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Intensive Reading Based on Cross Curricular Topics: a Strategy to Foster Students' Reading
Comprehension

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Research Report submitted

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Abstract

“Fostering Reading Comprehension Skills in A1 Students” is a project carried out in a public school in Bogotá with a group of eleventh grade students. Reading comprehension is a key aspect for being successful in academic and professional fields. This project examines the use of intensive reading skills based on cross-curricular topics in order to help students improve their reading comprehension ability. Reading comprehension was analyzed using a mixed method approach. The qualitative analysis was done through students’ surveys, teacher’s journal, and the quantitative analysis through reading tests and students’ artifacts. The analysis showed that students improved their reading comprehension ability especially in the kind of exercises like gap filling, multiple choice and true and false. Conversely, they struggle to find word definitions when there is not a specific context. Additionally they had difficulties answering open questions. Through the research it was identified the necessity of having a reading comprehension program in English during all secondary, beginning in basic secondary. It is not enough to have a strong process only in eleventh grade. Another effect of using intensive reading skills based on cross-curricular topics is that students gained confidence in their reading comprehension process. Moreover, the cross-curricular topics helped them to activate their prior knowledge as well as to infer the meaning of words in a specific context.

Key Words: Reading Comprehension, Cross-curricular topics, Intensive reading, prior knowledge.

Resumen

“Fomentar la comprensión de lectura en estudiantes con nivel A1 de Inglés” es un proyecto llevado a cabo en un colegio público en Bogotá con un grupo de estudiantes de Undécimo. Un aspecto clave para tener éxito tanto en el campo académico como en el profesional es tener una buena comprensión de lectura. Este proyecto examina el uso de la estrategia “lectura en detalle” basada en temas transversales como medio para ayudar a los estudiantes a mejorar su comprensión lectora.

La comprensión de lectura fue analizada siguiendo un método mixto. El análisis cualitativo fue hecho a través de encuestas a los estudiantes y del diario de campo del docente. El análisis cuantitativo se llevo a cabo a través de pruebas de lectura y guías de los estudiantes. El análisis mostró que los estudiantes mejoraron su habilidad para comprender una lectura especialmente en ejercicios tales como completar oraciones, selección múltiple y verdadero y falso. En el caso de preguntas abiertas, donde los estudiantes debían escribir, la mayoría tuvo dificultades para responder a estas preguntas. Mientras que algunos estudiantes tuvieron dificultades para encontrar la definición de las palabras cuando no estaban dentro de un contexto específico.

A través de la investigación se identificó la necesidad de tener un programa de comprensión lectora en inglés durante todo el bachillerato, comenzando en la básica. Por otra parte, al utilizar la estrategia de lectura en detalle basada en temas transversales se identificó que los estudiantes sintieron más seguridad en sus habilidades lectoras, además les ayudó a activar su conocimiento previo y a inferir el significado de las palabras cuando se encontraban en un contexto específico.

Palabras claves: Comprensión de lectura, temas transversales, lectura en detalle, conocimientos previos.

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Chapter 1: Introduction

Statement of the Problem

In Colombia, a Spanish-speaking country in the north-western part of South America, the Ministry of Education launched a National Bilingual Program (NBP) 2004-2019, a language program that seeks to improve English level of teachers and students and classify their performance based on international benchmark which will accredit institutions. Cely (2007) states that one of the policies included in the NBP was the adoption of the Common European Framework of Reference for Languages CEFR (Council of Europe, 2001) as the norm that will regulate the whole system. Another policy was the introduction of international standardized tests to determine teachers' and students' communicative competences.

The NBP included the creation of an alliance between the "Colombian Institute for the evaluation of the education" ICFES (Acronym in Spanish for Instituto Colombiano para la evaluación de la educación), which is an organization that manages and evaluates the education in Colombia and seeks to improve its quality) and the British Council. They worked together to promote the basic standards for English competences. Therefore, in 2006 the Government introduced the basic standards that English teachers should follow to guarantee the level of proficiency stated by the CEFR. According to the former Minister of Education, Cecilia Maria Velez White, when introducing the standards, she assured that the government had the fundamental commitment to create the conditions for developing communicative competences in another language. (MEN, 2006) (Translation of Estándares Básicos en Competencias en Lenguas Extranjeras: Inglés)

In Colombia, ICFES provides the state test that is recognized nationally as the most important test since it qualifies students according to their actual academic skills in order to

access College or technical education. Education in Colombia is organized by grades: nursery school, elementary school, high school, technical instruction and university education. Secondary education includes basic secondary (grades 6th to 9th) and mid secondary (grades 10th and 11th). ICFES evaluates students in all the subjects they have studied at school. Therefore, students use and apply all the knowledge gained during high school later on the ICFES exam, currently called Saber 11 test.

The English exam had been optional in state exams up until 2000 (Gomez et al, 2010). However, after that year ICFES implemented a mandatory language component for State exams. Since schools in general did not have much experience in teaching and testing foreign languages, a 2-year adjustment period was granted. After this period, English was included as an obligatory subject in the test. The English test consists of 45 multiple-choice items. The test has been developed to assess across several levels of proficiency (from Pre-A1 to 'B1 or above' on the CEFR). It evaluates skills in the following areas:

- Can understand straightforward instructions or public messages
- Can understand dictionary-style definitions for common objects
- Can understand routine information
- Can follow routines interactions covering a wide range of functional language
- Can understand factual articles in newspapers, books and letters
- Can understand the general meaning of non-routine articles, including writer's purpose, overall intention and writer's opinion
- Can appreciate cohesion in a written passage and select appropriate vocabulary form options.

The Saber 11 test is mandatory for all eleventh graders both from private and public schools. Universities take into account the results for accepting or rejecting students. To enter a university has been the privilege of the higher social classes that have bilingual education. Thus, this research aims to help public students improve their performance in the Saber 11 test in order for them to have the possibility to follow university studies.

While working with eleventh grade students at Aquileo Parra – a public school in northern Bogotá, Colombia, it was observed that one of the main issues that students face is related to the lack of reading comprehension skills which prevents them from having good scores in their English test. There are some difficulties that prevent students from reaching a good English level. On the one hand, the time allotted for English instruction in the public schools in Bogotá is inadequate to reach a good level of appropriation of the language. This time was set up by the educational secretary. According to Stanfield, Ch. W. (1972) based on Decree No. 45, of January 11, 1962 all the public schools in Bogota have to include three hours per week for English instruction in high school and one hour per week in primary school. Although the NBP was launched seven years ago, the time allotted to English instructions in public school has not changed since 1972 “Public students spend only a few weekly hours dedicated to ‘learning’ the language in conditions that are, in most cases, no conducive to language learning, the proficiency that they achieve in English is unlikely to provide them with access to job opportunities”(Valencia Giraldo, 2006, pág. 8). (Valencia, 2006, p.8) However, there are twelve public schools with a bilingual project in Bogota that have more hours for English instruction: Antonio Van Uden, Bosanova, Cundinamarca, Carlos Fedirici, Debora Arango, La Candelaria, Saludcoop Norte, Juan Manuel Restrepo, San José Norte and Francisco José de Caldas.

Another issue is that frequently when students read they do not remember vocabulary they have learned during previous courses. One of the reasons for the aforementioned problem is that many students do not dedicate enough time to their autonomous learning; as a result, many of them refuse to do their homework. According to Hinchey, P. (1996) this issue has different causes like lack of time and lack of motivation among others. Consequently, some students prefer to spend more time watching television and doing social activities than doing homework. This issue is not going to be further developed in this study. On the other hand, I have observed during my classes that students are accustomed to the teacher translating the unknown words to them in Spanish instead of using previous knowledge or the context to decipher the meaning of unfamiliar texts

After doing some activities, it was noticed that students have poor reading comprehension skills that prevent them from having good results in their English test. In order to try to solve this problem this research was conducted. Through this study learners experienced a series of reading activities based on content from other subjects, so that they develop both, their knowledge about the topic, and some reading skills such as vocabulary (learning new words), and comprehension (deriving meaning). These skills correspond to the five essential components of early reading instruction in L2 according to the U.S. Department of Education's Institute of Educational Sciences (2009).

Intensive reading based on cross curricular topics emerges under this scenery as a feasible strategy that facilitates reading comprehension. Then, this project examines the use of this strategy and its effects in learners' reading comprehension ability. The foundation stone for successful academic projects has always been reading comprehension and the lack of reading comprehension affects students in their academic life. As Hedgcock and Ferris (2009) claim,

reading is a building block at success in academic fields. Reading has been an issue for students who struggle for understanding different kinds of tests. Being aware of this difficulty, English teachers cannot overlook this fact and must undertake the challenge of addressing reading from the language perspective to guarantee the development of language processes. Through having good reading strategies students have the opportunity to be better prepared to take standardized tests.

The project was carried out in an eleventh grade class composed of 39 learners taking the English subject. Since this is their last year at high school, they are expected to take the Saber 11 exam and reading comprehension is a cornerstone for being successful in the English test. As a result of having good scores, students can apply to public universities and they will have more success during the selection process. Additionally, by having a good English level they can read faster and with good comprehension different kinds of texts, they can have access to information directly from different sites, they can explore information regarding scholarships and apply for them, and finally, they can be acquainted with the scientific findings and global issues among other topics. According to Graddol (1996) English has dominated the world as a global language (EGL). This language is used for books, newspapers, academic conferences, education, advertising, and so forth. Crystal (2010) stresses that English is considered the most powerful international lingua franca, or the main global language. It is viewed as a vehicle to communicate in the globalized world.

Consequently, many changes at local and national levels might occur. As I mentioned before, my findings will give insights in improving vocabulary and reading comprehension, which in turn will benefit learners, teachers, the school and the English learning process in public schools. Teachers will have a source of information to consult intensive reading based on cross

curricular topics as a strategy to be implemented for developing students' reading comprehension skills. Finally, the school will benefit from this research since the English program will provide valuable information, which can be used for including intensive reading based on cross-curricular topics as a reading strategy. Therefore, this will not only enhance the students' reading comprehension, but it can also become a model of curricular integration in the public schools in Bogotá which is one of the objectives set by the Secretary of Education for all district schools nowadays. As Clavijo et al., (2004) point out; teachers need to innovate in the curriculum in order to achieve better results in their teaching practice.

The topics of the readings were chosen taking into account that two of the main projects in my institution are *Environmental Care* and *Literature*, which implies that students are familiar with these topics in Spanish. So I decided to use them in order to activate schemata. According to Stott (2001), through this process readers combine their own background knowledge with the information in a text to comprehend that text. Based on the schema theory some pre-reading tasks are frequently designed. Widdowson (1996) states that the reader develops a coherent interpretation of the text through combining textual information with the one the reader has. Through this study the learner will read about some topics they already know in their mother tongue. This study will find out the effects that this kind of readings have in students' reading comprehension.

The project regarding environmental issues was chosen to raise awareness among students on the environmental problems that affect the school and the neighborhood. One of them is pollution due to the fact that the school is located next to a sewer. Therefore, the project aims to raise environmental awareness in the school community; as a consequence students will be the ones who are going to seek environmental solutions in their neighborhoods.

Regarding the Spanish project, the objective is to improve students' reading and writing skills in Spanish. For this purpose all of the teachers prepare materials based on the subjects they teach in order to guide students in the process of reading comprehension.

The Spanish project has forced students and teachers in my school to implement meaningful activities to develop reading comprehension. The aforementioned projects were chosen in order to motivate learners by using topics they are already familiar with. Therefore, intensive reading based on cross-curricular topics promises to be a solid framework to integrate English and other subjects such as Spanish and Science. The use of English in the environmental project is seen in the newspaper which has some articles written by the students in English (See Appendix M).

Using topics known in Spanish by the students has benefitted learners because in this way students activate schemata before they start reading, which enhances reading comprehension. According to Carrell (1983), "we comprehend something only when we can relate it to something we already know" (p.82). Additionally, Carrell and Eisterhold (1988) claim that what a person knows about a given topic is called content schema. Since the pre-reading phase attempts to activate existing schemata, there will be a better reading comprehension of the topic. One example, cited by them, refers to the case of simple stories, where the schema is the information that a story should minimally have: "a setting, a beginning, a development, and an ending" (p. 28). That is one reason why I used stories in the assigned readings for students who participated in this study.

In essence, this project aimed to help students to improve their reading comprehension by using strategies that help them to take out the most from the texts. Because of this study, it is expected that learners strengthen their reading skills in order for them to be able to understand different kinds of texts. This is to say according to Bloom's Taxonomy to assign meaning to the

ideas which one reads, interpret what the text says by differentiating main ideas from supporting ones, and stating conclusions using the readers' own words.(Bloom,1971). This research will foster students reading skills by helping them to interpret summarize and paraphrase what a text presents. In addition, the findings here will show the English teachers the effects intensive reading has in students' reading comprehension that can be help to improve the school reading project.

Research Question

What are the effects of implementing intensive reading skills based on cross-curricular topics in the reading comprehension of A1 students?

General Objective

To examine any possible improvement in learners' reading skills in English when implementing intensive reading based on cross-curricular topics.

Specific Objective

To identify key elements to be taken into account when implementing the intensive reading strategy based on cross-curricular topics.

Rationale

A reader does not only decode and decipher codes. He needs to decide what they mean to him and how they relate with things he already knows Alderson (2000). In this sense, during the reading process students face several challenges like lack of familiarity with the topic, assumed background knowledge, and vocabulary among others. Grabe and Stoller (2002).

At the public institution where the project was carried out, a research about foreign language reading comprehension has not been done yet, so this study aims to address the learning needs of all the students as well as the needs of the English teachers who have not found a strategy that best suit their students' learning process. It is necessary to reflect upon this situation and come up with reliable solutions not only for this group of students but also for all the students in the school. Undertaking this project provided concrete evidence about the effects of implementing intensive reading for improving reading comprehension. As a result of the present study, students are expected to strengthen their reading skills and to improve their understanding of different kind of texts. Furthermore, the findings here are expected to motivate other English teachers to explore the strategies presented in this study which contributed to the integration of the curriculum.

The school where this project was carried out is a state school; therefore, this experience is expected to serve other state Colombian schools as reading comprehension and curriculum integration is central to the national education program. In the Latin American context, cross curricular integration can be considered a new approach. The current study aims therefore at contributing to the field of English integration with other subjects through reading and methodology in our Colombian context. According to Cárdenas (2008) the National bilingual project launched by the Minister of Education in the year 2004 underlined the need to revise how we teach English, in which circumstances, and the real purposes. Additionally, she highlights that it is necessary to know who we can work with in order to help learners to achieve higher proficiency levels.

The nature of this study is framed upon an action research methodology. Burns(1995) identifies certain steps we need to follow in order to carry out the action research process:

exploration, identification, planning, data collection, reflection, hypothesizing, intervention, observation, writing and reporting.

