' reading skills.

7.4 SEVEN ANSWER KEYS

The Answer Keys contain the answers for all the activities proposed in the Reading Tasks. *(See Appendix 11)*

7.5 SELF-EVALUATION RUBRIC

At the end of each Reading Task, there is a 'Self-Evaluation' rubric to help students self-assess their process in the English Reading Skill development.

7.6 READING TASKS

This project consists of seven reading tasks that will be implemented by the Head teacher of the institution during a school year. Each reading task is expected to be implemented during one class at the end of each academic month. The implementation of the reading tasks is estimated to take place during seven academic months of a school year since vacations and extracurricular activities make limit the development of the classes.

The texts chosen for this project are called 'text collection' books. These types of texts are supplementary reading comprehension and reading skills books containing texts and exercises (Williams 24). The practitioners took seven texts designed for beginner students from 'text collection' books and WebPages. The first source is a book called 'Discovery series: Ecology' written by Terry Jennings; this book stimulates the mind of struggling readers and it is written by an expert in ecology. The second source is a webpage called 'Science a-z' this site contains non-fiction books and quick readings about ecology. The third source is a webpage called 'Educational in nature' that provides short readings with ecological purposes.

The practitioners took seven ecological readings for beginner students and designed activities for each text regarding the learning strategies proposed by Rebecca Oxford and different techniques proposed by many authors such as Eddie Williams, Cristine Nuttall and Françoise Grellet in order to develop students' reading skills.

At the beginning of each reading tasks, the general objective of the task is stated in order to make students aware of the goal they have to reach. The three reading phases

are displayed in the activities to clarify the steps to follow and the estimated time for each one. The activities instructions are written in English and Spanish, except in the last two tasks since students at this point are expected to be able to understand the instructions in L2. In addition, at the end of each reading task a self-evaluation rubric, written in Spanish, is given to make students assess their reading skills improvement as proposed by Rebecca Oxford (162).

7.6.1 Reading Task 1: Water Cycle

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES



NAME: _____ DATE: _____

TASK 1

OBJECTIVE:

- Students can get the main idea of the text by reading a picture, matching words with the appropriate definition and completing a diagram.
- Los estudiantes pueden extraer la idea principal del texto leyendo un dibujo, uniendo palabras con la definición apropiada y completando un diagrama.

1. Pre-Reading: (3 min)

a. Look at the following picture and write a possible title for it in English or in Spanish.

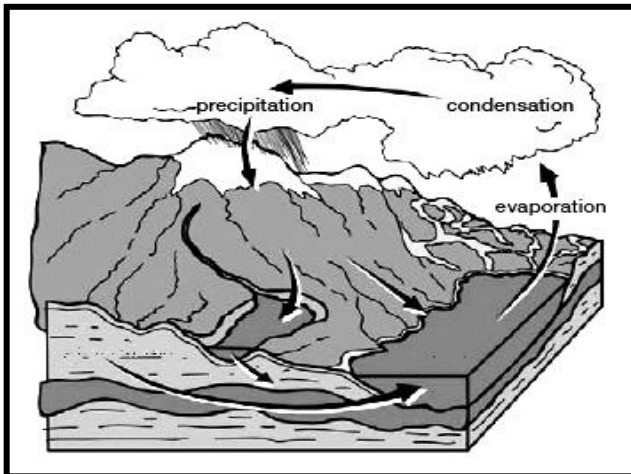
(Mira el siguiente dibujo y escribe un posible titulo para este en inglés o en español)

Title: _____.

2. While-Reading: (20 min)

a. Look at the picture again and write the list of the key words.

(Mira el dibujo otra vez y haz una lista de las palabras claves)



Taken from: www.sciencea-z.com

1. _____
2. _____
3. _____

b. Do the following activities to check if you got the main idea of the picture.

(Haz las siguientes actividades para comprobar si entendiste la idea principal del dibujo)

1. What is the picture about?

- a. Oxygen cycle.
- b. Water cycle.
- c. Water contamination.
- d. Mountains.

2. Complete the sentences with the correct word.

(Completa las oraciones con la palabra correcta).

Condensation

Evaporation

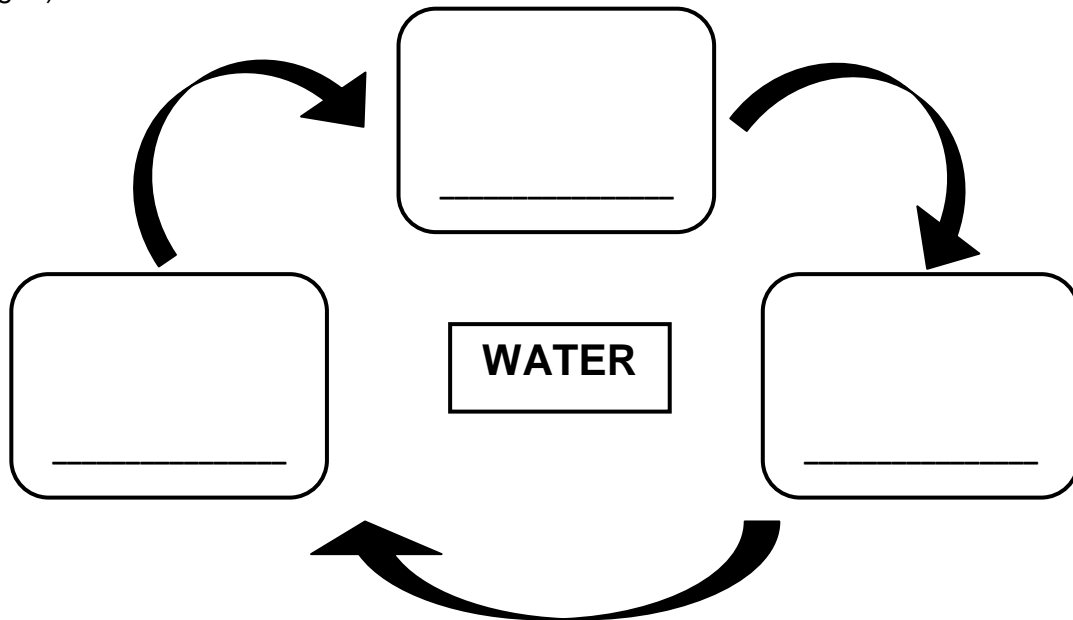
Precipitation

1. _____ is when liquid water changes to gas because of an increase in temperature.
2. _____ is when water changes from a gas to a liquid state.
3. _____ is when water falls from clouds in the form of rain, snow, sleet or hail.

3. Post-Reading: (15 min)

a. Now that you know about water. Fill in the diagram with drawings and write the three states of water.

(Ahora que conoces el ciclo del agua. Completa el diagrama con dibujos y escribe los tres estados del agua)



NAME: _____

DATE: _____

AUTO EVALUACIÓN

TASK 1: WATER CYCLE

Marca con una 'X' *Si ó No* a los siguientes enunciados de acuerdo con tu desempeño y conocimientos adquiridos durante la actividad para confirmar si alcanzaste el objetivo propuesto:
(5 min.)

AUTO EVALUACIÓN: TASK 1: WATER CYCLE	SI	NO
1. Puedo predecir un posible titulo para el texto.		
2. Puedo escribir las palabras claves presentadas en el dibujo.		
3. Puedo decir cuál es la idea principal del texto.		
4. Puedo completar las oraciones con la palabra correcta.		
5. Puedo completar un diagrama usando dibujos y palabras.		

This Reading Task is a picture that shows the water cycle. In the Pre-Reading phase an 'Anticipation' technique is used to create students expectations about the text. Students are asked to think about a possible title for the picture; Grellet suggests that asking questions about the title or a picture before starting reading is a good way to motivate them for the reading activity (18). Rebecca Oxford proposes a Compensation Strategy called 'Guessing Intelligently' which is helpful for Pre-Reading activities to make students guess what the text is about using non-linguistic clues such as pictures (93).

After having inferred what the text is about by choosing a title, students are asked to look at the picture again and take notes of the key words in the picture in the first activity of the While-Reading phase. In this activity students will use the 'Inference' technique to discover the meaning of unknown elements from a context provided by the picture (Grellet 14). Students will use two Cognitive Strategies proposed by Oxford the first is called 'Taking notes' in which they have to write the key words taken from the picture and the second is called 'Getting the idea quickly', these two Cognitive Strategies complement each other (80). For the second activity students will use a Cognitive Strategy called 'Reasoning deductively' to answer a multiple choice question making them recognize the topic of the text. The third activity of this phase consists on a matching exercise in which students have to complete three sentences about the definitions of the stages of the water cycle. A Cognitive Strategy called 'Reasoning deductively' is used to get the meaning of what is read (Oxford 82).

For the Post-Reading phase, students infer the states of water from the text in order to fill in a diagram drawing and writing them down. Students use a Memory Strategy called 'Semantic mapping' to arrange words into a diagram linked by arrows and lines (62). Finally, this phase helps students develop more thoughtful and critical interpretations about the importance of water.

7.6.2 Reading Task 2: Biomes

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES



NAME: _____

DATE: _____

TASK 2

OBJECTIVE:

- Students can get the main idea of the text by answering comprehension questions, matching pictures with the correct definition and organizing the text in a diagram.
- Los estudiantes pueden extraer la idea principal del texto respondiendo preguntas de comprensión, uniendo dibujos con la descripción correcta y organizando el texto en un diagrama.

1. Pre-Reading: (8 min.)

- a. **Look at the picture and guess what the text is about. Write your ideas in English or in Spanish**

(Mira el dibujo y adivina de que trata el texto. Escribe tus ideas en inglés o en español)



- b. **Now write if these sentences are True or False.**

(Ahora escribe si estas oraciones son verdaderas o falsas)

YES NO

1. This is a desert. ___ ___
2. Many animals live here. ___ ___
3. It is a tropical place. ___ ___

2. While-Reading: (15 min.)

- a. **Read the text and check if you were right.**

(Lee el texto y comprueba si tenias razón)

BIOMES

Ecologists divide the living world into units called biomes. Biomes are shaped mainly by climate. They share the same types of plant life. Some of the main biomes include deserts, mountains, tropical rainforests, tropical grasslands, temperate forests, coniferous forests, and Polar Regions.

Taken from: Discovery Series: Ecology by Terry Jennings.

b. Now that you have a clear idea of the text. Answer this question:
(Ahora que tienes una idea más clara del texto. Responde esta pregunta)

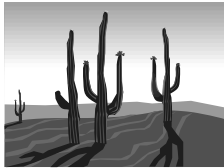
1. What is a biome?

- a. Food
- b. A place
- c. Climate
- d. Animals

c. Make a line to match each picture with the corresponding biome.

(Haz una línea para unir cada dibujo con el bioma correspondiente)

1.



2.



3.



