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Improving English Reading Abilities in 9th Graders Through the Use of Authentic
Materials and Reading Tasks

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Research Report submitted

in partial fulfillment of the requirements for the degree of
Master in English Language Teaching for Self – Directed Learning

Directed by Maritza HOUSSET

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Declaration

I hereby declare that my research report entitled:

Improving English Reading Abilities in 9th Graders Through the Use of Authentic
Materials and Reading Tasks

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

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Acknowledgements

Above all I want to thank God for giving me support to achieve this dream. Moreover, I want to thank my mother and my husband for helping me in this hard process; without their support, patience and love I could not have finished this research.

I offer my regards to my students from Manuel del Socorro Rodríguez School (SENA), who helped me with their participation in the development of this research project.

I dedicate this work to my father who died, and to my son Juan Francisco who gave me a lot of his precious childhood days to develop this work.

Abstract

The aim of this research project was to encourage learners to improve their reading abilities through the implementation of reading tasks to develop reading strategies. The students involved in this research project were ten students who had a pre – intermediate level of English. They belonged to a sub – program called “*Tecnologos en guianza turistica local*” available in the school Manuel del Socorro Rodríguez from Bogotá, as part of a project which was intended to promote technical education. These students were in 9th grade and they were taking English classes with specific purposes.

The strategy used in this study was planned, implemented and also evaluated as part of an action research project. The intervention was planned to use 6 units of authentic readings tasks which were uploaded to the Edmodo social network. The authentic tasks were planned and designed by the members of a research circle who were working on the same topic. After the intervention, the data collected were analyzed through qualitative methods and also based on the grounded theory. The conclusions show that the students’ awareness towards the use of reading strategies increased as well as their self-directed skills due to the implementation of the reading tasks with authentic texts and the Edmodo social network.

Key words: Reading; Reading Comprehension; Reading Strategies; Authentic Materials; Action Research; Self-Directed Learning.

Resumen

El objetivo de este proyecto de investigación era promover el mejoramiento de habilidades de lectura a través del uso de tareas que apuntaban al desarrollo de estrategias de lectura. Los estudiantes involucrados en este proyecto fueron 10 estudiantes quienes tenían un nivel pre intermedio de Inglés, ellos pertenecían al sub - proyecto “Tecnólogos en guianza turística local” en el colegio Manuel del Socorro Rodríguez un proyecto que permitió promover la educación técnica en estos estudiantes quienes cursaban noveno grado y estaban tomando clases de Inglés con propósitos específicos.

La estrategia usada en este trabajo fue planeada, implementada y además evaluada como parte de un modelo de investigación acción participativa. La intervención fue planeada para usar 6 unidades de tareas de lectura elaboradas con materiales auténticos, las cuales fueron subidas a la red social Edmodo. Las tareas auténticas fueron diseñadas por los miembros de un círculo de investigación que estaban trabajando en el mismo tema. Después de la intervención, la información recolectada fue analizada a través de métodos cualitativos y también usando la *teoría fundamentada en datos*. Las conclusiones mostraron que los estudiantes se hicieron conscientes del uso de estrategias de lectura al igual que sus habilidades para aprender de manera auto-dirigida debido a la implementación de tareas de lectura con materiales auténticos y el uso de la red social Edmodo.

Palabras clave: Lectura; Comprensión Lectora; Estrategias de Lectura; Materiales Auténticos; Investigación Acción; Aprendizaje Auto-dirigido.

Table of Contents

Acknowledgements.....	ii
Abstract	iii
Resumen	iv
Table of Figures.....	viii
Table of Tables	ix
Chapter One: Introduction.....	10
1.1 Research Question.....	12
1.2 Research objective	13
1.2.1 Specific objectives.....	13
1.3 Rationale.....	14
Chapter Two: Theoretical Framework.....	17
2.1 Reading.....	17
2.2. Reading comprehension	18
2.3 Reading strategies	19
2.4. Authentic Texts	20
2.5 Motivation	21
2.6. Self-Directed Learning	22
Chapter Three: Research Design	24
3.1 Type of study	24

IMPROVING ENGLISH READING ABILITIES IN 9TH GRADERS
THROUGH THE USE OF AUTHENTIC MATERIALS AND READING TASKS

6

3.2 Context	24
3.3. Participants	25
3.4. Researchers' role.....	26
3.5 Ethical Considerations.....	27
3.6. Data Collection Instruments	28
3.7. Data Collection Procedures	30
3.8. Design and validation of instruments and procedures	31
Chapter Four: Pedagogical Intervention and Implementation	33
Chapter Five: Results and Data Analysis.....	36
How does the use of reading tasks and authentic texts enhance reading comprehension in 9 th grade students of Colegio Distrital Manuel del Socorro Rodriguez?.....	37
5.1 The use of authentic texts	37
5.2. The use of Reading Strategies	40
5.3. The use of a social network to promote self-direction	43
Chapter Six: Conclusions, Limitations, Pedagogical Implications and Further Research	46
6.1. Conclusions.....	46
6.2. Pedagogical Implications.....	47
6.3. Limitations	48
6.4. Further Research	49
References	50

IMPROVING ENGLISH READING ABILITIES IN 9TH GRADERS
THROUGH THE USE OF AUTHENTIC MATERIALS AND READING TASKS

7

Appendices	57
Appendix A Consent Letters for parents.....	57
Appendix B Pre – Reading test.....	59
Appendix C Pre - Questionnaire.....	62
Appendix D Structured Interview	64
.....	64
Appendix E Lesson Plan Sample.....	67
Appendix F Reading Task # 1	78
Appendix G Personal Journal Sample.	83
Appendix H Post- questionnaire	84
Appendix I Post Reading Test.....	87
Appendix J Chronogram for the intervention.....	88

Table of Figures

Figure 1. Students' reading preferences.....	38
Figure 2. Feelings towards the reading tasks according to the students' responses in the journals	38
Figure 3. Post-questionnaire results-Level of interest on the topics presented in the reading tasks	39
Figure 4. Post-questionnaire results-Thinking about the best strategy to read authentic texts	42
Figure 5. Post-questionnaire results-perception of the students about the use of reading strategies after the intervention.....	44

Table of Tables

Table 1. Pedagogical Intervention and Implementation chronogram.....	34
Table 2. Reading comprehension pre-test results.....	35
Table 3. Categories and sub-categories related to constructs and research questions.....	37
Table 4. Pre-questionnaire results- Use of reading strategies	40
Table 5. Pre-questionnaire results- Use of reading strategies	44
Table 6. Reading Comprehension post-test results.....	45

Chapter One: Introduction

The development of reading abilities on learners, especially in foreign and second language learners, is a demanding task. The attitude that many learners have is negative when they are required to read a text; most of the time because they are not motivated to read or because they have not developed different reading strategies that allow them to comprehend better what they read. It is important then, the introduction of innovative proposals that aim to the development of reading skills on the learner. For instance, the use of authentic materials related to the needs and interests of the learner and the use of technology might be positive in the achievement of the aim previously stated.

This research study precisely aims to illustrate how through the use of reading tasks, authentic texts and a social network, reading strategies and self-direction can be fostered on learners.

The unique indicator that the government and Colombian schools have in order to evaluate the teaching and learning success is the standardized test *SABER* in all its versions. In our context, the pedagogical work done in the schools is just evaluated by the government through the *SABER* test and its scale. This is what indicates the success or failure in public institutions in terms of pedagogical practices. Given those circumstances, it is important to work hard on reading as a fundamental tool for our students because they have to demonstrate their ability to pass the government official high school *SABER* test.

Reading in a second language is a skill that facilitates the development of metacognitive processes on our students. Being able to read by ourselves, facilitates the development of abilities such as: analysis, synthesis, critical thinking, interpretation, criticism, inferences, among others. These abilities are transversal to all subjects and are fundamental to be competent in the 21st Century.

The Colorado department of education (2010, p1) considers that:

“A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21st century workforce. Language skills have always been fundamental for academic and professional success. However, students in the 21st century are now facing more complex challenges in an ever-changing global society. These challenges have created the need for rigorous state standards in reading, writing, speaking, and listening”.

It can be considered that the view of the Colorado department of education is totally right; a strong command of the language arts is not enough to succeed nowadays. That is why, it is necessary to encourage learners to acquire certain strategies that facilitate the development of skills in terms of writing, speaking, listening and reading.

As it was previously stated, this study aims to form efficient readers through a combination of three aspects: Background knowledge through authentic materials, reading strategies and the use of ICT tools. Schallert (1979), develops these three important concepts; the first aspect, about background knowledge is defined as the process of making the learning meaningful through the use of the learners' previous knowledge. The second aspect about the training in reading strategies states that:

“If the students want to read in an active way, probably they have to feel comfortable with the things that they are reading or they should make a concept compensation, which means that they have to feel that when they read they can analyze, observe and also understand what they read...” Schallert (1979) cited in Malley (2009, p.2)

The third aspect about the use of ICT is addressed in more detail by Grabe (1991) cited in Chi-Fen Emily Chen (NA), who describes how the use of computers can engage students with the six essential components for increasing reading fluency. Muñoz and González (2010) also support this view. They point out that: “the automatic word recognition, the vocabulary and structured knowledge, the formal discourse structured knowledge, the content/world background knowledge, the synthesis and evaluation, and the metacognitive knowledge are essential reading skills for any learner”. These skills can be moderated, fostered and performed through the use of the correct ICT tool. Similarly, some authors like Rubio and Serrat (2010) have suggested, that social networks like: Facebook, Twitter and My space, work as natural class extensions.

1.1 Research Question

How does the use of reading tasks and authentic texts enhance reading comprehension in 9th grade students of Colegio Distrital Manuel del Socorro Rodriguez?

1.2 Research objective

- To determine to what extent the use of reading tasks using authentic texts can enhance reading comprehension.