The reader of this report will find the following elements in its six chapters.

The first chapter explains the reasons why the topic of reading was chosen as well as the research question, objectives, and benefits resulting from the implementation of this small-scale action research project.

- The second chapter discusses the theoretical framework on the constructs of cross-curricular topics and reading. It provides different theories and updated research made on the field of this study.
- The third chapter provides information regarding the context where this study took place, the type of the study, and the data collection instruments and procedures.
- The fourth chapter explains the methodology implemented in order to foster students' reading comprehension.
- The fifth chapter describes the data collection methods used to analyze the information as well as the result obtained when analyzing this data.
- Finally, the sixth chapter provides a conclusion based on the results of the research project as well as its limitations, recommendations to other researchers, and suggestions for further research on this topic.

Chapter 2: Theoretical Framework

The previous chapter described the conditions that led the researcher to choose intensive reading based on cross-curricular topics as a strategy to foster reading comprehension. This chapter will review the main constructs of this research study. It deals with the literature review about the meaning and relationship between reading and cross-curricular topics, and the definitions I have stated for these two concepts for the purposes of this study.

Two main constructs emerge after analyzing the research question:

Cross-curricular topics and Intensive reading.

Cross Curricular Topics

These topics promote the acquisition of new English vocabulary relevant to students' learning and the contents covered in other areas of the curriculum. For effective English teaching, it is necessary to raise awareness of the importance of not treating subjects as something separated, but integrating them, so that the different knowledge students have can be integrated into the curriculum, or foster new knowledge about other subjects through English. Teachers need to have a rich understanding of the subject and to be aware of how knowledge in English is created, organized, and linked to other disciplines and applied to real world settings. (Caine & Caine, 1991)

Within this framework, units of work are integrated across curriculum and based on topics of relevance and interest to students' skills, values and understanding. These units of work are taught and assessed within meaningful, connected context. (Baena, 1991; Harster 1999; Hamston and Murdoch 1996; Eilson 1991; Murdoch and Hornsby, 1997).

Caine and Caine (1991) argue that the brain has a natural capacity for integration, and that this should be invoked by the teaching methods used in the classroom. Integrated curriculum is also supported by recent research into “brain-based learning”. Brain-based learning stresses the importance of patterning, which is the fact that the brain does not easily learn things that are not logical or have no meaning. Because our natural tendency is to integrate information, we resist learning isolated bits of information. This resistance is the reason why cross-curriculum strategies present an innovating approach to English learning in my context. This way of teaching can promote a better understanding of the readings. As a result, implementing intensive reading based on cross-curriculum topics introduces a different approach to language, which requires more than sharing a common code.

Content and language have been joining together after being dealt with separately for several decades. Current studies like De Graff's *al.* (2007) have shown that the relationship between language and content can lead to more successful teaching practices. This issue is challenging both content-based and language teachers to start implementing strategies that enhance their students' learning process in the areas of content and language. Content Language Integrated Learning (CLIL) becomes, then, the meeting point where each component has a significant role within classroom practices.

CLIL is a term adopted by the European Network of Administrators, Researchers and Practitioners in the year 1990. Marsh (2002) claims that CLIL encloses any activity in which a foreign language is used as an instrument in the learning of a non-language subject. The use of CLIL enhances student's development of their language skills through learning other subjects. This means that subjects and language are combined to offer more possibilities for learners to acquire the language and learn the content.

Since learning frequently takes place in isolation for each school subject, CLIL and cross-curricular themes and projects bring the possibility to integrate subjects. In other words, they create bridges between the various subjects taught. In school, the teachers' goal is to encourage students to gain the knowledge and skills they need for success in the real world. According to Mehisto et al (2008) we are immersed in a world where things are not isolated, everything is connected and we apply skills from different subject areas at the same time, in this sense Cross-Curricular themes and projects reflects the reality. "Cross-curricular themes and projects usually require social, affective, cognitive and personal interactions with one's surroundings." (Mehisto et al., 2008, p.116). Therefore, the themes and projects were chosen in order to create a meaningful context for learning. Students are more engaged and ready to participate in projects which are close to real life. In this way teachers foster high students' motivation, they become better placed to apply learning from their school experiences to their own lives.

Mehisto, P et al (2008) claim that the language teacher uses materials from the content classes to teach language. Sometimes materials need to be designed by the teacher to stress a specific feature of the language. They assure for example that "if students are studying in biology class the consequences of overeating, and if clauses are the focus of the language curriculum, students could be asked to use those clauses to write about the potential risks of over consuming given foods." (Mehisto et al, 2008, p. 112)

Coyle et al(2010) state that once the topic has been established, the CLIL teacher needs to foster a student-centered learning environment. As (Mehisto et al,2008) explain, using hands-on activities, charts, diagrams and eliciting key vocabulary are among other some effective CLIL strategies.

Some potential benefits of using CLIL are:

- Connects learning to the world outside school
- Helps create bridges between subjects
- Helps synthesize information
- Develops unified perspective
- Builds the habit of transferring knowledge and skills among school subjects
- Engages the individual and fosters co-operation
- Promotes constructive interaction
- Leads to improved outcomes
- Can foster healthy competition among groups
- Builds respect for others
- Promotes active learning/teaching
- Accommodates different learning styles
- Accommodates different ability levels
- Promotes in-school agreement on learning outcomes, values and evaluation.

Additionally, some challenges of CLIL are:

- Takes extra planning time
- Difficult to agree on common content, language and learning skills outcomes
- Scares some staff
- May require an investment in terms of training
- Hard to establish right level of difficulty
- Difficult to get staff to co-operate
- Some parents and students may not see it as work
- Hard to agree on assessment
- Some students may go along for the ride, but not really work

Another theme that could be included in a cross-curricular approach to education is information and communication technology (ICT) and its relation with the individual. By exploring some uses of the ICTs students can better understand their importance and application. This topic is relevant to this target population since this is part of their everyday lives. Moreover, students feel motivated to participate in activities which include ICTs. (See for example the web created by the researcher for students to participate in a forum about reading strategies. www.lizwhite.webs.com).

Intensive Reading

First this study will explore the definition of reading, then the definition of intensive reading. Eskey (2005) defines reading as an experience that involves the whole range of any reader's thought processes, feelings, imaginations, beliefs, as shaped by his or her own experiences. Atorresi (2009) defines reading as a complex set of mental processes that include linguistic knowledge (e.g. syntaxes, vocabulary, words) and extra-linguistic (e.g. what the text is about, how to deal with it). She says the reader needs to activate both types of knowledge and integrate them with the ones the text shows explicitly and implicitly. At the core of the psycholinguistic theory (Tracey et al, (2006), define reading as a grammatical, semantic and graphonic system.

As we can see from the foregoing definitions, reading involves a variety of processes implying a reader's active role as he constantly seeks understanding. The reader brings to the text his or her own knowledge and starts to negotiate and construct meaning. Reading is seen as an experience where learners use not only language processing skills, but also context and situational strategies. According to Goodman (1996), the writer has the intention to convey meaning through the text; however, the text does not transmit in a complete way the meaning the writer wants to convey. Furthermore, this author assures that "the effectiveness of the reading

process consists in getting the meaning out of the printed codes, nor in correctly identifying a word.”(Goodman, 1996, p.12).

Three models explain the mental processes taking place within the reader as she or he interacts with a text: the bottom-up approach, the top-down approach and the interactive model. According to Boothe et al (1999) the bottom-up approach emphasizes that the text is processed by going from the part to the whole. The reader starts decoding the words, processing first the smallest linguistic unit and then gradually deciphering higher units. This is to say, according to Atorresi (2009) that understanding a text starts when the reader recognizes the letters, then the words, next the sentences, and finally the whole text. Reutzel et al (2005) point out that this approach explains that reading is more than decoding. Reading is to comprehend a text by comparing the knowledge the reader brings against the one proposed by the author. The idea of comparing their knowledge and background experiences helps learners to have a better understanding of the text. In my research learners use in their English lesson what they already know from previous knowledge acquired in the other subjects such as Biology and Literature in order to activate schemata. Schemata, as defined by Carrel (1983), are divided into two main types ‘Content Schemata’ (background knowledge of the world) and ‘Formal Schemata’ (background knowledge of the rhetorical structure).

Reading is not a passive skill, but rather an active mental process, which is purposeful, and creative the reader predicts samples and confirms information to get meaning from the text. “Readers interact with texts by combining information they discover there with the knowledge they bring to it.” (Eskey, 2005, p.565). This is known as the top-down approach. Goodman (1996), states that reading implies an interaction between thought and language, also he points out that reading is a guessing game which includes psychological and linguistic components.

In addition, Nutall (1996) mentions that, there is a difference between helping students learn and testing. For example, asking students to answer questions at the end of a reading tests reading comprehension, does not help learners build the skills they need. Certain procedures mentioned by Nutall (1996) promote reading skills development:

- The “next step” level. Pushing students’ just one step ahead of where they currently are.
- Scaffolding. “*Enabling students to develop move to the “next step’ level”; never doing for them anything they are capable of doing for themselves with little support*”. (ibid, page 36).
- Text Talk. Students need to interrogate the text, ask questions about what the author meant, what the passage is about and how to solve difficulties such as unknown words.
- Learner’s Training. Raise students’ awareness on successful strategies for dealing with texts.

Rumelhart(2006), states that “*the reading process is neither bottom-up, not top-down but interactive*”. Four knowledge categories work together to construct meaning: syntactic, semantic, orthographic and lexical. Additionally, Eskey (2005) agrees with this vision and suggests that in order to have a successful reading process, it is necessary to integrate bottom-up and top-down models. Adding to this view, Hall and Austin (2004), also suggest a combination of top-down, where the reader uses his own experiences to understand the text, and bottom up model because this interactive model has been proven to enhance reading comprehension. As Nutall (1996) highlights, depending on the reading phase (pre, while or post) readers benefit

more from one approach than the other. Therefore, teachers need to recognize all of the different reading trends and be aware of the variety of strategies they can implement in their classrooms.

The researcher's aim is to help learners go to the "*next step*" level Nutall,(1996) by providing meaningful activities based on cross-curricular topics where the learner constructs and de-constructs knowledge through the use of top-down and bottom-up reading strategies.

The Table below summarizes some of those reading strategies based on Eskey (2005) and Nutall (1996) to be followed in this study.

Table1.Processing strategies to be used in this research study .

Reading Cycle		Pre-Reading	While-reading	Post-reading	Follow-up
Approach	Bottom-up	Vocabulary building Schema building	Identifying sense groups (units of meaning each consisting of several words)		
Approach	Top-down	Activating prior-knowledge. Skimming	Reading for specific information	Critical reading Stating one's position	Moving on to other texts or to other language skill (e.g. speaking)
			Predicting future events within the text		
			Scanning	Establishing the value of what has been read.	

Ulit et al (1995) define intensive reading as "careful or in-depth reading usually to extract information on particular topics" (p.43). The "how" is as important as the "what", for the

intensive lesson. It is intended primarily to train strategies which the student can go on to use with other texts. Nutall (1996) explains that successful intensive reading lessons have two characteristics: first, understand what a text means. Second, reflect upon how the learner constructs that meaning, According to Nation (2004) "intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items " (p.20). The reader can find difficulties in the text comprehension regarding the content or the language, i.e. unfamiliar grammar or vocabulary.

Hedgcock& Ferris (2009) identified various intensive reading characteristics: the reading text is chosen by the teacher (perhaps taking into account input from students), all the students read the same text at the same time facilitating the assessment. Students complete the text in class or out of class (in this specific research, students did it in class). The teacher calls the attention about specific linguistic features and content dimension of the text and at the same time introduces reading strategies. "The overriding goal is to build students' skills and strategies for reading authentic texts beyond the reading classroom" (p.162)

Within intensive reading, a further distinction can be made between skills-based and text-based teaching. In a skills-based lesson, the intention is to focus on a particular skill, eg inference from context. For developing inference the reader can use different texts that offer opportunities to practice the skill. "when referring to an intensive reading lesson: the text itself is the lesson focus, and students try to understand it as fully as necessary, using all the skills they have acquired." Nutall, 1996, (p.38) Hedgcock and Ferris (2009) also explain the different stages of the reading process. Both teachers and students know the aims of the pre-while and post reading activities. Pre-reading activities are important to facilitate comprehension. These are some of the activities in this phase: getting ready to read, surveying the text, making predictions

and asking questions, and introducing key vocabulary. Pre-reading entails “schema activation, schema development, and establishing purpose for reading” (p.163).

While-reading activities refers to first reading, “quick read-through of the entire text to develop a sense of its main point(s) and to confirm initial predictions made during pre-reading (p.172)”, re-reading the text, “read the text intensively through a careful and focused second reading (p.172)”, looking closely at language, and considering the structure of the text.

Post-reading activities involve summarizing and responding, thinking critically, and reading-writing connections. “Post-reading activities also offer the best opportunities for teacher assessment of student progress, as they make the internal reading process and its outcomes more transparent”. (p.185)

In general, all the definitions underline “in-depth reading”, use of reading strategies like skimming, scanning, critical thinking, and the teacher as a facilitator. In intensive reading, the teacher has a crucial role: the teacher guides the learner towards the “what” and the “how”. In fact, the teacher, who plans the lesson with the aim for students to understand a given text as well as construct meaning, selects the texts, the strategies and the activities.

State of the Art

In relation to the state of the art for this study, there has been some relevant research carried out in different contexts around the world and in Colombia.

In Fukuoka, Japan, a research study was conducted on helping ESL students become better readers by Nigel Stott(2001). In this research, Stott states that L2 readers in the early stages of learning, basic bottom-up processing must not be ignored and the importance of a lexico-grammatical focus needs to be recognized.

Zurek, C. (2006), conducted another research study about the effectiveness of reading strategies and improving reading comprehension in young ESL readers. In this study the author pointed out that it is important to incorporate reading strategies in the curriculum in order to provide students with greater learning opportunities and to give learners tools to carry out an autonomous process. This study was carried out in Bogotá, Colombia.

Also in Bogota, there is a study done in a public school entitled “How to Improve Sixth Graders’ Reading Comprehension through the Skimming Technique”. This research was conducted by Agudelo, S. &Carvajal, L. &Guerrero, Y. (2007), who found that the “skimming technique permits students to capture key words and the whole meaning of a text”. They state that students can comprehend and paraphrase a text, which allows learners to become proficient readers.