Forest

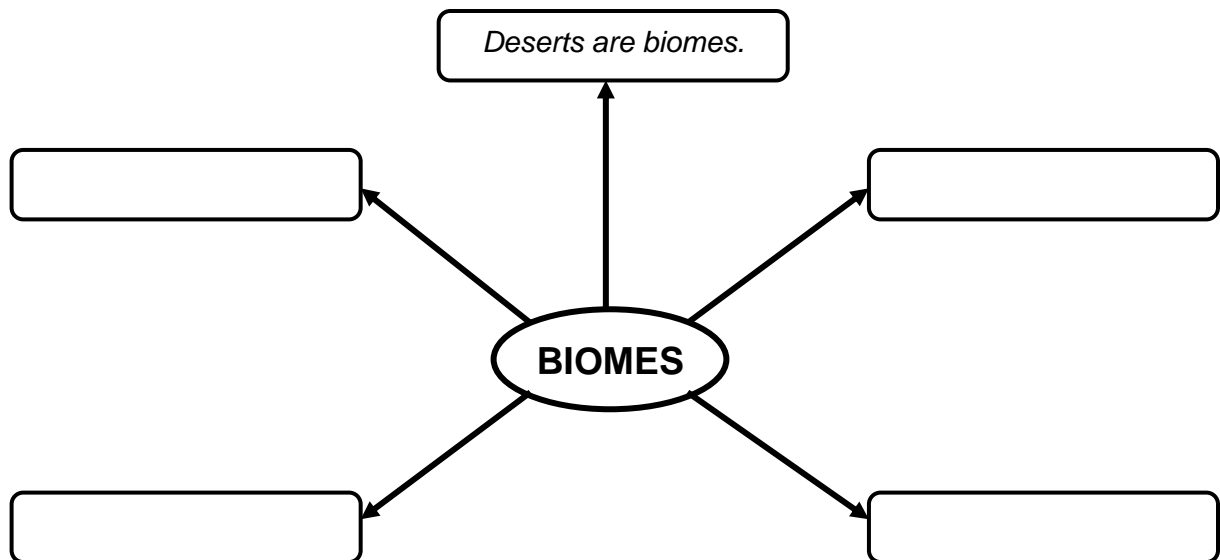
Desert

Grassland

3. Post-Reading: (15 min.)

a. In the previous activity you identified three types of biomes. Read the text again and write the four missing.

(En la actividad anterior identificaste tres tipos de biomas. Lee el texto nuevamente y escriba las cuatro que faltan)



NAME: _____

DATE: _____

AUTO EVALUACIÓN

TASK 2: BIOMES

Marca con una 'X' *Si* ó *No* a los siguientes enunciados de acuerdo con tu desempeño y conocimientos adquiridos durante la actividad para confirmar si alcanzaste el objetivo propuesto:
 (5 min.)

AUTO EVALUACIÓN: TASK 2: BIOMES	SI	NO
1. Puedo predecir de que se trata el texto por medio de un dibujo.		
2. Puedo seleccionar de una lista la idea principal del texto.		
3. Puedo unir dibujos con la descripción correcta.		
4. Puedo organizar el texto en un diagrama.		
5. Puedo escribir oraciones de acuerdo a la información presentada en el texto.		

This reading task is an informative text about the different types of biomes. Anticipation technique is used for the pre reading phase in which a picture of a forest is given in activity one and students are asked to write ideas of what they think about the picture (Grellet 18). In this activity, students make use of a Cognitive Strategy called 'Taking notes' (Oxford 86). In activity two, students are asked to write True or False in a three statements about the previous picture. The Cognitive Strategy called 'Getting the idea quickly' is linked to the Cognitive Strategy used in the previous activity (Oxford 80).

For the while reading phase students have to read the text to confirm the predictions made during the pre reading phase. A multiple choice question is presented in order to ask students the main idea of the text through 'Understanding the meaning' technique (Grellet 21); the strategy used in this activity is called 'Reasoning deductively' which helps students know the most relevant concept presented in the text (Oxford 82). For the second activity of this phase, the Memory Strategy called 'Using imagery' is used since a set of pictures are given to be matched with the types of biomes (Oxford 61).

For the pos reading phase the technique 'Organization of the text' is used as students have to fill in a diagram with the different types of biomes presented in the text (Grellet 20). The two strategies used in this activity are: Memory Strategy called 'Semantic mapping' and a Cognitive Strategy called 'Taking notes', students will reorganize the text in a diagram by writing a sentence for each type of biome (Oxford 61 - 86).

7.6.3 Reading Task 3: Interdependence

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES



NAME: _____

DATE: _____

TASK 3

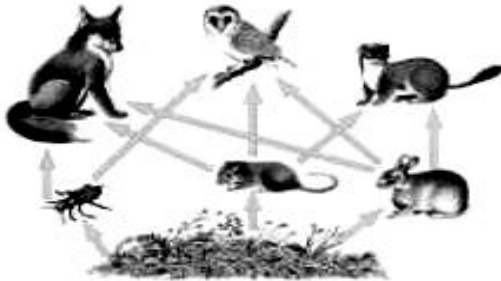
OBJECTIVE:

- Students can get the main idea of the text by using a picture, answering comprehension questions and writing sentences using a pattern.
- Los estudiantes pueden extraer la idea principal del texto usando un dibujo, respondiendo preguntas de comprensión y escribiendo oraciones usando un patrón.

1. Pre-Reading: (10 min.)

- a. **Look at the picture and guess what the text is about. Write your ideas in English or in Spanish.**

(Mira el dibujo y adivina de qué se trata el texto. Escribe tus ideas en inglés o en español)



2. While-Reading: (25 min.)

- a. **Read the text and check if you were right or not.**

(Lee el texto y comprueba si tenías razón o no)

INTERDEPENDENCE

Interdependence means the way in which living organisms depend on each other in order to stay alive, grow, and breed. Bees, for example, depend on pollen and nectar from flower for their food. Flowers, in turn, depend on bees to fertilize them so that they can produce seeds to make more flowering plants. Plants, in turn, produce oxygen gas, which all organisms need to live.

Taken from: Discovery Series: Ecology by Terry Jennings.

- b. **Now that you have a clear idea of the text, choose the best option for these questions:**
(Ahora que tienes una idea más clara del texto, escoge la mejor opción para estas preguntas)

1. **A possible meaning for the underline expression 'depend on' in line 1 could be...?**

- a. Living organisms need each other.
- b. Living organisms don't need each other.
- c. Living organisms protect each other.
- d. Living organisms like each other.

2. A possible synonym for the underlined word 'breed' in line 2 could be...?

- a. Die
- b. Play
- c. Reproduce
- d. Live

c. Answer True or False to the following sentences.

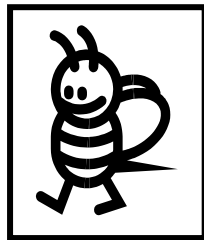
(Responde Verdadero o Falso a las siguientes oraciones)

- 1. Bees depend on dogs. F
- 2. Flowers depend on bees.
- 3. Rocks depend on water.
- 4. Plants depend on water.
- 5. Humans depend on plants.

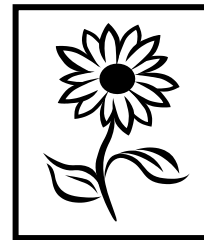
3. **Post-Reading:** (15 min.)

a. Now that you have a clear idea about 'interdependence', write a sentence under each picture using the expression 'depend on':

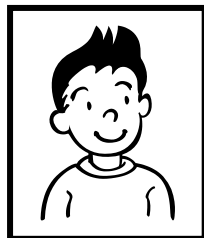
(Ahora que tienes una idea más clara acerca de 'interdependencia', escribe una oración debajo de cada dibujo usando la expresión 'depend on')



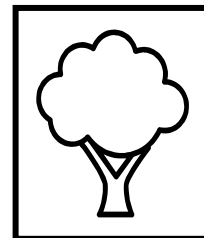
1. Bees depend on flowers



2. _____



3. _____



4. _____

NAME: _____

DATE: _____

AUTO EVALUACIÓN

TASK 3: INTERDEPENDENCE

Marca con una 'X' *Si* ó *No* a los siguientes enunciados de acuerdo con tu desempeño y conocimientos adquiridos durante la actividad para confirmar si alcanzaste el objetivo propuesto:
(5 min.)

AUTO EVALUACIÓN: TASK 3: INTERDEPENDENCE	SI	NO
1. Puedo adivinar que se trata el texto por medio de un dibujo.		
2. Puedo responder preguntas de comprensión sobre el texto.		
3. Puedo escribir oraciones acerca del texto usando el patrón 'depend on'.		

This reading task is based on an informative text about the relationship and necessities of the living organisms. The pre reading phase is based on the 'Anticipation' technique in which students can predict what the text is about using the title or pictures (Grellet 18). In this phase students will look at one picture and guess what the text is about, then they will write their predictions in English or Spanish.

In the while reading phase, students read the text and confirm their predictions by putting a tick next to each idea. According to Oxford a Compensation Strategy called 'Guessing intelligently' helps learner infer using a variety of linguistic and non-linguistic clues (93). The first activity of this phase consists on a multiple choice question about the meaning of the expression 'depend on'. Grellet proposes this type of question in which learners use a Cognitive Strategy called 'Reasoning deductively' (Oxford 82) to derive hypotheses about the main idea of the text. In the second activity of this phase learners will answer True or False to four statements in order to confirm if they understood the text as Scott in his book "Reading Elementary" encourages students to read for gist and to demonstrate how the text can be understood without understanding every word using True /False activities (9).

The previous phase presents the pattern 'depend on'; in the post reading phase students will use this pattern to produce four sentences. Rebecca Oxford proposes this Cognitive Strategy called 'Recognizing and using formulas and patterns' to enhance the learners' comprehension and production; build self-confidence, and increase understanding and fluency (72). The Memory Strategy proposed by Oxford: 'Applying images and sounds' involves remembering a written item by creating a mental image of it; this is the reason why in this phase four pictures were given to help students remember some ideas from the text (61).

7.6.4 Reading Task 4: Biodiversity

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES



NAME: _____

DATE: _____

TASK 4

OBJECTIVE:

- Students can get the main idea of the text by reading the title, answering comprehension questions, classifying information in a chart and writing sentences.
- Los estudiantes pueden extraer la idea principal del texto leyendo el título, respondiendo preguntas de comprensión, clasificando información en una tabla y escribiendo oraciones.

1. Pre-Reading: (5 min.)

- a. **Read the title and guess what the text is about. Write your ideas in English or in Spanish.**

(Lee el título y adivina de que se trata el texto. Escribe tus ideas en inglés o en español)

Title: 'BIODIVERSITY'

2. While-Reading: (15 min.)

- a. **Read the text and check if you were right or not:**

(Lee el texto y comprueba si tenías razón o no)

BIODIVERSITY

All around the world, ecologists are naming and counting every kind of living organism. This helps us to understand the amazing variety of life on Earth. It also shows us how living things have changed over time. So far, ecologists have found and described more than 1.5 million different species (types of animals or plants).

