Using the Interactive Approach to Reading in English as a Foreign Language in ninth grade at

Liceo de la Universidad de Nariño

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Faculty of Human Sciences

Linguistics and Languages Department

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San Juan de Pasto

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A Research Project

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Universidad de Nariño

Faculty of Human Sciences

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NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en el trabajo de grado son responsabilidad exclusiva del autor". Artículo 1 del acuerdo No.324 del 11 de octubre de 1966, emanado del honorable Consejo Directivo de la Universidad de Nariño.

NOTA DE ACEPTACIÓN

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San Juan de Pasto, Junio10 de 2019

AGRADECIMIENTOS

San Juan de pasto, Junio 19 de 2019.

Agradezco a Dios y al Virgen Santísima por haberme dado la oportunidad de formarme como docente, por haberme mostrado el camino de la fe y así poder dar cada paso hasta lograr culminar mi carrera.

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RESUMEN

Este trabajo de investigación intenta contribuir a crear conciencia en el profesor de inglés profesional sobre el desarrollo de la habilidad de lectura como un proceso mental multidimensional que involucra una serie de actividades cognitivas. Según Savignon (1983), el aprendizaje de una lengua extranjera es un proceso mental de significados a través de propósitos comunicativos, el lenguaje se utiliza principalmente para la comunicación. Cuando leemos significativamente, captamos con nuestros ojos más que palabras, interpretamos los diferentes significados organizados de manera cohesiva en el texto, de esta manera podemos avanzar en la comprensión de los mensajes desde la parte superior, desde la parte inferior o desde un proceso interactivo como bien. Después de conocer los enfoques interactivos para la lectura de un segundo idioma, siento que estoy más abierto a la diversidad para dirigir mis clases de lectura futuras cuando me gradúe.

Palabras clave: Habilidades, cognitivo, comunicación, interactivo.

ABSTRAC

This research paper attempts to contribute to raise awareness on the practitioner English teacher on the development of the reading skill as a multidimensional mental process involving a string of cognitive activities. According to Savignon (1983) the learning of a foreign language is a mental process of meanings through communicative purposes, language is mainly used for communication.0020. When we read significantly we capture with our eyes more than words, we interpret the different meanings cohesively organized in the text, in this way we can go further in the comprehension of messages from the top, from the bottoms, or from an interactive process as well. After knowing about the interactive approaches to second language reading, I feel that I am more open to diversity to conduct my future reading classes when I graduate.

Keywords: skill, cognitive, communication, interactive.

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Introduction to the Study

The last three decades have seen the necessity of new attitudes in foreign language learning, which have influenced in the goals to be pursued and the learning methods or strategies by which these goals might be achieved. The new conceptions that are currently held about language and learning force to modify the methodological procedures that have been employed in the learning of a foreign language, not to talk about other theoretical perspectives that have to do with self-regulated learning in English language instruction. A shift of emphasis is clearly perceptible at all levels of the study, while concern for the study of the form of the language had been maintained; now the dedication of researchers is placed upon the function of language. Surprisingly, however, this impetuous of teaching with the goal of improving students' reading skills saw no real questioning of classroom practice. For instance, in a regional context only a relative handful of studies in which interactive approaches in reading deal with the product and the process of reading have been done. (Rodriguez, 2018; Zabala, 2016). The scarcity of information on the educational benefits of reading in English as an interactive process is deplorable because it is the sort of evidence the local Secretaries of Education appear to be requiring in consonance with the National Ministry of Education policies to establish quality and equity in the educative context of our country through programs such as Colombia bilingual. In this line of thought, the English teachers, their educative institutions, and the secretaries of education within their curricular autonomy can analyze, adapt and adopt the necessary strategies and elements in the framework of the teaching and learning process of the English language.

This research paper attempts to contribute to raise awareness on the practitioner English teacher on the development of the reading skill as a multidimensional mental process involving a string of cognitive activities. When we read significantly we capture with our eyes more than words, we interpret the different meanings cohesively organized in the text, in this way we can go further in the comprehension of messages from the top, from the bottoms, or from an interactive process as well.