In the same field there is a research study done in Bogotá by Aguirre J. and Ramos, B.(2008, p. 50) in which the authors claim that “the use of reading strategies did contribute to learning English in a semi-distance learning program. The students’ attitude and motivation changed towards English. Through the guidance in terms of how to use reading strategies, students were able to develop meta-cognitive skills and, as a result, they were able to build confidence to work by themselves on the assigned tasks”. In Antioquia there is a study entitled “Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension”. This study was carried out in a public school and the participants were Eighth graders. According to Echeverri and McNulty (2009) this study examined the foreign language reading comprehension of the learners who used reading thinking strategies in order to have a better reading comprehension. Researchers found that the strategies integrated into the reading lesson help students to comprehend the text.

Implementing multiple reading strategies is effective for public high school EFL students' comprehension.

A research project about fostering students' reading comprehension within a CLIL approach was carried out by Bogoya (2011, p.5) in a private bilingual school of Bogota. The author assures that "structured reading practices lead to the development of both students' cognitive processes and reading strategies (i.e. summarizing and highlighting important information) depending on the students' reading level".

A research in the field of reading comprehension was carried out by Moreno (2013) in Cundinamarca. Her research aim was to encourage ninth graders in order to improve their reading comprehension and become self-directed through doing reading task based on authentic text and applying readings strategies. The researcher confirmed the improvement of reading comprehension using strategies like activating background knowledge, making predictions and looking for specific information (scanning) and getting a general idea (skimming)

Another research was conducted in Pamplona by Diaz, & S. Laguado, J. (2013, p.148) This study was carry out in a public school with seventh grade students. Diaz & Laguado found that using skimming and scanning techniques students improve their reading comprehension skills. The researchers assure that using skimming and scanning enhances reading comprehension and help students to get better scores in their tests.

Finally, a research was carried out by Romero (2013) in Tabio Cundinamarca. The aim of the research was to improve the reading comprehension of low proficiency students. The results of this research highlighted the importance of using reading strategies into the Language Arts program in order to provide the students with greater learning opportunities.

After analyzing all the works, I can see that there is a gap in research in the public school context regarding the inclusion of cross-curricular topics as a way to facilitate reading comprehension. It is evident that there is a need to find out how students react to the integration of cross curricular topics and intensive reading strategies in this kind of environment. This work complements the other studies done in the reading comprehension field by using a reading strategy (intensive reading) that has not been explored in the public context in Bogota.

Chapter 3: Research Design

This chapter offers an overview of the context and the participants of this research project with the purpose of providing detailed information so that the results of the project and its implications can be better understood taking into account the context and variables here described. In addition, this chapter explains the underlying principles behind the type of study and the data collection instruments selected to answer the research question. Table 1 sums up the key elements mentioned above.

Table 2. Research design framework

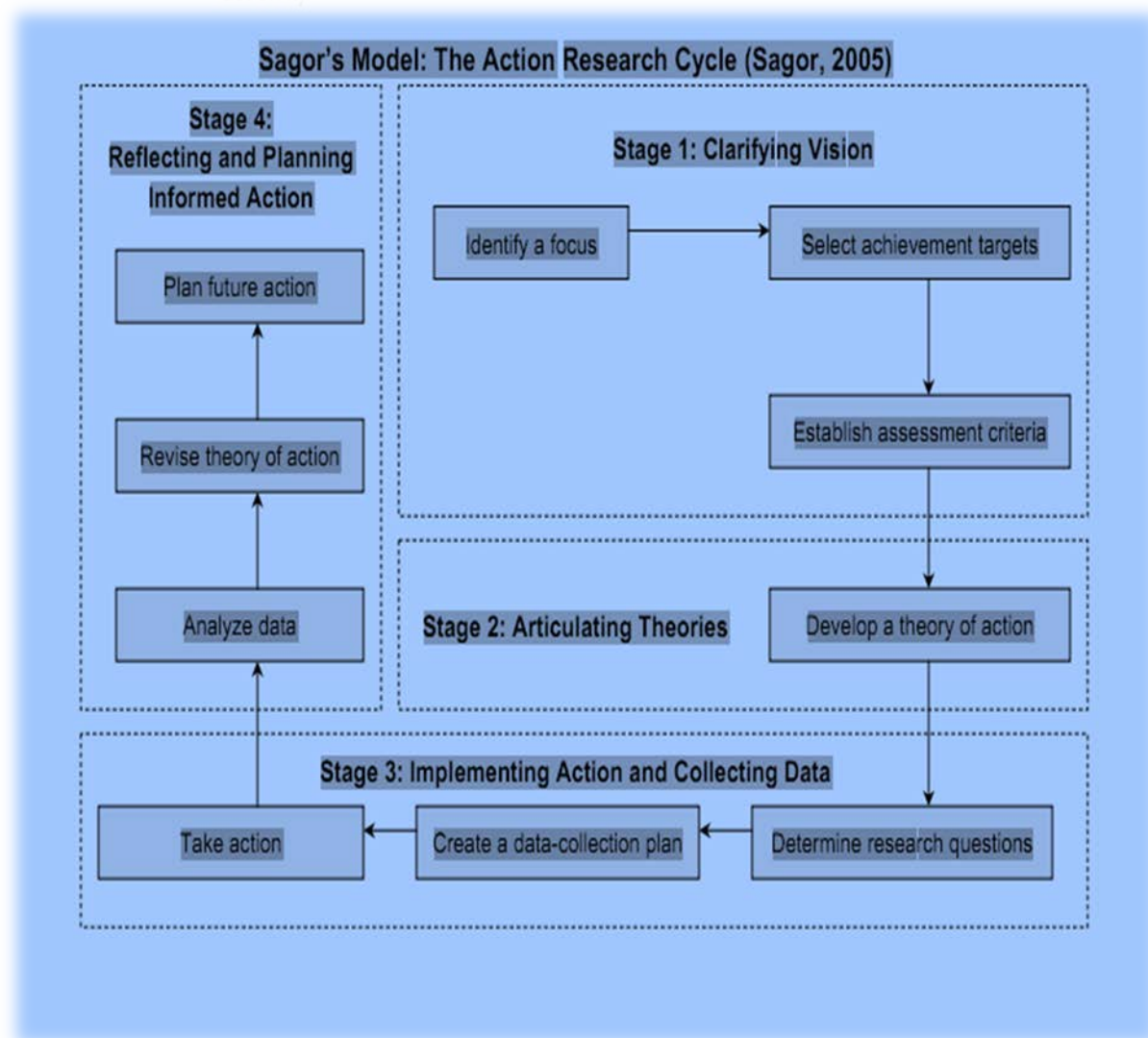
Type of Study	Action Research.
Context	Public institution.
Participants	A group of 39 eleventh grade students, mixed-gender group with basic English level.
Data Collection instruments	Pre-test and post-test, students' guides, teacher's journal, and students' final survey.

Type of Study

This action research represents a challenge in the life of a teacher who performs two roles at the same time, one as a teacher who continues with his everyday practices, second as a researcher who raises teachers' awareness about the importance of teaching and learning process. According to Sagor (2000) action research is a disciplined process of inquiry led with the purpose of assisting the "actor" in the process of improving or refining his or her actions. He also defines action research as "Investigations conducted by and for the people taking the action, on their own action to inform their future actions". Sagor suggests four stages for the action research

process: first, the researchers need to clarify their vision and determine the outcomes precisely. Second, they need to articulate theory, “develop a theory”; third, they need to implement the theory. For this purpose they need a plan and instruments for collecting data and, finally, researchers reflect on results: this implies to examine the data, analyze it in order to know what the data tells and decide how to act based on it. (See Figure 1)

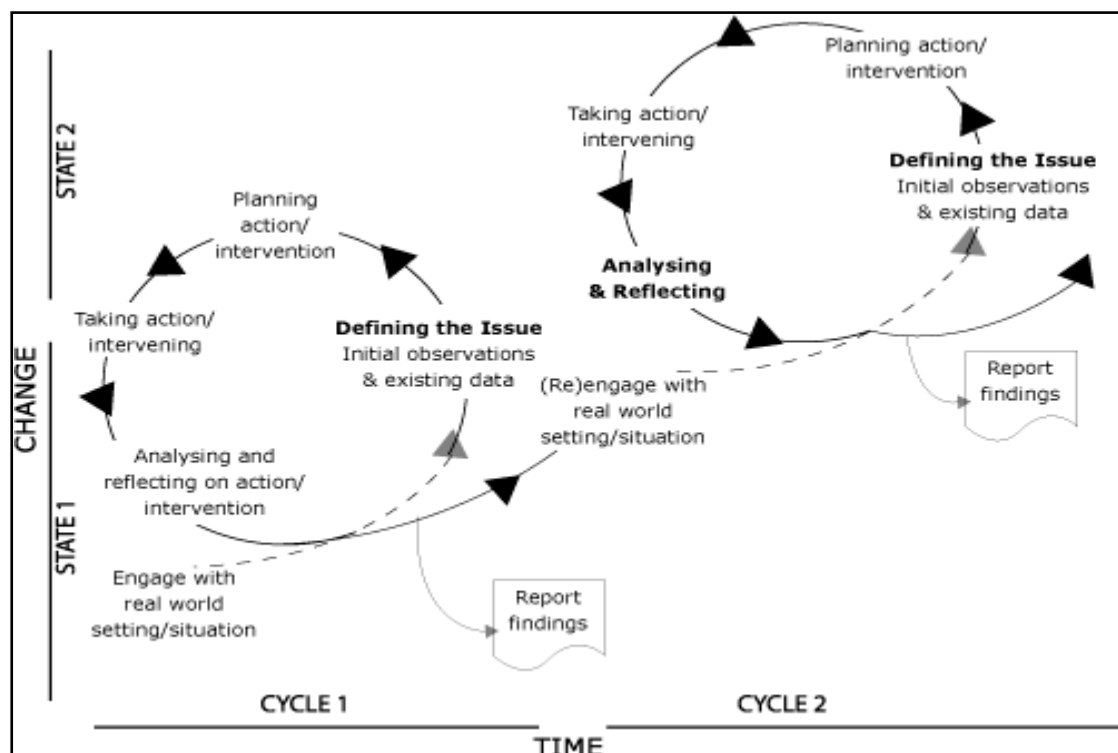
Figure 1. Sagor’s model: the action research cycle.



As (Burns, 1999), states, “The major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities” (p.24). This author also argues that action research can be considered as a research methodology since teachers not only reflect upon their practices growing then as professionals, but also systematic procedures for collecting and analyzing data are implemented following validity and reliability criteria to guarantee a rigorous project.

Muir (2007) suggests that when doing action research the researcher has to be “engaged with real world setting/situation” as well as the impact these types of studies might have within local and global contexts as the researcher is encouraged to report findings.

Figure 2. Action research cycle, Muir (2007).



A Mixed Method Approach

According to Burns (1999) there are mainly two approaches to research, the quantitative and the qualitative. On one hand, Burns (2003, p.22) states that “the aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social context”.

Additionally, this author explains that observations, emerging descriptions and insights of the researcher are important aspects of the research findings. Additionally, Brown (1995) suggests that qualitative approach is inductive, involves collecting data and seeks to proof and test hypotheses, that can explain the data collected. Denzin (1994) explains that qualitative research involves interpreting phenomena and making sense and looking for meaning that data reveal. Creswell (2003, p.184) states that “qualitative research is fundamentally interpretive”. It means that the researcher makes interpretation of data; this includes to describe the setting, to analyze data for themes or categories and finally to draw conclusions. On the other hand, Burns (2003, p. 21) points out that quantitative approach “involves forming research hypothesis which are then subjected to controlled testing and statistical measurement procedures”. Additionally, Burns (2003) assures that different authors recommend using the mixed method approach since the qualitative and quantitative method is complementary.

This study will use the mixed method approach. Creswell (2003) defines the mixed method research as “collecting and analyzing both quantitative and qualitative data in a single study” (p.210). He assures that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than using only one of them.

The type of question in this research is explanatory since it is looking for explanations regarding the effects of applying an intensive reading approach based on cross curricular topics for improving students’ reading comprehension. The study presented here follows the mixed

method approach since it seeks to identify the learners' improvement of reading skills (quantitative component derived from analyzing the scores of the initial and final Test) as well as analyzing from the teacher's and students' point of view what elements contribute to develop their reading skills in English.(Qualitative Component).

Researcher's Role

In this study the teacher is also the researcher, it implies then that the researcher is also the one who plans, implements, observes, reflects upon an action, improves the teaching practice, and then reflects again upon the changes observed in the classroom. It indicates then, drawing on Freeman's proposal (2000, p.7) that teachers get into a deep analysis of their teaching practice based on their own queries and understanding of the process itself. Their main objective is to help students acquire knowledge by making informed decisions, the teaching processes inform the research and in the other way too. As this author assures "teaching seeks knowledge in students as its end; researching seeks knowledge of teaching-learning processes as a means towards that end".

Context

The school where this project took place is a public institution located in the northern part of Bogota. All the students come from families who belong to low socio-economical levels. The school's mission seeks to enhance students' autonomy. Then, it is expected that every student develops his/her ability to take responsible decisions. Autonomy is a key value that school teachers and administrative staff want to develop among students. Another goal is to foster learners' abilities regarding the technological and science field (Aquileo Parra School Pedagogical Project, 2010.); therefore, according to PEI (the Institutional Educational Project)the

curriculum takes into account the development of scientific skills to solve problems related to real life situations both in the technological and scientific field. At the same time it is stated the importance of acquiring values such as respect and excellence which help to develop a peaceful school community life.

The English subject is not entirely taught in English, most of the instructions are given in Spanish and some other in English. It is important to notice that the school does not count with a reading program in English. For this reason, the action-research project will serve as a baseline document to start working toward establishing clear reading goals and strategies for English classes.

Participants

Initially the project began with a group of 39 students, whose age ranges from 15 to 19 years with A1 Level, according to the European Common framework. From this group thirteen completed all the process. They have English class twice a week, two hours for the first class and one-hour in the second class. Strengths of the group include willingness to learn and ability to work with others.

Students are currently developing their reading skills. Most of the students understand the main idea of what they read; however for the majority of them it is difficult to connect this main idea to previous concepts or daily life situations. In addition, they are not very skilful at decoding information and transmitting the message the text is conveying whether orally or in written form.

Due to the fact that public school learners are not asked to buy books, teachers need to design materials according to students' needs.

Data Collection Instruments

Data collection instruments are important for the researcher because he/she needs to be objective and they allow the researcher to have a corpus in order to analyze and to have a better understanding of the research question: What are the effects of implementing intensive reading skills based on cross curricular topics in the reading comprehension of A1 students?

In order to answer the question, the researcher used different kinds of instruments like teacher's journal, reading tests, guides and surveys. According to Burns, (1999) observation "enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur". Techniques for data collection under the observational approach include notes, diaries, recordings, transcripts and diagrams among others (Burns, 1999). The researcher used a journal in order to identify variables that are important in the research, for generating questions and hypothesis about the research, to raise awareness about the impact that the implementation of the strategies has on students' works, and to try to find the repetitive patterns that help the researcher to answer this research question.

