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ENCOURAGING NINTH GRADERS TO IMPROVE THEIR READING COMPREHENSION...

Encouraging Ninth Graders to Improve Their Reading Comprehension And Become Self-Directed Through Doing Reading Tasks Based on Authentic Texts And Applying Reading Strategies.

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“Research Report submitted in
partial fulfillment of the requirements for the degree of Master in
English Language Teaching for Self-Directed Learning” (Online Program)

Directed by: Maritza Housset

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Chía, Colombia

June 2013

Declaration

I hereby declare that my research report entitled:

“Encouraging ninth graders to become self- directed through doing reading tasks based on authentic texts and applying reading strategies”.

- Is the result of my own work or research circle members’ work.
- Declares which is the outcome of work done in collaboration as declared and specified in the text;
- Is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- Complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Languages and Cultures;
- Has been submitted by or on the required submission date.

Date: June 2013

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Finally, I dedicate this action research paper to my daughter, who always encouraged me to continue my education in order to become better at my work.

Abstract

The aim of this action research was to encourage students to improve their reading comprehension through practicing reading strategies, and to motivate them to become self-directed learners by doing reading tasks based on authentic texts uploaded in a social network named Edmodo. This research was carried out in a Colombian public school in Bogotá and the target group involved in this research was 10 ninth grade students where four of them were in elementary level and the six of them were in pre-intermediate level. The strategies used applying the action research were predicting, skimming and scanning. The intervention consisted on six authentic readings texts which students developed and uploaded on “Edmodo”. Different instruments were used for collecting data: a journal and a questionnaire which was answered before the intervention started and then at the end of it, and a reading comprehension test done before the implementation. The data collected for this research was both qualitative and quantitative and the type of analysis was interpretative and statistical.

After the implementation, the participants became aware of the use of reading strategies, they improved their reading comprehension skill, and they showed that reading authentic texts increases their motivation, especially when the texts to read are related to previous known topics. They became more responsible for doing tasks, although, it is necessary to assign additional tasks so they can practice other reading strategies and become self-directed learners.

Key words: Reading comprehension, reading strategies, self-directed learning, authentic texts and Edmodo.

Resumen

El objetivo de esta Investigación-Acción fue motivar a los estudiantes a mejorar su comprensión lectora mediante la práctica de estrategias de lectura, así como a convertirse en estudiantes autodirigidos a través de la realización de tareas de lectura basadas en textos auténticos en una red social llamada Edmodo. Esta investigación se llevó a cabo en un colegio público de Bogotá. Los estudiantes que hicieron parte del proyecto fueron 10 estudiantes de grado noveno, 4 de ellos estaban en nivel elemental y los otros 6 en pre-intermedio. Las estrategias usadas al aplicar la investigación-acción fueron predicción, skimming y scanning. La intervención consistió en la lectura de seis textos auténticos los cuales fueron desarrollados y subidos en la plataforma “Edmodo”. Para recolectar los datos se usaron diferentes instrumentos: un diario y un cuestionario que ellos respondieron antes y después de la implementación y una comprensión de lectura hecha antes de la implementación. Los datos recolectados para esta investigación fueron tanto cualitativos como cuantitativos y el tipo de análisis fue interpretativo y estadístico. Después de la investigación, los estudiantes tomaron conciencia del uso de las estrategias de lectura, mejoraron su habilidad lectora y demostraron que aprender con textos auténticos incrementa su motivación, especialmente cuando los textos a leer están relacionados con temas previamente conocidos. Ellos se volvieron más responsables para hacer tareas, sin embargo es necesario asignarles tareas adicionales para que puedan practicar otras estrategias de lectura y convertirse en estudiantes autodirigidos.

Palabras claves: Comprensión de lectura, estrategias de lectura, aprendizaje auto dirigido, textos auténticos y Edmodo.

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“Children have to be educated, but they have also to be left to educate themselves.” - Ernest Dimnet

Chapter One: Introduction

When learning a foreign language, learners develop the four basic skills: reading, listening, speaking and writing. In the case of developing reading skills, learners learn new vocabulary, grammar, and spelling. One of the purposes of this action research study was to improve reading comprehension skill in ninth grade students from a Colombian public school and the other one, was to encourage them to become self-directed learners.

In order to improve reading comprehension skills, teachers should train students in the use of reading strategies as it was proposed by some researchers like Lopera (2011), Echeverri and McNulty (2010). Likewise, to become self-directed learners, teachers should train learners on the use of reading strategies when reading authentic texts. There are some researchers (Nunan, Day & Bamford and others) who have found that reading authentic texts help students learn real life language. Additionally, Little, Devitt, and Singleton (1989, p. 26), cited in Peacock, M. (1997), pointed out that authentic texts make learning more enjoyable and motivating since they get learners closer to the culture of the target language. When learning, students need to read what is written in real life. As Day and Bamford (2008, p. 54) commented “We learn to read authentic text by reading authentic texts.”

On the other hand, in order to encourage students to learn in a self-directed way, the author proposed to assign them reading tasks. But what is self-directed learning? According to Knowles (1975), cited in Smith (2002), self-directed learning is a process in which students become able

to identify their strengths, weaknesses, and needs, in which they are able to establish their own goals, use strategies they have learned, and they are able to identify resources needed for their education, as well as to evaluate their learning progress. Through this implementation students were trained to use reading strategies and were asked to develop some reading comprehension tasks.

The author organized the rest of the paper in the following way. Chapter one presents the statement of the problem, the research question, its objectives and rationale. Chapter two includes the constructs related to the research topic and the state of the art. Chapter three describes the type of study made, the researcher's role, the context and participants, the ethical consideration, the instruments for data collection and the data collection procedures. Chapter four gives the details of the pedagogical intervention and the implementation. Chapter five includes the data analysis and the findings. Chapter 6 involves the conclusions, the pedagogical implications and the further research.

1.1 Statement of the problem

In order to improve students' reading comprehension and also to encourage them to become self-directed, it is necessary to train learners in the use of reading strategies by means of reading tasks of authentic texts.

However, as it was observed in the present study when a first questionnaire and a pre-reading text were applied to ninth grade students, their comprehension level was low. According to the

questionnaire students were not aware of the use of reading strategies and they were not able to read by their own.

If teachers continue assigning students non-authentic reading texts, and if they do not encourage students to use the reading strategies, students' reading comprehension will be poor and they will not be able to read in a self-directed way.

1.2 Research Question

The following was the question which was answered in this research study and its objectives:
Can ninth grade students improve their reading comprehension through the use of reading strategies and become self-directed while doing reading tasks of authentic texts?

1.2.1 Research objective

- To make students aware of the reading strategies they use when working on reading tasks.

1.2.2 Specific objectives

- To examine the role authentic texts have in improving reading comprehension.
- To encourage learners to become self-directed through developing some reading tasks of authentic texts.

1.3 Rationale

This research study is focused in showing how to help ninth grade students to improve their reading comprehension as well as to be self-directed learners. This was done through making them aware of predicting, skimming, and scanning reading strategies and using authentic texts for reading tasks.

Colombian students lack of skills to read in their mother tongue as well as in English. Most students are not trained in the use of reading strategies and their parents do not read. For this reason children need a model to follow and it is necessary for teachers to encourage students to learn how to read and to enjoy reading.

Due to the low English level in Colombia, the National Ministry of Education proposed the National Bilingualism Program (Programa Nacional de Bilingüismo, Colombia 2004-2019) with the main objective that most of the Colombian population acquires the competence to communicate in English and teachers must contribute to achieve this goal.

On the other hand, researchers such as Day & Bamford (1998 p. 54) state that “Authentic texts are used in language teaching because they are considered interesting, engaging, culturally enlightening, relevant, motivating and the best preparation for reading authentic texts.”