They include all kinds of plants and animals, fungi, bacteria, and other simple forms of life. No one knows the total number of species on Earth. It could be as many as 10 to 15 million. New species are discovered every week. This incredible variety of life is known as biodiversity.

Taken from: Discovery Series: Ecology by Terry Jennings.

(Ahora que tienes una idea clara del texto, escribe Falso o Verdadero)

1. Ecologists are helping living organisms. F
2. There is a lot of variety of life on Earth.
3. Ecologists have discovered few species.
4. New species are discovered every day.
5. Biodiversity includes many forms of life.

c. A possible meaning for the Word 'species' in line 3, could be...?

- a. Types of animals and plants.
- b. Types of food.
- c. Types of studies.
- d. Types of biodiversity.

3. **Post-Reading:** (15 min.)

a. Now that you have a clear idea of 'Biodiversity', classify the words from the box below in the chart. You can use a dictionary:

(Ahora que tienes una idea más clara acerca de 'Biodiversidad', clasifica las palabras del siguiente cuadro en la tabla. Puedes usar un diccionario)

bushes	pin	squirrels	sharks	flowers	owls
--------	-----	-----------	--------	---------	------

Plants	Animals
-	-
-	-
-	-

b. Write sentences using the words from the previous chart:

(Escribe oraciones usando las palabras de la tabla anterior)

1. Bushes are plants_____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

NAME: _____

DATE: _____

AUTO EVALUACIÓN

TASK 4: BIODIVERSITY

Marca con una 'X' *Si* ó *No* a los siguientes enunciados de acuerdo con tu desempeño y conocimientos adquiridos durante la actividad para confirmar si alcanzaste el objetivo propuesto:
(5 min.)

AUTO EVALUACIÓN: TASK 4: BIODIVERSITY	SI	NO
1. Puedo adivinar la idea principal del texto por medio del título.		
2. Puedo responder verdadero o falso de acuerdo con el texto.		
3. Puedo seleccionar el significado apropiado para la palabra 'Species'.		
4. Puedo clasificar información en una tabla teniendo en cuenta la idea principal del texto.		
5. Puedo escribir oraciones de acuerdo a la información presentada en el texto.		

This reading task is an informative text about the different kind of species on Earth. For the pre reading phase students have to use the 'Anticipation' technique in order to predict what the text is about using a title (Grellet 18); the Compensation Strategy used in this activity is called 'Guessing intelligently' through other clues such as titles (Oxford 92).

In the while reading phase, students have to read the text in order to confirm their predictions made in the previous phase. In activity two, students have to answer True or False to some statements according to the information of the text using the 'Understanding the meaning technique' (Grellet 21); the Cognitive Strategy used in this activity is called 'Reason deductively' (Oxford 82). Also, a multiple choice question is stated to ask students choose the appropriate meaning for the word 'species'.

In the post reading phase, students have to use the technique called 'Organizing the text' in which they have to classify a set of words about Biodiversity (Grellet 21); the Memory Strategy used in this activity is called 'Grouping' that is linked to the Cognitive Strategy called 'Taking notes' which will be implemented in the next activity (Oxford 59 - 86). In activity two, students have to write sentences about the information classified in the chart using the Cognitive Strategy proposed to receive and send messages called 'Using resources for receiving and sending messages' (Oxford 81).

7.6.5 Reading Task 5: From the forest

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES



NAME: _____ DATE: _____

TASK 5

OBJECTIVE:

- Students can get the main idea of the text by reading the title, answering comprehension questions, replacing words from the text by a synonym and writing sentences about the information presented in the text.
- Los estudiantes pueden extraer la idea principal del texto leyendo el título, respondiendo preguntas de comprensión, reemplazando las palabras del texto con un sinónimo y escribiendo oraciones con la información presentada en el texto.

1. Pre-Reading: (8 min.)

- a. **Read the title and guess what the text is about, write your ideas in English or in Spanish.**
(Lee el título y adivina de qué se trata el texto, escribe tus ideas en inglés o en español)

Title: 'FROM THE FOREST'

- b. **Answer the following question about the title.**
(Responde la siguiente pregunta)

1. **What do you think is the main idea of the text?**
- Animals.
 - Weather.
 - Trees.
 - Cars.

2. While-Reading: (20 min.)

- b. **Read the text and check if you were right or not.**
(Lee el texto y comprueba si tus predicciones eran correctas o no)

From the forest

Trees supply thousands of products for our daily lives. We eat fruits and nuts from trees, use decorative woods for jewelry and art projects, and make practical **items** like books and fences from wood.

Wood is used as a fuel for cooking and heating in stoves, **fireplaces** and barbecue grills. Houses, paper and boxes are made from trees, and the fibers and chemicals from wood are used to make products such as rayon fabric and rubber balls.

How can so many different products come from trees? It's because of the tree's **structure**. Trees are made of cellulose and lignin. This makes the tree strong enough to use for building houses and furniture. Since so many products are made from wood and wood fiber, the average American uses the equivalent of a 100-foot tree every year!

Taken from: 'Educational in nature' webpage..

c. Now that you read the text, answer the following question:

(Ya que leíste el texto, responde la siguiente pregunta)

1. A possible meaning for the underlined expression 'made from' could be...?

- a. Obtained.
- b. Prepared.
- c. Used.
- d. Cooked.

d. Choose a possible synonym for the following words?

(Escoge un posible sinónimo para las siguientes palabras)

1. The word 'items' in line 2, could be a synonym of...

- a. Fruits.
- b. Objects.
- c. Trees.
- d. Animals.

2. The word 'fireplace' in line 3, could be a synonym of...

- a. Tree.
- b. Candle.
- c. Chimney.
- d. Room.

3. The word 'structure' in line 6, could be a synonym of...

- a. Building.
- b. Composition.
- c. Body.
- d. Forest.

3. **Post-Reading:** (15 min.)

b. Now that you know the expression 'made from', choose the appropriate material from the box and write a sentence for each picture.

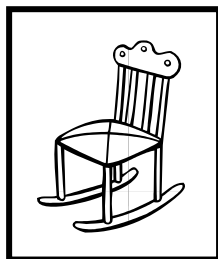
(Ya que conoces la expresión 'made from', escoge el material apropiado del cuadro y escribe una oración debajo para cada dibujo)

plastic

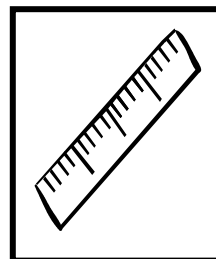
wood

metal

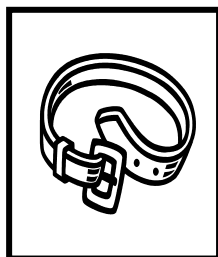
leather



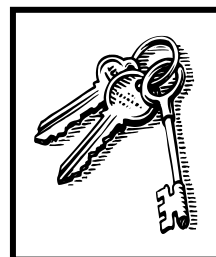
1. Chairs are made from Wood.



2. _____



3. _____



4. _____

NAME: _____

DATE: _____

AUTO EVALUACIÓN

TASK 5: FROM THE FOREST

Marca con una 'X' *Si* ó *No* a los siguientes enunciados de acuerdo con tu desempeño y conocimientos adquiridos durante la actividad para confirmar si alcanzaste el objetivo propuesto:
 (5 min.)

AUTO EVALUACIÓN: TASK 5: FROM THE FOREST	SI	NO
1. Puedo adivinar la idea principal del texto por medio del título.		
2. Puedo responder preguntas de comprensión acerca del texto.		
3. Puedo escoger el sinónimo apropiado de las palabras 'items', 'fireplace' and 'structure'		
4. Puedo escribir oraciones usando el patrón 'made from'.		

This reading task is an informative text about trees and its uses. In the pre reading phase the 'Anticipation' technique is used; in activity one, students have to predict what the text is about using the title (Grellet 18). The Compensation Strategy called 'Guessing Intelligently' is used to get the idea of the text using other clues before they start reading (Oxford 92). In activity two, students have to use the 'Skimming' technique to get the main idea of the text before reading (Williams 96); the Cognitive Strategy use in this activity is called 'Getting the idea quickly' (Oxford 80). In this phase there is a link between the two Cognitive Strategies 'Getting the idea quickly and 'Taking notes' since students have to write notes about their predictions (Oxford 86).

In the while reading phase, students start reading the text to confirm their predictions. Then, in activity one they have to answer a multiple choice question regarding the pattern 'made from' presented in the text. In activity two, students have to answer comprehension questions using the 'Understanding the meaning' technique, they are asked to replace four words from the text by their corresponding synonym (Grellet 21) This Cognitive Strategy is called 'Reasoning deductively' (Oxford 82).

In the post reading phase, students use the 'Matching' technique, they are asked to match by writing a sentences for each picture according to the material the objects are made from (Williams 109); and the Cognitive Strategy used in this activity is called 'Using resources for receiving and sending messages' since they can use a dictionary to search the unknown words (Oxford 82). In activity two, students have to write three sentences according to the information in the text, making use of the Cognitive Strategy called 'Using formulas and patterns' (Oxford 73).

7.6.6 Reading Task 6: Mammals Animals

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INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES



NAME: _____

DATE: _____

TASK 6

OBJECTIVE:

- Students can get the main idea of the text by answering comprehension questions about the text, replacing words of the text by antonyms and completing a diagram.
- *Los estudiantes pueden extraer la idea principal del texto respondiendo preguntas de comprensión del texto, reemplazando palabras del texto por antónimos y completando un diagrama.*

1. Pre-Reading: (10 min.)

- a. Read line 1 from the text and guess what the text is about. Write your ideas in English:

Line 1: 'What do we have in common with a bear, a mole, a squirrel...or even a bat?'

2. While-Reading: (25 min.)

- a. Read the text and check if you were right or not.

What do we have in common with a bear, a mole, a squirrel...or even a bat?

We're all mammals. Humans are just one of the 4,000 or so different species of mammals on our planet.

Mammals have three characteristics in common:

- They have fur
- They maintain a constant body temperature
- In the first few weeks or months of life, mammals are fed on milk produced by their mother.

Most people live in a building or a house. At home, you're in your natural habitat. Different mammals make use of many habitat types. Some mammals live in the desert, while others live in wetlands. Some mammals such as dogs and cats, often share your home. Forests are one of the primary habitats for many mammals.

Taken from: 'Educational in nature' webpage..

b. Now that you have a clear idea of the text, choose an appropriate title.