1.2.1 Specific objectives

- To motivate students to read for pleasure
- To make students aware of the reading strategies that they use while working on reading tasks.
- To encourage learners to develop self-direction when reading authentic texts

1.3 Rationale

Teaching to teenagers who are not engaged with their own learning process and who are in a hard social and economic situation is a challenge for English teachers. The lack of learning materials, internet access and the poor conditions of education make this process harder.

Within the educational context where I work, previous research about the way how students develop their reading comprehension has not been carried out. The development of this study can be taken as an opportunity to develop an innovation that can lead teachers, from this and other schools, to teach and guide the learning process of the learners in a more efficient and interesting way.

Key concepts such as: Motivation, reading strategies, reading comprehension, task based learning, authentic materials and the use of social networks with academic purposes have been studied in detail throughout this research.

Several studies had demonstrated that learning motivation is a factor that depends on the age, context and also the purpose of the learning. For instance, Sullivan (1991) cited in Wong (2008, p. 366) found that “older students take less responsibility for their learning, desire less personal challenge, care less about the approval of others, and feel less school-related competence compared to younger children”. This aspect is very evident in our learning context. Most of the time, older learners are only extrinsically

motivated and have interests and needs that are very different from children. In terms of English learning, children are usually more motivated than adults and teenagers because the motivation showed by older learners is the result of a professional interest.

How to motivate teenagers is an aspect that has been studied and has been linked to the theory of cognitive styles, which recognize different levels and ways to learn and the importance of understanding learners in an individual way. This theory complements the task based learning concepts, which consider that the learner has to be the center of the learning process.

The concept of background Knowledge, which is widely exposed in schema theory presented by Carrel and Eisterhoold (1983, p.557), represents one of the most important aspects to justify an investigation about this topic: “Reading comprehension involves one’s knowledge of the world, which may be culturally based and culturally biased”. According to this, the learning process must be centered on the learners providing them with scaffolded tasks and exercises that facilitate their learning process. Malley (1999) shows reading as an active process in which learners use their background knowledge and their vision of the world to go beyond the merely interpretation of a text.

Schallert mentioned in Malley (1999) not only provided a definition about authentic materials, he also gave some conclusions about the importance that this kind of materials has in second language reading. The use of authentic materials is the first step

to help learners in the construction of self - directed learning due to the fact that in the outside world the students will find texts that have not been modified or adapted taking into account the English level that they have.

The use of reading strategies is another aspect that has been widely included in this research. The study of reading strategies has many advantages. For instance Weinstein, Goetz and Alexander, cited in Malley (1999), pointed out that one of the advantages of developing reading strategies is the function of training in reading strategies use which helps students to be naturally conscious about the use of these skills which were previously unconscious and often under developed.

The purpose of this study is to determine if the use of reading tasks based on authentic texts is a motivating factor that contributes to get an improvement in the reading comprehension level of 10 pre- intermediate students from a *SENA* technical program in a high school institution of Bogotá, Colombia. Six different reading tasks, based on the students' interests were planned, designed and applied in order to collect the data necessary to answer the research question presented above.

Chapter Two: Theoretical Framework

This section provides information about the different key concepts addressed along the study. Also, a framework of some studies related to the key concepts is addressed here.

2.1 Reading

Different definitions of reading can be found after making a careful review of the literature available. Authors such as: Halliday (1980) and Nunan (1999) have provided ideas related to this term. Halliday (1980) cited in Ambatchew (2003, p.89) for instance, suggest that: “The reading process inherently involves the interaction of a reader and a text.” In addition, Nunan (1999, p.249) defines reading as: “a passive skill for English foreign language learners, which has a component of thinking who engages reading background and the use of authentic materials”. Other authors who have addressed this term are: Grabe (1991) cited in Chi-Fen (2007) and Young (1991) who talk about reading like an interaction. According to them, texts have to be interactive and they require from the reader the ability to relate textual material with the person’s own knowledge. Making a summary that covers all the aspects addressed by these authors, it is possible to say that reading is the ability to process and interpret the ideas given by others through the language. This interpretation can be carried out in a literal or metacognitive way involving high and complex cognitive processes.

When defining reading, it is important to mention what are the key elements during the reading process. According to Grabe (1991) cited in Chi-Fen (2007) the reading process involves three elements: the text, the reader, and the interaction between them. All the three aspects play an important role during the reading process and they need to interact harmonically among them. For instance, if the level of difficulty of the text is high or if the topic addressed in the text is not interesting, the reader will have fewer opportunities to interpret the ideas stated on it. On the other hand, if the text is interesting but the reader does not use reading strategies, the opportunities to interpret the text or state a personal opinion about it are reduced. As it can be seen, in order to develop a proper reading process, a good interaction between the text and the reader is required and it is here where the use of appropriate and well prepared reading tasks play an important role in the process of facilitating the interaction between the text and the reader.

2.2. Reading comprehension

The ability to read and comprehend a text is a tool that has become necessary to be developed to succeed in the academic and daily life of individuals. Through reading, students can improve and develop thinking skills due to the fact that reading comprehension supports knowledge construction in other areas. Beaugrande (1982) cited in Chun (1997) explains the process of reading comprehension using more simple words. According to him, when people read: “what is in fact comprehended is not sentences, but conceptual content”. (Beaugrande, 1982 cited in Chun, 1997, p.61)

Some researchers had studied reading comprehension in L1 better than in L2. Some of these studies had drawn important conclusions in this regard, which have been contrasted and have been helpful to understand the reading comprehension process in the L2. These studies had been based on the psycholinguistics and pedagogical studies of language like the one carried out by Koda (1992) cited in Chun (1997, p 61), who refers to reading comprehension as “an automatic recognition skill”. In their study, Swaffar, Arens and Byrnes (1991) cited in Chun (1997, p.61) also concluded that: “fluent readers synthesize textual subsystems (e.g. content, contexts, intent, language) into a larger meta-system of meaning”. In simpler words reading comprehension is a complex process that has to do with the act of understanding what we read by an intentional, active and interactive process that takes place before, during and after reading a text. In words of Chun & Plass (1997, p.63) “readers comprehend a text when they construct a mental representation for incoming pieces of verbal information”

2.3 Reading strategies

Reading is a complex process that goes beyond the simple establishment of the reading purpose. It is necessary that the reader can use effectively a set of different reading strategies that can be addressed depending on the kind of text or the kind of activity or task required while or after reading the text. Reading strategies is not a new concept; this term was widely studied in the past, is being studied in these days and will continue being studied in the future. Oxford & Crookall (1989) for instance, refer to reading strategies as learning techniques, behaviors, problem-solving or study skills that make learning more effective and efficient. Other authors such as Block (1986) and

Barnett (1988) provide more precise definitions of this term. This last author for example defines reading strategies as: “the mental operations involved when readers purposefully approach a text and make sense of what they read" (Barnett, 1988, p.66).

Some of the most common reading strategies used by learners are related to the use of background knowledge (Carrel,1983 cited in Young 1991,p.1124), the use of inferences based on the context that surround the lecture (Young, 1991) and the use of visual organizers (Grabe, 2009). These are precisely the reading strategies that will be addressed and aimed to be developed through the reading tasks with authentic texts that were prepared and applied during the implementation of this research study.

2.4. Authentic Texts

The term authentic text has been defined by different authors like Peacock (1997), Nunan (1989) and Morrow (1977). This last author for instance, defines the term authentic text as a: “stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.” (Morrow 1977, cited in Taylor, 1994, p.12) other authors like Harmer (1983) cited in Taylor (1994, p.12) describes: Authentic texts (either written or spoken) as: “those which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language in question”. According to the definitions presented above, authentic texts refer to any material that has been created in response to a communicative need and not with a teaching purpose. As Nunan (1989, p.54) states: “A rule of thumb for

authentic here is any material which has not been specifically produced for the purposes of language teaching”.

Having clear what authentic texts are, it is important to address some of the advantages that the use of this kind of materials have when learning a language. Several studies such as: Bacon & Finneman, (1990) and Berardo, (2006) have addressed the importance of using authentic texts in the learning process of a foreign language and have found that authentic materials can increase reading development by introducing students to new vocabulary and expressions and by increasing students’ motivation towards this activity.

Due to the fact that the role played by authentic texts is one of the main aspects to be addressed in this study, the selection of the topics and the texts to be considered in the design of the reading tasks were carefully developed taking into account the students’ needs, interests and language level.

2.5 Motivation

Motivation is one of the most important aspects when reading. Motivation has to do with the reasons that are behind the actions or behavior developed by an individual. To be more specific, motivation towards reading refers to the different reasons or circumstances that facilitate to the reader his/her engagement with all the mental processes behind the lecture.

Guthrie and Cox (2001) studied motivation and the long term reading engagement. According to them, motivation towards reading takes place differently if we compare children and adults. In most of the cases the motivation towards reading decreases from children learners towards adult learners.

Something that is evident in our society and that does not require evidence from a careful developed study is how motivating the new technologies result for children and teenagers. A great number of young learners spend several hours during the day in front of their laptops, tablets or smart phones; that is why, it is necessary to plan proposals or innovations that involve the use of this kind of devices in their learning process. This was precisely one of the reasons that motivated the use of a social network in the implementation phase of this study.

2.6. Self-Directed Learning

Self-directed learning (SDL) is one of the newest concepts in education nowadays. Researchers and experts on education claim that SDL has to be developed transversally in all subjects and fields and must be a key element in the curricular design.

According to Skiff (2009) Self-Directed learning:

“...describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” Skiff (2009, p, 56).

Self-Directed Learning is a concept that is closely related to motivation. Within the process of developing self-direction on the learners, they need to be motivated in order to succeed in the scaffolded tasks. Taking into account how motivating the use of ICT tools might results for learners, it is believed that learners can develop self-direction through a social network with teaching purposes and activities intended to promote the development of reading and self-directed strategies. If the implementation of this innovation works, as teachers we would be approaching to the benefits of SDL pointed out by Abdullah (2001) who stated that those individuals who develop self-direction can get greater awareness of the responsibility and self-monitoring making more meaningful their own learning process. According to Garrison (1997) alluded in Ainoda (2001), this is something positive due to the fact that having the possibility to monitor one-self facilitates the development of autonomy, learning curiosity and solve problem skills on the learner.