Although, in order to motivate learners it is better to ask them what topics they prefer to read, or look for familiar topics like the ones chosen for implementing this research.

This research was also motivated by some studies that have shown positive outcomes. One of them was Lopera's research (2011) which highlights the importance of teaching students reading strategies to improve reading comprehension. Another one was carried out by Echeverri and McNulty (2010) where participants considered that the strategies and exposure to interactive reading tasks improve their reading comprehension.

However, those papers about the importance of teaching students reading strategies were not focused on authentic texts, or on the importance of assigning tasks to students in order to encourage them to become self-directed learners. To accomplish the objectives of this study, students did some reading tasks using the platform Edmodo. This program was useful because students could have access to the tasks, share their work, and above all, acquire the ability to work by themselves, become self-directed learners, as well as learn to use internet for an educational purpose, and not just to chat.

Chapter two: Theoretical Framework

This section explains the concept of reading, reading comprehension and reading comprehension strategies considered for the study. It will also discuss authentic materials as the texts used in the research were authentic. Next, tasks are defined and finally, self-directed learning (SDL), as one of the purposes is to raise self-direction in the students.

2.1 Reading

Reading is one of the four skills needed to acquire competence to communicate in any language. For the purpose of this study, reading is defined as a process in which the reader interacts with a written text to construct meaning with the new information and also with his/her previous knowledge. One difficulty the target group had is that they were unable to construct meaning and this could be because they do not establish a reading purpose. According to Grabe (2009), Nunan (1999) Hedge (2000) and others researchers, there are many purposes for reading and it is necessary that learners have a clear purpose. In this way students will be motivated and, as it is known, when students are motivated they learn more. Because of this, teachers should make students aware that one of the purposes for reading is to obtain information, and to do this it is necessary to comprehend what is read.

2.1.1 Reading for Comprehension

Reading for comprehension is one of the most difficult skill teachers should teach and it was the skill the target group of this study needed to improve, but how do teachers know if students understand what they read? . Koda (2005) cited in Grabe (2009, p.14) states that comprehension

takes place when the reader extracts information from a text and integrates it with his/her background knowledge. According to Grabe, the process of reading comprehension begins when readers recognize the words. He further affirms comprehension also involves sentence analysis, propositional encoding and the combination of the information (reader's previous knowledge and information from the text). Grabe identifies two models for comprehension: the text model and the situational model. The former refers to the understanding of what the text is trying to communicate by itself, and the latter, the interpretation given by a reader to a text based on both his/her previous knowledge as well as the new information.

Having in mind the situational model, it can be stated that when teaching reading, it is better to look for texts in which students can activate their background knowledge. This means the chosen texts should be familiar to learners; consequently they will be motivated and able to construct meaning with the new information and with their previous knowledge. However for understanding a text not only is background knowledge needed but also, knowledge and practice of the reading strategies.

Quoting from Baker and Brown, cited in Grabe (2009, p. 53), "expert readers use a variety of reading strategies to aid comprehension." This means for developing reading comprehension teachers should train students in the use of reading strategies.

2.1.2 Reading strategies

In order to acquire the ability to read and understand what is read, acquiring and using reading strategies are needed. In this way, learners will improve their reading comprehension as well as the ability to read in a self-directed way. For the purpose of this study, the following 3 reading

strategies were used: a) prediction, b) skimming and c) scanning. Prediction is defined as trying to guess what a text is about by observing the pictures, the graphics, the title, in short, by activating the background knowledge in order to create association in memory. Skimming means when learners read the text quickly to get a general idea about it. For example, when people read a newspaper, first they read the headlines in order to know if it is worth reading, or to identify the type of text whether it is a short story, a poem, or an article.. Scanning is reading the text to look for specific information. For instance, looking for information to answer questions the reader asks himself/herself or to answer questions asked by others, or looking for any grammatical category. Grellet (1981, p. 19) states “we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for”.

When answering questions, learners may read the text more than once it means they are applying the rereading strategy. Learners are able to read the same text several times for different purposes; for example to get a general idea (skimming), to read for guessing specific information (scanning), and to read to identify unknown words. Reading the same text more than once helps learners to read in a critical way and to have a better understanding of the text. It is a good way to learn vocabulary. Nation (2001, p. 72) affirms “An effective way to get repeated retrieval is to read the same story several times” because the learners recall the meaning of the words that they have read before.

2.2 Authentic material

One of the objectives of this action research study was to examine the role authentic texts have in improving reading comprehension and in fostering self-direction. Sanderson (1999) cited in Tamo (2009, p74) writes: “Authentic materials are materials that we can use in the classroom and that have not been changed in any way for ESL students.” Jordan (1997, p. 113) cited in Kilickaya (2004) states that authentic texts are the ones that have not been written for teaching.

Harmer (1991) quoted in Tamo (2009) claims that authentic texts are addressed for native speakers, not for language students. Since these definitions are alike, it can be affirmed authentic texts are texts that were not created for a pedagogical purpose, but were written for native speakers. This was the definition taken into account to choose the readings for implementing this study.

The use of authentic material for teaching or learning has many advantages and this has been commented by many researchers and teachers. Nunan (2001, p 79) affirms that it is better to expose students to real materials because non-authentic texts “do not give learners firsthand experience of how language is used in genuine communicative situations beyond the classroom.” Huda (2012) mentions that the use of authentic materials in classes promotes student communication, motivation and practice. Here it could be added that only in cases in which students read familiar texts can background knowledge help them to understand.

Finally, Stryker and Leaver (1997) cited in Gómez (2012, p50) mention “that graded language textbooks often contain “artificial language” which does not provide students with models of

how people really communicate in the foreign language.” In short it can be said that teachers should use authentic materials when teaching a second language because students will be faced with using the language in real situations.

2.3 Task

Since the study is about ninth grade students improving their reading comprehension through the use of reading strategies and becoming self-directed learners by doing tasks, it is necessary to define tasks. Nunan (1999) identifies two kinds of tasks. One of them is real life tasks, which are situations learners face in real life, and the other is known as pedagogical tasks. According to Nunan (2004, p 4) a pedagogical task is “a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form.”

This last part is the difference between task and exercise. In the first, learners express meaning while in the other they manipulate form, as it is stated by Nunan (2009), one has “a nonlinguistic outcome” and the other “has a linguistic outcome, although both of them (meaning and form) are important when learning a language.

The purpose of teaching through doing pedagogical tasks is that the learners learn to communicate, they learn by doing, so their learning is meaningful. In this research, some pedagogical tasks were assigned for students to do on their own outside the class with the purpose of acquiring responsibility, knowledge and becoming self-directed learners.

Ellis (2008, p.818) identifies some characteristics of task, which has some common things with Nunan's definition: "There is a primary focus on meaning, there is some kind of gap, learners need to use their own linguistic resources to perform the task and there is a clearly defined communicative outcome other than the display of "correct" language."

Ellis (2008) affirms that tasks can be addressed in any of the language skills. The tasks that learners developed in this project were focused on reading. The objective was learners improve their knowledge in L2 as it is supported by Ellis, who cited some researchers who have shown that task performance facilitates learning.

2.4 Self-Directed Learning

One of the purposes of this action research study is to encourage students to be self-directed learners in order to empower them to be able to solve their real life problems, to learn from their mistakes, to recognize their strengths and weaknesses and to be able to improve and study what they want to learn, in sum, to strengthen students to become lifelong learners. Hiemstra (1994) explains, how since ancient times, experts have talked about it and that this term has been in vogue during the last three decades.

2.4.1 What is self-directed learning?

There are many definitions of SDL. Some authors define SDL as an approach, some like a process, although the definitions are similar. Garrison (1997) cited in Abd-El-Fattah (2010, p.1) defines SDL as an approach "where learners are motivated to assume personal responsibility and collaborative control of the cognitive (self-monitoring) and contextual (self-management)

processes in constructing and confirming meaningful and worthwhile learning outcomes". In this definition there are two key words, responsibility and motivation. The first one is because in order to become a SDL, responsibility is a point of paramount significance and the second, without motivation people cannot be self-directed.