- a. Wild animals.
- b. Pets.
- c. Animal habitats.
- d. Mammal animals.

c. Now that you have some information about mammals, create sentences matching column A with column B

Column A

- 1. Mammals have
- 2. Mammal's body temperature is
- 3. Mammals live in
- 4. Mammals drink

Column B

- many types of habitat
- fur
- milk
- constant

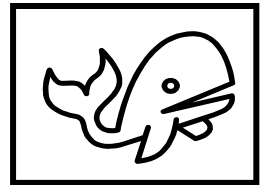
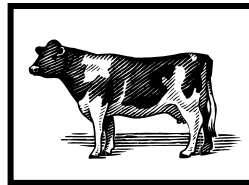
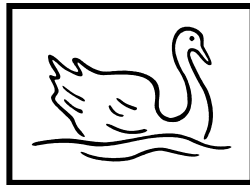
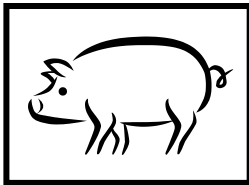
d. Choose a possible antonym from the box for each of these words.

- 1. Different _____
- 2. Constant _____
- 3. Many _____
- 4. Live _____

Die	Similar	Few	Habitat
Regular	Some	Animal	

3. **Post-Reading:** (15 min.)

a. Use a dictionary to write the names under each picture. Then, circle the animal that is NOT a mammal.



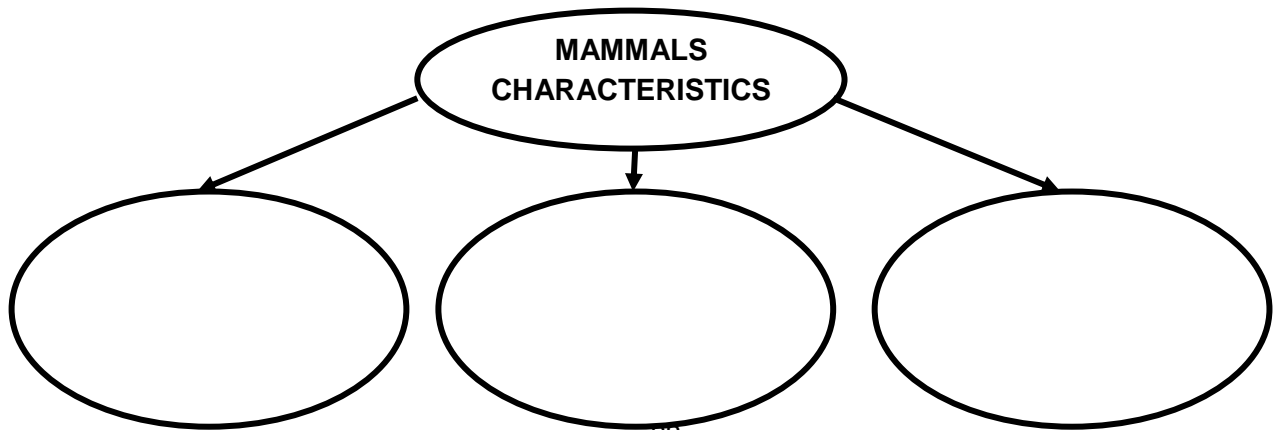
1. _____

2. _____

3. _____

4. _____

b. Complete the diagram with mammals characteristics:



NAME: _____

DATE: _____

AUTO EVALUACIÓN

TASK 6: MAMMALS AND FOREST

Marca con una 'X' *Si* ó *No* a los siguientes enunciados de acuerdo con tu desempeño y conocimientos adquiridos durante la actividad para confirmar si alcanzaste el objetivo propuesto:
(5 min.)

AUTO EVALUACIÓN: TASK 6: MAMMALS AND FOREST	SI	NO
1. Puedo adivinar de que se trata el texto usando la primera oración de este.		
2. Puedo unir la columna A con la columna B para crear oraciones.		
3. Puedo escoger el antónimo apropiado de las palabras subrayadas en el texto.		
4. Puedo escoger el dibujo que no está relacionado con la idea principal del texto.		
5. Puedo organizar la información del texto en un diagrama.		

This reading task is based on an informative text about Mammal animals. In the pre reading phase the 'Anticipation' technique is used (Grellet 18). Here, students have to read a sentence from the text and write their predictions about it; the Compensation Strategy 'Guessing intelligently' is linked to the Cognitive Strategy 'Taking notes' since they use the writing skills for their predictions (Oxford 86 - 92).

In the while reading phase, students read the text to confirm the predictions made in the previous phase. In activity two, students are asked to choose the appropriate title for the text using a multiple choice question to use the 'Understanding the meaning' technique (Grellet 21). In activity three, the 'Matching' technique is used as they have to choose the appropriate ending for each sentence based on the information about mammals presented in the text (Williams 109); the Cognitive Strategy used in this activity is called 'Reasoning deductively' in which they show their understanding of the text (Oxford 82). The technique used in activity four is called 'Inference' in which students infer a possible antonym from the box for the underlined words in the text (Grellet 14).

According to the last technique used in the previous phase, called 'Inference', for the post reading phase students have to circle the picture with the animal that is not a mammal (Grellet 14). Also, they have to use the Cognitive Strategy called 'Using a resource for receiving and sending messages' taking into account that students can use a dictionary to search the unknown words and write them under each picture (Oxford 81). In activity two, students use 'Organizing the text' technique in which they have to complete a diagram with mammals' characteristics (Grellet 21); in this activity the Memory Strategy called 'Semantic mapping' is used (Oxford 61).

7.6.7 Reading Task 7: Watching Water

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES



NAME: _____

DATE: _____

TASK 7

OBJECTIVE:

- Students can get the main idea of the text by using a picture, answering comprehension questions, organizing the text and writing sentences.
- Los estudiantes pueden extraer la idea principal del texto usando un dibujo, respondiendo preguntas de comprensión, organizando el texto y escribiendo oraciones.

4. Pre-Reading: (10 min.)

a. Look at the picture and write your predictions about the text in English



<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

b. Now, your opinion.

❖ How do you think water is polluted?

5. While-Reading: (20 min.)

a. Read the text and check if your predictions were right or not.

WATCHING WATER

Testing water for pollution is an important job for an ecologist.

Sooner or later the water that we have used in our homes, schools, and factories finds its way into a river or the sea. This usually happens after it is cleaned by a water treatment plant. But not all water is cleaned. Polluted water is not always easy to spot.

Ecologists regularly take samples of water from lakes, rivers, streams, and the sea. Back in the laboratory, they analyze the water to see what chemicals it contains to determine if the water is polluted.

Taken from: Discovery Series: Ecology by Terry Jennings.

b. Now that you know the main idea of the text, answer True or False:

- 1. Ecologists analyze the water. _____
- 2. Ecologists analyze the water in their houses. _____
- 3. Ecologists take samples of water from the ocean. _____
- 4. Ecologists analyze clean water. _____

c. Look at the underlined words in the text. Write them in front of the possible synonyms presented below.

- 1. Dirty = _____
- 2. Study = _____
- 3. Find = _____

6. **Post-Reading:** (15 min.)

a. Organize from 1 – 5 the following sentences according to the information presented in the text:

- a. Ecologists analyze polluted water. _____
- b. We use clean water again. _____
- c. We use water at home. 1
- d. Water treatment plants clean polluted water. _____
- e. Water goes to a river. _____

b. Now that you know the importance of water, write three ways you can use clean water. Use a dictionary:

- 1. I use clean water to brush my teeth _____.
- 2. _____.
- 3. _____.
- 4. _____.

NAME: _____

DATE: _____

AUTO EVALUACIÓN

TASK 7: WATCHING WATER

Marca con una 'X' *Si* ó *No* a los siguientes enunciados de acuerdo con tu desempeño y conocimientos adquiridos durante la actividad para confirmar si alcanzaste el objetivo propuesto:
(5 min.)

AUTO EVALUACIÓN: TASK 7: WATCHING WATER	SI	NO
1. Puedo adivinar la idea principal del texto por medio de un dibujo.		
2. Puedo responder preguntas de comprensión acerca del texto.		
3. Puedo responder verdadero o falso de acuerdo a la información presentada en el texto.		
4. Puedo escoger el sinónimo apropiado para las palabras subrayadas en el texto.		
5. Puedo escribir oraciones sobre el uso del agua limpia.		

This reading task is based on an informative text about how ecologists analyze water. In the pre reading phase students have to predict the main idea of the text using a picture. The 'Anticipation' technique and the Cognitive Strategy called 'Getting the idea quickly' linked to other Cognitive Strategy called 'Taking notes' are used since students have to take notes of their predictions (Oxford 80 - 86).

In the while reading phase students read the text to confirm their predictions. In activity one, they have to answer a Yes/No question in which they use 'Understanding the meaning' technique in order to 'Reason deductively' about ecologists' job (Grellet 21). The 'Inference' technique is used in activity two as students have to replace three underlined words from the text with synonyms, in this activity the strategy 'Reason Deductively' is used again (Grellet 14).

In the post reading phase students 'Organize the text' chronologically according to the events presented in the text about water (Grellet 20); the Cognitive Strategy called 'Summarizing' is used to understand the main points of the text (Oxford 88). In activity two, students infer about the importance of water and think about three ways they can use clean water; to do so, they implement the Cognitive Strategy called 'Use a resource for receiving and sending messages' to write three sentences with the help of a dictionary (Oxford 81).

8. CONCLUSIONS

Institución Educativa Oriente Miraflores does not provide enough input to students in the English class since most of the time the Head teacher focused her classes on grammar and vocabulary as observed in the analysis of the data collected by the practitioners. It was noticeable that the receptive skills were not being taken into consideration in the class therefore students could not use the productive skills to improve their language learning process. During the data analysis process was also found that reading activities are not addressed in class, students' reading level is below Colombian Education Standards proposed by the Ministry of Education and the institution does not have a library. This is the reason why practitioners decided to supply the institution with reading tasks in order to develop students English reading skills.

In order to define a problem at 'Institución Educativa Oriente Miraflores'; there were utilized three methods to collect information. First, using an open-ended observation, practitioners observed that the teacher used worksheets about vocabulary, the only evidence of writing is note-taking and she did not use an English text book, CDs or dictionaries to support teaching and learning process. Also, in the target institution there was no reading implementation due to the fact that it does not have a library. Second, the Coordinator and Head teacher questionnaires confirmed the English class methodology and lack of resources at the target institution.

Third, sixth grade students were surveyed about their perception of the English class, the activities developed and the kind of readings they would like to have during it. The results showed that the majority of the students like English classes because of the teacher's attitude and the minority of the students dislike the English class due to the difficulty of the topics; what is more, writing is the most frequent skill and reading is the least frequent skill developed during the English class; in addition, it was evident that students want to read real and reflecting stories during the English class. Fourth, a reading comprehension test was conducted to sixth graders and the results showed that

students have low proficiency level on reading skills since none of the them obtained a good nor outstanding performance this means that students' reading comprehension level do not accomplish the Colombian curricular standards proposed by the Ministry of Education.