Objectives

General Objective

To develop reading skills by applying an interactive approach to reading in English as a foreign language

Specific Objectives

To design a reading unit for high intermediate Colombian learner studying English as a foreign language

To implement a variety of task- oriented and information-sharing reading activities for pair and small groups

To build a reading unit aiming to develop learners' reading skills in the understanding of main ideas, scanning for specific details, inferencing, and comprehending literal messages.

Justification

According to Savignon (1983) the learning of a foreign language is a mental process of meanings through communicative purposes, language is mainly used for communication. Because of the traditional methods that have been used in the learning of English during these last decades, we student -teachers have learned that one of the major flaws on the part of student learning English at undergraduate levels is the employment. Take, for example, the first page of Headway Pre- Intermediate Student's book which its focus on present simple and present continuous describes such text as a manifestation of discrete parts of the language system in a fragmented way without giving much importance to the system in terms of integrating the linguistic competence with the communicative competence, or what is the same without considering the usage and the use of the language. According to Widdowson (1978) the great emphasis on foreign language learning is place on the usage: " in most cases the passages produced in structurally graded syllabuses correspond to no normal convention of language use and are not representative of any type of language discourse" (p, 79).

It is fair to say that for many students, reading is by far the most important of the four skill in a second language, particularly in English as a second or foreign language. Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find themselves, reading is the main reason why students learn the language. In addition, at advanced proficiency levels in a second language, the ability to read the written language at a reasonable rate and with good comprehension has long been recognized to be as important as oral skill, if not more important (Eskey, 1970). In second language teaching/ learning situations for academic purposes, especially in higher education in English- medium universities or other programs that make extensive use of academic material written in English, reading is paramount. This is quite simple, without solid reading proficiency, second language readers cannot perform at levels they must in order to succeed, and they cannot compete with their native English- speaking counter-parts. Therefore, effective reading in a second language is critical. Interactive approaches to reading hold much promise for our understanding the complex nature of reading, especially as it occurs in a second or foreign language and culture.

Theoretical Aspects: Connecting to the Conceptual Framework

The different parts identified in the literature review, such as the concepts of *Interactive Models for Second Language Reading: Perspectives on Instruction* worked by Eskey and Grab (1996) and the *Interactive Text Processing: Implications for ESL/Second Language Reading Classrooms* presented by Carrell (1996) will be the basic theoretical foundation to support and inform this research paper. However, I will first discuss briefly about the theories and models of first languages reading processes, which presents important considerations of how the reading processes have been researched through history. I will also bring up some issue in second and foreign language reading such as factors that influence this process. Finally, the different stages of a reading process following the interactive approach is going to be presented to complete the conceptual framework.

Theories and Models of First Language Reading Processes

According to Hudson (2007) the first language model has a lot to do with research conducted with the purpose to understand the process involved in second language reading. One of the first attempts to reading research was based on how people perceived physically the text including basically the working of the eye moments, field of vision, word recognition and so on. With the advent of mentalism the emphasis was placed on the process of reading rather than in its product as behaviorism had been pointing it out. Speed of word recognition and comprehension were also seen as essential elements in the process of reading. Comprehension which had been treated just for academic purposes gained recognition as an important cognitive tool to approach a text. The three most recognized approaches involved in the process of reading are the bottom- up approaches, the top-down approaches and the interactive approach.

Bottom- up approaches.   Bottom up approaches basically assume that a reader constructs meaning from letters, words, phrases clauses and sentences by processing the text into phonemic units that represent lexical meaning and then meaning in a linear manner. There are two positions presented in the reading concerning bottom – up approaches. The one second of reading approach defended by Gough (1972) who claims that the reader draws on every single element within the word to recognize it. This mental work is done in milliseconds because we have already mastered word recognition which is prior to comprehension. According to Gough cited by Hudson (2007) comprehension is triggered by a psychological mechanism to understand sentences; however there is not clear explanation in the reading of how this process actually happens in the brain.