Chapter Three: Research Design

3.1 Type of study

This study emerged after the identification of different problems that a group of ninth graders from colegio distrital Manuel del Socorro Rodriguez had when reading. Different observations and a couple of instruments (pre-interview and pre-questionnaire) were applied to this group of students before the intervention in order to have a clearer identification of the problem. In order to address the reading difficulties faced by the students, different reading tasks were planned and designed. These tasks were based on authentic texts which were considered to be motivating and facilitated the use of reading strategies on the participants.

As the origin of this research study began with a research question and a research problem that took place in the classroom, a reflection, exploration and evaluation of the aspects that had an influence on the problem were developed. In other words, an action research was carried out because the origin and main foundations of the research were based on classroom situations that were studied and developed by the tutor. As Nunan and Bailey (2009, p.227) state: “action research represents a particular stance...in which the practitioner is engaged in critical reflections, on ideas, the informed application and experimentation of ideas in practice, and the critical evaluation of the outcomes.”

3.2 Context

This research project was developed at colegio distrital Manuel del Socorro Rodríguez. This is a public school located in Avenida 44 sur 23 – 52, Claret

Neighborhood, in Bogota-Colombia. This is an institution that has a great number of students who face different social problems such as: drugs, young gangs and abortion. The school mission is based on 10 principles called “El Decalogo Manuelista”. This document outlines the rules that need to be followed or considered at school; they are: In this document it can be found the rules that need to be followed at school which are:

- a) I take care of myself
- b) I take care about you.
- c) I take care about my environment
- d) I respect your rights.
- e) I am kind to you
- f) Respectful Communication.
- g) I reach my goals
- h) I recognize my rights and obligations.
- i) I construct my life project
- j) I am unique, integral and “Manuelista”.

3.3. Participants

As it was mentioned above, the students chosen to be active participants of this study were a group of ten 9th graders who were part of a SENA project called: “Técnico en Guianza Turística”. This group of students was taking 4 hours of English classes per week at the moment of developing the study.

The research plan established that the students had to develop 4 hours of individual and autonomous work supported by the tutor during the eight weeks that the intervention lasted. During that time, the students had to work on six different reading tasks as well as in some other instruments that were used to collect data for the research.

Based on the age, the reading problems showed and the English level that this group of ninth grade had, ten students were selected to be part of the intervention. Once the students were selected, a pre-reading test was applied to collect data about the reading difficulties that the students had before working on the reading tasks with authentic texts. The pre-reading test applied to the students was adapted from the textbook American English File 3 from Oxford University press.

The students who took part in the project were positively engaged with its development because their current English level would be favored and also because they were already familiarized with the Edmodo social network, which could facilitate the accomplishment of all the goals that had been set previously.

3.4. Researchers' role

The researcher played different roles throughout the study. Some of them were: observer, planner, leading analyzer, evaluator and conclusions maker.

At the beginning of the investigation the researcher was an observer who had a critical view about the main needs that had to be addressed in the classroom. Afterwards, the researcher became a conscious leader and analyzer because she had to join the students' needs with their personal interests in order to formulate clear and interesting objectives to be carried out along the intervention. Afterwards, the researcher role turned into a planner and designer of materials who carefully searched and adapted different authentic texts. During the implementation, application stage, the researcher role was the one of motivator and tutor who helped to the learners to make progress while developing their self-directed skills.

In the last part of the study, the researcher became a data organizer and analyzer who carefully studied all the information collected in order to select and classify the information necessary to give an answer to the research question.

3.5 Ethical Considerations

Following the Colombian laws, the pictures, publications and the use of information of children and teenagers under 18 is forbidden without parents' permission. That is why, at the beginning of the study each student was given a consent given a consent permission letter that had to be signed by their parents in order to be part of the study. (*see appendix A.*)

In terms of confidentiality the names of the subjects were kept anonymous in the different tables and figures in order to maintain and respect their right to privacy.

3.6. Data Collection Instruments

The Data were collected using 3 different instruments at the beginning of the study, 6 during the application and 2 more instruments at the end of the intervention. In the first stage of the investigation, a pre- reading test, a pre-questionnaire and a structured interview were administered in order to gather preliminary data to plan and develop the next stages of the study.

At the beginning of the study, the students took a pre-reading test that allowed to the researcher to have an idea of the reading comprehension level that the students chosen had before the implementation. (*See appendix B*). The other instrument applied at the beginning of the investigation was a pre-questionnaire (*see appendix C*) that was designed and applied in order to identify the students' perceptions about reading and also about the kind of text that they liked reading about. Questionnaires are important in research because they facilitate the standardization and uniformity of questions having participants that respond to the same set of questions under the same conditions which facilitates the analysis of the data collected (Key, 1997).

The other instrument used was a structured interview (*see appendix D*). Nunan and Bailey (2009, p.313) described this instrument as: “a questionnaire that is administered orally rather than in writing.” This tool works as an excellent elicitation technique and is essential to gather valuable data useful for the next stages of the

investigation. As Nunan and Bailey (2009) point out, the structured interviews provide data that can be compared with the information provided by other informants.

After the analysis of the information collected through the instruments described above, it was necessary to plan the reading tasks that were going to be applied during the application stage. Six different reading tasks (*see appendix E*) using authentic texts were planned, designed and applied to the students. These reading tasks were planned following a template given by La Sabana University which was adapted from Joan Rubbins' Lesson Planner & ICALT. The reading tasks that were planned included characteristics of presentation, programmed instructions, self-pacing and well described steps to develop the tasks. The main advantage of uploading the tasks to a social network was that the students could have access to them at any time, in any place, and for unlimited number of times.

Each week the students had to work on one different reading task. The students had to login and access to their Edmodo accounts to download the task assigned. Then, following the instructions suggested in the reading task they worked on the different activities set on them.

As it was previously mentioned, one of the instruments that was very useful during the intervention was the weekly journal (*see appendix G*). That instrument provided data about the feelings and perceptions the students had about their weekly

work on the reading tasks. This instrument also allowed the learner to reflect on their own reading process through the different questions that were included in the journal. One of the advantages of using journals when doing research is outlined by Lindenberg (1987) who sees the journal as an instrument that helps learners to understand better what they do during a reading time.

At the end of the intervention, a post questionnaire (*See appendix H*) and a post – reading test (*See appendix I*) were the final instrument applied during the intervention process. The post questionnaire contained ten questions that could help students to reflect upon all the strategies they performed to carry out the activities in the platform as well as their perceptions of their reading comprehension level and their skills to work autonomously. On the other hand, the post – reading test was a tool that was designed in order to compare the performance showed by the students before and after being exposed to the reading tasks using authentic texts.

3.7. Data Collection Procedures

Three steps were developed during the research study. The first step consisted on a reflective process developed by the researcher acting as a participant observer who reflected about the difficulties of the students chosen in regards to their reading comprehension process. This reflection and observation process was accompanied by some data gathered through a pre-questionnaire and a pre-interview. It is important to mention that in this step the researchers had the opportunity to reflect also about the use of reading strategies and the reading preferences of the learners.

During the second step, the researchers applied the six reading tasks that were designed for the pedagogical intervention. During this step, the students were encouraged to write their reflections about the development of the tasks on their personal journals. These instruments provided useful information that was used later in the analysis and reports that emerged from this study.

At the end of the study, the researcher had the opportunity to continue doing a deeper analysis of the research question using the information collected with the different instruments. It is important to highlight the value that the careful development of these three steps had in terms of reliability and validity and also on the general organization of the research.

3.8. Design and validation of instruments and procedures

In any investigation or study, it is necessary to make sure that the instruments used to gather the data really elicit the information needed. In order to achieve this, all the instruments used along the intervention were piloted before using them to collect data. The purpose of piloting them was to make adjustments and changes in order to make them more effective.

Different techniques were used to collect and analyze the data. The main purpose of using different instruments to collect the data was to triangulate all the information collected and give validity and reliability to it.

Chapter Four: Pedagogical Intervention and Implementation

In order to give to this study the pertinence that it needs, it is imperative to check the instruments used to collect the data. It is important to check that the tools used elicit the required information. To achieve this, all the instruments used to collect the data were carefully analyzed and piloted. In order to pilot the different instrument used during the intervention a different group of ninth graders of this school was selected.

The preliminary data was obtained through a pre – reading test, a pre – questionnaire and a structured pre – interview. Through these two last instruments, the students had the opportunity to express their reading preferences, their opinion about reading and they could think about their use of reading strategies among other aspects. Then, during the intervention, six different reading tasks were developed by the students using the Edmodo social network. At the end of the study, a post questionnaire and a post-reading test were applied to the students in order to analyze the results obtained after using reading tasks based on authentic texts.

A chronogram was planned and followed in order to carry out the process of intervention and implementation. This was divided into three stages. In each stage, different instruments were used to gather information. For more detail of this chronogram *see table 1* below:

Table 1. Pedagogical Intervention and Implementation chronogram

Stages	Date	Activity
Collecting preliminary data	Week 1- August 20th- August 24 th	Pre-test
	Week 2- August 27th- September 2 nd	Pre-questionnaire
	Week 3- September 3rd- September 9th	Pre-Interview
Implementing the reading tasks	Week 4- September 11 th – September 15 th	Reading task and Journal 1
	Week 5- September 17 th – September 22 nd	Reading task and Journal 2
	Week 6- September 24 th – September 29 th	Reading task and Journal 3
	Week 7 – October 1 st – October 6 th	Reading task and Journal 4
	Week 8- October 15 th – October 20 th	Reading task and Journal 5
	Week 9- October 22 nd – October 27 th	Reading task and Journal 6
Evaluating process	Week 10- Monday , November 5 th 2012	Post-test
	Week 11- Monday November 12th	Post-Questionnaire

During the first week of the intervention the students worked on the pre - reading test that was very similar to other tests that they had taken in the school in the English classes.