In order to address the problem, practitioners will supply the target institution with seven English Reading tasks to develop English reading skills for sixth graders, with relation to ecological themes and students' English level. The reading tasks contain real and informative texts about ecology. These texts are called 'text collection' books which are supplementary reading comprehension to develop students' reading skills.

The practitioners designed activities for each text regarding the learning strategies proposed by Rebecca Oxford and different techniques and activities proposed by many authors such as Eddie Williams, Cristine Nuttall, Françoise Grellet in order to develop students' reading skills. In each reading task a general objective is stated and the instructions are in English and Spanish except the last two to demand students reading comprehension. The three reading phases are displayed in the tasks to help students with the issue of motivation, the language problems and make them realize in which stage of the reading process they are. With the usage of the reading phases, students first infer and predict, then they are exposed to activities to verify if they understood the content of the text and finally they have to reflect and produce an output using writing skills. The strategies considered in this project are: Memory Strategies, Cognitive Strategies, Compensatory Strategies and Metacognitive Strategies. At the end of each reading task a self evaluation rubric is used to find out students reading development.

The activities were designed regarding reading phases and learning strategies in sequence in order to give students an input, corroborate students' reading comprehension and challenge them to produce an output using writing skills. The activities defined by Williams and techniques defined by Grellet are: Anticipation technique, Skimming technique, Inference technique, Organization of the text technique,

Understanding the meaning technique, Read and match activity and Read and draw activity.

The practitioners will deliver the seven reading tasks to the institution in order to be applied by the head teacher during seven months of an academic year. This project is intended to help sixth grade students to develop their English reading skills in a dynamic way.

9. LIMITATIONS

The practitioners faced two major limitations during the development of this Project. First, as the school is located in a peripheral area of the east of Bucaramanga (Morrórico Neighborhood), the practitioners had difficulties getting to the school to conduct the observations, questionnaires, surveys and tests needed for the description of the problem. Second, during the time of the development of the project, classes at 'Institución Educativa Oriente Miraflores' were canceled several times, for this reason the practitioners of this study had difficulties to follow their schedule as planned.

10. RECOMMENDATIONS

Practitioners recommend the Head Teacher to implement the English reading tasks once a month in order to get students used to reading in English so that they start their reading skills development.

Practitioners suggest the head teacher to use the seven Answer Keys designed for each reading task to assess students' answers. However the Head teacher is free to choose the way of grading and evaluating students' performance during their reading skills development process.

At the end of each reading task there is a self-evaluation chart that practitioners suggest to use with the aim of measure students' reading skills development themselves.

It is also very important to conduct a 'Reading Comprehension Test' after the treatment with the purpose of analyzing whether students' reading skills improved or not.

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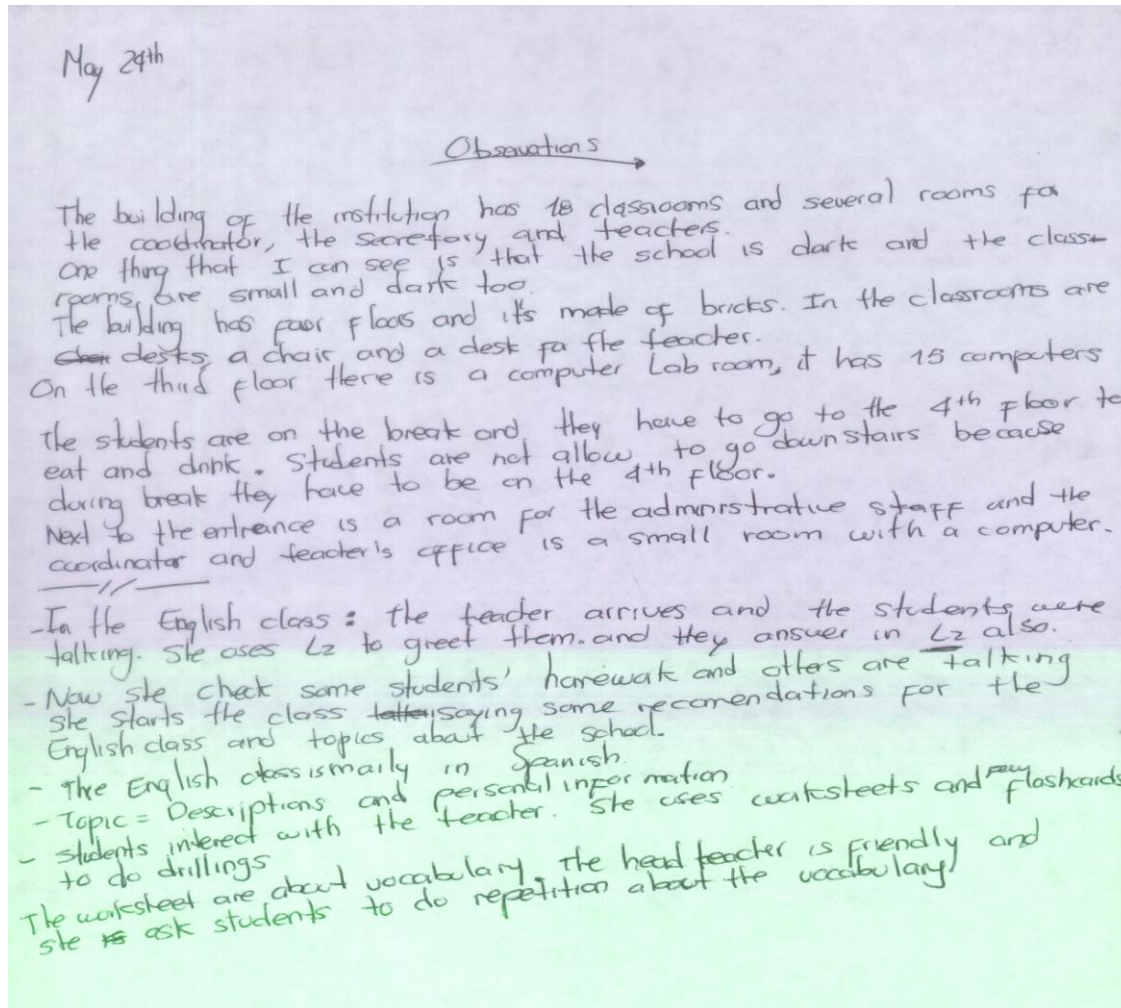
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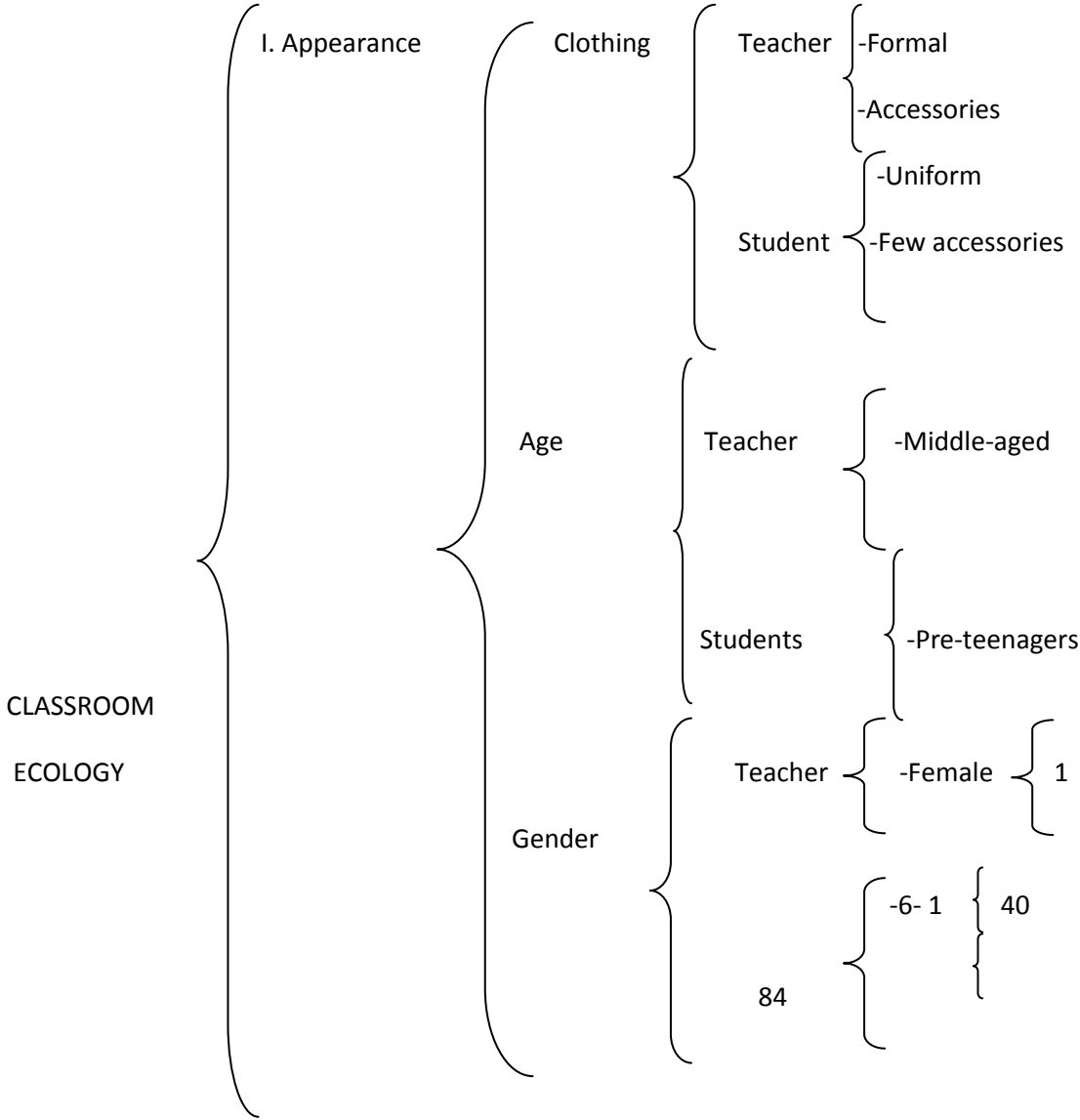
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12. APPENDIXES