On the other hand, Malcolm Knowles(1975) cited in Brockett & Hiemstra, (1991 p.21) states that self-directed learning is a process "... in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes." Knowles (1975) recognizes three reasons for self-directed learning. The first one is that people who take the initiative in learning learn more and better because they are more motivated than people who are in a classroom doing what the teacher proposes. The second is SDL is close to natural development. This means that learners become more responsible as they grow. The last one is related with the new development in education because it is hope that students who enter into these programs have skills in SDL.

In conclusion, it can be affirmed that SDL is both an approach as well as a process; the foster is related with the purpose of education, to motivate learners to learn by themselves through providing them with learning strategies in order for them to use those strategies throughout their lifelong learning. The latter is the process during which learners acquire the ability to be self-directed, to learn by themselves recognizing their weaknesses and strengths and becoming independent and responsible of their own learning. In this study, both definitions were taken into

account because teacher taught students reading strategies and students applied them when doing the reading tasks. They were in the process of becoming self-directed learners.

2.5 State of the Art

In regards to the research of ninth grade students improving their reading comprehension through the use of reading strategies and becoming self-directed by doing tasks, it was found there are no studies about this specific issue, although in the last 5 years Colombian researchers like Lopera (2011) Aguirre & Ramos (2009), and Gómez (2010) have investigated reading strategies in order to help learners overcome difficulties associated with reading.

Lopera (2011) studied the “Effects of strategy instruction in an EFL Reading Comprehension course” The constructs he defined were reading strategy instruction, motivation, reading and reading strategies, the last two were also considered as constructs of this research . Lopera (2011) concluded that teaching students the reading strategies helped to improve reading comprehension, as well as enhancing self-confidence and motivation. When students were motivated, they learned to work in an autonomous way. He did not say if the texts used were authentic or not, nevertheless what he concluded was useful to support this paper.

Lopera (2011) cited Winograd and Hare (1988, p134) who wrote some useful recommendations for teachers to apply when they give strategy instruction, the most relevant is to model how to use the reading strategy, due to the fact that if teachers do not show students how to use each strategy they will not be able to put it into practice and because of this they will not able to be self-directed learners.

A second research was the one done by Aguirre & Ramos (2009) who developed an action research paper entitled “Guidance in Reading Strategies: A First Step Towards autonomous

Learning in a Semi-Distance Education Program”. The aim of this work was to teach students some reading strategies in order to foster autonomy. The participants were studying administration. They belonged to two different groups, 28 of them were at English I, and 24 were at English II. The data collection procedures were informal talks, two questionnaires, an interview, a teacher’s diary and five workshops that students developed.

Their conclusions showed that teaching students reading strategies and allowing them to work by themselves through assigning them activities helped them to become autonomous learners. This conclusion contributed to confirm the pertinence of this current study: “Then, when students know how to use a reading strategy, they build confidence among themselves. Thus, building confidence among students is a big step towards autonomy”. Aguirre & Ramos (2009, p. 50).

In designing workshops, they took into account the steps proposed by Winograd & Hare (1988), cited in Carrel, (1998). The two researches, in which the importance of training students in the use of reading strategies for becoming autonomous was highlighted, contributed to validate this paper's outcome.

With respect to authentic materials, there is a work done by Luis F. Gomez (2010) whose title is: “Fostering Intercultural Communicative Competence Through Reading Authentic Literary Texts in an Advanced Colombian EFL Classroom: A Constructivist Perspective.” He suggests using authentic literary texts by implementing four constructivist approaches (Inquiry-based, dialogic, transactional and content based) for fostering intercultural communicative competence. His participants were 23 advance students of the English program of Universidad Pedagogical Nacional, who read five short stories. Each story was used to present to students one of the

approaches, and the last two stories were developed based on content based approach. The instruments used to gather data were direct observation (field notes), interview and journals.

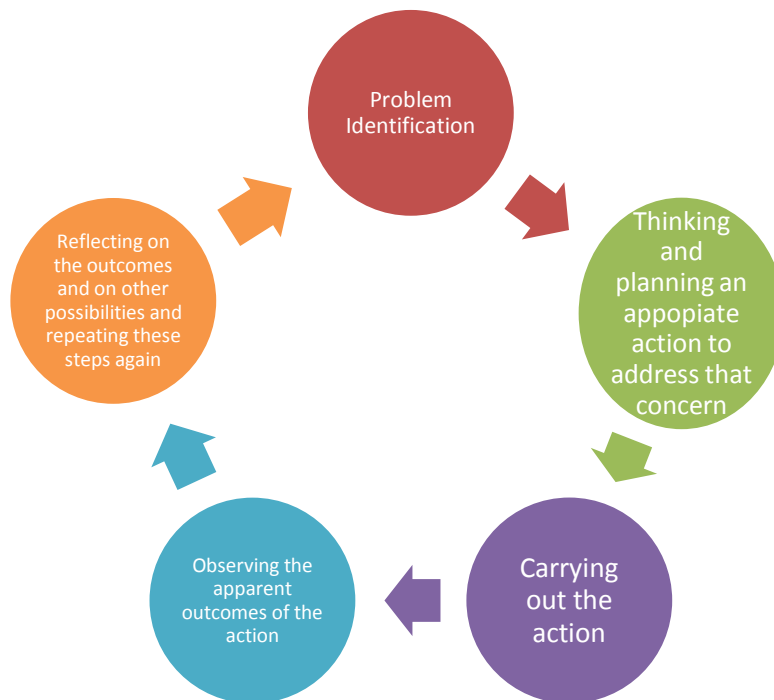
Stryker and Leaver (1997) cited in Gómez (2010, p50) claim “that graded language textbooks often contain “artificial language” which does not provide students with models of how people really communicate in the foreign language” and suggests that teaching with authentic materials helps students to improve their intercultural communicative competence and that a way to work with these texts is using the different constructivist approaches. Their quotation contributed to the reasoning for choosing authentic texts in developing this research document.

Chapter three: Research Design

The type of study used, the context and participants, description of the instruments, and the data collection procedures can all be found in this chapter.

3.1 Type of the Study

This research started when the students' problem was identified, then theoretical information to support the investigation was established, the instruments to collect data were designed and applied and finally the results were analyzed and the final report was written. Considering the steps followed to conduct this research it can be said that this study employed an action research methodology. According to Nunan and Bailey (2009) action research is a systematic process which has the following steps:



Kemmis and Mac Taggart cited in Nunan and Bailey (2009,p. 228) state the following characteristics of action research: “1.It is carried out by classroom practitioners; and 2. It is aimed at bringing about change”. According to these characteristics it can be said that the present study is an action research study, since it was conducted by a teacher and it was developed to solve a classroom problem and to bring a change. It should be publicized so others can continue to develop necessary changes as well.

According to Nunan and Bailey (2009), data is collected in action research by identifying four types of triangulation methods. They are data triangulation, theory triangulation, researcher triangulation and methods triangulation. Methods triangulation was used in this research. Data was collected from three different methods, journals, questionnaires and worksheets done by students.

This research was mixed since quantitative and qualitative methods were used to collect data. For the reason, the type of analysis used for this research was descriptive statistics and interpretative where patterns were found having in mind the following tips suggested by Nunan and Bailey (2009)

Look for repeated words, ideas, concepts or phrases

Look for parallel or connected comments

Look for metaphoric uses of language

Look for inconsistencies.