Reading guides and tests were used in order to determine the effectiveness of the reading strategies implemented during the learning process. It was decided to use students' guides and tests because reading entails a variety of processes, and results are rather seen over a long period of time.

For ensuring the validity and reliability of the findings the researcher used a process called triangulation. Sagor (2000) explains that "The term triangulation refers to the use of multiple independent data sources to corroborate findings" (p.19). The data collection instruments depend on two factors, the type of study being carried out and the objectives set at the beginning

of the project. According to Sagor (2005, p.92) teachers have to use different instruments for collecting data, both qualitative and quantitative methods.

It is equally, if not more important, to understand why the target was hit or missed, how several elements of the theory of action contributed to success or failure, finally what could be learned from this undertaking that might help illuminate other aspects related to the teaching and learning process.

Taking into account the aforementioned aspects, the researcher select the data collection instruments. It is necessary to consider the type of study being carried out and the objectives of the research. For this study four data collection instruments were used: (a) reading comprehension tests, (b) an initial and final survey, (c) students' artifacts and (d) the teachers' research journal.

Table3.Below describes the triangulation matrix according to Sagor (2005) used in this study.

<p>Research Question What are the effects of implementing intensive reading skills based on cross curricular topics in the reading comprehension of A1 students?</p>	<p><i>Source 1:</i> students' artifacts; <i>Source 2:</i>students' final survey; <i>Source 3:</i> teacher's research journal; & <i>Source 4:</i> students' tests.</p>
<p>Main Objective To determine learners' improvement in their reading skills in English when implementing intensive reading based on cross-curricular topics.</p>	<p><i>Source 1:</i> students' tests) & <i>Source 2:</i> students 'artifacts (reading guides) .</p>
<p>Specific Objective To identify key elements to be taken into account when implementing the intensive reading strategy based on cross-curricular topics.</p>	<p><i>Source 1:</i>students' tests; <i>Source 2:</i>Students' final survey; & <i>Source 3:</i> teachers' research journal.</p>

Artifact Collection

Artifacts according to Burns (1999) correspond to concrete evidence of the instruments the researcher has implemented during the process. The artifacts are reading guides, students' initial and final survey, teachers' journal and pre and post-test.

Reading Guides

The reading guides were related to Language Arts and Science, as it was mentioned in chapter one, these topics were chosen because they were related to the main school's projects.

Therefore, the reading guides were based on the following topics:

- Greenhouses Gases
- Kyoto protocol
- Asian Literature: A thousand and one hundred nights and Shahrazad.

Student's Initial and Final Survey

According to Burns, A (1999), surveys are appropriate methods to collect qualitative data when the researcher needs information related to participants' opinions, feelings, and perceptions. According to Donald Freeman (1998) surveys are sets of written questions focusing on a particular topic or area, seeking responses to close or rank questions/options and/or open-ended personal opinions, judgments or beliefs. The researcher designed an initial survey in order to get information about students' reading habits and their favorite reading topics, (See Appendix

D). Also the researcher applied a final survey in order to find out student's perceptions regarding the research. (See Appendix E)

The final survey conducted during this research study aimed at informing the researcher about students' knowledge regarding the readings strategies, the words and topics that were presented and their opinions about the reading strategies.

Teacher's Journal

Burns, A (2003), assures that journals provide continuous information regarding perceptions and thought processes, as well as personal reflections and interpretations. They also provide information related to situations that occur in the classroom.

The journal was used to inform the reader about the reading process and the elements that positively or negatively affect it and also to inform and reflect upon the tutorials held with the research director and tutor.

As a result, the researcher regularly wrote down in the journal reflections related to what happened in the classroom in relation to the research issues as well as any relevant information which helped to answer the question stated and the objectives of the research.

<http://www.lizwhite7.blogspot.com/>

Students' Tests

Tests were used to compare students' progress, to identify their reading progress in relation to the pre and post test. Different types of tests were used; a cloze test, True and False, Vocabulary review and extension and multiple choice. In the Cloze test for example students were asked to complete the gaps using some phrases or words. As Chatel (2001, p.3) highlights:

The cloze procedure requires that students use the background knowledge of a subject, understand basic word-order relationships (syntax), understand word and sentence meaning in context (semantics), and apply decoding strategies in order to read with comprehension. The cloze results give the teacher information about text difficulty, students' reading level, and students' prior knowledge. This knowledge can be used in planning instruction and in selecting reading materials.

Data Collection Procedures

Observation

Observations helped the researcher to get acquainted about the actions that happened during the teaching and learning process in the classroom. Wallace (2006, p.104) states that through observation the researcher “establishes objective data concerning what goes on in most classroom, or in a range of classrooms”. Observation favors the qualitative nature of this research; notes were taken as frequently as the number of classes, during and after the class while the implementation was developed.

Survey

At the beginning of the project a survey was applied in order to collect information about students reading habits and their favorite readings and at the end of the project, a survey was applied in order to collect information about students' perceptions of the project. Nunan (1992, p.144) cited by Jimenez et al, defines the following steps to carry out a survey: “...define objectives, identify target population, review literature, determine sample, identify survey instruments, design survey procedures, identify analytical procedures and determine reporting procedures”

Documents

Students' were asked to keep a folder with the purpose of collecting and putting all their reading guides in it. At the end of the class the folder was asked by the researcher in order to review it, to keep track of their progress.

Chapter 4: Pedagogical Intervention and Implementation

This chapter will describe the stages that were taken into account during the intervention and implementation of the research. Three stages were considered during the implementation of the study: pre-stage, while-stage, and post-stage. The following paragraphs shape what was planned for each of these phases.

Pre-stage

The whole conceptualization of the project took place within this stage. Once the proposal was ready, a consent letter (see Appendix A) was given to all eleventh graders', their parents and the school's board in order to obtain approval for carrying out this research proposal. The study was approved by the people aforementioned. Before starting the implementation, students were informed about the aims, objectives of the study, and the expected outcomes in terms of improving the reading comprehension abilities in the English class.

After explaining all the characteristics of the research, a survey was administered in order to know about students' reading habits.

Before implementing intensive reading as a strategy to achieve the previous outcome, one pre-test was administered to diagnose students' reading comprehension ability at the beginning of the study (refer to appendices H). Students' scores were calculated taking into account the number of correct answers out of the total number of questions.

While-Stage

The implementation lasted eight-weeks, three 55-minute classes per week for a total of 24 hours. Students completed a total of five reading guides (like those reported in Appendix G and K). Some reading guides were taken from the book "Reading for the Real World". Each lesson was planned based on the principles of intensive reading, and cross curricular topics

were included in all the readings. In addition, a student centered learning environment was fostered. Each week students worked on intensive reading and the use of different strategies such as skimming and scanning, selecting the main categories in a text, highlighting key vocabulary and answering different types of questions in a reading test. In one of the lessons, the researcher asked students to create a mind map about reading strategies for homework. They sent it to the researcher's e-mail and the researcher posted some of them in the website:

www.lizwhite.webs.com. A sample of the mind map is displayed in Appendix I

Students' artifacts were collected in each class and put it in the portfolio. Additionally, a teacher's journal was initiated since the pre-stage in order to record information of each session regarding students' learning process. Finally, the researcher's tutor went to visit the class in order to get information about the implementation and to guide the process. The results of her visit were reported in the journal.

Post-stage

A post-test was given to students to evaluate students' reading comprehension improvement. According to Sagor (2000) validity refers to faithfulness of data, it means that data measures or reflects the specific fact requested. The test was the same that was applied in the pre-stage.

The post-tests followed specific guidelines for guarantee face-validity which according to Brown (2004) relies on (a) the kind of test format students are familiar with, (b) a test students can complete in the fixed time, (c) the test should ask about the subject content, and (d) the test difficulty is not out of students reach.

Finally, a survey was applied in order to explore students' perceptions of the project as well as to what extent they were able to identify key vocabulary learnt during the readings and the importance of some reading strategies they acquired. This survey was written in Spanish

considering that students had difficulties for answering open questions in English. These are some of the questions used in the survey. (To see some of the answers go to Appendix E).

1. Did your comprehension improve when using cross-curricular topics in your readings? Justify your answer.
2. Is it easy to comprehend a reading when you know the topic in Spanish? Justify your answer.
3. Do you think it is important to learn reading strategies? Why?
4. After the implementation of the project your reading comprehension got better, got worse or continued the same.

In summary, during the pre-stage, the following instruments were applied: consent letters, initial survey and pre-test. During the while-stage students' guides were developed, and in the post-stage the post-test and the final survey were applied. The journal was carried out during all the stages.

In general, students were provided with opportunities to practice intensive reading skills, and they were taught strategies like skimming, scanning, inferring and the utility of applying them. Students were guided on how to comprehend and how to use the strategies that would help them to comprehend what they were reading.

The timeline contains the main activities developed during each of the stages carried out during the project as well as the objectives of each lesson. (Appendix B)

The implementation was carried out; however some dates had to be moved due to the fact that there were some academic events in the school which were not informed at the time the researcher did the timeline. Regarding the materials developed for this project, they worked satisfactorily and students were motivated during the classes. Weaker students showed

improvement as their answers were more complete as the project developed, tests' results were higher, and progress was made in relation to their ability to use the reading strategies and find detail information from the texts. Limitations and challenges of the project will be discussed in chapter six.

To exemplify how the theoretical framework for this project was put into practice, the paragraphs below outline part of the lesson plan carried out during the 6th week. To see the complete lesson plan go to (Appendix F). The aims by the end of lesson were for the students to be able to show reading comprehension by answering specific questions and by being able to talk about their favorite stories. It was observed that most of the students were concerned about their lack of vocabulary and their constraints regarding comprehension when they were in front of a text. One issue students want to overcome was to identify a key element for remembering vocabulary and structures when reading.

Lesson Structure

Each lesson took into account the principles of intensive reading, such as dividing the lesson in three moments: before, while, and after reading; and based on cross-curricular topics under which lessons should be connected with other areas, in this particular case Biology and Literature, also each lesson was student-centered so that knowledge becomes meaningful and relevant for the students.

Pre-reading Activity.

The teacher elicited key vocabulary by showing students flashcards and some key words. Pictures were used to engage students with the topic and facilitate understanding.

Reading Activity.

All the students were assigned the same reading. The main purpose of the reading activity was to comprehend the reading. Students read three times the text; the first time key vocabulary was highlighted, the second time the main idea of each paragraph was underlined, and the third time students answered specific questions

After reading; Sharing Information.

Students got in pairs and explained to each other what they understood. The teacher asked questions to be answered on the students' guides and the whole class checked understanding. The teacher checked understanding by asking each pair the questions they have already answered in the reading guide.

After reading, checking understanding.

Students answered open questions regarding the reading aimed at examining to what extent students understand the main topics of the reading.

As a result of the methodology used, which took into account intensive reading and cross-curricular topics, students increased their reading comprehension ability as will be shown in the next chapters.

Chapter 5: Data Analysis and Findings

This chapter aims to create the story related to this study and tell the reader about reading comprehension in the light of the data collected and the ability of the researcher to analyze the data and to depict the story by using her skills as a researcher. Jimenez et al (1996) explain the importance of conducting research focus on classroom “whatever the approach used in classroom research, it is important to give it relevance within the teaching-learning process so that it not only improves one classroom in particular, but the whole educational system”(p.8).

During all the stages of the process the researcher reflected constantly. Many questions emerged: Did students reach a better reading comprehension? Did the strategies help the students to get a better reading comprehension? Were the students more motivated to read after the implementation of the project than at the beginning? What texts were more appropriate for them? Along the process the researcher continued reflecting upon the process, students’ attitudes, their outcomes and the effects of the strategy they were applying. The researcher tried to find out if intensive reading strategies gave students enough tools on how to comprehend better their readings. In addition, it was important to know which text was more difficult to comprehend and why, and which text was easier. Through a process of constant reflection and after reading from different sources and consulting with the research’s director and the tutors, the researcher arrived to some important key elements that enlightened the research process. It was necessary to take one step at a time, to focus on the questions and the objectives in order to find the story that the data depicted.

After all data was collected, the researcher needed to make use of systematic procedures to do analysis or coding which represents “the operations by which data are broken down, conceptualized, and put back together in new ways” in order to develop an “explanatory theory

that closely approximates the reality it represents” (Corbin & Strauss, 2008, p.57). Hypotheses generated from observations needed to be tested against the data (Corbin and Strauss, 2008) in order to find repetitive patterns or tendencies and identify relationships between concepts.

Analysis in grounded theory includes three kinds of coding: (a) open coding, (b) axial coding, and (c) selective coding.

Additionally, triangulation was used for avoiding bias and validating the study. Triangulation stated by Elliot and Adelman (cited by Burns, 1976), implies gathering information from three different points of view. For this study the three different sources were (a) students’ guides and tests, (b) teacher’s journal and (c) surveys.

Data Analysis Approach

This study pursues both qualitative and quantitative aims: (a) to determine learners’ improvement in their reading skills in English when implementing intensive reading based on cross-curricular topics. (b) To identify key elements to be taken into account when implementing intensive reading based on cross-curricular topics in an English class. After analyzing the nature of the questions and the objectives of the research, the mixed method approach emerged as the most appropriate method in order to find out what data shows. “The combination of qualitative and quantitative data provides a more complete understanding of the research problem than other approach by itself”. (Creswell, Tashakori, 20007, p.4)

Data Analysis procedures

The type of analysis followed is illustrated in Table 4.

Table 4. Data analysis method used in this study

Data collection Instrument	Nature of data	Analysis Method
<i>Teachers' Journal</i>	Qualitative	Categorizing
<i>Survey</i>		
<i>Students' tests</i>	Quantitative Qualitative	Descriptive and inferential statistics
<i>Students' artifacts</i>	Quantitative Qualitative	Descriptive and inferential statistics
		Categorizing

In relation to qualitative analysis this study follows the guidelines proposed by Auerbach (2003) who advises a six-step analysis procedure which is summarized in table 5 below.

Table 5. Analysis procedure according to Auerbach (2003).

	STEP	DESCRIPTION
 GROUNDED IN DATA	1. State your research concerns	Write down your research questions and objectives
	2. Select relevant text taking into account step 1	Consider the following questions in relation to the text Does it relate to your research concern? Does it help you understand your participants better? Does it clarify your thinking? Does it simply seem important, even if you can't say why?
	3. Record repeating ideas by grouping them together	Analyze each data source independently, record repeating ideas such as participants' repeated words or phrases
	4. Organize themes by grouping repeating ideas into coherent categories	Implicit topics that organize repeated ideas
 LINKING DATA TO THEORY	5. Develop theoretical constructs by grouping themes	The first theme is taken as a starter and then the other ones are organized in relation to that theme. Any possible explanation should be recorded.
	6. Create a theoretical narrative	Using a vivid language narrate what you found, it is important to let your participants' voices be heard.