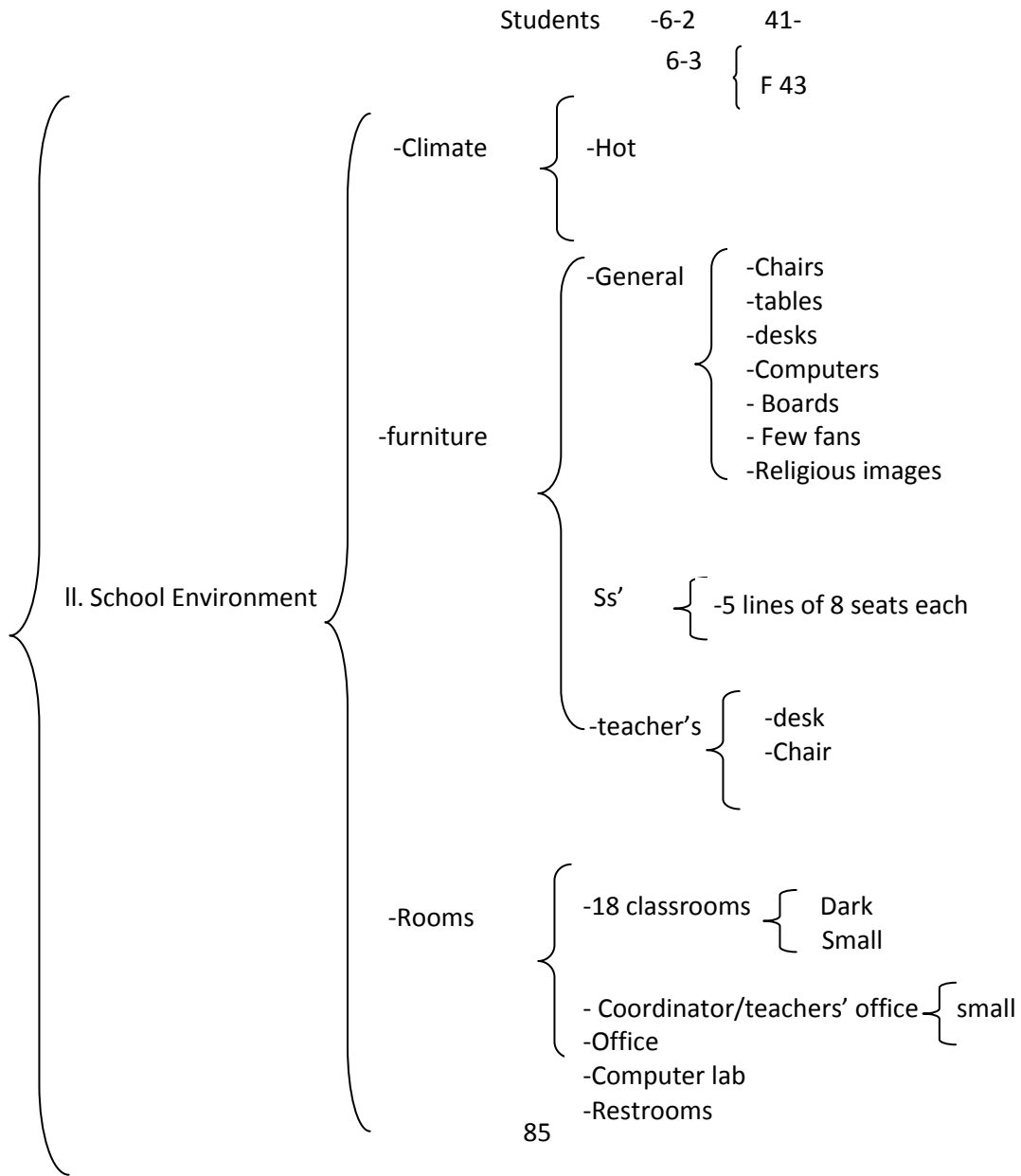
APPENDIX 1 FIELD NOTES AND TAXONOMIC ANALYSIS OPEN ENDED



TAXONOMIC ANALYSIS OPEN-ENDED



CLASSROOM
ECOLOGY



CLASSROOM
ECOLOGY

III. Verbal Behavior
And interactions

Interactions
The class

Teacher -Ss

Time

-most of the time

Spanish – most of

Teaching

English – little time

Instructions
Vocabulary

Type

-Formal

-Explanations

-Informal

-greeting

Tone

-Medium

-teaching

-Low

-Personal instruction

Ss -teacher

-Time

little time

-Presenting homework
-Participation in class

-Type

-Informal

-Tone

-medium

-Oral exercises

-low

-Participation

Ss- Ss

-Time

-The whole class

Spanish all the time

- Type

Informal

-Tone

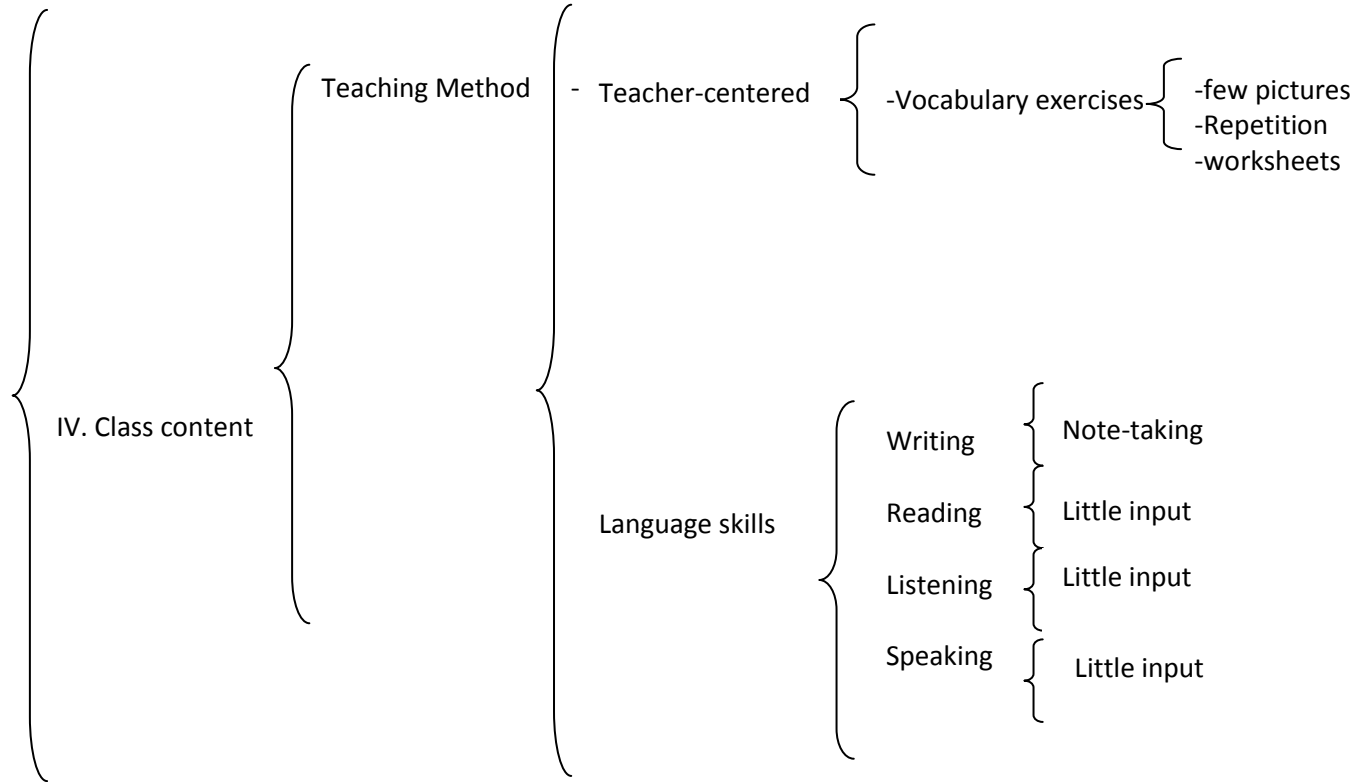
Medium

Group Work

High

Messing around

CLASSROOM
ECOLOGY



APPENDIX 2 COORDINATOR QUESTIONNAIRE FORMAT

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
LICENCIATURA EN INGLES

ENCUESTA COORDINADOR (A)

El propósito de esta encuesta es conocerlos mejor.

Responda con sinceridad las siguientes preguntas según el enunciado:

1. ¿Cuál es su nombre? _____

2. ¿Cuál es su cargo en la Institución? _____

3. ¿Cómo cree usted que es el desempeño académico de la Institución en general?

4. ¿Cómo cree usted que es el desempeño académico de la Institución en Inglés?

5. ¿Se siente conforme con los resultados en la materia de Inglés? Porque?

6. ¿Qué cree usted que mejoraría el nivel de inglés en la Institución?

APPENDIX 3 COORDINATOR QUESTIONNAIRE

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
LICENCIATURA EN INGLES



CONSTRUIMOS FUTURO

ENCUESTA COORDINADOR (A)

El propósito de esta encuesta es conocerlos mejor.
Responda con sinceridad las siguientes preguntas según el enunciado:

1. ¿Cuál es su nombre? Alberto Rafael Cortés
2. ¿Cuál es su cargo en la Institución? Coordinador
3. ¿Cómo cree usted que es el desempeño académico de la Institución en general?
En general estamos en promedio aceptable en todas las áreas
4. ¿Cómo cree usted que es el desempeño académico de la Institución en Inglés?
En nivel medio basándose en el ICFES
5. ¿Se siente conforme con los resultados en la materia de Inglés? Porque?
Si, porque tiene una profesora calificada para dictar buenas clases de inglés
6. ¿Qué cree usted que mejoraría el nivel de inglés en la Institución?
haciendo mas intensivo el inglés = más horas y reparar la tecnología = videos, conferencia, chats.
No hay texto, no hay banco de guías
Material obsoleto con cassettes.

APPENDIX 4 HEAD TEACHER QUESTIONNAIRE FORMAT

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
LICENCIATURA EN INGLES

ENCUESTA DOCENTE

El propósito de esta encuesta es saber sobre la clase de inglés.
Responda con sinceridad las siguientes preguntas según el enunciado:

1. ¿Tiene la clase de inglés un libro como soporte y desarrollo? ¿Por qué?

2. ¿En la clase de inglés son necesarios los materiales de soporte para poder desarrollarla? ¿Por qué?

3. ¿Qué otros materiales utiliza para su clase de inglés?

4. ¿Cree usted que estos materiales podrían mejorar el desempeño y el aprendizaje de la lengua inglesa? ¿Por qué?

5. ¿Qué cree usted que mejoraría el desarrollo de la clase de Inglés? ¿Por qué?

Appendix 5 HEAD TEACHER QUESTIONNAIRE

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
LICENCIATURA EN INGLES



ENCUESTA DOCENTE

El propósito de esta encuesta es saber sobre la clase de inglés.
Responda con sinceridad las siguientes preguntas según el enunciado:

1. ¿Tiene la clase de inglés un libro como soporte y desarrollo? ¿Por qué?

No, en este colegio no se pueden pedir libros a los estudiantes, por lo cual yo armo guías a partir de varios libros

2. ¿En la clase de inglés son necesarios los materiales de soporte para poder desarrollarla? ¿Por qué?

Como no se usan medios tecnológicos, ni tampoco hay afiches y carteleras, yo uso muchas guías.

3. ¿Qué otros materiales utiliza para su clase de inglés?