3.2 Context and Participants

This research project was developed in La Aurora School, located in a poor zone of Bogotá. It has approximately 1000 students in each shift, with 35 to 43 students in each class. There is no a

resource center. The video room is used by the entire staff and it is difficult to have access to it for the English class. Though resources are limited and teachers attempt to make the best use of what is available.

The project was focused on 10 out of 38 ninth grade students between the ages of 14 and 15 years old. There were six girls and four boys. Four of them were elementary level and the six were in pre-intermediate. Their learning style was mainly visual and kinesthetic.

Students got two hours of English classes weekly. They did not use English books, but instead worked with some guides. Most of the students did not have expectations of studying after high school. A second language was not meaningful to them, although they tried to do their best. The students lived in the same neighborhood where the school was located and belonged to stratum two.

3.3 Researcher's Role

The researcher of this project was the teacher, who at the beginning, observed the students and identified the problem in order to plan a possible solution. Then she created six tasks for students to develop on a platform called: "Edmodo". Teacher explained to the students how to use the platform and told them about the reading strategies they should have in mind when developing the reading tasks on Edmodo. When students had a question or a problem accessing the platform, the teacher solved the problem during the classes and encouraged them to work on the tasks. Afterwards, the teacher analyzed the data and wrote the article.

3.4 Ethical Consideration

In the interest of developing this action research work, the teacher asked students if they had internet access, explained to them what the purpose of the research was and asked them if they wanted to participate. Most of them agreed. The teacher sent their parents a consent letter allowing the researcher to analyze the children tasks as well as the information obtained in the questionnaires.

The teacher encouraged all ninth grade students to do all the tasks. She did not want only the ten students to develop the tasks while others did not. In this research paper, students' names were not written for confidentiality. The teacher assigned them a number from 1 to 10 for analyzing the data.

3.5 Data collection instruments

Data for this research was collected from questionnaires, journal and worksheets. They were designed considering the objectives and the research question as a way to guarantee triangulation and to validate research.

The questionnaire is defined by J.D. Brown, (2001, p. 6) cited in Dörnyei (2003, p. 3) as “any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers”. Questionnaires were used because they can be easily categorized and analyzed. In this action research, there were applied three questionnaires.

The first questionnaire was used to identify whether students recognized or used any reading strategy, which texts they preferred to read, and whether they enjoyed reading (See Appendix A: Pre- questionnaire). Both open and close questions were designed and translated into Spanish for students to answer. The second one was a multiple choice placement test with 60 questions to identify the learners' English level. The last one which contains ten questions was applied to confirm the information and also to analyze the findings (See Appendix B).

A journal was used to observe students' reflections about each one of the tasks they developed during the implementation (See Appendix C). Students were asked to answer five questions. These showed whether they enjoyed the reading texts and if they used any reading strategies. Students were asked to answer those questions in Spanish because they reported it was too difficult to write in English.

When the implementation started, a worksheet was given to the learners with the purpose of training them in the use of skimming, scanning and predicting strategies so as to evaluate students' reading comprehension performance and to compare the results with the last reading comprehension task.

3.6 Data Collection Procedures

In order to develop this research, first it was observed that students did not like to read, they did not identify reading strategies and they did not like tasks to be assigned using internet; having in mind these problems, the research question was written and three stages were used to collect data for answering it.

First, two questionnaires and a pre-reading text were applied. The first one was to confirm the problem. The researcher asked them to listen to the questions in Spanish and use as answers,

never, often, occasionally, usually or always before students received the meaning of the frequency adverbs.

This questionnaire had 19 questions (See Appendix A) and it was applied to the whole course, but researcher analyzed ten at random. The second questionnaire was a placement test that was used to determine students' English level. After this questionnaire, a reading comprehension test was applied to analyze students reading comprehension performance before the implementation and compared it with the last reading comprehension students developed. Based on the information obtained in this step, the topics for the tasks were selected and the reading tasks were designed.

During the second stage, the researcher applied six reading tasks and included a journal (See Appendix D: Reading task). The different tasks and the journal were designed to train students in the use of reading strategies and also to encourage them to become self-directed. Students had to do the tasks in the internet and sent to the teacher in the Edmodo platform. In the last stage, a ten questions questionnaire was applied in order to confirm the information obtained (See Appendix B).

3.7 Validation

To validate this research, different instruments were used to collect data, questionnaires, worksheets and journals the ones were checked by the researcher as well as by colleagues. The researcher piloted the reading tasks with another group of students to verify if they enjoyed the topics and if they were able to understand and develop the activities.

Chapter four: Pedagogical Intervention and Implementation

Three stages were followed in order to help students to improve their reading comprehension and to encourage them to become self-directed learners. In the first one, stakeholders (school principal, parents and students) were informed about the study and the pedagogical interventions which were going to take place. Then a questionnaire was given to confirm the problem. Next a placement test to identify students' English level was given and students received a pre-reading text.

The pre-reading text was conducted in the classroom. The teacher explained the reading strategies, following the recommendations given by Winogrand and Hare (1988) cited in Sergio Lopera (2011). The text was Narcissus myth and it was considered too difficult for students to read. Consequently, the researcher looked for authentic readings that were more familiar to them such as sports, environment, technology and science.

During the second stage, six authentic readings tasks were implemented; all of them with pre-, while and post reading activities in which students had to use the suggested reading strategies (predicting, skimming-scanning and answering questions). At the end, students had to complete a journal after doing each reading tasks.

As a tool for helping students to become self -directed learners, the researcher used the platform named "Edmodo", which is a free platform addressed to teachers, students and parents. The tasks were assigned in the platform from July to September (See Table 1), in which it can be found the activities and dates for the intervention and implementation.

Activity	Date
Pre-questionnaire	May 22 nd
Placement test	June 4 th
Pre-reading text	July 20 th
Reading task #1 and journal	July 30 th
Reading task # 2and journal	August 11 th
Reading task # 3 and journal	August 18 th
Reading task # 4and journal	August 26 th
Reading task #5 and journal	September 2 nd
Reading task #6and journal	September 9 th
Post- questionnaire	September 24 th

Table 1. Timeline for the pedagogical intervention and implementation

The process was as followed: students opened their account on Edmodo and there they found the worksheets and the journal. They had to download each one of the tasks to their computers, developed them, do the post reading activity (such as a brochure, a presentation or advertisement) and answer the 5 questions in the journal (See Appendix C). Then, students had to attach all the files to Edmodo (See Figure 1). Those tasks were done from July 30th to September. Students had to work on the tasks two or more hours depending at their own pace.

The screenshot displays the Edmodo interface for an assignment titled "X rays task". On the left, a list of students is shown with their names and "Turned In" status. The student "Laura Suarez" is highlighted. On the right, the submission details for Laura Suarez are visible, including the text "teacher here is my work" and two attached documents: "x_rays_task_3_1_.doc" and "rayos_x.docx". Below the documents, there is a section for feedback with the prompt "Let Laura Suarez know what you thought of this submission..." and a row of nine smiley face icons for rating. At the bottom, there is a "Comments" section.

Student Name	Status
Jeraldin Sanchez	Turned In
Siindy Sanchez	
Leydi Sanchez Cadena	Turned In
Sebastian Siaz	
Alex Suarez	Turned In
Laura Suarez	Turned In
Monica Triviño	Turned In
Sandra Trujillo	Turned In

Figure 1. Edmodo Platform

On the right of this figure it can be observed one of the tasks that one of the students sent to Edmodo.

Throughout the implementation the teacher-researcher acted as a facilitator. At the beginning students found it difficult to access to Edmodo, they forgot the password or they could not sign, so the teacher had to explain them and try to solve their difficulties. This process was hard because students had never worked on that way; it was a new system of learning. Moreover, during 1-hour classes, before the assignation of each one of the tasks, the teacher-researcher introduced the topic of the reading by activating students' background knowledge to motivate them and explained learners what strategies they had to use, and what the task consisted on. In the last stage, a questionnaire was applied in the classroom to confirm the information obtained from the worksheets and journals (See Appendix B).