The results provided by this pre-reading test showed that the mean was 3,0 which suggests that most of the participants had a fair level of reading comprehension according to the institutional evaluation system. (*See table 2*)

Table 2. Reading comprehension pre-test results

#S	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Grades	2,0	5,0	4,0	2,5	2,5	3,0	3,5	4,0	3,0	3,0
Mean: 3,0										
School's rating scale										
1,0 - 2,9						Poor				
3,0 - 3,5						Fair				
3,6 - 4,5						Good				
4,6 - 5,0						Excellent				

In order to start with the implementation and taking into account the characteristics of the participants, the students were instructed on the objectives of the reading tasks and the way how they were scaffolded. The whole process of implementation took 6 weeks. During this time, the students had to download the reading tasks from Edmodo and they had to work on them in order to upload to Edmodo the required product and their journal reflections.

The last step in the intervention had to do with the application of a post - reading test and a post questionnaire in order to triangulate all the information collected and draw conclusions about the way how reading tasks and the use of authentic texts could have a positive influence over the reading comprehension level of the students.

Chapter Five: Results and Data Analysis

The data analysis was based on the Grounded theory (GT). According to Scott (2009) GT has to do with an approach for the analysis of data that enable the subjects to understand a social phenomenon. This approach usually offers an explanation about the main concern of the population of the substantive area and how that concern is solved or processed. To analyze the data, the grounded theory suggests three stages: *open coding*, *axial coding* and *selective coding*.

The first stage (open coding), refers to the part of the data analysis in which codes are selected and assigned for the information collected, labeling and classifying the information extracted from the intervention process. In the second stage (axial coding) the data are joined in new ways; the idea in this stage is to establish relationships among the data and the selected categories. The third stage (selecting coding) consists of the selection of one single core category which is related to all the other categories and subcategories.

For this particular study, three categories were extracted and summarized as shown in table 3.

Table 3. Categories and sub-categories related to constructs and research questions

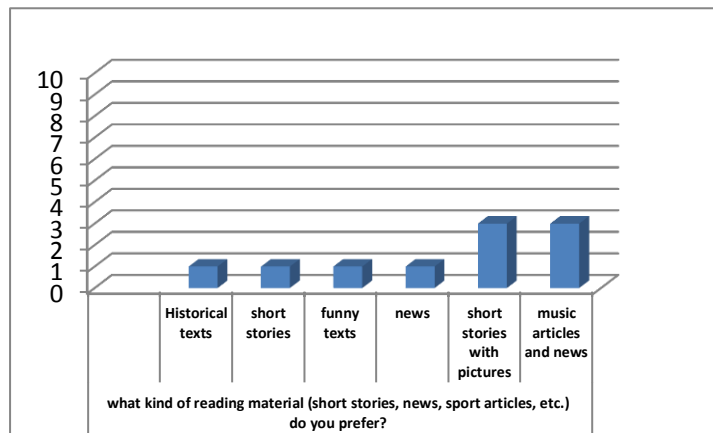
RESEARCH QUESTIONS	CATEGORIES	SUB-CATEGORIES
How does the use of reading tasks and authentic texts enhance reading comprehension in 9 th grade students of Colegio Distrital Manuel del Socorro Rodriguez?	The use of authentic texts	<ul style="list-style-type: none"> • Interesting topics • Non-traditional texts
	The use of reading strategies	<ul style="list-style-type: none"> • Scaffolding • Planning
	The use of a social network to promote self-directness	<ul style="list-style-type: none"> • Self- directed learning • Non-traditional learning environments

5.1 The use of authentic texts

The use of authentic texts can be a motivating factor for the learners, which at the same time can be a facilitating factor for the reading comprehension process of the learners if the texts are graded for their level and if the learners use the appropriate set of reading strategies to face the authentic texts.

The design of the activities uploaded in Edmodo was based on the information extracted from the pre – questionnaire carried out before the intervention. The students' answers in this regard can be seen in figure 1 below.

Figure 1. Students' reading preferences



The results shown in the graphic were also compared with the opinions stated in the pre- questionnaire in order to triangulate all that data and design the most suitable reading tasks, taking into account the reading preferences of the students.

Figure 2 shows the students' feelings posted in their journals about how motivating the topics included in the reading tasks were.

Figure 2. Feelings towards the reading tasks according to the students' responses in the journals

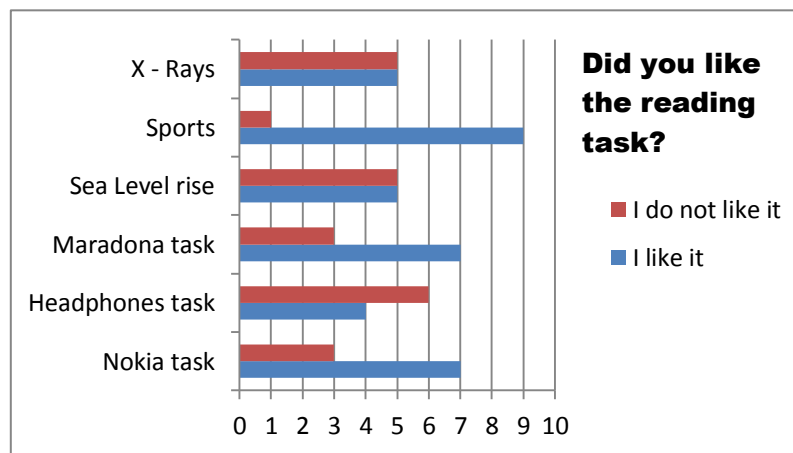
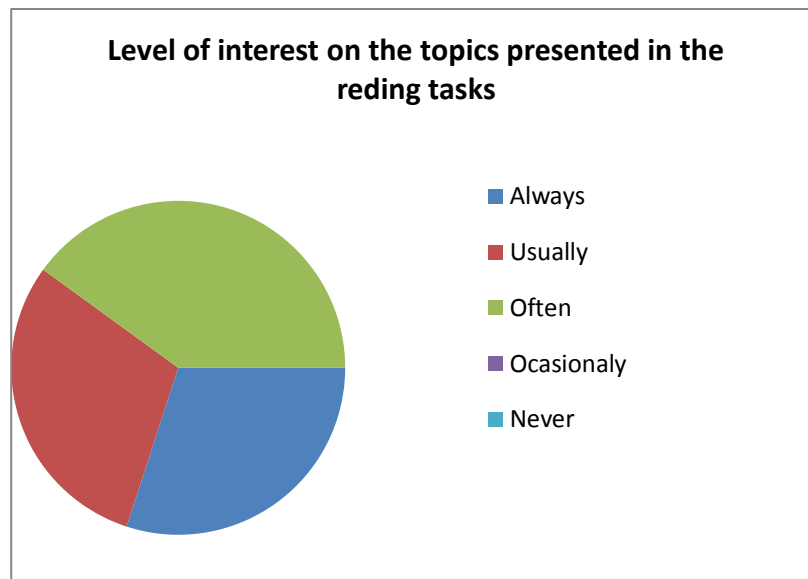


Figure 3 shows the level of interest that the students had towards the reading tasks. This information shown in this figure comes from the answers that the students gave to question 1 of the post-questionnaire.

Figure 3. Post-questionnaire results-Level of interest on the topics presented in the reading tasks



The results shown in this figure were also compared with the opinions stated by the students in their journals. This information was triangulated in order to validate the information obtained. The opinions stated by the students in their journals as well as questions 1 and 8 of the post – questionnaire support the belief that the use of authentic texts and reading tasks foster the development of reading comprehension on the learners.

5.2. The use of Reading Strategies

The conscious or unconscious use of reading strategies used by students was one of the most interesting findings before and after the intervention; as can be seen in table 4 below.

The results obtained in the pre- questionnaire and the pre - interview provided valuable information about the use of reading strategies by the students. For instance items 3, 5, and 6 of the pre – questionnaire showed how the students were using reading strategies before the intervention.

Table 4. Pre-questionnaire results- Use of reading strategies

Item	Never	Occasionally	Often	Usually	Always
When I start reading: I read the title of the reading, look for familiar words and take a look at the images of the text before reading it.	0%	0%	20%	80%	0%
Before reading a text I think about the best strategy to understand it.	0%	20%	20%	30%	30%
I take into account my previous knowledge before and during the reading exercise.	0%	20%	20%	30%	30%

The data collected in this part of the study evidenced that the number of students that were consciously or unconsciously using the reading strategies before the intervention was high. The data collected also suggest that the use of background knowledge was the strategy that the students used the most before the intervention.

As it was mentioned before, the students kept a journal in which they wrote about their feelings and about the strategies that they used while working on each reading task, among other aspects. For more details about the structure of the journal *see appendix G*.

Below, some excerpts of the reflections written by the students are presented as samples that support the previous point.

“I follow these steps: At the beginning I thought about Maradona because I saw a photography of this soccer player in the text. After I read the reading and compared my ideas with the information I read.”

Student 4- Journal Reflection- Reading task about Maradona

“The strategy I used were to look the picture about contamination and make a list of ideas that I had about this topic. Later I read the exercises and last I read the text to answer the questions and the exercises”.