Auerbach (2003) highlights that once preliminary categories are established, the researcher needs to go back to the literature and start making connections between his/her own data and

theory. In this way, the researcher supports his/her views and establishes a framework of reference for his/her story.

In the present work data was organized in a chart, where all the instruments and activities done were displayed as well as students' attendance. Then, the students who participated during all the process were identified. Regarding the number of students chosen for conducting the analysis, 13 out of 39 were selected as these students did all the required activities and participated in both tests.

After having done this chart, the researcher's concerns were stated: What are the effects of implementing intensive reading skills based on cross curricular topics on A1 students' reading comprehension? And the Objectives: (a) to determine learners' improvement in their reading skills in English when implementing intensive reading based on cross curricular topics. (b) To identify key elements to be taken into account when implementing intensive reading based on cross curricular topics.

First, relevant texts were selected taking into account the question and objectives. In order to analyze the effects of the implementation of the strategy on students' reading comprehension, the pre and post-test were given to students and their results for every question were compared. Second, each reading guide was implemented and the results were analyzed. Third, the surveys and the journal were analyzed using color-coding techniques to find common patterns. According to Glasser and Strauss (1967) cited by Hansen (2005), color-coding facilitates the process of highlighting a particular piece of information which frequently appears in the instruments as an important raw data source, and find the general patterns that can be defined as concepts. In this study, data showed specific concepts regarding the key elements to be taken

into account when implementing intensive reading and to determine students' improvement in their reading comprehension.

Quantitative Analysis Framework

Denscombe (2007) proposes the following steps to coding quantitative data entails: (a) getting a number from a test, (b) organizing the information, (c) using measures of central tendency such as the mean, and measures of dispersion such as the standard-deviation to describe the data, (d) using statistical significance tests such as the t-test to measure whether two sets of data are statistically different (i.e. pre and post test) and e) checking validity.

In terms of statistics this study used both descriptive and inferential statistics.

Tabla6. Description of descriptive & inferential statistics (Urdan, 2005)

Statistic Measures		Description
Descriptive Statistics	Mean	The arithmetic average of a distribution of scores. A single number that summarizes the distribution of data is given.
	Median	Corresponds to the 50 th percentile; this means that that 50% of the data in the distribution falls above this value and 50% falls below it.
	Standard Deviation	“The typical, or average deviation, between individual scores in a distribution and the mean for the distribution” (p.14). This statistic notifies the researcher about the variability among the data; this is to say, how spread out the data is.
Inferential Statistics	Hypothesis testing	Before deciding if a result is statistically significant; first, a hypothesis should be set up, and second, a reference point will be used to decide whether to accept or reject the hypothesis. In social science research, the primary hypothesis is the null hypothesis that suggests no effect. This hypothesis is rejected when p is less than .05 (alpha level).
	Confidence Interval	An estimated range of values where the given parameter is to be located; helps researchers establish an interval that takes into account the sample size effect.
	t test	A test is used to compare if two means are statistically different from each other. A dependent sample t test, like the one used in this study, takes into account paired scores.

According to Urdan (2005), descriptive statistics refers to numerous calculations which attempt to provide a concise summary of the information content of data (for example, measures for standard deviation, central tendency, etc.) while inferential statistics is used for drawing valid

inferences about a population based on a sample. (For example T test which is used to compare if two means are statistically different from each other. A dependent sample t test, like the one used in this study, takes into account paired scores)

Analyzing Quantitative Information

Students' scores for both pre and post tests were analyzed in order to measure the effect of the strategy used within the implementation of intensive reading on students' reading comprehension. The pre-test results were compared against the post-test results by using both descriptive and inferential statistics. Finally, as a result of the analysis, concrete categories emerge that start outlining the story depicted by the data.

Statistical Analysis for the pre and post Test.

The results show that a large number of students improved their reading comprehension taking into account their scores for the post-test are higher for the type of question like True or False and gap filling than those of the pre-test. On average, students got fourteen points more in the post-test, on a scale from 0 to 100, making this increase statistically significant, $p \leq .05$ the T test: 0, 01076325056.

For vocabulary extension type of question T test result was 0,294099829 and for multiple-choice 0, 0054. However, the results are not statistically significant for the type of questions where they have to match the word and its meaning in the case of vocabulary preview where the T result was 0, 56. The results in the match word could be due to the lack of context that helps students to infer or guess meaning.

The T test and the standard deviation were obtained through Excel formula. See Figure 3

Analyzing the Test Results by Using Descriptive and Inferential Statistics.

Descriptive statistics show how the data distributes in terms of measures of central tendency and measures of variability. These results are significant since overall class success is determined by both having a high score and a low dispersion. Figure 3 Shows the results of each type of test for the pre-test and Post-test. In addition, table 7 summarizes the descriptive statistics for both tests considering what happened before the implementation (pre-stage) and what took place after the implementation (post-stage).

Figure 3.Comparison of the scores for each type of texts for both the Pre-test and the Post test.

Evaluation	Pre-Test	Post-Test
VOCABULARY PREVIEW	64,10	57,69
TRUE (T) OR FALSE (F)	51,92	90,38
MULTIPLE CHOICE	23,08	43,59
SUMMARY	47,44	78,21
VOCABULARY EXTENSION	21,79	34,62
Total Evaluation	29,76	43,50

Tabla7.Pre test and post test descriptive statistics

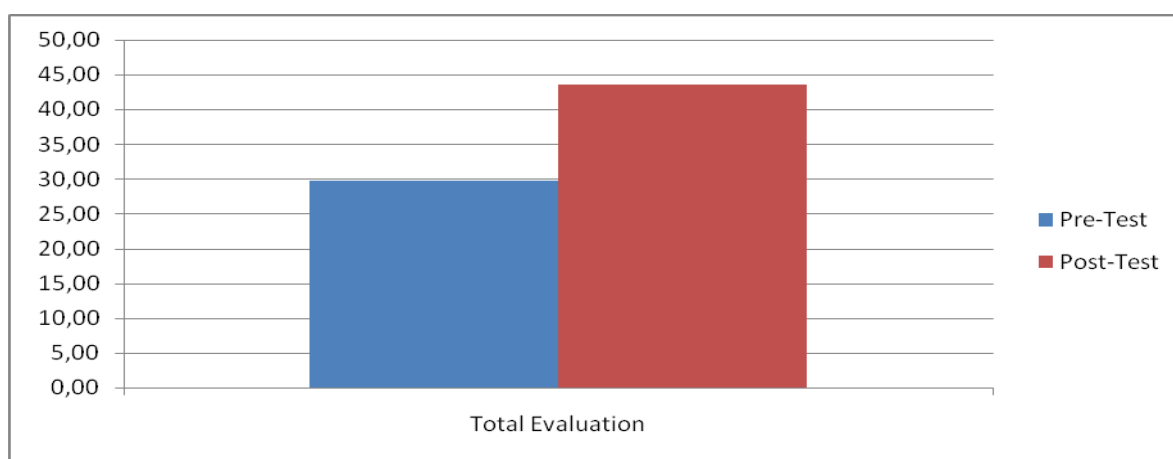
Test	Pre	Post
Mean	29,76	43,86
Standard Deviation	13,98	15,51

The cloze test(summary and vocabulary extension), multiple choice and true or false exercises demonstrate thatstudents are better able to understand key vocabulary inside a specific context and answer to explicit informationtype of questions; this indicates that students can make meaning out of a text since some thequestions require them to paraphrase information.

This analysis is supported by Carrell (1983) who states that the presence of context facilitates the reading process. In contrast, in the case of the vocabulary preview test students did

not succeed. This result could be due to the lack of context inside the exercise. In this type of exercise students have the words and in front the different meaning and they had to choose the meaning that suits each word. Some students found really difficult to predict the meaning. This means that a specific context helps students to make inferences. Figure 4 below indicates that the average score for all the class for the pre-test was close to 30 while the post test was close to 44, which shows a difference of fourteen points.

Figure 4. Comparison of the total scores for both the pre-test and the post test.



Qualitative Analysis

The researcher selected the repetitive patterns and the data that deemed important for understanding the participants better and to solve the question. According to Burns (1999), when assembling data the researcher should look for broad patterns or trends that seem to answer the question. The main tools for analyzing and synthesizing qualitative data correspond to categorizing (Burns, 2010), which implies sorting objects into logical groups and developing then a well-structured theoretical framework that explains the phenomena under study.

After analyzing the students' guides, surveys and the teacher's journal the following common trends emerged.

First at all, the initial survey showed that most of the students described reading as a boring activity, as a result they did not like it. Another common pattern was that students did not have books at home and they did not have access to the school library due to administrative issues which means that although there is a project based on reading in the school, resources are scarce. In spite of this fact, students claimed that they liked adventure and romantic stories. Based on this information it was decided to design two of the reading activities about these topics to do it more meaningful for them. (Please see the survey in Appendix D)

Additionally, when analyzing their answers to the open questions, the researcher noticed that students faced writing problems regarding some grammar aspects such as sentence structure, especially when trying to utter messages whose grammar structures they did not remember. Furthermore, at this level most students depended too much on their dictionaries and teacher's guidance. The researcher also observed that when they had to answer an open question they felt insecure because they did not know how to write in a proper way. Conversely, they felt more secure when they had multiple choices and they only needed to tick the answers.

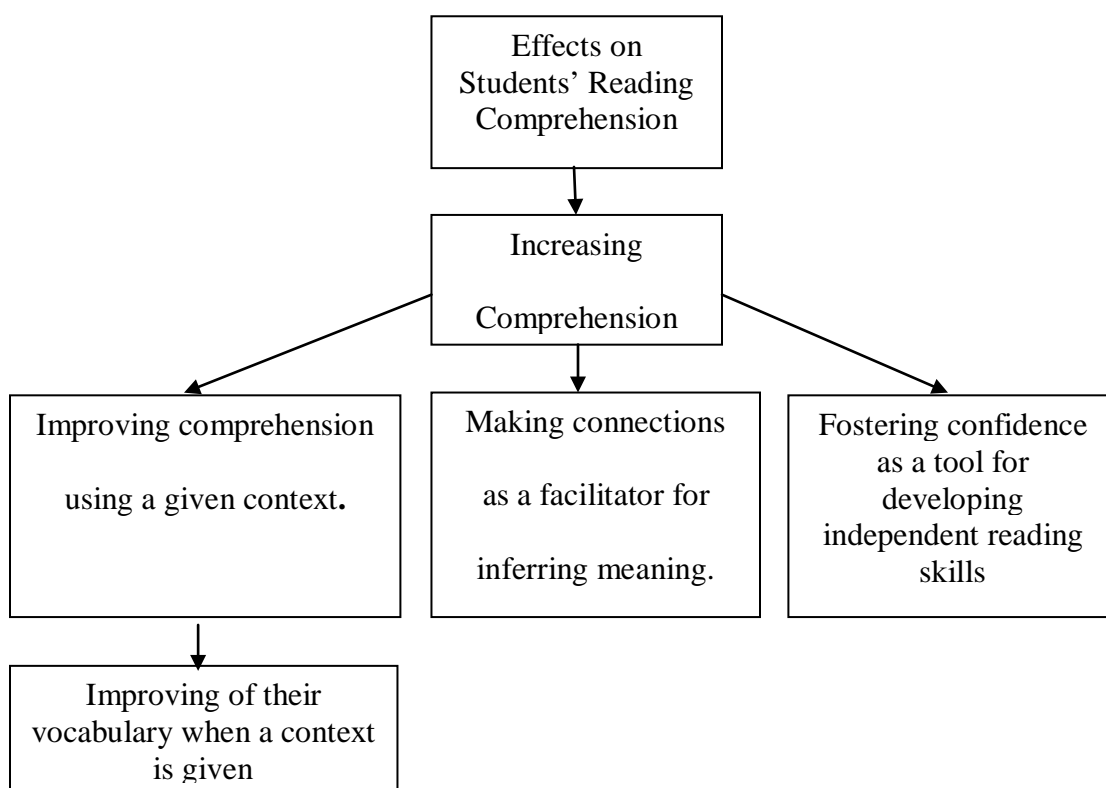
Since for the students it was difficult to convey meaning when answering the survey, I decided to apply the final survey in Spanish. I registered students' answers in a word document, and used different colors to mark their answers. I classified the different concepts and found repetitive patterns (see Appendix E) all referring to key elements to take into account when reading. Finally, these three categories emerged:

1. The use of the dictionary as an element that facilitates the reading process.
2. The previous knowledge students have about the topic in L1 as an element that facilitates reading comprehension in L2.
3. The learning of new vocabulary by inferring the meaning within a context.

This is one of the questions in the final survey. Did your comprehension improve when using cross-curricular topics in your readings?

Students assure that they do not know why but it is easier to comprehend the reading when the topic is familiar in Spanish; they assure that the knowledge is wider. To know the topic in Spanish helped them for their learning, they pointed out that it is easier to understand when they know the topic in Spanish.

Figure 5. Core category and subcategories from the students' guides, surveys and teacher's journal.



When analyzing the students' guides, the teacher's journal and the final survey, a common pattern emerged: they tried to convey the solution of the test, by recalling previous knowledge from L1. It was found that the knowledge they had in L1 helped them to understand L2. Additionally, when receiving and analyzing the feedback of their previous tasks, they realized

they clearly comprehended their mistakes, and when solving the next Reading guide they improved. They became more reflective upon the use of intensive reading, skimming, scanning and inference as well as grammar and syntax constructions in the target language. It seemed that the strategy was helping them to develop awareness. They found easier to understand the reading about Asian Literature because they had read it in Spanish the week before the English class. Below you can find an excerpt from the teacher's journal.

Teacher's Journal (April 22, 2010).

People with similar backgrounds tend to have similar schemata. According to Eskey, (2005), reading is not a passive skill but rather a mental process. "Readers interact with the text by combining information they discover there with the knowledge they bring"

Stot N. (2001) states that "The reading process has famously been described as a "psycholinguistic guessing game" (Goodman; cited in Carrell and Eisterhold 1983,p 74) in which "efficient readers minimize dependence on visual detail" (Goodman 1975, p. 12) by utilizing background knowledge to make predictions and checking these against the text.

In the case of this study, students' prior knowledge of the topics helped them to understand the readings; as a consequence, they could predict the meaning of the unknown words. Reading enhances communication between the reader and the writer.

Teacher's Journal (April 22, 2010)

According to Nutall, C (1996), the writer makes assumptions about the reader. One of these is that the reader is willing to make some effort to get at the meaning.

During the observations the researcher could notice that not all the readers are willing to make effort to get the meaning. The researcher had in class some students who did not want to read, and who did not feel like doing anything in class. They were reluctant students. The researcher decided to pay more attention to them in order to help them and motivate them to read.