Chapter Five: Data Analysis and findings

In this section, researcher will present the data analysis as well as the findings that contributed to answer the research question.

The type of analysis used for this action research was both statistical and interpretative. For the first one, it was used descriptive statistic. For the second one, it was taken in mind the definition given by Nunan and Bailey (2009 p. 416) of analyzing qualitative data which “is an iterative process of reading, thinking, rereading, posing questions, searching through the records and trying to find patterns” and so the following steps were used.

All the data collected were compiled in a document to find patterns, taking into account the tips given by Nunan and Bailey (2009). After this step, the researcher condensed the information into the following categories based on the literature review: Reading comprehension improvement with reading strategies used by students as its subcategory, the role authentic texts have in improving reading comprehension, which has a subcategory topics students prefer to read, and self-directed learning.

5.1 Reading comprehension improvement

In order to observe whether the students’ reading comprehension had improved or not, it was necessary to use descriptive statistics as mentioned before. The researcher graded each one of the reading comprehension scores from zero to five according to students’ performance in which zero was the worst outcome and five the best. With these data, it was gotten the mode, the media and the median of each one of the reading tasks (See Table 2). The mean shows that at the beginning of the implementation students had some difficulty in understanding the text (2,7) and

at the end of it (Task # 6) students improved considerably (4,8), but if the researcher compares the mean of task #1 (4,2) with the mean of the last task it can be said that they improved only a little (4,8). This result is in agreement with what students said in the final questionnaire where they answered whether their reading comprehension had improved or not. Moreover according to students' outcomes, it can be observed the reading comprehension improvement was related with the topic of the text. Students easily understood task 1, 4, 5, 6, because they were familiar with those topics. They activated their background knowledge and they were motivated to perform the reading task.

	Mean	Media	Mode
Pre-reading test	2,654	2,69	2,692
Task # 1	4,25	4,38	5
Task# 2	3,00	4,17	4,17
Task # 3	3,8	4	5
Task # 4	3,4375	3,7	2,50 - 5,00
Task # 5	4,5	5	5
Task # 6	4,8	5	5

Table 2. Statistic of the reading tasks results

In figure 2, it can be observed in a clearer way the reading comprehension improvement students had during the implementation. First they developed the pre-reading test and at the end they elaborated the task #6.

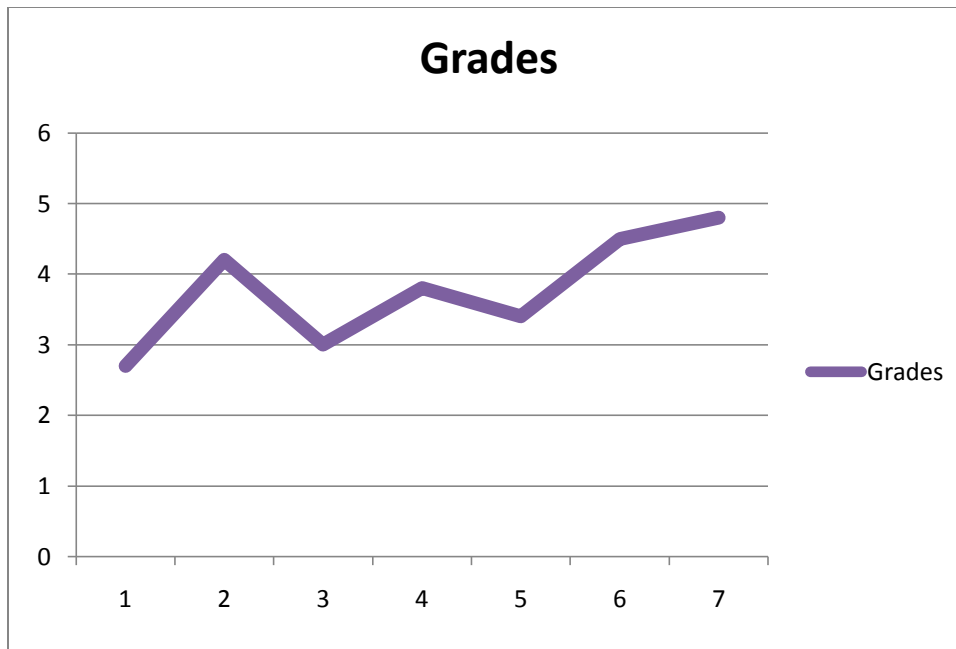


Figure 2. Students' reading comprehension improvement

5.1.1 Reading strategies students used

In the first questionnaire students showed they were not aware of the existence of the reading strategies, although they affirmed they underlined the unknown words and looked for them in a dictionary (See Table 3). They also said they took into account the pictures and the title of the text; this means that they used the predicting strategy. One of the students wrote: "I always have into account the title and the picture, in this way I understand the text".

In the pre-reading test, as well as in the different tasks, students had to use some strategies like predicting, skimming, scanning, and answering questions. There it could be seen the students underlined the information needed to answer the questions.

16. When you are reading and you find a word that you do not know, what do you do?		
Students answers	1	“I underline it and look for it in the dictionary”.
	2	“I continue reading but if is a task I look for it”.
	3	“I look for it in the dictionary”.
	4	“I look for it in the dictionary”.
	5	“I ask to a partner or I look for it in the dictionary”.
	6	“Look for them in the dictionary”.
	7	“I underline the words and look for them in the dictionary”.
	8	“Sometimes I look for the unknown words in the dictionary”.
	9	“I underline it, in order to know what that’s it mean”.
	10	“I underline it and then, I translate”.

Table 3. Reading strategies students used before the implementation

In order to confirm if students were learning the different strategies, students had to answer in their journals the steps they followed to accomplish the task successfully. Most of them named the predicting strategy, and also reported they looked for unknown words in the dictionary. Other strategies they named in the journal for each one of the texts were:

Title	Reading strategies they used
The history of sports	Scanning, rereading, predicting.
Sea level rise	Use the dictionary, scan and skim, look for key words, reread
X rays	To understand the questions, to use the dictionary, reread, look for key words, predicting, to read the text, underline the unknown words and use the dictionary, translate the text.
Headphones	Underline with a colour the answers in the text, and translate the text into Spanish.
Nokia Lumia 900	Read the text many times, look for the unknown vocabulary, predicting.
Maradona	Prediction and skimming

Table 4. Reading strategies students affirmed to used during the implementation

In the chart it can be observed that students did not name as a reading strategy answering questions, but to do that they had to use scanning.

In the questionnaire used after the implementation (See Appendix B). It was found that most of the students affirmed that they thought about what strategy to use when reading a text. They used the predicting strategy, (60%), (See Figure 3, question # 2). 20% of the students affirmed they occasionally take into account previous knowledge (question # 4) when reading a texts and 60% affirmed that they usually or always use their background knowledge when reading, 20% answered that often.