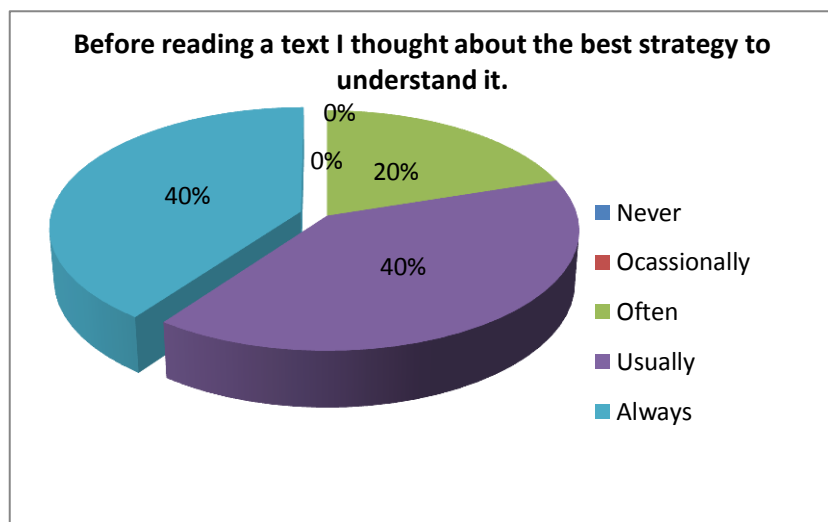
Student 10- Journal Reflection- Reading task “Sea Level Rise”

Taking into account the opinions stated by the students in their journals, the following conclusions can be drawn:

- a) The students' opinions stated in the journal keep a relationship with the answers given in the pre - questionnaire to the question about the conscious or unconscious use of reading strategies while working on the reading tasks.
- b) The students' preferred reading strategies were: Inference and the use of previous knowledge.
- c) The students applied different reading strategies depending on the complexity of the texts proposed.

The post – questionnaire also provided some information that evidenced a better perception from the students towards the conscious use of reading strategies after the development of the reading tasks. This can be better seen in figure 4 below.

Figure 4. Post-questionnaire results-Thinking about the best strategy to read authentic texts



5.3. The use of a social network to promote self-direction

Goldstein (2013) assumes that teachers should consider students as *digital natives*, who should naturally know how to learn online. However, in order for this assumption to become real, it is necessary that teachers spend some time modeling online learning and encouraging learners to develop different strategies that allow them to manage these resources appropriately taking responsibility for, and ownership of their own learning process.

Getting involved in learning environments different from the traditional ones is one of the actions that students need to perform in order to move towards self-direction. The fact of using social networks with teaching purposes like Edmodo gives to students the opportunity to develop reading strategies and improve their reading comprehension at the same time that they develop self - directed strategies.

The main purpose of using a social network to develop the reading tasks was to confirm the assumption that the traditional practices that the students were developing were not leading them to develop self-directed strategies. Questions 1 and 10 of the pre-questionnaire help to support this view. (*See table 5*)

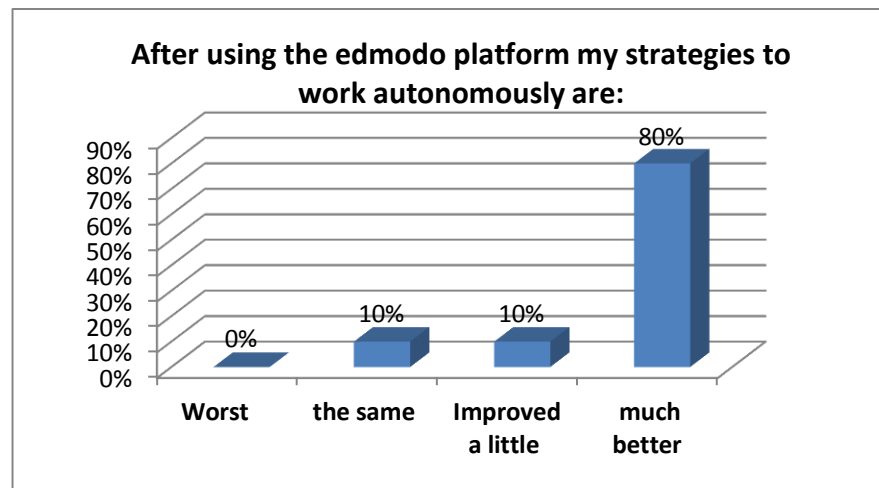
Table 5. Pre-questionnaire results- Use of reading strategies

Question or item	Never	Occasionally	Often	Usually	Always
I read texts in English when I am not in the English class.	20%	40%	20%	30%	0%
After reading a text I self-evaluate the strategy that I used to see if it worked or not.	40%	40%	10%	10%	0%

As it can be seen, before the intervention most of the students were used to traditional teaching practices that were centered on the tutor.

On the other hand, the results of the post-questionnaire (*See figure 6*) suggest that after using Edmodo to develop the reading tasks with authentic texts, the reading strategies to work autonomously improved considerably.

Figure 5. Post-questionnaire results-perception of the students about the use of reading strategies after the intervention



Through the information presented above it can be assumed that a great number of the participants observed a change in the development and acquisition of self-directed skills after using Edmodo.

Finally, table 6 below shows the results of the post – readings test in order to establish comparisons and draw conclusions about the improvement obtained by the students in their reading comprehension process after working on reading tasks using authentic texts in a social network with teaching purposes.

Table 6. Reading Comprehension post-test results.

#S	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Grades	3,5	3,0	4,5	3,5	3,0	3,0	3,0	4,0	5,0	3,2
Mean: 3,5										
School's rating scale										
1,0-2,9					Poor					
3,0-3,5					Fair					
3,6-4,5					Good					
4,6-5,0					Excellent					

Chapter Six: Conclusions, Limitations, Pedagogical Implications and Further Research

6.1. Conclusions

Different ideas related to the use of reading strategies and the use of authentic texts to improve reading comprehension could be analyzed and studied through this research project. Also, it was possible to find out if the use of reading tasks using authentic texts supported by the use of non-traditional learning environments could help to improve the teaching methodologies and the quality of instruction at Colegio Distrital Manuel del Socorro Rodriguez.

The research question that guided the development of this study was: How does the use of reading tasks and authentic texts enhance reading comprehension in 9th grade students of Colegio Distrital Manuel del Socorro Rodriguez? The data collected along this study allowed the identification of three categories which were considered to provide an answer to the research question stated above.

After carrying out this research study it was possible to conclude the following:

- A noticeable improvement about the reading comprehension level of the participants could be seen after the implementation if the results of the pre-reading test and post reading test are analyzed. (*see tables 2 and 6*)
- Reading tasks using authentic materials favored the motivation of the students. The topics selected for the design of the reading tasks considered the reading preferences of the participants and for that reason the students

kept motivated during the development of the six reading tasks. This is a clear example that support the claim of different researchers such as Krashen (1987) who consider that providing learners with interesting texts facilitates the acquisition of the language.

- The use of a social network facilitated the process of fostering self-directed learning strategies on the participants who were used to teacher centered classes.
- The level of consciousness in the use of the most suitable reading strategies to be used increased after the implementation of the reading tasks (*see figure 5*).
- The reading strategies most used by the students during (reading tasks) and after the intervention (post-reading test) were: the use of background knowledge and inference.

6.2. Pedagogical Implications

The use of reading tasks and authentic texts through a social network brought many benefits to the group of learners that was taken as participants of the study, especially in the improvement of the level of reading comprehension that they showed after the implementation and the acquisition and development of certain self-directed skills. Furthermore, this research was important for the community where it took place for two reasons. The first one is related to the results obtained from the study and the future changes in terms of methodologies to teach reading within the school. The second one was related to the adoption of an institutional model of self-directed learning.

The results obtained with this study need to be analyzed with the school community in order to plan and implement a different methodology for the teaching of reading where the use of authentic texts and the use of non - traditional environments are privileged. It would be interesting to include within the PILEO (plan institucional de lectura y oralidad) the reading of English texts as it has been demonstrated that they contribute to the development of reading strategies and critical thinking.

6.3. Limitations

From this study it has been possible to obtain positive results related to the reading comprehension level improvement of a group of 10 ninth grade students thanks to the use of reading tasks and authentic texts. However, there were two important drawbacks during the development of this study. The first one had to do with the students' schedule and the time available to develop the different reading tasks. Due to the fact that the students selected for the study were attending other requirements and compromises from the school and their technical program, some of them began to work on the implementation but they quit. For this reason it was necessary to replace these participants and start with the new participants the development of the six reading tasks.

The second drawback had to do with some internet problems at school during the last week of implementation. As a result, the students were invited to develop the reading task at home. However, some of them did not have internet access at home and because of that, the reading task had to be printed and developed on paper within the classroom.

6.4. Further Research

In order to develop a replication of this study and taking into account all the data collected, it is advisable to reflect a little more on the methods to be used in the collection and analysis of data before working on the implementation. The grounded theory is a great technique to analyze qualitative data in action research. However, certain changes related to the instruments used to collect the data can be made. For instance, instead of applying a pre-interview and a pre-questionnaire it is recommendable to make use of a needs analysis that cover the same aspects of the pre interview and the pre-questionnaire. Furthermore, it is advisable to use another appealing platform or technological resource that works offline in order to avoid certain difficulties when internet access is not available.

Finally, it is important to take into account that through the replication of this study, reflection and conclusions can be drawn in some other areas such as: motivation and the use of ICT's as instruments that facilitate and foster cooperative learning and self-direction on the learners.

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Appendices

Appendix A Consent Letters for parents


MASTER IN
ENGLISH LANGUAGE TEACHING
FOR SELF-DIRECTED LEARNING
DEPARTMENT OF LANGUAGES AND CULTURES
DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED
LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2 (On-going Work)
Scaffolds 2012

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Bogotá, Septiembre 21 de 2012

Señora:
Audry Maldonado
 Grado 10
 Programa de Articulación
 SENA
 Guía turístico local
 Colegio Distrital Manuel del Socorro Rodríguez
 Jornada Tarde

Apreciados padres de familia:

Después de una exhaustiva prueba y de un análisis de resultados, me he percatado de que los estudiantes que tengo a mi cargo tienen un nivel muy bajo de habilidades para hacer lecturas en Inglés.

entre los estudiantes diagnosticados esta su hij@:


Paula Daniela Rincon Maldonado 94052314567 1001 J.T.

La habilidad lectora le permitirá a su hij@:

- Tener mejores resultados en las pruebas ICFES
- Aprobar sin mayores obstáculos la prueba SOFIA, para poderse graduar de guía turístico local.
- Tener habilidades de lectura para buscar otras informaciones dentro de su trabajo académico.
- Homologar algunos niveles de Inglés cuando ingrese a programas de educación superior.