LaBerge and Samuel cited by Hudson (2007) claims that reading is an automatic and control process performed in a linear manner. The process of reading according to this model consists of mastering multiple skills in different linguistic planes. For example, it goes from phonemes to graphemes and from word to sentences to understand messages in an automatic fashion. The notion of automaticity found in this approach, despite its complexity is very selective. This means the reader only concentrates his / her attention on only one task at a time, however many other cognitive operations are being developed at the same time. This operation seems to blend both the macro and micro levels, which basically constitute the decodification and comprehension of the text.

Top- down approaches.   Top- down approaches view reading as a psychological process. Goodman cited by Hudson (2007) claims that readers use their knowledge of syntax and semantics to reduce their dependence on the print and phonics of the text. This means that readers use other type of reading strategic to approach the text, for instance, the interpretation of a given sentence could be a lot easier based on previous knowledge to the point that I can anticipate some coming information within the reading. Goodman cited by Hudson (2007) identifies four processes in reading, namely: predicting, sampling, confirming and correcting to put a difference view with regard to bottom-up models which are considered linear approaches. Top-down approaches view reading as a integrative process in the sense that he /she can combine the knowledge of the language, the way of how language is processed and the knowledge of the world where we live in to comprehend the text. Top-down approaches not only deal with the elements constituting grammar in its ample vision, but also with other elements beyond the boundaries of the mere linguistic limits. For instance, the people who live in my city are not familiar with the concept of vending machines because we do not have the type of trade carried out between humans and machines. That particular activity of buying and selling goods is performed between human beings.

Interactive approaches. Interactive approaches in reading tend to establish a communion with both top-down and bottom –up approaches. Interactive approaches deal with the product and the process of reading as well, that is with the linguistic and semantic elements taking part during the comprehension of a given text. For instance, According to Hudson (2007) Just and Carpenter model claims that interpretation takes place at all levels namely syntactic, semantic, discourse, referential and so on. This model states the evidence from eye-fixation research can cast light on the reading comprehension process based on the reader's pauses while reading a text. One of this model's promises is reader tend to fixate content words more than function words. Content word such as noun, verbs and adjectives are thought to generally carry the responsibility of load meaning facilitating the comprehension of messages presented in the a given text.

Interactive Models for Second Language Reading: Perspectives on Instruction

   This part of the literature review addresses a number of teaching implication found in the application of the bottom-up and top-down approaches. The general concern discussed in here has to do with the instruction of reading in the second reading language reading classroom is the

way of how to rationally put into effect the foundations supporting both models which are not necessarily excluding but complementary. The interactive nature of both models work synergically allowing reading teacher to be aware of the differences in the students' fluency, the mastering of grammar structure and the control of vocabulary affecting the reading process among other factors. For instance, a strong knowledge of grammar to command the linguistic structures of the target language is thought to be a necessary condition for ESL students exposed to interactive models to become good readers.

Interactive models view vocabulary not only as the means to express meaning, but also as a condition for the reader to become fluent in the reading process. The top-down processing procedure might not resolve for itself all the problems raised by the reader's incapacity to guess adequately the meaning of a given word from the context. The lack of knowledge in vocabulary may result in delaying the process of reading, and then the recognition of useful vocabulary or key words is crucial to successfully comprehend a text.

According to the reading the mastering of both top-down and bottom- up skills can only be developed by extensive reading over time. This means that the reading teacher must provide students with ample opportunities for reading, but at the same time students must raise awareness that they are responsible for their own learning process by committing themselves to reading daily. Another important point mentioned in the texts is the role of appropriate materials. The creation of materials must be in accordance with the needs of the students, their levels and their interest. The considerations of the previous factors are more likely to guarantee the liking for the target reading.