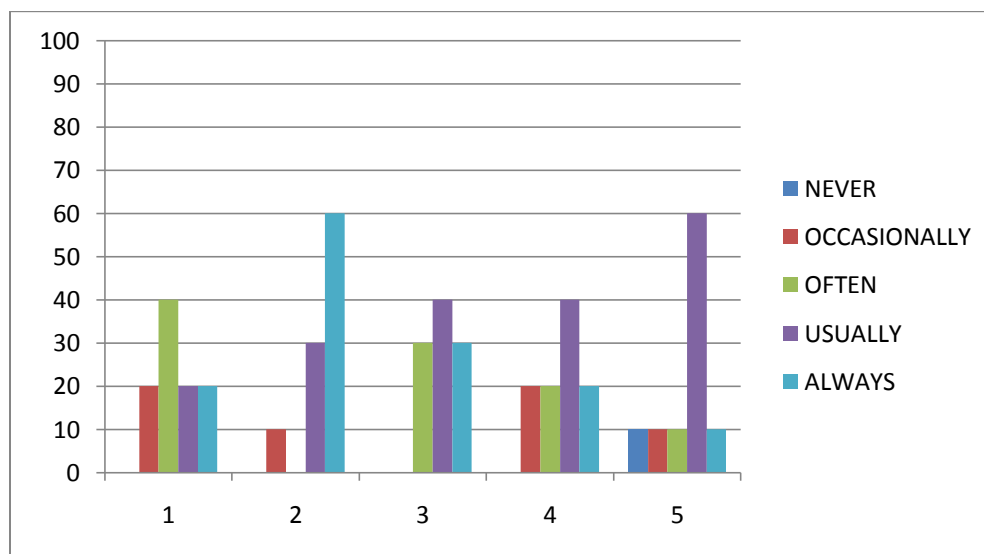


Figure 3. What students answered in the last questionnaire

Here it can be found the answers of the first 5 questions of the last questionnaire (See Appendix B)

Most of the students affirmed that now they self-evaluate the strategy they use (#5). 60% of the students said, thanks to the reading strategies they used during the task, their reading process had improved a little and 40% said that now it is much better.

5.2 The role authentic texts have in improving reading comprehension

According to students' performance when doing each one of the tasks it can be affirmed that students got motivated when they read familiar texts. For example, when students developed the first task, which was the story of sports, they were motivated because the Olympic Games were going to be held in France (2012), and they found some familiar information about sports. Most of them like sport topics, as they said in the first questionnaire.

In the same questionnaire students said that they liked to read magazine articles. As it is known with the internet, it was very easy to find current articles, which they found interesting and easy to understand because they had listened to those topics on the TV news. The tasks students developed on "Edmodo" were created having in mind the topics students prefer, but what were students' opinions about the topics researcher chose?

5.2.1 Topics students preferred to read

As the results show (See Table 5) the majority of the students liked the readings topics because they were familiar with those topics. This familiarity helped them to overcome the problem of low levels of vocabulary knowledge because they could guess some new words from the context or relate them to their background information about the issue.

Title	Like	Do not like
The history of sports	90%	10%
Sea level rise	90%	10%
X rays	80%	20%
Headphones	80%	20%
Nokia Lumia 900	80%	20%
Maradona	70%	30%

Table 5. Students' reading preferences

It was expected 100% of the students would have said they liked the last text because the best performance on the reading comprehension was on that task (See Table 2).

On the other hand, the researcher thought students were going to state they did not like the second reading because, on that one, they had a regular performance, (See Table 5). The mean was 3,00 out of 5,00.

Student	Total Points	Grades
1	5	4,17
2	1	0,83
3	5	4,17
4	6	5,00
5	5	4,17
6	5	4,17
7	4	3,33
8	0	0,00
9	5	4,17
10	0	0,00
	Mean	Mode
	3,00	4,17

Table 6. Task #2 outcomes

This shows that outcomes do not depend on the enjoyment of the reading tasks, but in reading authentic texts, as most of the topics of authentic texts were familiar to them. Moreover, they got motivated because they knew those were real life texts, they were authentic, and this meant they would learn what they would need to communicate in real situations.

In the last questionnaire, students were asked if the readings were easy or difficult to read and 60% answered that they were difficult, but in spite of that their performance was good.

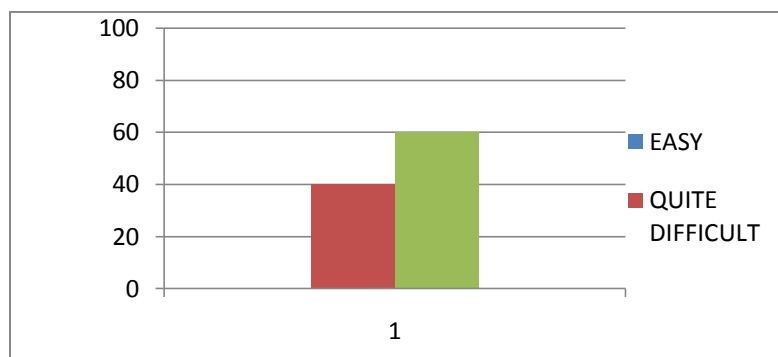


Figure 4 Reading's Difficulties

According to the question asked after the implementation (See Appendix B, question #8), 50% confirmed the use of authentic texts made their reading comprehension process improve a little and 40% of them said their reading comprehension was much better.

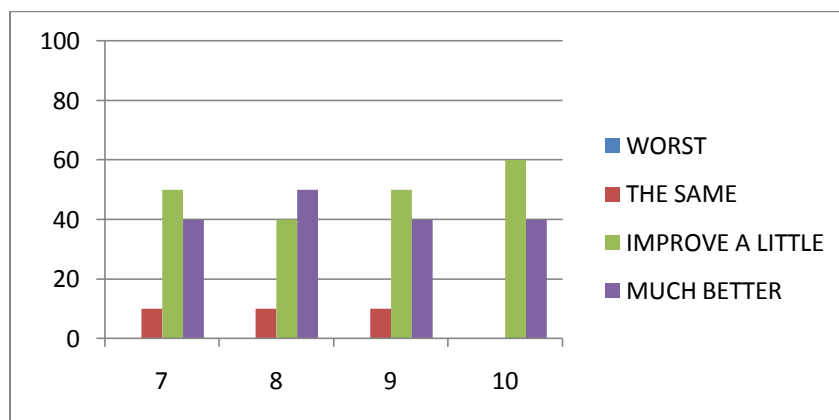


Figure 5 Students' Improvement Perception

These are the answers of the questions (7,8,9,10) of the last questionnaire

In the journal, they also answered this question (See Table 6) and their perception was that they improved after reading each one of the texts.

Reading task # 1	80% of the students said it is better because they had to learn vocabulary	20% said that their reading comprehension is the same
Reading task # 2	90% said that it is better because they have learned vocabulary	10% It is the same
Reading task # 3	80% of the students said their reading has improved, because now they know new words	20% said that it is the same
Reading task # 4	80% considered that their reading comprehension is better	20% said that it is the same
Reading task # 5	80% said that they have improved	20% said that their reading comprehension is the same.
Reading task # 6	90% said that their reading comprehension is better	10% said that their reading comprehension is the same

Table 7. Students' Improvement Perception

5.3 Self-Directed Learning

Regarding the specific objective, "To encourage learners to become self-directed through developing some authentic text reading tasks", it can be said before the implementation students did not want to do the tasks, some of them because they did not have internet access, others because they did not want to use it for education purposes and most of them because they were unable to take responsibility for their learning; but during the implementation they developed all the tasks (reading comprehension, the post reading activity and the journal) which can be considered a great advance. Moreover, 60% of the students considered their ability to work by

themselves, to work as self-directed learners; they improved a little, while 40% of them confirmed it was much better (See Figure 5, question 10).

In order to do post-reading activity they had to look for information on internet and also to choose the pictures, colors, etc.; this means that they have to self-evaluate their work and do it in a self-directed way. With this kind of implementation, where they worked by themselves, students would be able to work in the future in a self-directed way. This will be a positive goal of education to foster self-direction.

Chapter Six: Conclusions and Pedagogical Implications

6.1 Conclusions

After having carried out this action research study the outcomes are the following:

Throughout the learning and practice of the reading strategies, activating background knowledge, making predictions, looking for specific information (scanning) and reading the text for getting a general idea (skimming), students could improve their reading comprehension.

Therefore, the researcher concluded, as did Sergio Lopera (2011), teaching students reading strategies help improve reading comprehension.