Teachers' Journal (May 24th, 2010)

“In today's class, I focused my attention on students who were reluctant in the previous class. I noticed they avoid doing the activity but then, when I approached them and persuaded to cooperate, they decided to develop the activity”

There were students who needed to be pushed and who needed more input and more support in order to gain confidence in the reading comprehension process and to develop autonomy. In order to help the students who showed little interest, apart from the reading strategies they needed more scaffolding process and motivational activities.

Teachers' journal (March 2010)

Then, in order to help students develop independent reading skills, some procedures are listed such as the next step level, scaffolding (encouraging prompting, modeling, clarifying) and learning training... I can use some strategies when designing the lesson plans and the intervention later on during my research project.) Later on I applied some strategies. In one lesson I shifted from L2 to L1 because students told me they did not understand the explanation about the reading strategies. Therefore, in order to achieve the objective I explained for a second time in Spanish. As a result, during the rest of the class students had a positive attitude.

Top –down and bottom-up processing are complementary ways of processing a text, Nutall, C, (1996). When we read, we can use both strategies for approaching a text. Moreover, training students in reading comprehension strategies facilitated the reading comprehension process. Students have pointed out the importance of this process, they have said that there is more opportunity to know vocabulary using the different techniques and they found easier to understand the readings.

On the other hand, considering the pre and post- tests, the results indicate that when using an intensive reading framework, learners become more competent at reading comprehension because they are aware of this reading strategy. This information also shows that during the post-stage there were other variables besides linguistic competence contributing to the results of students' reading comprehension such as motivation and learners' training.

While students were solving their reading guides, it was observed that some of them tended to share their queries with their classmates and sometimes asked the teacher in order to clarify their doubts. These actions in this research show that reading is a process mediated by the interactions among the learners.

Based on the aforementioned observations, it could be suggested to introduce these strategies before students take their eleventh grade. It should be a program along all their studies. Additionally, they need to be aware of their use to ensure that all styles of learners continue using the reading strategies learned as part of their autonomous work. However, there are still some students that are not interested in reading at all, they read only when they are asked to do it by the teacher, but in their free time they never read. (See Appendix G0)

It was also observed that learners felt more secure when they took tests which included matching, multiple choice questions and false or true statements.

Chapter 6: Conclusions, Pedagogical Implications, Recommendations & Further Research

In this section the results of this study are presented. The effects of using intensive reading skills based on cross curricular will be described as well as the key elements to take into account for having a better reading comprehension. In addition, the pedagogical implications of these results will be explained as well as considerations for further research which may benefit the reading comprehension field.

This research showed that using intensive reading skills based on cross curricular topics helped students to improve their reading comprehension. This way of teaching in my context promotes a better understanding; as a result, implementing intensive reading based on cross-curriculum topics not only increases students' vocabulary, where there is a specific context and not a merely isolated word as was evidenced through this study. Using this strategy implies a different approach to teaching and learning a foreign language, which requires more than sharing a common code. Students need to focus on making connections between English and the other subjects.

Atorresi (2009) states understanding a text starts when the reader recognizes the letters, then the words, next the sentences, and finally the whole text. This approach explains "there is certainly more to reading than decoding. To become readers, students must compare their knowledge and background experiences to the text in order to understand the author's message. Truly, the whole purpose of reading is comprehension." (Reutel & Cooter, 2005)

During this small scale research it was found that activating schemata was a key element for fostering reading comprehension. Through this research, it was evidenced that learners used their previous knowledge acquired in the other subjects such as Biology and Spanish literature in their English lessons. This result confirms background knowledge: "Schemata" defined by Carrel

(1983) are divided into two main types 'Content Schemata' (background knowledge of the world) and formal schemata (background knowledge of the rhetorical structure).

The role of the knowledge the reader brings to the text and the ability the reader has to transfer his skills and knowledge of L1 topics and strategies would help him to convey meaning. However, there are more aspects to contemplate regarding reading comprehension like motivation, the purpose of the reading, and the training the reader has to apply key elements which would help him.

The results in the cloze test have shown that one effect of implementing intensive reading based on cross curricular topics is an increase in their vocabulary when there is a specific context. The cloze test (summary and vocabulary extension), multiple choice and true or false exercises demonstrate that students are better able to understand key vocabulary inside a specific context and answer to explicit information type of questions; this indicates that students can make meaning out of a text since some of the questions require them to paraphrase information. This analysis is supported by Carrell (1983) who states that the presence of context facilitates the reading process. The results showed that the reading strategies helped students to get confidence in their own process, to be more aware of the reading comprehension process and get autonomy. This was proven by the way they approach the reading at the end of the process. They tried to guess the meaning in their context. At the beginning there was a little resistance from some students to predict and infer meaning since some of them still depended extremely on their dictionaries and teachers. At the end through observations and students' surveys, it was evident that students changed their behavior. In conclusion, training students with reading strategies fosters autonomy. Therefore, students can use them not only in school but when they are reading in English for different purposes in their professional lives.

It was also observed that learners felt more secure when they took tests which included matching, multiple choice questions and false or true statements however helping students to learn implies more than simply testing, furthermore reading entails complex mental processes, so *“reading does not generate any product that a teacher can see or hear. Reading is an invisible process”* (Eskey, 2005).

To summarize, connecting the knowledge students have from the different subjects and from their own personal experience is a key that opens students' reading comprehension. Additionally, through the use of specific intensive reading strategies like skimming, scanning, highlighting important information, taking notes, sharing findings and providing examples students improved their reading comprehension.

As Nutall (1996) mentions, in order to build reading skills, students need to apply reading strategies. Jolly (1978) cited by Alderson (1984, p.2) “claims that success in reading a foreign language depends crucially upon one's first-language reading ability rather than upon the students level of English”. In the case of the students who participated in this research, in the school they have a program whose objective is to improve their reading skills in L1. This program is called PILE, which stands in Spanish for Programa Intensivo de Lectura y Escritura (Intensive Reading and Writing Program).

Another conclusion taken from observation was the fact that autonomous learners just read the text and tried to use the strategy by themselves, being confident about their capacities. Dependent students, conversely, did not make efforts to infer the meaning of the words and try to find the answers asking their classmates. Other students were reluctant to follow the strategies taught. Most of them looked for new words in the dictionary instead of inferring the meaning.

Pedagogical Implications

Taking into account the main objectives of this project, students were gradually introduced to the use of reading strategies in order to gain confidence when approaching a text and have a better reading comprehension. This study confirmed that teaching reading strategies involved students re-constructing their prior-knowledge and having a clear understanding of the topic of the reading.

Teachers can benefit from this research and continue exploring different ways of integrating knowledge while using intensive reading strategies which help students to get a better reading comprehension in L2. The aforementioned strategies are effective, guide students through a scaffolding process, elicit vocabulary, and create a collaborative environment, helping them to improve their reading comprehension.

Finally, the implementation of intensive reading based on cross curricular topics helps students to enrich their vocabulary, since they read about content and meaningful topics, get meaning from the context, and activate prior knowledge which allows them to have a better reading comprehension.

Intensive reading based on cross curricular topics is recommended to be used as a tool that facilitates students to ask, to inquire, to get to know more about what they were reading and promoting students' understanding of the world.

It is recommended to train students in reading strategies before students take their eleventh grade. It should be a program along all their studies. Additionally, they need to be aware of their use to ensure that all styles of learners continue using the reading strategies learned as part of their autonomous work. However, there are still some students that are not interested in

reading at all, they read only when they are asked to do it by the teacher, but in their free time they never read.

Further Research

Research can be done regarding the use of intensive reading based on cross-curricular topics in children. Also, it would be interesting to do a collaborative research about the effects of using the same kind of materials in Spanish in order to correlate the two systems and compare the results students obtain in the saber 11 exam in L1 and L2. I would recommend doing a study in collaboration with the Biology teacher. Also, to do a comparative study based on vocabulary and what kind of associations students do with prior knowledge. The findings of this research could be used in a private context in order to incorporate reading strategies not only in the language Arts program but in other subject that are taught in English.

Limitations

Time was an issue. Some classes were cancelled due to strikes and school academic events. Also students' participations were not as expected, many students arrived late to class and others were absent during many lessons. Some students were absent especially on Mondays when the class began at 6:20 a.m., others did not arrive on time to class, some were sick and two of them had an accident. As a consequence, the amount of participants was reduced. Another limitation was the lack of a good library, although there is one, there are not English resources.

Another limitation was regarding students' ability to write in English. Sometimes it was difficult to understand their writing when answering open questions.

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Appendix A

Bogotá, Abril 12 del 2010

Estudiantes
Grado 1103
Colegio Aquileo Parra
Bogotá

Estimados Estudiantes

Dada la necesidad de estar en permanente mejoramiento, los docentes nos preparamos con el fin de mejorar nuestros procesos pedagógicos, lo cual se traduce en la creación de acciones que ayudan a mejorar la calidad de educación que brindamos a nuestros educandos, y que redundan en un mayor beneficio para ustedes en su proceso de aprendizaje.

En esta ocasión, como docente de inglés, voy a llevar a cabo un proyecto de investigación enfocado en el desarrollo de habilidades lectoras en Inglés. La población escogida para este proyecto es el grado 1103, las actividades serán llevadas a cabo durante el segundo periodo en las clases de Inglés.

Para mí es importante contar con su autorización, participación y colaboración en este proyecto de investigación. Para este fin, le solicito diligenciar el formato adjunto.

De antemano, le agradezco su apoyo.

Atentamente,

Elisabeth Blanco

Nombre del estudiante: Heiman Raul Acosta C. Grado 1103
 Estoy de acuerdo en participar en el proyecto de investigación:
 Firma: Heiman Raul Acosta C.
 Fecha: 21 04 2010

Bogotá, Abril 12 de 2010

Señores
Padres de Familia
Grado 1103
Colegio Aquileo Parra
Bogotá

Estimados padres de familia:

Dada la necesidad de estar en permanente mejoramiento, los docentes nos preparamos con el fin de mejorar nuestros procesos pedagógicos, lo cual se traduce en la creación de acciones que ayudan a mejorar la calidad de educación que brindamos a nuestros educandos, lo cual redunda en un mayor beneficio para nuestros estudiantes en su proceso de aprendizaje.

En esta ocasión, como docente de inglés, voy a llevar a cabo un proyecto de investigación enfocado en el desarrollo de habilidades lectoras en Inglés. La población escogida para este proyecto es el grado 1103, las actividades serán programadas para ser realizadas una vez por semana, y se llevarán a cabo en las clases de Inglés.

Para mí es importante contar con su autorización para que su hijo(a) participe en este proyecto de investigación. Para este fin, le solicito diligenciar el formato adjunto.

De antemano, le agradezco su apoyo.

Atentamente,

Elisabeth Blanco

Nombre del padre: Agustín Luis Firma: [Firma]

Nombre de la madre: [Firma] Firma: [Firma]

Nombre del estudiante: Dora Angely Grado 1103

Estamos de acuerdo en la participación de nuestro(a) hijo(a) en el proyecto de investigación:

SI NO
Fecha: [Firma]

Appendix B

Research protect time line

S Stage	Date	Objective	Data Collection Instruments
P Pre-stage	March 16 th to March 27 th	✓ Get permission from parents and the principal of the school	Consent letters-
	April 7 th	✓ Inform students about the project ✓ Know students' attitudes and preferences towards reading.	Artefact Collection: Survey
	April 8 th	✓ Find out students' reading level.	Pre- Test
While-stage	April 14 th and 15 th	✓ Familiarize students with reading test. ✓ Guide students' reading by asking them some questions beforehand ✓ Identify main categories	Artefact Collection: Students' guides
	April 28 th and 29 th	✓ Practice the skill of taking notes while reading ✓ Explain the concept of scanning and skimming ✓ Help students manage their time	Artefact Collection: Students' guides
	May 6 th and 7 th	✓ Familiarize students with mind maps ✓ Create a learning environment that favors cooperative learning	Artefact Collection: Students' mind maps done individual
	May 13 th and 14 th	✓ Categorize the words. ✓ Differentiate main idea and supporting details	Artefact Collection: Students' guides
	May 17 th	✓ Apply skimming and scanning ✓ Work in pairs to explain what you do not understand ✓ Develop students' connections between language and the environmental issues.	Artefact Collection: Students' guides
	May 20 th	✓ determine students' development of their reading skill	Students guides
	May 21 st and 22 nd	✓ Create a learning environment that favors cooperative learning ✓ Find out the main characteristics of Asian literature ✓ Using intensive reading to understand what a text says	Artefact Collection: Students' guides
	May 27 th and May 28 th	✓ Find out specific information in the text. ✓ Develop the ability of summarizing information	Artefact Collection: Students' guides
	June 3 rd and 4 th	✓ Ask questions about a text ✓ Identify both language and literature related key words ✓ Explain what are the main characteristics of the text. ✓ Create a learning environment that favors cooperative learning	Artefact Collection: Students' guides
P Post-stage	June 5 th	✓ Find out students' reading level. ✓ Find out students' perception about their improvement and attitudes towards using the reading strategies.	Post-Test Survey.

Appendix C

Analysis using standard deviation

Sum		mean		Data minus mean		Elevado al Cuadrado	
Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
57,14	61,90	29,76	43,86	27,38	18,04	749,82	325,61
47,62	61,90	29,76	43,86	17,86	18,04	318,95	325,61
35,71	45,24	29,76	43,86	5,95	1,38	35,45	1,90
47,62	61,90	29,76	43,86	17,86	18,04	318,95	325,61
28,57	40,48	29,76	43,86	-1,19	-3,38	1,41	11,45
22,62	66,67	29,76	43,86	-7,14	22,81	50,99	520,14
11,90	40,48	29,76	43,86	-17,86	-3,38	318,81	11,45
19,05	45,24	29,76	43,86	-10,71	1,38	114,76	1,90
16,67	22,62	29,76	43,86	-13,09	-21,24	171,44	451,18
21,43	23,81	29,76	43,86	-8,33	-20,05	69,41	402,02
40,48	42,86	29,76	43,86	10,72	-1,00	114,84	1,01
23,81	40,48	29,76	43,86	-5,95	-3,38	35,41	11,45
14,29	16,67	29,76	43,86	-15,47	-27,19	239,45	739,48
Varianza						195,36	240,68
Standard Deviation						13,98	15,51
Mean						29,76	43,86
Interval		From		15,78		28,35	
		to		43,74		59,38	

Appendix D

InitialSurvey

Reading Interest Survey

Name

Date / Period

1. Do you like to read?
2. How much time do you spend reading?
3. What are some of the books you have read lately?
4. Do you have a library card? How often do you use it?
5. Do you ever get books from the school library?
6. About how many books do you own?
7. What are some books you would like to own?
8. Put a check mark next to the kind of reading you like best and topics you might like to read about.

history travel plays sports science fiction adventure

romance detective stories war stories poetry car stories

novels

biography supernatural stories astrology humor folktales

how-to-do-it books mysteries art westerns

9. Do you like to read the newspaper?
10. If you read the newspaper, place a check next to the part of the newspaper listed below you like to read.