Interactive models for second language reading put a lot of responsibility on the reading teacher because he or she is the conductor who helps students to move into the learning reading process. Some of the functions performed by an EFL/ESL teacher in this particular matter are to create the ambiance of reading. The teacher must stimulate interest in reading by setting in his/her students good examples and enthusiasm for books plus making them aware of the real value to them. Also, the teacher is responsible for being aware of presenting periodically the students with readable materials in considerable amounts. This task can be performed by giving student individual treatment so that they can progress according to their rate of learning.

Interactive Text Processing: Implications for ESL/Second Language Reading Classrooms

The models and theories treated before provide foreign language teachers with the theoretical and philosophical underpinnings to put into effect some comprehension strategies for nonnative readers to become interactive readers within the boundaries of the second or foreign language classroom environment. According to Carrel (1989) these strategies are applied for both bottom-up and top-down processing models as an understanding of the interactive nature held in both levels and today recognized by several researchers.

Top-down processing emphasizes the crucial role played by the grammatical knowledge and vocabulary on the part of native and nonnative speakers. According to Halliday and Hasan cited by carrel (1989) the reader's ability to relate the elements cohesively in the text is a central factor in fluent reading and reading comprehension. In the case of nonnative speaker this means that the reader has to identify the linking elements referring to antecedents mentioned previously as in the case of cataphoric mechanism used in the surface of the text. In interactive modes the role of vocabulary is also crucial to understand a text because the meaning of the same word may be used in different sense according to the situation and context where it is employed. A case in point is the word crown used in our class exercise which took different meanings in relation to the background knowledge of the students involved in the task, and also for the context of the text. Vocabulary learning is not restricted to learning the etymological meaning of words, but also the social and conceptual knowledge associated with them. Also, top-down processing shows the importance of reader's background knowledge in the reading process to comprehend the text.

Issue in Second and Foreign Language Reading

According to Samuels and Kamil (1984) many studies have been conducted in this field of second and to uncover the mystery of this powerful engine of the mankind progress. There are some common ideas of how this process is developed in relation to the first and second or foreign language environments, I will number them later. Grabe cited by Aerbersold and Field (2008) claims that most native speakers have an ample knowledge of vocabulary and grammar before they start to read. L2 readers are rather weak in these two factors because of the lack of natural exposure to the target language, however older target language readers have more world knowledge and their ability to use cognitive and metacognitive strategies are more solid established.

Taking into account studies done by Grabe (1984), Afflerbach, Pearson, and Paris (2008), Canal and Swain (1980), Alderson (1984), and Allen (2003) a list of factors that influence reading in an L2/F is described as follows:

- Cognitive development and cognitive style orientation at the time of beginning
- L2/FL study
- Language proficiency in the L1
- Metacognitive Knowledge of L1 structure, grammar and syntax
- Language proficiency in an L2/FL(writing system, rhetorical structure, appropriate strategies)
- Cultural orientation. (Aerbersold & Field, 2008, p.23&24).

As we can see the process of reading involved many factors for the reading teacher to bear in mind. Factors such as the learning style or cognitive style orientation as it is also termed, the L2 language proficiency and the cultural orientation to name just a few aspects of the reading process play an important role in L2reading learning. For instance, when talking about language proficiency, a good lexical and grammatical knowledge of the target language is a key factor to be successful in reading because the L2 reader can apply the bottom-up and top-down strategies more efficiently to decode messages within and outside the boundaries of the text. According to Hudson (2007) researches reveal a general tendency to believe that second language proficiency, the particular task and the type of text play a crucial part for the learner reading to complete successfully the L2 process of reading.

The Pre-Reading Stage

According to Aerbersold & Field (2008) doing pre-reading activities is a coherence task involving mainly three aspects. First, the reading teacher must establish a goal for his/her students to have a reason for reading a text. Second, to active their background knowledge to better comprehend the given text, and third aspect is to give them some hints to their foreseeing what the text will probably be about. As we can see there is an in-text and out-text mechanisms in this preparatory phase that students make use of to approach a text. There are five pre-reading exercise types mostly used in the classroom: "Recalling information, generating new ideas, sharing or solidifying information, building key vocabulary and establishing a purpose for reading" (Aerbersold & Field, 2008, p.23&24).