Reading authentic texts is motivating for students because they realize those texts have real life language, the one they will use in real communicative situations. Moreover, students enjoy reading familiar texts since they like to read articles with known topics because they have watched them on the TV news or somebody has told them about the topic. In this way, they can easily activate their background knowledge and comprehend better the different texts.

Regarding self-direction, it can be said one of the main educational objectives is to foster self-direction and teachers should encourage learners to work by themselves through teaching some learning strategies and empowering them to be responsible, able to identify their needs and purposes, in sum, give them the tools to become self-directed.

This implementation helped the target students to become self-directed learners. In fact, the researcher could ratify that through assigning tasks to students by using some Web 2.0 tools such

as Edmodo and encouraging them to work by themselves, students become self-directed. This finding is very near to the one of Aguirre & Ramos (2009), its difference is that they affirm something that is very important, that thanks to teaching students reading strategies, they will become confident and consequently they will become self-directed learners. This is clear because if learners know that they are doing well, that they understand what they read, they will be able to work by themselves.

Additionally, teachers have to take into account students like to use technology and should promote its used. The platform, Edmodo, is a very good tool for teachers, students and parents; it is free and easy to access. Moreover, public schools teachers can assign them tasks to improve their English level, because two hours per week in class are not enough.

In short, teaching students strategies, and assigning them authentic reading tasks to do on their own helps students improve their reading comprehension, not only in English but also in different subjects and encourage them to become self-directed learners.

6.2 Pedagogical implications

Thanks to the findings of this research, the researcher realized the importance of teaching students different skills, not only reading, but also listening, speaking and writing by using authentic texts.

The researcher also noticed that her students' motivation increased and so did their reading comprehension, through to the use of authentic texts with topics students liked. It is important

before implementing to ask them which topics they prefer, or give students different texts to read, and observe which one they enjoy the most.

It is meaningful for teachers to explain to students the different reading strategies to apply when reading any text and learners will learn how to carry out different tasks in an independent way. They also will put into practice some other strategies of their own.

In addition, if students learn reading strategies and how to use them, they will improve their academic results. It is known that one of the reasons why students fail is because they do not like to read. Most of them do not understand what they read and this low level of reading comprehension could be the result of lack of awareness of reading strategies. So, this research will invite teachers to train students to use reading strategies, and to encourage them to become self-directed learners.

Finally, assigning students tasks, using the ICTs will help to achieve level B1, which is the Bilingual National Program goal for eleventh grade students, as two or three class hours per week are not enough to learn English as a foreign language.

6.3 Limitations

Gathering data for this implementation was a little bit complicated for the reason that students had difficulties accessing the internet because some of them do not have it in their home. They sent the tasks but not all on the expected date. One recommendation for further research is to be

sure students have internet in their homes or give them the opportunity to work in pairs or in groups so they do not have to pay as much for the internet.

Other difficulty the researcher faced was that most of the students sent the tasks, the journals and the presentations, as a message, not in the correct part of the site. It was time consuming to revise all the tasks, since all ninth grade students sent them. Also, in each class, one of them told teacher that they had forgotten the password, so they had to open other account. In spite of that, the platform is very useful for teachers to assign students tasks and help them to become self-directed.

6.4 Further research

It would be a good idea to consider other skills (listening, speaking and writing), to train students in the use of strategies in order to encourage them to become self-directed learners by using authentic materials. Also it would be interesting to use other Web tools to assign tasks to learners, since time in classroom classes is not enough to improve English learning.

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Appendices

Appendix A: Pre- questionnaire



COLEGIO LA AURORA
INSTITUCION EDUCATIVA DISTRITAL
PENSAMIENTO EMPRENDEDOR HACIA LA GESTION SOCIAL
 CREADO POR ACUERDO N°17 DEL 13 DE OCTUBRE DE 1992, APROBADO POR RESOLUCION DE
 SECRETARIA DE EDUCACION N° 1486 DE MAYO DE 1996 PARA LOS GRADOS 6° A 11°
 NUEVO RECONOCIMIENTO RES.2805 DEL 26 DE AGOSTO DE 2002
 "PENSAMIENTO EMPRENDEDOR HACIA LA GESTIÓN SOCIAL"




1. I read English texts when I am not in class
 Never Occasionally Often Usually Always .
2. The topics and readings of the book we follow are interesting for me
 Never occasionally often usually always
3. When I start reading: I read the title of the reading, look for familiar words and take a look for the images of the text before reading it
 Never Occasionally Often Usually Always
4. Before reading a text I decide what will be the purpose of it.
 Never Occasionally Often Usually Always
5. Before reading a text I think about the best strategy to understand it
 Never Occasionally Often Usually Always
6. I take into account my previous knowledge before and during the reading exercise.
 Never Occasionally Often Usually Always
7. If I have to do an exercise based on the reading I first read the exercise and then I read the text.
 Never Occasionally Often Usually Always
8. When I read I can find in the text the main and the supporting ideas
 Never Occasionally Often Usually Always
9. I make a written or mental summary of the text I read
 Never Occasionally Often Usually Always
10. After reading a text I self evaluate the strategy that I used to see if it worked or not
 Never Occasionally Often Usually Always
11. Do you read in English? How often? _____
12. Do you like reading in English? Why or why ? _____
13. Do you establish plans to read in English? Which one _____
14. Do you self-evaluate your plans after reading? How do you do that? _____
15. Do you take into account your previous knowledge when reading? Is it useful for you? _____


16. When you are reading and you find a word that you do not know, what do you do? _____
17. What makes reading easy or difficult for you? _____
18. How useful do you find considering the title of the text, images and familiar words to understand a reading? _____
19. What kind of reading material (short stories, news, sport articles, etc.) do you prefer?
Why? _____

Appendix B: Questionnaire after the Implementation

Deisy Benavides
901



COLEGIO LA AURORA
INSTITUCION EDUCATIVA DISTRITAL
PENSAMIENTO EMPRENDEDOR HACIA LA GESTION SOCIAL
CREADO POR ACUERDO N°17 DEL 13 DE OCTUBRE DE 1992, APROBADO POR RESOLUCION DE
SECRETARIA DE EDUCACION N° 1486 DE MAYO DE 1996 PARA LOS GRADOS 6° A 11°
NUEVO RECONOCIMIENTO RES.2805 DEL 26 DE AGOSTO DE 2002
"PENSAMIENTO EMPRENDEDOR HACIA LA GESTIÓN SOCIAL"
Teacher: Martha Moreno



Reading Questionnaire

Reading is a common activity that you develop in your English classes. You usually read short articles, conversations, stories, news and advertisement as part of your learning process.

Answer the following questionnaire about how do you see your reading comprehension process after working with authentic texts and receiving some training in different reading strategies.