Por esta razón y los beneficios que nos traería, hemos involucrado a su hijo como parte de una investigación de estrategias de lectura, que vamos a hacer en el colegio durante estos meses de 2012, quiero contarles además que esta investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Autodirigido –Programa Virtual- de la Universidad de La Sabana (Chia-Colombia) y la Universidad de Anaheim (U.S.A).

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MASTER EN
ENGLISH LANGUAGE TEACHING
 FOR SELF-DIRECTED LEARNING
DEPARTMENT OF LANGUAGES AND CULTURES

Por lo anterior, comedidamente solicito su consentimiento y colaboración como padres de los participantes de mi propuesta de investigación, que se llevará a cabo durante los meses de Septiembre a Noviembre.

Entre las actividades que vamos a realizar tenemos:

- Reuniones para la planeación e implementación de actividades, (en contra jornada)
- Uso de la plataforma Edmodo®.
- Recolección de datos durante estas semanas
- Examen de clasificación,
- Ejercicios de comprensión y lectora
- Cuestionarios los cuales no tendrán incidencia en las notas de clase.

Igualmente, se les garantizará a sus hijos el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine. Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón si usted firma la carta de consentimiento para sus hijos acepta voluntariamente la participación de sus hijos en el proyecto de investigación. Así mismo, usted puede decidir rehusarse a responder, participar, o abandonar el proyecto. Sin embargo, la participación voluntaria de sus hijos será de gran ayuda para llevar a cabo este proyecto de manera exitosa.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Martha J Moreno Blanco

C.C. 52.289.272-

Yo _____ (nombre del padre y /o acudiente)
Aida Butrago

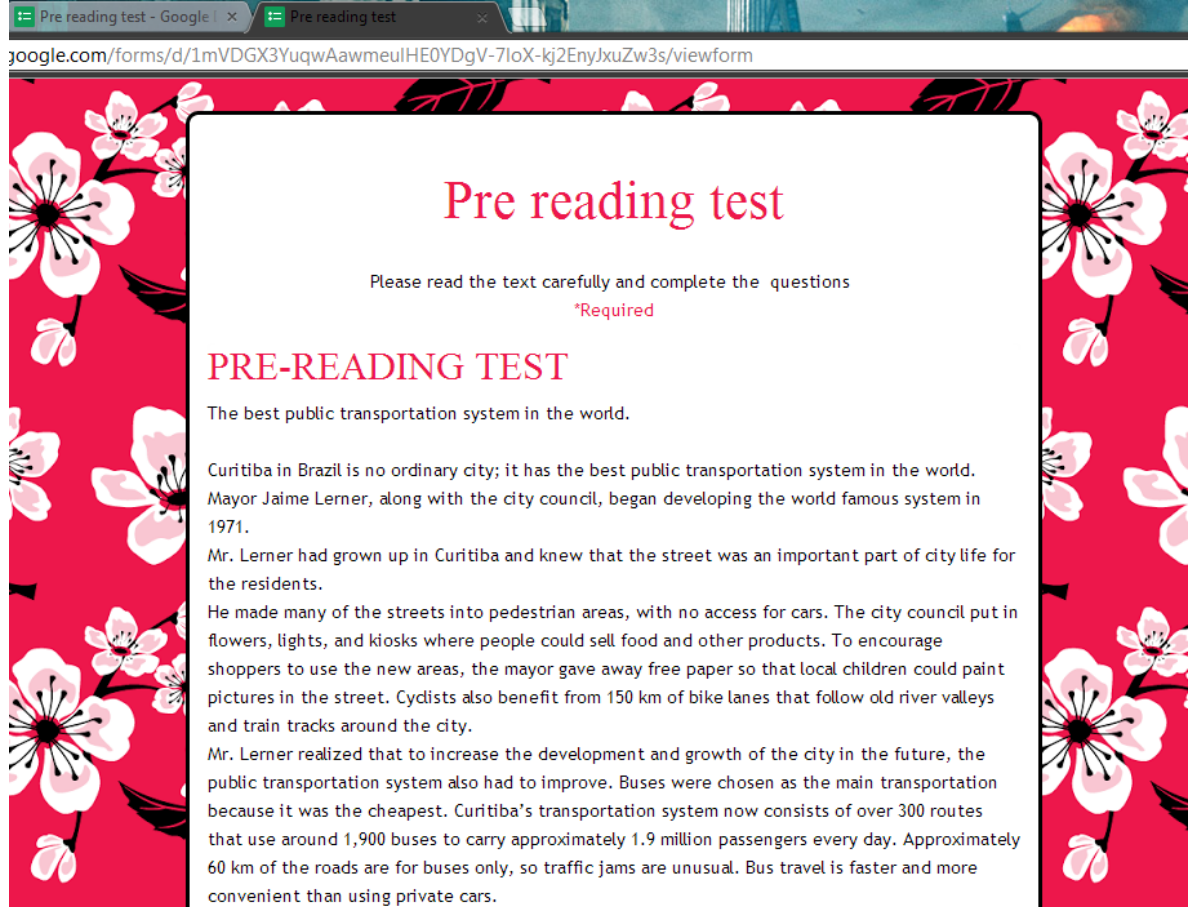
Identificado con C.C. 39.616.852

Padre o madre de Paula Daniela Rincón Maldonado

De 904 autorizo a mi hij@ del curso 904 para ser parte de la investigación de la profesora Moreno.

Nombre: Aida Butrago S C.C. 39.616.852.Fusa

Appendix B Pre – Reading test



Pre reading test - Google | x Pre reading test

google.com/forms/d/1mVDGX3YuwAawmeulHE0YDgV-7IoX-kj2EnyJxuZw3s/viewform

Pre reading test

Please read the text carefully and complete the questions
*Required

PRE-READING TEST

The best public transportation system in the world.

Curitiba in Brazil is no ordinary city; it has the best public transportation system in the world. Mayor Jaime Lerner, along with the city council, began developing the world famous system in 1971.

Mr. Lerner had grown up in Curitiba and knew that the street was an important part of city life for the residents.

He made many of the streets into pedestrian areas, with no access for cars. The city council put in flowers, lights, and kiosks where people could sell food and other products. To encourage shoppers to use the new areas, the mayor gave away free paper so that local children could paint pictures in the street. Cyclists also benefit from 150 km of bike lanes that follow old river valleys and train tracks around the city.

Mr. Lerner realized that to increase the development and growth of the city in the future, the public transportation system also had to improve. Buses were chosen as the main transportation because it was the cheapest. Curitiba's transportation system now consists of over 300 routes that use around 1,900 buses to carry approximately 1.9 million passengers every day. Approximately 60 km of the roads are for buses only, so traffic jams are unusual. Bus travel is faster and more convenient than using private cars.

shoppers to use the new areas, the mayor gave away tree paper so that local children could paint pictures in the street. Cyclists also benefit from 150 km of bike lanes that follow old river valleys and train tracks around the city.

Mr. Lerner realized that to increase the development and growth of the city in the future, the public transportation system also had to improve. Buses were chosen as the main transportation because it was the cheapest. Curitiba's transportation system now consists of over 300 routes that use around 1,900 buses to carry approximately 1.9 million passengers every day. Approximately 60 km of the roads are for buses only, so traffic jams are unusual. Bus travel is faster and more convenient than using private cars.

The city now uses 30 percent less fuel than other large cities in Brazil and people spend only about 10 percent of their yearly salary on transportation costs. Some of the buses are able to carry 170-270 passengers.

School buses are yellow, and buses for disabled people are blue. They are designed with three doors (two exits and one entrance) so that people can get on and off quickly. Bus stations provide free maps and facilities to help parents with young children and people carrying heavy bags to board the buses easily. Passengers buy a ticket at the office in advance and then wait for their bus,

as they would in a subway station. Because of the success of Curitiba's public transportation system, Jaime Lerner now offers advice to city councils around the world on how they can solve their cities' transportation problems.

Answer the questions that appear below. Use the following example as a guide:

Curitiba has one of the best public transportation systems in the world.

A True B False C Doesn't say

1. Curitiba is different from other cities in the world. *

choose one question

- A True
 B False
 C Doesn't say

2 Jaime Lerner spent a lot of time playing on the streets when he was a child. *

- True
 False
 Doesn't say

The city council allows people to sell things in the pedestrian areas. *

- tRUE
 False
 Doesn't say

4. All the kiosks sell local food and products. *

- True
 False
 Does not say

5 The city council chose to increase the bus service because it was the least expensive type of transportation. *

- True
- False
- Does not say

6. The population of the city is about 1.9 million. *

- True
- false
- Does not say

7 Other large Brazilian cities are planning to cut the amount of fuel they use.

- True
- False
- Does not say

8 The buses are different colors according to what they are used for.

- True
- False
- Does not say

9 Passengers buy their tickets as they get on the buses.

- True
- False
- Does not say

10 Mr. Lerner enjoys being an expert in developing public transportation systems. *

- True
- False
- Does not say

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Appendix C Pre - Questionnaire

Google Drive x Reading questionnaire x Manuel del Socorro Rodríguez

https://docs.google.com/spreadsheets/viewform?formkey=dE0yOGh5aGxqMHVXUE11SF9XVDNRSxc6MQ#gid=0

Manuel del Socorro Rodríguez School

Smart Readers project
by
Teacher Martha Johanna Moreno Blanco
*Required

Learning Strategies- Reading Questionnaire

Reading is a common activity that you develop in your English classes. You usually read short articles, conversations, stories, news and advertisement as part of your learning process.
Answer the following questionnaire saying how often do you use these strategies when reading material in English.