Advertisements Entertainment Columnists Headlines Comic

Strips

_____Political Stories _____Current Events _____Sports _____Editorials _____Others: (please list)

11. What are your favorite television programs?
12. How much time do you spend watching television?
13. What is your favorite magazine?
14. Do you have a hobby? If so, what is it?
15. What are the two best movies you have ever seen?
16. Who are your favorite entertainers and/or movie stars?
17. When you were little, did you enjoy having someone read aloud to you?
18. List topics, subjects, etc. which you might like to read about:
19. What does the word 'reading' mean to you?
20. Say anything else that you would like to say about reading:

Appendix E

Final survey

Did your comprehension improve when using cross-curricular topics in your readings?

Justify your answer.

Student	yes	No	Justification
1	x		Because it was not possible to understand the readings without knowing the vocabulary.
2	x		Because the guides helps a lot
3		x	Because some words we knew the meaning and some others no.
4	x		Because the reading showed us a new vocabulary
5	x		I have never read about topics like green gases and others as a result I learned them in English
6	x		I was bored.
7	x		I learned little but it will help me with some texts.
8	x		The reading had words that were not common, and I search in the dictionary and I learned them.
9	x		I Looked in the dictionary and I learned
10	x		Because some topics were new for us.
11	x		Because we look in the dictionary the unknown words.
12	x		We have not seen some topics before.
13		x	I did not learn any vocabulary because I needed to focus more and I need help from the teacher.

Appendix F

English Lesson

Topic: The 1001 Nights

Integration of the research elements: Reading Comprehension and Cross-curricular connection.

Cross-curricular connection: Language arts. Antique Literature.

Name of teacher: Elisabeth Blanco Sarmiento		
Institution: Colegio Aquileo Parra		
Date of Observation: DAY MONTH YEAR <u>12th 05 2010</u>	Time of observation 7:15 a.m – 8:10a.m	Length of class 55 minutes
Class/grade: Eleventh	Room: 1103	
Number of students: 41	Average age of Students: 16	
Number of years of English study (students): 5 years	Level of students <i>(please delete)</i> Elementary	
Lesson Number <i>(please delete)</i> 3	Observer: Valeriya Lytvychenko	
<p>Aims:</p> <p>By the end of the lesson, students will be able to show reading comprehension by answering specific questions.</p> <p>By the end of the lesson, students will be able to talk about their favourite stories.</p> <p>Personal aims:</p> <ul style="list-style-type: none"> • To model the activities to facilitate learners' understanding. • To identify students' main difficulties during the reading process. • To foster participation and cooperation in the class. 		
<p>Assumed knowledge:</p> <p>Students have already read the story in L1.</p> <p>Students already know how to use simple past.</p> <p>Students already know how to narrate a story.</p>		

Materials :

Drawings related to the story.

Handout 1. Reading guide.

CD.

Tape-recorder.

Rationale**Profile of learners:**

- **Description of ages and language level**

The group is composed by 41 11th grade students who study at Colegio Aquileo Parra. They have three classes per week. Each one lasting 55 minutes. All learners are teenagers between the ages of 15 and 17. This is a mixed ability class in terms of motivation and level. Some of them use simple sentences in English, while others do not speak at all.

- **Outline linguistic and affective needs**

Most of the students are concerned about their lack of vocabulary and their constraints when they are in front of a text regarding comprehension. One of the issues they are interested in is how to remember vocabulary and structures when reading. Another issue related to it is their lack of confidence when participating in conversations; this can be due to the fact that they sometimes ignore how to say a word, how to manage specific vocabulary, and they lack structures to use simple sentences with coherence and to speak with fluency. They also have difficulties to use specific language in oral context.

Furthermore, they did not have listening and speaking activities in the previous years. They had studied English based on a translation model.

These learners enjoy interacting with others and working in groups. Additionally, they like games and competitions.

Most of them are visual and kinaesthetic.

- **Explanation of how learners' needs relate to aims of the lesson**

The aims of the lesson relate to the students' needs since they are helping students to review vocabulary and involve them in an analytical construction of answers to questions about famous antique literature.

The focus of the lesson is reading comprehension and oral production to build fluency. Besides, this lesson aims at helping students to get confidence when using L2.

<u>Anticipated problem</u>		<u>Planned solutions</u>	
<ul style="list-style-type: none"> Students may not know some vocabulary regarding the story. 		<ul style="list-style-type: none"> I will introduce the vocabulary in a specific context. After this I will elicit Students to give a sentence using the Vocabulary learnt. 	
Stage	Aim	Procedure Teacher and student activity	Time and interaction
1. Warmer Pre-stage	To introduce the topic by using drawings and questions related to the story. T presents the objectives of the class.	T uses drawings from the story to introduce the topic. T will paste some drawings on the board. And ask sts about what they observe. After this students at random will answer these questions: <ol style="list-style-type: none"> Do you like reading? What kind of books or magazines do you read? What was the last book you read? Did you like it? 	5mins T-Ss
2. Pre-teach vocabulary	Make sure students know important vocabulary before the presentation stage.	Why? Why not? After presenting the objectives, T will ask the Sts if they have ever read the book or whether they would like to. T also asks what they know about the most famous stories, 'Aladdin' and 'Ali Baba' and the Forty Thieves'.	10mins T-Ss
3. Create context	Ss will have a clear understanding of the reading	Elicit vocabulary from learners. T uses questions for activating prior knowledge. T Shows the meaning of unknown vocabulary.	10 mins Ss-Ss
While Reading			
4. Reading a text	To show reading comprehension by answering some questions.	Ss will receive the copy of the back of a book called The Thousand and One Nights. (Appendix 1) Students answer by pairs these questions	20 mins Ss-Ss Ss-T T-Ss

5. After Reading	Ss will classify sentences into false or true.	<p>regarding the reading. T Checks answer with the class.</p> <ol style="list-style-type: none"> 1. What is The Thousand and One Nights? 2. How old are the stories? 3. Which countries are they from? 4. were they for adults or children? 	10 minus.
6. Assessment	<p>Ss will show understanding by answering specific questions based on the reading.</p> <p>Ss will share answers with their partner</p>	<p>Ss will read the beginning of Sharhazad's story , and will write True or false in front of each sentence.</p> <p>Ss will read the story and then they will answer the questions and compare the answers with their partners. (See appendix G)</p>	
Self-assessment	Ss will raise awareness of their performance regarding reading comprehension.	<p>After students compare answers with the partners, T will check the answers to the class.</p> <p>As an independent activity for the next class students will answer a survey by putting a check mark to the item they find most identify them.</p> <p>To what extent I am able to comprehend a reading:</p> <ol style="list-style-type: none"> 1. Very Well () 2. Good () 3. I have some difficulties () 4. I do not know how to do it () 	

Appendix G

The Thousand and One Nights is probably one of the most famous books in the world. It is a collection of stories first told by travellers from Persia, Arabia, India and China between the ninth and thirteenth centuries. In later years professional storytellers also told the stories in coffee houses in Turkey, Egypt and many other countries. The Thousand and One Nights contains well-known stories like Aladdin and Ali Baba and the Forty Thieves, so people often think they are just for children but they were originally for adults.

This new edition of The Thousand and One Nights is fully illustrated and contains new versions of all the stories, translated from the original texts by Brian Woodhead.

a) Read about the book. Then answer these questions.

1. What is The Thousand and One Nights?
2. How old are the stories?
3. Which countries are they from?
4. Were they for adults or children?.

b) Work in pairs. Compare answers.

Face2face. Chris Redston& Gillie Cunningham.Cambridge University Press. 2005.
Page 16

Reading Guide

Shahrazad's story

1. There was once an Indian king called Shahriyar. One day King Sharhriyar found his wife with another man so he killed her and her lover. After that the King married a different woman every day and killed her the next morning before she could stop loving him. This continued for three years.
2. Shahrazad was the clever and beautiful daughter of the Kings's adviser. When her father told her what was happening, she decided to marry the king. Shahrazad's father tried to stop her because he knew she was going to die. But Shahrazad had a plan to save herself and all the women in the kingdom. The king and Shahrazad got married a few days later.
3. After the wedding, while the King was drinking with his friends, Shahrazad went to find her sister. "I need your help" said Shahrazad. "come to the palace this evening and ask me to tell you a story."

4. So that night, Shahrazad was getting ready for bed when her sister came to visit her. She began telling her sister a story called The Fisherman and the Genie. While she was telling the story, the King came into the room. He started listening to her story too, and became more and more interested.
5. Sharahraza continued telling the story all night, but she stopped just before the end and said. "The King never heard the end of a story until the next evening. He couldn't kill his wife because he always wanted to know how each story ended.
6. As time passed, the King fell in love with Shahrazad. He knew he could never kill her because he couldn't live without her and her stories. To show Shahrazad he really loved her, the King married her again. The stories Shahrazad told the King became the stories of The Thousand and One Nights.

Face2face.Chris Redston& Gillie Cunningham.Cambridge University Press. 2005. Page 16.

Answer the following questions:

1. Who listened to Shahrazad's first story?
2. Why didn't the King kill her the morning after the wedding?
3. What was Shahrazad's plan?
4. What did the King do in the end? Why?

Appendix H

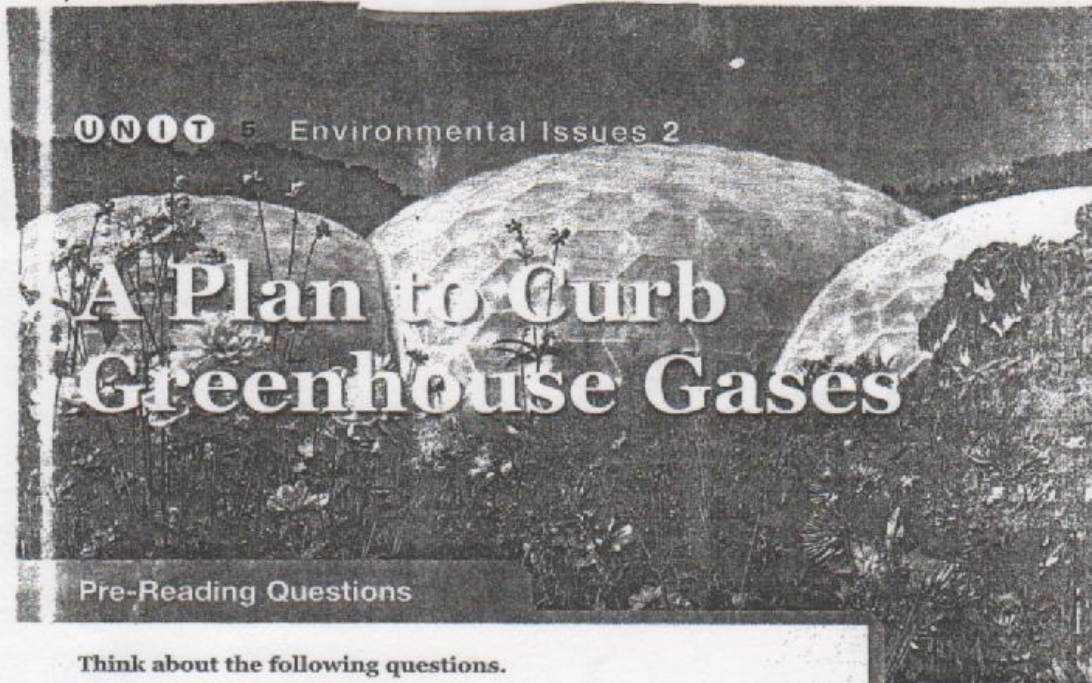


COLEGIO AQUILEO PARRA
Institución Educativa Distrital



Resolución de aprobación 1740 del 6 de junio de 2002 y 010042 del 13 de abril de 2009
Preescolar, Básica, Media y de Adultos
Nit: 800105345-1

PRE-TEST



Think about the following questions.

1. What produces greenhouse gases?
2. Why is the greenhouse effect bad?
3. Is the yearly rate of air pollution in your country now better or worse than the rate in 1990?

Vocabulary Preview

Match each word or phrase with the correct definition.

- | | |
|----------------|--|
| 1. consequence | a. a meeting between heads of governments or officials |
| 2. delegate | b. unlikely; not very possible |
| 3. improbable | c. something given off or released into the air |
| 4. emission | d. a person acting as a representative |
| 5. protocol | e. a result |
| 6. summit | f. a first draft from which a treaty is prepared |



Resolución de aprobación 1740 del 6 de junio de 2002 y 010042 del 13 de abril de 2 09
Preescolar, Básica, Media y de Adultos
Nit: 800105345-1

A Plan to Curb Greenhouse Gases

As sunlight shines on the Earth, solar radiation is absorbed and then radiated back into space as thermal radiation (heat). However, some of this heat is trapped by gases in the atmosphere. The trapped heat increases the temperature of the Earth's surface and atmosphere. The process is similar to the way a greenhouse is kept warm. The Earth's natural levels of water vapor and other gases produce this greenhouse effect, making life on Earth possible. However, some scientists are now predicting that higher levels of certain greenhouse gases are causing temperatures to rise beyond natural limits.

Since the beginning of the industrial age, carbon dioxide (CO₂) has been building up in the Earth's atmosphere as a result of the burning of fossil fuels (coal, oil, natural gas). CO₂ is considered the major cause of global warming on Earth. Other natural greenhouse gases include water vapor, methane (CH₄), nitrous oxide (N₂O), and ozone (O₃). Additionally, several man-made gases are also thought to contribute to the greenhouse effect, namely chlorofluorocarbons (CFCs), hydrochlorofluorocarbons (HCFCs), and sulfur hexafluoride (SF₆). Researchers have estimated that the atmospheric concentration of CO₂ has increased by at least 30 percent since the 1800s. Industrial processes have also led to a 145 percent increase in CH₄, and 15 percent increase in N₂O in the atmosphere.

The buildup of these gases is believed to be the major cause of higher than normal, average global temperatures in recent years. Consequences of such global warming could include higher sea levels, the spread of deserts in areas around the Earth's equator, and the drying up of fresh water sources.



² radiate — to send out like light

¹⁰ fossil fuel — fuel made from fossil remains of plants and animals

¹⁶ concentration — the amount of a specific thing found in an area

²⁵ equator — the imaginary line around the Earth at 0(zero)° latitude



ALCALDÍA MAYOR
DE BOGOTÁ D.C.