Los estudiantes traen hojitas de colores, marcadores y otros materiales para trabajar

4. ¿Cree usted que estos materiales podrían mejorar el desempeño y el aprendizaje de la lengua inglesa? ¿Por qué?

Cualquier innovación en clase motiva a los estudiantes, ellos siempre esperan algo interesante del profesor.

5. ¿Qué cree usted que mejoraría el desarrollo de la clase de Inglés? ¿Por qué?

Poder tener clases realmente interactivas, donde se aborden elementos principales para construir un conocimiento básico del idioma.

Appendix 6 NEEDS ANALYSIS SURVEY FORMAT

UNIVERSIDAD INDUSTRIAL DE SANTANDER

ESCUELA DE IDIOMAS
INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES
GRADE: _____



NEEDS ANALYSIS SURVEY

Responde las siguientes preguntas con sinceridad. Encierra la respuesta que consideres adecuada:

No hay respuestas correctas ni incorrectas.

1. ¿Cómo te sientes en la clase de inglés?

- a. Bien
- b. Regular
- c. Mal

¿Por qué? _____

2. ¿Qué actividades se desarrollan con más frecuencia en la clase de inglés?

- a. Actividades de escucha
- b. Comprensión de lectura
- c. Escritos
- d. Actividades de expresión oral

3. ¿Qué actividades se desarrollan con menos frecuencia en la clase de inglés?

- a. Actividades de escucha
- b. Comprensión de lectura
- c. Escritos
- d. Actividades de expresión oral

4. ¿Qué tipo de textos te gustaría leer en la clase de inglés?

- a. Textos que cuentan historias reales
- b. Textos que cuentan historias ficticias
- c. Textos que te cuentan algo nuevo
- d. Textos con una reflexión

Appendix 7 NEEDS ANALYSIS SURVEY

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS
INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES
GRADE: 6-2



NEEDS ANALYSIS SURVEY

Responde las siguientes preguntas con sinceridad. Encierra la respuesta que consideres adecuada:
No hay respuestas correctas ni incorrectas.

1. ¿Cómo te sientes en la clase de inglés?

- a. Bien
- b. Regular
- c. Mal

¿Por qué? por que estoy aprendiendo y se un poco

2. ¿Qué actividades se desarrollan con más frecuencia en la clase de inglés?

- a. Actividades de escucha
- b. Comprensión de lectura
- c. Escritos
- d. Actividades de expresión oral


3. ¿Qué actividades se desarrollan con menos frecuencia en la clase de inglés?

- a. Actividades de escucha
- b. Comprensión de lectura
- c. Escritos
- d. Actividades de expresión oral

4. ¿Qué tipo de textos te gustaría leer en la clase de inglés?

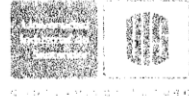
- a. Textos que cuentan historias reales
- b. Textos que cuentan historias ficticias
- c. Textos que te cuentan algo nuevo
- d. Textos con una reflexión

Appendix 8 SUMMATIVE ASSESSMENT FORMAT

GRADE: _____	
READING TEST	
<p>HEY! Test taking strategy</p> <p>Before Reading the text you can predict its content from the pictures that illustrate it or from its title</p>	
<p>A. Read the title of the brochure and predict the content of the text. Then, read the text and match the columns A and B. (lee el título del folleto y predice el contenido del texto. Luego, lee el texto y une las columnas A y B)</p>	
<p>HONDURAS, a small country with three amazing Worlds: Mayan history, tropical nature and magic Caribbean sea.</p>	<p>In this country you can visit a fascinating place like Islas de Bahía. These islands are some of the favorite places for divers and those who like snorkeling from all over the world. They come to enjoy the warm and crystalline Caribbean waters. They are located on the Honduras Atlantic coast. You can see different animals. This gives you a new adventure every day. Another place you can visit is a small and peaceful town called Puerto de Tela. It has the best beach at the region. Finally, you can go to Copán a very important and ancient city of the Maya civilization. It is located on the border of Honduras and Guatemala. It has amazing ruins and is home to many wild animals.</p>
	
<p>COLUMN A</p> <ol style="list-style-type: none"> 1. () Copán is 2. () Islas de Bahía are 3. () Puerto de Tela is 4. () Copan has 5. () Waters at Islas de Bahía are 6. () At Islas de Bahía you can practice 7. () Puerto de Tela has 8. () Copán is located on the border of 9. () At Islas de Bahía you can see 10. () Islas de Bahía are on 	<p>COLUMN B</p> <ol style="list-style-type: none"> a. Honduras and Guatemala b. The best beach in the region c. an important Mayan city d. different sea animals e. famous all over the world f. amazing ruins g. the Atlantic coast of Honduras h. a small and peaceful town. i. Diving and snorkeling j. warm and crystalline
<p>B. Organize the sentences of this letter. Number them from 1 to 10 (Organiza las oraciones de esta carta, enuméralas de 1 a 10)</p>	
<p>a. my family and I are very happy visiting this beautiful county ()</p> <p>b. Dear Giovanni. ()</p> <p>c. Now, I'm in Tikal, an ancient Mayan town ()</p> <p>d. Greeting from Guatemala ()</p> <p>e. Love, Cynthia ()</p>	<p>f. I miss you a lot. I'll send you photos of my trip next week ()</p> <p>g. How are you? I Hope fine ()</p> <p>h. Take care. Hugs and kisses ()</p> <p>i. In this town you can see many exotic birds ()</p> <p>j. there are 33 volcanoes and 19 different ecosystems here ()</p>
<p><i>Taken from, Olaya et al, Tests for Teenagers 6. Greenwich ELT</i></p>	

Appendix 9 SUMMATIVE ASSESSMENT

UNIVERSIDAD INDUSTRIAL DE SANTANDER
 ESCUELA DE IDIOMAS
 INSTITUCION EDUCATIVA ORIENTE MIRAFLORES
 GRADE: 6-2



READING TEST

1

HEY! Test taking strategy

Before Reading the text you can predict its content from the pictures that illustrate it or from its title

A. Read the title of the brochure and predict the content of the text. Then, read the text and match the columns A and B. (lee el título del folleto y predice el contenido del texto. Luego, lee el texto y une las columnas A y B)

HONDURAS, a small country with three amazing Worlds: Mayan history, tropical nature and magic Caribbean sea.



In this country you can visit a fascinating place like Islas de Bahía. These islands are some of the favorite places for divers and those who like snorkeling from all over the world. They come to enjoy the warm and crystalline Caribbean waters. They are located on the Honduras Atlantic coast. You can see different animals. This gives you a new adventure every day. Another place you can visit is a small and peaceful town called Puerto de Tela. It has the best beach at the region. Finally, you can go to Copán a very important and ancient city of the Maya civilization. It is located on the border of Honduras and Guatemala. It has amazing ruins and is home to many wild animals.

COLUMN A

1. ~~(G)~~ Copán is X
2. ~~(C)~~ Islas de Bahía are X
3. ~~(H)~~ Puerto de Tela are X
4. ~~(F)~~ Copan has X
5. ~~(N)~~ Waters at Islas de Bahía are X
6. ~~(J)~~ At Islas de Bahía you can practice X
7. ~~(D)~~ Puerto de Tela has X
8. ~~(F)~~ Copán is located on the border of X
9. ~~(G)~~ At Islas de Bahía you can see X
10. ~~(I)~~ Islas de Bahía are on X

COLUMN B

- a. Honduras and Guatemala
- b. The best beach in the region
- c. an important Mayan city
- d. different sea animals
- e. famous all over the world
- f. amazing ruins
- g. the Atlantic coast of Honduras
- h. a small and peaceful town.
- i. Diving and snorkeling
- j. warm and crystalline

B. Organize the sentences of this letter. Number them from 1 to 10 (Organiza las oraciones de esta carta, enuméralas de 1 a 10)

- a. my family and I are very happy visiting this beautiful country
- b. Dear Giovanni.
- c. Now, I'm in Tikal, an ancient Mayan town
- d. Greeting from Guatemala.
- e. Love, Cynthia

- (1) X
- (2) X
- (3) X
- (5) X
- (4) X





- f. I miss you a lot. I'll send you photos of my trip next week
- g. How are you? I Hope fine
- h. Take care. Hugs and kisses
- i. In this town you can see many exotic birds
- j. there are 33 volcanoes and 19 different ecosystems here

- (1) X
- (2) X
- (3) X
- (4) X
- (5) X

Taken from, Olaya et al, Tests for Teenagers 6. Greenwich ELT

Appendix 10

MEN STANDARDS

GRADOS 6 a 7 Básica Secundaria Básico 2 (A 2.2)	
 <p>Además de lo que logré en el nivel anterior, en este nivel</p>	 <p>Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.</p>
 <p>Escucho un texto oral y, si me resulta familiar, comprendo la información más importante.</p>	 <p>Sostengo conversaciones rutinarias para saludar, despedirme, hablar del clima o de cómo me siento.</p>
Escucha	
<ul style="list-style-type: none"> Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. 2, 3 Comprendo preguntas y expresiones orales que se refieren a mí, a mi familia, mis amigos y mi entorno. 1, 2, 3 Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. 1, 2, 3 Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. 1, 2, 3 Comprendo una descripción oral sobre una situación, persona, lugar u objeto. 1, 2 Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales. 1, 2, 3 Comprendo la idea general en una descripción y en una narración. 2 	
Lectura	
<ul style="list-style-type: none"> Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. 1, 2 Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. 1, 2, 3 Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. 1, 2 Comprendo relaciones establecidas por palabras como <i>and</i> (adición), <i>but</i> (contraste), <i>first</i>, <i>second...</i> (orden temporal), en enunciados sencillos. 1, 2 Valoro la lectura como un hábito importante de enriquecimiento personal y académico. Identifico el significado adecuado de las palabras en el diccionario según el contexto. 1, 2 Aplico estrategias de lectura relacionadas con el propósito de la misma. 2 Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. 2, 3 Identifico la acción, los personajes y el entorno en textos narrativos. 2 	

Taken from MEN standards for sixth grade (Ministerio de educación nacional)

UNIVERSIDAD INDUSTRIAL DE SANTANDER
 ESCUELA DE IDIOMAS
 INSTITUCIÓN EDUCATIVA ORIENTE MIRAFLORES
 NAME: _____ DATE: _____



ANSWER KEY

TASK 1
 WATER CYCLE

4. **Pre-Reading:** (3 min)
 b. Look at the following picture and predict a possible title for it. Write an idea in English or Spanish.

Title: 'Water Cycle'

5. **While-Reading:** (20 min)
 c. Look at the picture again and write the list of the key words.
 Students write their ideas about the picture.

d. Answer the following question to check if you understood what the previous picture is about.