1. **The topics and readings of the tasks I developed were interesting for me**
 Never occasionally often usually always
2. **When I read the texts included in the tasks: I read the title of the reading, look for familiar words and took a look at the images of the text before reading it.**
 Never occasionally often usually always
3. **Before reading a text I thought about the best strategy to understand it.**
 Never occasionally often usually always
4. **I took into account my previous knowledge before and during the reading activity.**
 Never occasionally often usually always
5. **After reading a text I self-evaluated the strategy/strategies that I used to see if it/they worked or not.**
 Never occasionally often usually always
6. **The reading tasks that I developed were:**
 Easy more or less easy difficult extremely difficult
7. **After the development of these reading tasks I consider that my reading comprehension is:**
 Worst the same Improved a little much better
8. **I think that the use of authentic texts made my reading comprehension process to be:**
 Worst the same Improved a little much better
9. **The reading strategies suggested in the different tasks made my reading process to be:**
 Worst the same Improved a little much better
10. **After using the edmodo platform my strategies to work autonomously are:**
 Worst the same Improved a little much better

Appendix C: Journal**Personal Journal**

Use this journal to reflect and write about your own learning process through the different Reading tasks you have been developing. If you feel more comfortable writing in Spanish there is not any problem

Reflect on the following:

- 1. How much time did you spend to develop the whole reading task?**
- 2. Did you like the topic of the reading?**
- 3. Was the reading task easy or difficult? What was the most difficult and the easiest part of the task?**
- 4. What were the steps you followed to accomplish the task successfully?**

5. Do you think your reading comprehension process is improving or is it the same?

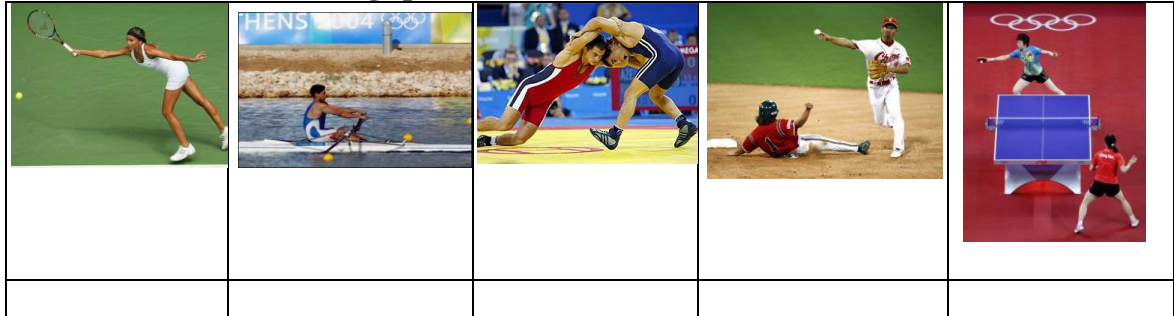
1. Me gaste en la historia de los deportes 30 minutos y en power point 2 horas
2. Me gusto mucho los juegos olímpicos, me pareció muy interesante ya que son deportes y me encantan ver las competencias y es un tema que a todos nos debe interesar porque es un tema sano y lleva mucho a la cultura.
3. La más fácil fue solucionar el ejercicio de la historia de los deportes y la más difícil fue la de power point por el tiempo.
4. mi primer paso fue abrir el archivo, el segundo leer muy atentamente las instrucciones que me daban, ir desarrollando punto por punto muy cuidadosamente, ver el titulo y la imagen, luego leer 5 veces el texto, mientras solucionaba las preguntas iba otra vez leyendo la comprensión de lectura fue fundamental y en power point investigue mucho sobre los deportes que escogí ya que son los deportes que mas me gustan de los juegos olímpicos le puse fondo a power point la letra para que se viera más bonito busque imágenes y fui haciendo mi trabajo hasta acabar.
5. Mejoro notablemente, ya que repetí el texto muchas veces y aprendí nuevo vocabulario por ello mejore mi comprensión de lectura ya que el ejercicio se trataba mucho de ello de saber leer.

Appendix D: Reading task

Reading Task # 1

Part A (Before reading)

Write the names of the following sports:



1. Look at the title of the following text and the previous illustrations. Use them to predict what the text will be about:

2. Brainstorm possible ideas and possible information that you might find on the text. Write them in the chart below:

Part B (While reading)

3. Take some minutes to read the following text:

History of Sports

Sports have been the most popular form of recreation for people since time immemorial. To jot down the conclusive history of sports in a short summary is an impractical proposition. For gaining true insight, one needs to dig historically to reach every nook, corner and township in different parts of the globe. The scope and vastness of sports and its history make it impossible to point to a date that marks D-day in the world of sports.



The true spirit and recognition of sports at the international level took place with the introduction of Olympic games in Greece. Ancient Olympics refer to a legend called Hercules, son of Zeus, as being the founder of Olympic games. Written records point to first Olympic games being held in 776 BC. Historians believe that games were held much earlier than the recorded times. We have all heard about Coroebus who won the only sprint event held at the Olympics by running a distance of 192 meters.

Ancient Olympics had two major events—the Equestrian and the Pentathlon events and it later added events like jumping, running, wrestling, javelin and discus (disc throwing). The Equestrian events introduced chariot racing and riding.

Olympic games were held every four years for around 1200 years. The Roman Emperor Theodosius banned Olympic events in 393 CE owing to the game's pagan origin. Some 1500 years later, the Olympic games found revival with serious efforts by a Frenchman called Pierre de Coubertin. His efforts to rouse sports enthusiasm in France were initially met with scepticism and controversy. However, Coubertin was not to give up his attempts so easily.

It was in 1890 that he established an organization called USFSA (Union des Sociétés Francaises de Sports Athlétiques). In a meeting of the USFSA in Paris on November 25, 1892, Coubertin voiced his desire to revive Olympic games with a popular speech. The speech did not invoke any serious interest. Two years later, in a meeting attended by 79 delegates from nine countries, he again proposed the idea and it arose interest this time. The delegates at the conference unanimously voted for hosting Olympic games and Athens was chosen as the venue to restart the events.

Modern day Olympic games include sport events like, Badminton, Baseball, Basketball, Beach Volleyball, Boxing Archery, Canoeing & Cycling, Diving, Equestrian, Fencing, Field Hockey, Gymnastics, Judo, Modern Pent, Mountain Biking, Rhythmic Gym, Rowing, Sailing, Shooting, Soccer, Softball, Swimming, Swim, Table Tennis, Taekwondo, Team Handball, Tennis, Track & Field, Trampoline, Triathlon, Water Polo, Weightlifting, and Wrestling.

The International Federations are non-government organizations acclaimed by International Olympic Committee for managing sports at the international level. These Federations are responsible for applying rules and ensuring the integrity of Olympic sport.

A glance at major Olympic events since 1896,

Year	venue
1896	Athens
1900	Paris
1904	St. Louis
1906	Athens (unofficial)
1908	London
1912	Stockholm
1916	Not held
1920	Antwerp
1924	Paris
1928	Amsterdam
1932	Los Angeles
1936	Berlin
1940	Not held

1944	Not held
1948	London
1952	Helsinki
1956	Melbourne
1960	Rome
1968	Mexico City
1972	Munich
1976	Montreal
1980	Moscow
1984	Los Angeles
1988	Seoul
1992	Barcelona
1996	Atlanta
2000	Sydney
2004	Athens

Taken from: <http://www.historyofsports.info/>

4. Choose the best answer (Circle or highlight it) for the following questions:

a. Where and when did the original Olympic Games begin?

1. In Olympia in Ancient Greece in 776 BC.
2. In Paris in 1500
3. In Moscow in 1980

b. How often were the Olympic Games held?

1. The Olympic Games were held every four years
2. The Olympic Games were held every two years
3. The Olympic Games were held every three years

c. Which were the two major events that ancient Olympics had

1. The equestrian and the pentathlon
2. Jumping and running
3. Wrestling and javelin

d. Who founded the Modern Olympics? When? Where?

1. Pierre de Coubertin founded the modern Olympics in Athens in 1896
2. Coroebus founded the modern Olympics in Paris in 776B.C
3. Hercules founded the modern Olympics in London in 776B.C

e. When was the original Olympiad first held?

1. 1776 B.C
2. 776 B.C
3. 1896

f. Who founded the Ancient Olympics?

1. Zeus
2. Hercules
3. Coroebus

g. In which city will the Olympics in 2012 be held?

1. Athens
2. London
3. Paris
4. Tokyo

h. How many times the Olympics have been held in London?

1. One
2. Three
3. Two

Part C (After reading)

5. Make a power point presentation where you include 10 Olympic sports played nowadays. Include pictures, names of the sports and mention some of the best players for each sport. Send the presentation to your teacher by e-mail or upload it to edmodo

Note: if you prefer you can do a poster by hand with the same information, take a photograph of it and send it to your teacher by e-mail or upload it to edmodo.