Secretaría
Educativa

COLEGIO AQUILEO PARRA Institución Educativa Distrital



Resolución de aprobación 1740 del 6 de junio de 2002 y 010042 del 13 de abril de 2009
Preescolar, Básica, Media y de Adultos
Nit: 800105345-1

- 39 adopt — to take as one's own; to follow
- 34 adhere to — to follow; to obey
- 41 oppose — to speak against; to take action against
- 44 prediction — a statement about the future
- 53 indicate — to show
- 55 ratify — to formally accept

In December 1997, at a United Nations summit on global warming in Kyoto, Japan, representatives from over 150 nations **adopted** a treaty to limit emissions of CO₂, CH₄, N₂O, HFCs, and SF₆. The so-called Kyoto Protocol called for reducing emissions to at least 5 percent below 1990 levels of these gases by 2012. The Protocol was signed by 38 industrialized countries attending the summit.

Developing nations attending the summit were not required to **adhere to** the guidelines of the Protocol. The 15 EU nations at the summit agreed to further reduce emissions to 8 percent, the US to 7 percent, and Japan to 6 percent below the 1990 levels.

The US officially signed the Protocol on November 12, 1998, but the US president then did not send it to the Senate to officially approve the treaty because he knew there was little hope for its approval at that time. When the next president took office in 2000, the new administration openly **opposed** the Protocol. The Bush administration claimed the standards set in the Protocol were unfair to developed countries. Australia also rejected the Kyoto Protocol on the basis that the UN **predictions** of industrial growth (and thus future greenhouse emissions) were improbable.

Even with the predictions of the Protocol called into question, many countries continued to push for its approval. In July 2001, delegates met again in Bonn, Germany, to discuss the Protocol. At the Bonn meeting, the delegates agreed, despite opposition from US representatives, on setting guidelines and timetables for achieving the reductions set in the Kyoto Protocol. The following year, at the World Summit on Sustainable Development in Johannesburg, South Africa, Russia **indicated** it would soon officially approve the Kyoto Protocol. However, in late 2003, Russia said it needed to further study the Protocol's requirements and predictions before signing. Without Russia's approval, there seems little chance the Kyoto Protocol will ever be completely **ratified**.



SUMMARY

Fill in the blanks with phrases from the list. Use each phrase only once.

- 5 an international summit 2 serious consequences 4 approve the Protocol
6 to reduce emissions 1 signed the Protocol 3 level of man-made

Since the 1800s, the 1 signed the protocol CO₂ in the atmosphere has risen, which some scientists predict will lead to warmer global temperatures. This global warming could have 2 serious consequences order to reduce the emission levels of greenhouse gases, countries met at 3 level of man-made to sign the Kyoto Protocol. According to the Protocol, industrialized countries would agree 4 approve the protocol greenhouse gases below emission levels in 1990. Delegates from many countries around the world 5 an international summit. The US and Australia did not officially 6 to reduce emissions because they thought it was unfair and its predictions were improbable.

VOCABULARY EXTENSION

Here are six words that are related to the topic but are not in the reading. Fill in each blank with the best word from the list. Use each word only once.

glaciers, erosion, negotiating, forecast, debating, precipitation

1. The weather erosion stated that it will be sunny on the weekend.
2. Many politicians are negotiating how to best manage the environment.
3. Cutting down trees causes forecast of the soil on the mountains.
4. The glaciers at the South Pole are starting to melt because of global warming!
5. Industrialist are precipitation acceptable emission levels with politicians.
6. The Sahara gets about 13 mm of debating year.

5

e 6. summit

f. a first draft from which a treaty is prepared

Appendix I

Mind map done by students.



Appendix J

Today is Monday July 26th, 2010

post test

Name: Monica Becerra Hernandez

Grade: 1103

Aguileo porra school

vocabulary preview.

1-C ✓

2-D ✓

3-B ✓

4-C ✓

5-F ✓

6-A ✓

2-False 0 true

1-(T) ✓

2-(F) ✓

3-(T) ✓

4-(T) ✗

3-choose the best answer

1-A

2-B

3-D

4-what did the Kyoto protocol call for
- Its effect, A plan to curb Greenhouse Gases.

Appendix K

1



COLEGIO AQUILEO PARRA Institución Educativa Distrital



Resolución de aprobación 1740 del 6 de junio de 2002 y 010042 del 13 de abril de 2009
Preescolar, Básica, Media y de Adultos

Name: _____

Date: _____

Level: _____

Teacher's Name: Elizabeth Blanco Sarmiento

Cross-curricular Topic: Language Arts. Universal Literature.

Objective: Students will be able to answer specific information based on the reading *The Thousand and One Nights*.

The Thousand and One Nights

The *Thousand and One Nights* is probably one of the most famous books in the world. It is a collection of stories first told by travellers from Persia, Arabia, India and China between the ninth and thirteenth centuries. In later years professional storytellers also told the stories in coffee houses in Turkey, Egypt and many other countries. The *Thousand and One Nights* contains well-known stories like Aladdin and Ali Baba and the Forty Thieves, so people often think they are just for children but they were originally for adults.

This new edition of *The Thousand and One Nights* is fully illustrated and contains new versions of all the stories, translated from the original texts by Brian Woodhead.

Appendix L

Teachers' Journal Sample

Research Question: What are the effects of implementing intensive reading skills based on cross curricular topics in the reading comprehension of A1 students?

Wednesday, May 26th2010

Class observation

Today my professor observed my class. I was a little nervous but at the same time happy for her visit. The lesson was based in a reading about the Thousand and one night, which is probably one of the most famous books in the world. It is a collection of stories first told by travellers from Persia, Arabia, India and China between the ninth and thirteenth centuries. In later years professional storytellers also told the stories in coffee houses in Turkey, Egypt and many other countries. The Thousand and One Nights contains well-known stories like Aladdin and Ali Baba and the Forty Thieves, so people often think they are just for children but they were originally for adults. (This summary of the book was taken from Face to Face, intermediate, 2005, Longman) In general terms the lesson went well however there were these reluctant students I always need to push to do things. After reading "Differentiated Instructional Strategies for Reading in the Content Areas" I have found some strategies I will implement. First I am going to work with them, then I am going to build opportunities for them to flavour success, I will give them specific praise and positive reinforcement, I will provide them with easy, enjoyable reading material for doing at home and I will ask them some easy question in order to help them to build confidence.

Something nice in my class was that at the end students had the opportunity to interchange information with my professor. They were very interested in asking questions about her country and personal information. They could feel they can communicate in English with other person different from their teacher and their peers.

After Class my professor gave me feedback which enriched my research. She recommended me to include some drawing in my reading guides for making them more attractive for my students, also to be more explicit in my class about the research component, and to wrap out activities among others.

Appendix M

School's newspaper

LA EMISORA ESCOLAR APOYA



Desde la Emisora Escolar también se están haciendo campañas para el cuidado y protección del Medio Ambiente comenzando por el entorno inmediato.



English section

RESEARCH AND INNOVATION PROJECT

Today it is necessary to approach environmental topics with the students, in interdisciplinary manner to mitigate the environmental damages that the Earth is suffering. Because of that, the teachers Ana Stella Medina and Lorena Jarar worked an innovation and action-research project with 903 and 904 grade students in the morning shift aimed at sensitizing students with respect to the care and preservation of the environment through the writing of short descriptive texts in English. The project had four stages: motivation, knowledge about ecological vocabulary, production of sentences and paragraphs, construction of short descriptive texts with the help of guiding questions and its publication; in the "Planeta Aquileo" Newspaper. The findings show that the pedagogical procedure used in class promotes interdisciplinary work around environmental topics as well as the development of writing skills. Those are some examples from the articles written by the students:



GLOBAL WARMING IS EVERYONES

By: Natalia far

Global warming is the increase in average temperature of the earth's nearsurface, air and oceans. This is caused by increased concentrations of greenhouse gases, as the result of human activity such as fossil fuels and deforestation.

The effects brought by global warming are the melting of the poles of the earth, the rising of sea level. Also the increases of the average precipitation (rain and snow), floods, hurricanes and droughts in the world.

To stop this situation we should try to minimize emissions of carbon dioxide by planting more trees.

They can capture the carbon dioxide. Also, we can use smaller cars, to spend less fuel, avoiding ecosystem contamination.

References:

Environment.nationalgeographic.com/global warming



By Eugenio Quiroz Quiroz
Curso: 903

DO YOU KNOW THE MEANING OF GLOBAL WARMING

If you don't know yet, it is time to know this topic about, because it is important to raise awareness about this subject if you want to continue living.

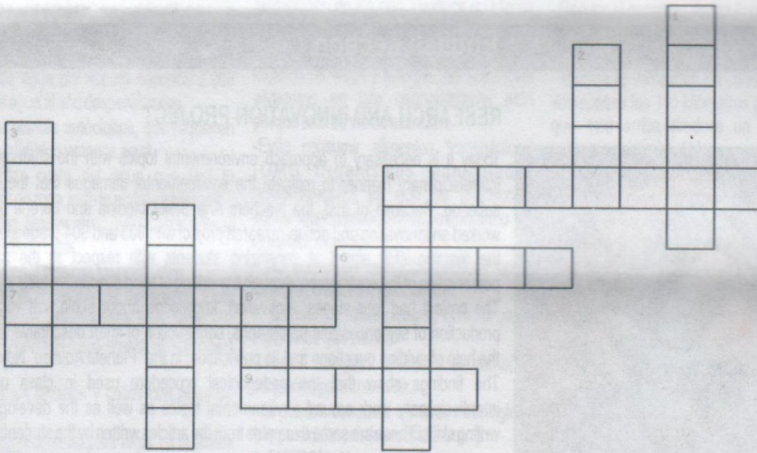
The global warming is temperature increase in the earth, because of the high concentration of greenhouse gases that trap heat of the solar radiation.

The main causes are the emissions of the carbon dioxide emitted by the cars and industries that used fossil fuels.

This warmer temperature brings heavy precipitations droughts, floods, fires and rising water level. Further more it dangers the human life.

But to save the planet and finish with this evil, we could do some actions such as recycling, saving the use of solar energy and renewable fuels.

Referenci
Saslow, J. and Asher, A. (2006) Top Notch. English for today's World. (pp.71) United States of America; Pearson Education



Down

1. It is a useful animal to work with in the fields.



2. It is a wild animal of the forest.



3. This bird can talk.



4. It is a bird that is always at the sea or on the beach.



5. This animal walks very slowly



8. This animal, produces milk and with milk, we make cheese and yogurt.



Across

4. This animal likes to eat many nuts.



6. It is one of the big birds. Today it is a protected animal.



7. It is the biggest bird in the world, but cannot fly.



9. It is the biggest marine mammal.



Todo for educators - free worksheets for educators

Write the missing words and complete the answers:

- How is necessary to approach environmental topics with the students?
Work in a n t r i s i l i a y manner.
- What is the increase in average temperature of the earth's surface, air and oceans?
G a W m g
- Name of gases that result from human activity such as fossil fuels and deforestation:
G n o u g s
- One of the consequences brought by global warming is:
H a y r c i p t t o n
- To save the planet we can do some actions such as:
R y c i g
- It is an action that Luisa Carolina Villa invites us to do in order to prevent the situation getting worse?
 a n a e



- sismos que ocurren bajo el piso oceánico.
- Son dos factores imperantes en los países de América Latina y el Caribe, que dificultan mantener pautas de desarrollo y responden a los retos ambientales del presente.
 - Programa que realiza Canadá para hacer frente al calentamiento global y que se ha destacado a nivel mundial.
 - Árbol que necesita temperaturas bajo cero para entrar en reposo y rebrotar con vigor en la primavera. Se ve afectado por el aumento de la temperatura.
 - Nombre de río en China, que junto con el Yangtze, se ve afectado por el cambio climático.
 - Sustancia que el rector, Carlos Eduardo Galán, en su editorial, recomienda no tirar en los fregaderos porque se acumula sobre el agua y es muy difícil de eliminar.
 - Es un fenómeno climático que suele perturbar cada cinco años, los sistemas atmosféricos de América.
 - Producto que a través de campaña de la Secretaría de Educación, se invita a no usar porque se está produciendo en demasiada cantidad y demoran mucho en degradarse.

Plant a Tree!

BY: Luisa Villa

Global warming refers to increase the temperature of the Earth's surface and atmosphere. Higher levels of greenhouse gases are causing temperatures to rise beyond natural limits. The Greenhouse effect is caused by human actions.

The global's warming causes an increase in natural causes as: greenhouse gases as carbon dioxide, methane.

Human causes as: the burning of fossil fuels, as well as coal and all mines, also, with increasing population, people need more food so many trees are cut down and burned.

All these causes bring negative effects to the earth, for example: changes in climate because the levels of greenhouse gases are increasing; it generates natural disasters, increasing the level of seas and flooding. Additionally, diseases are increasing too.

To prevent the situation from getting worse, people can save the earth from global warming if they use less water.

We can save the earth, if we recycle, protect and conserve the animals and plants. Plant a tree!

TOGETHER WE CAN SAVE OUR PLANET

- <http://library.thinkquest.org/J003411/causes.htm>
- <http://www.causesofglobalwarming.net/>
- <http://www.macgregors.eq.edu.au/qldwebchall/gwi/causes.htm>

Students	Vocabulary Preview		True or False		Multiple Choice		Summary		VOCABULARY EXTENSION		Final Survey		Point 2		Sum	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
1	100	100	100	100	33,33	33,33	100	100	66,67	100	0	60	0	0	57,14	70,48
2	100	100	100	100	0,00	33,33	100	100	33,33	100	0	0	0	0	47,62	61,90
3	66,67	83,33	50	100	33,33	33,33	100	100	0,00	0	0	0	0	0	35,71	45,24
4	100	100	100	100	0,00	33,33	100	100	33,33	100	0	0	0	0	47,62	61,90
5	66,67	50	50	100	0,00	33,33	66,67	100	16,67	0	0	0	0	0	28,57	40,48
6	33,33	100	75	100	0,00	100	33,33	100	16,67	0	0	0	0	0	22,62	57,14
7	33,33	33,33	50	100	0,00	33,33	0	100	0,00	16,67	0	0	0	0	11,90	40,48
8	50	16,67	0	100	66,67	33,33	0	100	16,67	66,67	0	0	0	0	19,05	45,24
9	100	16,67	0	75	0,00	33,33	0	16,67	16,67	16,67	0	0	0	0	16,67	22,62
10	16,67	33,33	50	50	33,33	66,67	16,67	0	33,33	16,67	0	0	0	0	21,43	23,81
11	100	33,33	50	100	100	66,67	33,33	100	0,00	0	0	0	0	0	40,48	42,86
12	66,67	50	50	100	0,00	33,33	33,33	100	16,67	0	0	0	0	0	23,81	40,48
13	0	33,33	0	50	33,33	33,33	33,33	0	33,33	0	0	0	0	0	14,29	16,67