1. I read text in English when I am not in the English class.
choose just one answer
Never

2. The topics and readings of the book we follow are interesting for me *
choose just one answer
Never

3. When I start reading: I read the title of the reading, look for familiar words and take a look at the images of the text before reading it. *
choose one answer
Never

4. Before reading a text I decide what will be the purpose of it.
choose one answer
Never

5. Before reading a text I think about the best strategy to understand it. *
Choose one answer
Never

6. I take into account my previous knowledge before and during the reading exercise. *
choose one option
Never

7. If I have to do an exercise based on the reading I first read the exercise and then I read the text. *

Never

8. When I read I can find in the text the main and the supporting ideas *

Choose just one answer

Never

9. I make a written or mental summary of all the texts I read. *

Choose just one answer

Never

10. After reading a text I self-evaluate the strategy that I used to see if it worked or not. *

Choose just one answer

Never

Thanks for your time!

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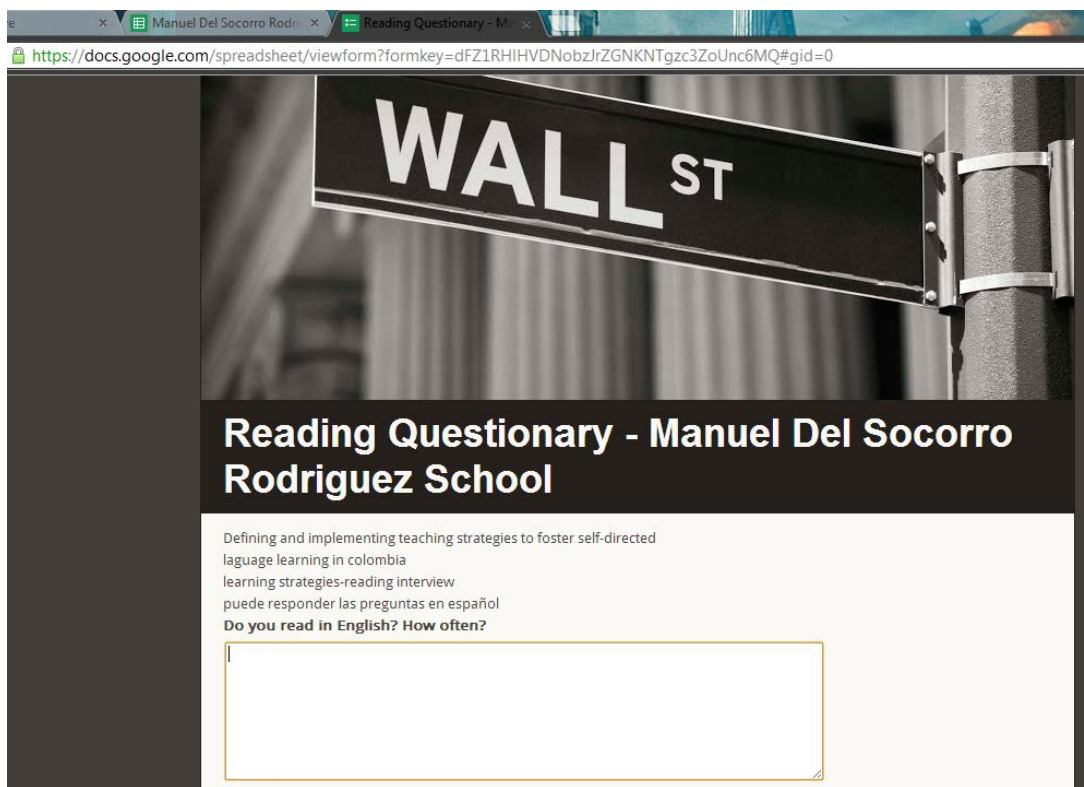
Edit confirmation

Thanks for answering the question, with your information we will be better readers than ever
Love you
your teacher Martha

Publish response summary

What people see after they've submitted your form.

Appendix D Structured Interview



Manuel Del Socorro Rodriguez School

Reading Questionary - Manuel Del Socorro Rodriguez School

Defining and implementing teaching strategies to foster self-directed language learning in colombia
learning strategies-reading interview
puede responder las preguntas en español
Do you read in English? How often?

Do you like read English? Why or why not?

Do you stablish plans to read in English? which one(s)?

Do you self-evaluate your plans after reading? How do you do that?

Do you take into account your previous knowledge when reading? Is it useful for you?

When you are reading and you find a word that you do not know, what do you do?

What makes reading easy or difficult for you?

How useful do you find considering the title of the text, images and familiar words to understand a reading?

what kind of reading material (short stories, news, sport articles, etc.) do you prefer? why?

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PAR LAS PREGUNTAS EN ESPAÑOL

Edit confirmation ✕

Your answers will give us more ideas to have better activities
Do not forget to visit [edmodo](#)
Take Care
teacher
Martha Moreno

Publish response summary

What people see after they've submitted your form.

Appendix E Lesson Plan Sample

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA

RESEARCH PROJECT PART 2 (On-going Work) 2012

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner & ICELT lesson plan template

Name of co-researcher: Martha Moreno B.			
University Code Number: 201114034			
Institution: SENA ESP Program – Manuel del Socorro Rodríguez School.			
Date of Class:	DAY	MONTH	YEAR
		24th	09 2012
		28th	09 2012
			Time of Class:
			Length of class: 180 minutes
			Time Frame:
			One class period and two hours of independent work
Class/grade: 9 th grade students			Room: Edmodo Virtual Learning Room – Special room SENA Project.
Number of students: 10 Students			Average age of Students: 13-15 years old
Number of years of English study: 7 years			Level of students
			A1 A2 B1 B2 C1 C2
Lesson Number			
1	2	3	4
5	6	7	8
Research Circle Leader: Maritza Housset			

<p>Set Lesson Goals</p> <p>Genre: Online article</p> <ul style="list-style-type: none"> • This kind of texts gives information about a topic. In this case it provides information about some events that gave origin to the Olympic Games and their evolution. • Uses pictures • Situate facts in historical terms 	
<p>Language Goal</p> <ul style="list-style-type: none"> • Students will be aware of the use of some reading strategies such as: predicting, skimming, and scanning in order to develop the different exercises proposed in a task. • Students will learn some vocabulary about sport and the names of some countries. • Students will create a power point presentation with 10 Olympic Games played nowadays. 	<p>Assessment Criteria</p> <p>Students will evidence if they reach the goals through the answers provided to the exercises of the task and also through the power point presentation they will create.</p>
<p>Learning to Learn Goal</p> <p>Students will guess what the text is about, skim it to have a general idea of it and scan it to answer some reading comprehension questions.</p> <p>Students will create a power point presentation with 10 Olympic Games played nowadays.</p>	<p>Assessment Criteria</p> <p>The instrument to determine if the students reached the reading goal will be the worksheet which has the answers to the activities, and the power point they will create.</p>
<p>Identify a topic for the lesson</p> <p>The topic about “ the history of sport”, was chosen after applying students a questionnaire and an interview in which they were asked what topics did they prefer to read and most of them, said that they liked to read about sports.</p> <p>This is an authentic text, because we want students to learn the Language used in real life.</p>	

Materials

Describe and write a rationale (why will you use it) for all the materials that you are going to use in the lesson, and attach copies/photocopies with their proper referring citation. Write a list appropriate level materials (video, audio, worksheets, copies, online resources, etc.) to support your goals. Include copies of your materials and number them.

<p>Material 1 Name: Reading Task : The history of sports</p>	<p>Rationale:</p> <p>This reading task was designed taken into account learners' needs, interest, their previous knowledge, as well as, the need for improving their reading comprehension level.</p>	Annex
<p>Material 2 Name: Personal Journal</p>	<p>Rationale:</p> <p>The proposal of using a journal at the end of every lesson is for students to reflect on their reading comprehension process, the time they spend doing the task, the problems they had, if they enjoy the topic or not, and the steps they followed to do the task.</p>	Annex

Assumed knowledge:

This group of students has been working in some weekly sessions of 2 hours since February 2011. These sessions are different from the normal English classes that they receive. The main purpose of these sessions is to teach to the students different language learning strategies and reinforce different language difficulties that the students might have.

Talking about the specific knowledge that the learners have for the development of this reading task, this group of students was chosen because they presented a placement test questionnaire and they were classified at **pre**-intermediate level. They also know that Olympic games are a major international event staged every four years in which thousands of athletes participate and they also know that this year they are being held in London. Besides that, these students know the name of some of the sports that are played in the Olympic games and the names of some of the countries that usually participate in the Olympics.

These students also know how to create a presentation using power point.

Description of language item / skill(s)

Form	Past simple / present simple/ passive voice.
Meaning	Inform the reader about the history of sports
Use	To use the informative texts to understand topics
Skill(s) and sub skill(s)	Reading
(For CLIL)___Content <u>Communication</u> <u>Cognition Culture</u>	

Sequence the lesson to accomplish both of your goals

Stage	Aim	Procedure Teacher and student activity	Time and interaction	Teacher's comments
Preparation (1) (Facilitation SDL/Starting Process + Raising Awareness + Socialization/Getting to know each other)	To inform the learners about the objectives for doing the activity. To empower students to use reading strategies for improving their reading comprehension.	-Students will be asked what reading strategies, they usually use. -Teacher will ask them what they know about the history of sport and also to identify some sports. -Students will brainstorm some ideas about what they think the text will be about.	20 minutes Teacher-Students	

	To guess what the text will be about by asking them their previous knowledge of the history of sport.			
Presentation Modeling (2) <i>(Teacher's Modeling/Presenting)</i>	To give students some examples about how to use the reading strategies presented in the task. To solve some doubts that students can have about the activity.	Teacher will model students how to use the reading strategies proposed in this task as well as, how to do some of the activities presented in the reading task. If students have any doubt or questions about the activity, teacher will answer those questions.	30 minutes Teacher-Students	