For instance, in the recalling information exercise a brainstorming technique can be used to generate information about the reading topic. Other activities such as field trips, role plays and word association are also possible to trigger students' background knowledge. Another preparation activity is previewing. By previewing a text the reading teacher helps his/her students predict information found in the reading. Generally, this activity connects the events in an organized fashion giving the students an idea of a sequential development of the actions. Previewing activities to visualize later information are done by exploiting the title of the reading, photographs, and drawings etc. Skimming, scanning and sampling are other techniques to encourage students to discover the content of the text in question.

The During Reading Stage

According to Aerbersold & Field (2008) the students in the during reading stage must be consciously aware of how he/she is reading to become better readers because in this fashion they can control and monitor the way they are employing to approach the comprehension of the text. That is what is called metacognition. "Metacognition is understanding what is behind, what support or informs, readers' knowledge and perception" (Aerbersold & Field, 2008, p.95).

What it was quoted before is so important as to say that teachers must also be aware of the way their students are reading to provide them with the activities regarding their developing the best strategies and knacks to get the most during the act of reading. Also, the teacher must take into account the reading level of the students to intensify the grade of difficulty of the text. The during reading stage can be better exploited, according to Aerbersold & Field (2008), by resorting to pre-reading activities to help student predict what the coming text will be about. Overall, in the pre and during reading stages the students with the help of the teacher can make use of the top-down and bottom-up processing to gain comprehension of the text. This interactive process going into the readers' minds as we have studied in class is a complex one because of the multiplicity of mental workings developing in the brain. The process is even more complex in that we cannot observe, for the time being, in real time what is happening inside the brain. Then, researchers have to only draw on external mechanisms such as the reader and the text.

The After Reading Stage

At the after reading stage teachers expect students to have ample comprehension of the text. Some of the strategies for comprehension employed in this phase of the reading in the L2/FL

classroom are the following: "reviewing information in the text, discussing information not in the text and evaluation information in the text" (Aerbersold & Field, 2008, p.116). Comprehension questions are used in a varied way by reading teachers. By asking comprehension questions the teacher can check various aspects of contents such as recognizing the structure of information of the text, the main idea and the supporting ones, the difficult parts and the function of the text as an amplified unit. For instance, the story in Jonathan Living Seagull, by Richard Bach is a metaphor to point out the desire and persistence for learning has no limits when you are determined to do it. Another activity to check comprehension is to ask the students to write summary or conceptual maps about the reading. Another way to check understanding is to ask information which is not in the text. This activity is considered challenging and it is reserved for advanced levels. One of the activities carried out by the teacher to get information from the students that is not overly stated in the texts is making inferences performed by making charts or outlines about the topic of the text.

Didactic Proposal

The creation of a didactic proposal, as one of the requirements to satisfy the completion of this research paper, is predicated on the design of an interactive reading unit. According to Diez Rodriguez (2009) a didactic unit, is any unit of work of variable duration, which organizes a series of learning and teaching activities responding, at the highest level of concretion, to all element found in the curriculum. A didactic unit comprises a project work, a workshop, a lesson plan, and a unit of study. The Colombian General Education Law conceptualizes curriculum as a: The set of criteria, study plans, programs, methodologies, and processes that contribute to the integral formation and the construction of cultural, national, regional, and local identity, including the human, academic, and physical resources necessary to put into practice the educative policies and to carry out the institutional education project. (MEN, 1994, p. 23) Based upon the concepts pointed out before, the rationale behind the design of the following interactive reading didactic unit, to teach reading as a foreign language, is grounded into the tenets and principles of those contemplated in the philosophical foundations of curriculum expressed by MEN.

Title of Unit: American Family Life

Unit Objective.   The goal of this unit is to identify the different family structures in the American culture and to recognize the importance of fathering on child development outcomes in current times. Learners will have an opportunity to use the interactive approach to reading through activities and tasks carried out in the classroom. The unit consists of one lesson logically connected to allow students to follow the natural flow of the topic.