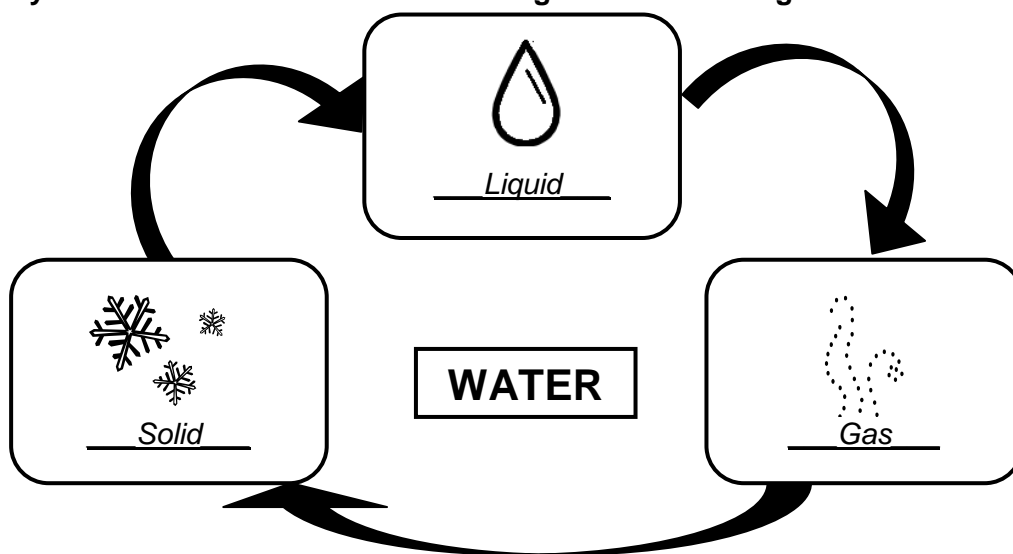
3. What is the picture about?

Answer =B

4. To verify if you understood the main idea of the picture, fill in the blank with the correct word.
1. Evaporation
 2. Condensation
 3. Precipitation

3.Post-Reading: (15 min)

- b. Now that you know about water. Fill in the diagram with drawings and write the three stages of water.



NAME: _____ DATE: _____

ANSWER KEY

TASK 2
BIOMES

1. **Pre-Reading:** (8 min.)

c. Look at the picture and write what you think about it, can you predict what the text is about?
Students write their ideas.

d. Now answer YES or NO to the following statements about the picture:

1. NO
2. YES
3. YES

2. **While-Reading:** (15 min.)

d. Now you can confirm your predictions, read the text:

Students read the text and confirm their ideas..

e. According to what you read, you can answer this question:

1. What is a biome?

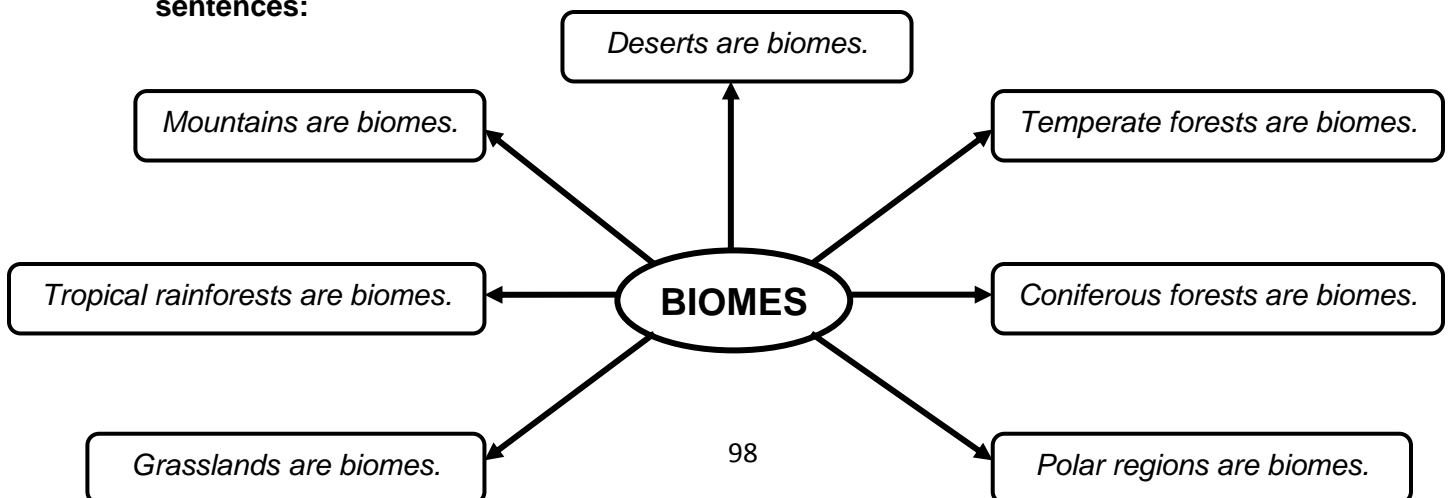
Answer = B

f. Now that you have a better understanding of the main idea of the text. Draw a line to match each picture with the corresponding biome.

1. Desert
2. Grassland
3. Polar Region
4. Forest

3. **Post-Reading:** (15 min.)

b. To verify if you understood the different types of 'biomes', fill in the following diagram with sentences:



NAME: _____ DATE: _____

ANSWER KEY

TASK 3
INTERDEPENDENCE

4. **Pre-Reading:** (10 min.)

- a. Look at the picture and predict what the text is about. Write your ideas in English or Spanish.
Students write their ideas.

5. **While-Reading:** (25 min.)

- d. Read the text and confirm if your predictions were right or not.
Students read the text and confirm their ideas.

- e. Now that you know what the text is about, choose the best option for this question:

3. A possible meaning for the underline expression 'depend on' in line 1 could be...?

Answer = A

4. A suitable synonym for the underlined word 'breed' in line 2 could be...?

Answer = C

- f. Answer True or False to the following sentences to confirm if you understood the text:

1. F
2. T
3. F
4. T
5. T

6. **Post-Reading:** (15 min.)

- c. According to what you know about 'interdependence', write a sentence under each picture using the expression 'depend on':

1. *Bees depend on flowers.*
2. *Flowers depend on bees.*
3. *Humans depend on plants.*
4. *Plants depend on humans.*

NAME: _____ DATE: _____

ANSWER KEY

TASK 4
BIODIVERSITY

7. **Pre-Reading:** (5 min.)

- d. Read the title; predict what the text is about. Write your ideas in English.
Students write their ideas.

8. **While-Reading:** (15 min.)

- e. Read the text and confirm if your predictions were right or not:
Students read the text and confirm their ideas.

e. Now that you have a clear idea of the text, answer True or False:

1. F
2. T
3. F
4. F
5. T

- f. A possible meaning for the Word 'species' in line 3, could be...?
Answer = A

9. **Post-Reading:** (15 min.)

- c. Now that you know about 'Biodiversity', classify the words from the box below in the chart. you can use a dictionary:

Plants	Animals
- <i>Bushes</i>	- <i>Squirrels</i>
- <i>Pines</i>	- <i>Owls</i>
- <i>Flowers</i>	- <i>Sharks</i>

- d. Write sentences using the words from the previous chart:

1. *Bushes are plants.*
2. *Pines are plants.*
3. *Flowers are plants.*
4. *Squirrels are animals.*
5. *Owls are animals.*
6. *Sharks are animals.*

NAME: _____ DATE: _____

ANSWER KEY

TASK 5
FROM THE FOREST

1. Pre-Reading: (8 min.)

c. Read the title and predict what the text is about, write your ideas.

Title: 'FROM THE FOREST': Students write their ideas.

d. Now that you have some ideas about the text, answer the following question:
What do you think is the main idea of the text?

Answer= C

2. While-Reading: (20 min.)

f. Let's confirm if your predictions were right or not, read the text:

Students read the text and confirm their ideas.

g. Now that you read the text, you can answer the following question:

2. A possible meaning for the underline expression 'made from' could be...?

Answer= A

h. What do you think is the appropriate word to replace these words from the text?

4. The word 'items' in line 2, could be replaced by...

Answer= B

5. The word 'fireplace' in line 3, could be replaced by...

Answer=C

6. The word 'structure' in line 6, could be replaced by...

Answer= B

3. Post-Reading: (15 min.)

d. Now that you know the expression 'made from', choose the appropriate material from the box and write a sentence under each picture:

2. Rules are made from plastic

3. Bells are made from leather

4. Keys are made from metal

NAME: _____ DATE: _____

ANSWER KEY

TASK 6
MAMMAL ANIMALS

4. **Pre-Reading:** (10 min.)

- b. Read line 1 from the text and predict what is the text about, write your ideas in English:

Line 1: 'What do we have in common with a bear, a mole, a squirrel...or even a bat?'

Students write their ideas

2. **While-Reading:** (25 min.)

- e. Read the text and confirm your predictions:

Students read the text and confirm their ideas.

- f. Now that you confirmed your prediction, choose the appropriate title for the text:

Answer= D

- g. Now that you have some information about mammals, you have to build up sentences.
Match column A with column B

5. Mammals have fur
6. Mammal's body temperature is constant
7. Mammals live in many types of habitat
8. Mammals drink milk

- h. Now choose the appropriate antonym for the underlined words from the text:

5. Die = Live
6. Similar = Different
7. Few = Many
8. Irregular = Constant

5. **Post-Reading:** (15 min.)

- c. According to what you know about the text, circle the animal that is NOT a mammal and write the names under each picture. Use a dictionary

1. Pig
2. Duck (it is not a mammal)
3. Cow
4. Whale

- d. Now that you have a clear idea of the text, complete the diagram with mammals characteristics:

1. They have fur
2. They maintain a constant body temperature
3. In the first few weeks or months of life, mammals are fed on milk produced by their mother

NAME: _____ DATE: _____

ANSWER KEY

TASK 7
WATCHING WATER

6. **Pre-Reading:** (10 min.)

c. Look at the picture and write your predictions about what the text is about:

Students write their predictions.

d. Answer this question in English:

❖ How do you think water is polluted?

Students write their ideas.

7. **While-Reading:** (20 min.)

d. Read the text and confirm your predictions:

Students read the text and confirm their ideas.

e. Now that you know what the text is about answer True or False:

5. Ecologists analyze the water= T
6. Ecologists analyze the water in their houses= F
7. Ecologists take samples of water from the ocean= T
8. Ecologists analyze clean water= F

f. Which of the underlined words from the text can be replaced by the following synonym?

4. Dirty = Polluted
5. Study = Analyze
6. Find = Spot

8. **Post-Reading:** (15 min.)

c. Organize from 1 – 5 the following sentences according to the information presented in the text:

- | | |
|---|---|
| f. Ecologists analyze polluted water. | 3 |
| g. We use clean water again. | 5 |
| h. We use water at home. | 1 |
| i. Water treatment plants clean polluted water. | 4 |
| j. Water goes to a river. | 2 |

d. Now you have to reflect about the use of water, write three ways you can use clean water. Use a dictionary:

Students write three sentences about the use of clean water.