<p>Practice (3) <i>(Individual Self-directed Work/Opportunities to Practice + Facilitation of Collaborative self-directed learning teams/Practice Opportunities)</i></p>	<p>To motivate students to develop the activities on edmodo.</p> <p>To ask students to do a ppt in which they show information about the player that they like the most.</p>	<p>In this stage, the learners will be encouraged to work independently on the reading task taking into account the brainstorm carried out previously and also the presentation made by the teacher about how to develop the whole task. During this time the learners use the different strategies suggested and some others of their own to develop the different activities proposed in this reading task. If they consider it necessary they can receive some support from their partners or from the teacher. Once they have developed all the activities proposed in</p>	<p>120 minutes</p> <p>Individual self-directed work</p> <p>Student-student interaction can take place</p>	
--	--	--	---	--

		the reading task, the learners have to design a power point presentation in which they show information about the player that they like the most.		
Learner self-evaluation (4) (Assessing collaborative work)	To use the personal journal to reflect about their performance in this reading task.	At the end of the task, the students will take the personal journal uploaded in edmodo to reflect about their performance in this reading task taking into account the aspects that they are encouraged to reflect about in this journal	15 minutes Teacher-Students students-Students	
Problem Identification/ solution (5) (Sharing)	To motivate learners to use the reading strategies suggested in case they have	The learners might have some problems for understanding certain words in the text. If this is the case the learners will be asked to use the	10 minutes Teacher-students	Look for some tutorial videos about how to design brochures

<p>and discussion on strategies)</p>	<p>some problems to understand the text.</p> <p>To provide learners with video tutorials about how to design an excellent power point presentation.</p>	<p>reading strategy <i>guessing from context</i> in order to overcome the problem.</p> <p>The learners might also have some problems to design the power point at the end of the task. In this case they can send an e-mail to the teacher who can suggest some video tutorials about how to design a power point presentation.</p>		
<p>Expansion (6)</p>	<p>To ask learners to use the knowledge and skills gained here during the</p>	<p>By the end of the week the learners have to upload the answers to the task, their power point presentation and their journal to edmodo. The teacher</p>	<p>5 minutes</p> <p>Teacher-students</p>	

	development of other tasks.	will comment on their posts and will ask them to use all the knowledge and skills gained after developing this task with similar materials related to those or to other topics		
--	-----------------------------	--	--	--

Teacher Evaluation of his/her lesson plan

Taking into account the language and reading comprehension goals considered to prepare this lesson, the text and task prepared for this lesson is the one presented in *annex 1*.

This lesson plan was carefully designed considering different key aspects such as: learners' reading preferences, language level of learners, reading strategies that are pretended to be promoted, etc.

REFERENCE

- Rubin, J. Lesson Planner (2012)
- ICELT Lesson Plan Template

Appendix F Reading Task # 1

Part A (Before reading)

1. Write the names of the following sports:



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

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

Part B (While reading)

4. Take some minutes to read the following text:

History of Sports

Sports have been the most popular form of recreation for people since time immemorial. To jot down the conclusive history of



sports in a short summary is an impractical proposition. For gaining true insight, one needs to dig historically to reach every nook, corner and township in different parts of the globe. The scope and vastness of sports and its history make it impossible to point to a date that marks D-day in the world of sports.

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

Ancient Olympics had two major events—the Equestrian and the Pentathlon events and it later added events like jumping, running, wrestling, javelin and discus (disc throwing). The Equestrian events introduced chariot racing and riding. Olympic games were held every four years for around 1200 years. The Roman Emperor Theodosius banned Olympic events in 393 CE owing to the game’s pagan origin. Some 1500 years later, the Olympic games found revival with serious efforts by a Frenchman called Pierre de Coubertin. His efforts to rouse sports enthusiasm in France were initially met with scepticism and controversy. However, Coubertin was not to give up his attempts so easily.

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

Modern day Olympic games include sport events like, Badminton, Baseball, Basketball, Beach Volleyball, Boxing Archery, Canoeing & Cycling, Diving, Equestrian, Fencing, Field Hockey, Gymnastics, Judo, Modern Pent, Mountain Biking, Rhythmic Gym, Rowing, Sailing, Shooting, Soccer, Softball, Swimming, Swim, Table Tennis, Taekwondo, Team Handball, Tennis, Track & Field, Trampoline, Triathlon, Water Polo, Weightlifting, and Wrestling. The International Federations are non-government organizations acclaimed by International Olympic Committee for managing sports at the international level. These Federations are responsible for applying rules and ensuring the integrity of Olympic sport.

A glance at major Olympic events since 1896,

Year	Venue
1896	Athens
1900	Paris
	St. Louis

1904	
	Athens (unofficial)
1906	
	London
1908	
	Stockholm
1912	

1916	Not held
1920	Antwerp
1924	Paris
	Amsterdam

1928	
1932	Los Angeles
1936	Berlin
1940	Not held
1944	Not held
1948	London
1952	Helsinki
1956	Melbourne
1960	Rome
1968	Mexico City
1972	Munich
1976	Montreal
1980	Moscow
1984	Los Angeles
1988	Seoul
1992	Barcelona
1996	Atlanta
2000	Sydney
2004	Athens

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

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

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

b. How often were the Olympic Games held?

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

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

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

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

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

e. When was the original Olympiad first held?

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

f. Who founded the Ancient Olympics?

1. Zeus
2. Hercules
3. Coroebus

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

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

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

1. One
2. Three
3. Two

Part C (After reading)

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

Note: if you prefer you can do a poster by hand with the same information, take a photograph of it and upload it to edmodo.

Appendix G Personal Journal Sample.

PERSONAL JOURNAL



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

Reflect on the following:

1. How much time did you spend to develop the whole reading task?
2. Did you like the topic of the reading?
3. Was the reading task easy or difficult? What was the most difficult and the easiest part of the task?
4. What were the steps you followed to accomplish the task successfully?
5. Do you think your reading comprehension process is improving or is it the same?

A large, empty blue rectangular box intended for writing the journal entry.



Appendix H Post- questionnaire

Post - questionnaire

Defining and Implementing teaching strategies to foster Self-Directed Language Learning in Colombia
Universidad de la Sabana
Anaheim University

Reading Questionnaire

Reading is a common activity that you develop in your English classes. You usually read short articles, conversations, stories, news and advertisement as part of your learning process. Answer the following questionnaire about how do you see your reading comprehension process after working with authentic texts and receiving some training in different reading strategies

*Required

1. The topics and readings of the tasks I developed were interesting for me *

please choose one option

2. When I read the texts included in the tasks: I read the title of the reading, look for familiar words and took a look at the images of the text before reading it. *

please choose one option

3. Before reading a text I thought about the best strategy to understand it. *

please choose one option

4. I took into account my previous knowledge before and during the reading activity. *

please choose one option

5. After reading a text I self-evaluated the strategy/strategies that I used to see if it/they worked or not. *

please choose one option

6. The reading tasks that I developed were: *

please choose one option

7. After the development of these reading tasks I consider that my reading comprehension is: *

8. I think that the use of authentic texts made my reading comprehension process to be: *

9. The reading strategies suggested in the different tasks made my reading process to be: *

10. After using the edmodo platform my strategies to work autonomously are: *

Submit

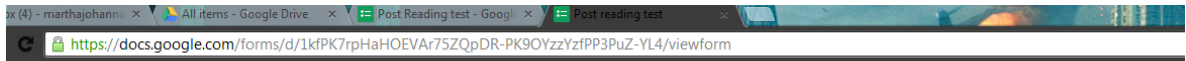
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Appendix I Post Reading Test



Post reading test

Please read carefully.

**Required*

The new Hollywood? What is Bollywood?

"Bollywood" is the name of the enormous Hindi-language movie industry based in Mumbai, India. The name is a mix of "Bombay" (now known as Mumbai) and "Hollywood."

Bollywood's output makes it the largest national movie industry in the world in terms both of the number of movies produced and the number of tickets sold, though not in terms of profit. In 2006, Bollywood movies sold 3.8 billion tickets worldwide and had total revenues (from theater tickets, DVDs, and television licensing) of \$1.6 billion. In the same year, movies made in Hollywood sold 2.7 billion tickets but generated \$51 billion. Bollywood attracts thousands of aspiring actors, all hoping for a lucky break. As in Hollywood, very few succeed. Only a tiny number of non-Indian actors make a mark in Bollywood, though many have tried.

History

The first silent movie was made in India in 1913. By the 1930s, the industry was producing over 200 movies a year. The first movie with dialogue, Alam Ara, was a huge hit. At first, romantic musicals were the most common type of movie, but in the 1960s, action movies began to appear and these became increasingly popular. However, in the early 1990s, the trend went back to family-friendly musicals. Bollywood is now a strong part of modern culture not only in India, but also in the rest of South Asia, the Middle East, and parts of Africa. It also has a large audience in the UK, Canada, and the US.

Money and challenges

Bollywood budgets can be low by Hollywood standards, and sets and special effects can be limited by this. As Western movies and TV programs gain popularity in India, however, there is more pressure for Bollywood movies to have higher production values. Movie crews from Mumbai now often film abroad, as audiences enjoy scenes shot overseas. The biggest challenges facing Bollywood in India are from satellite TV and foreign movies, which are all having a massive impact on the domestic entertainment scene. In the past, most Bollywood movies could make money. Now fewer do, but it is still a successful and increasingly international industry.

Answer the questions that appear below. Use the following example as a guide:

Mumbai used to be known as Bombay.
A True B False C Doesn't say

Adapted from: American English File. Oxford. Oxford University press.

1 The name "Bollywood" is a combination of two words. *

2 Bollywood sells more tickets than any other movie industry

3 Bollywood's total revenue was higher in 2006 than in 2005. *

4 There are no non-Indian actors in Bollywood. *

5 The first Hollywood silent movie was made in 1917. *

6 People in India have always liked the same kind of movies. *

Appendix J Chronogram for the intervention

Chronogram for the intervention

Martha J. Moreno Blanco

2012

Activity	June				July				August				September				October				November				Decemb			
Design of questionnaires																												
Selection of QPT																												
Application of First questionnaire																												
Application of QPT and analysis of results																												
Design of reading Tasks																												
Application of pre-Reading Task																												
Reading task 1																												
Reading task 2																												