Objectives for this lesson:

To be aware of the various American family structures developed in the last four decades, and the reasons which have prompted to alternative family development

To realize that diversity is an important element in today's world society

SWABTs: /swɑˈbæts/ (students will be able to).

To recognize the importance of vocabulary to improve reading comprehension

To use the context effectively to determine the meaning of unknown words

To create a personal word bank

Preface to the lessons

This unit is recommended for high intermediate learners studying English as foreign language in ninth grade at Liceo de la Universidad de Nariño. This unit aims to develop in the reading stage the learners' understanding of main ideas, scanning for specific details, inferencing what is not explicit expressed in the text and comprehending literal messages contained in it. In the after reading phase, the students have an opportunity to work on the recognition of the vocabulary regarding American family structures and the use of some noun collocation after the verb *generate*. This unit also deals with helping students to identify and to recall some grammatical categories in short sentences. This unit is based on principles of interactive reading theory with a more predominant emphasis on the bottom- up processing and the cognitive approach because it seeks to expand the learners' word knowledge and the use of collocations. In addition, comprehending the message in the text is considered.

At the end of this unit, learners will have received practice in identifying the main ideas of the different paragraphs conforming the text American family structures. Also, learners will have read for detail, inference meaning, discovered word meaning in context and developed awareness of some noun collocations after the verb generate through the writing of some sentences in the after reading practice. Learners will also have a word-bank available to consolidate their vocabulary learning.

Lesson one

Before the reading

1. Below is a list of the vocabulary you will see in the video clip about family structures. For every word you see, check the columns titled: **Appeared in the video clip** and **didn't appear in the video clip**

Words	Appeared in the video clip	Didn't appear in the video clip
Nuclear family		
Extended family		
Single-parent		
Kids		
Caregiver		
Orphanage		
Divorce		
Adopted child		
Married		
Grandparents		
Households		

Biological parent		

2. What do you know about family structure? Are the following statements true or false?

a) A nuclear family consists of a father, a mother and a child. _____

b) An extended family is composed of a father, a mother, a child, grandfather, and grandmother. _____

c) A single-parent family consists of only either a mother and her child or a father and his child._____

d) Orphanage is a place where children whose parents have died can live and be care of._____

American family structure

The American family structure. is considered a traditional family support system involving two married individuals providing care and stability for their biological offspring. However, this two-parent, nuclear family has become less prevalent, and alternative family forms have become more common. The family is created at birth and establishes ties across generations. Those generations, the extended family of aunts, uncles, grandparents, and cousins, can hold significant emotional and economic roles for the nuclear family.

Over time. the traditional structure has had to adapt to very influential changes, including divorced and the introduction of single- parent families, teenage pregnancy and unwed mothers, homosexuality and same-sex marriage, and increased interest in adoption.
Social movements such as the feminist movement and the stay-at-home dad have contributed to the creation of alternative family forms, generating new controversy and concern for the American family.

Nuclear family. The nuclear family is considered the "traditional" family. The nuclear family consists of a mother, father, and the children. The two-parent nuclear family has become less prevalent, and alternative family forms have become more common. These include homosexual relationships, single-parent households, and adopting individuals. The nuclear family is also choosing to have fewer children than in the past. The percentage of married-couple households with children under 18 has declined to 23.5% of all households in 2000 from 25.6% in 1990 and from 45% in 1960**.**

Single-parent. Single-parent homes in America are starting to become more common in today's society. A Single-parent (also termed lone parent or sole parent) is a parent who cares for one or more children without the assistance of the other biological parent. Single-parent homes are increasing more and more as married couples divorce, or as unexpected pre-marital pregnancies occur. The percentage of single-parent households has doubled in the last three decades, but that percentage tripled between 1900 and 1950. The sense of marriage as a 'permanent' institution has been weakened, allowing individuals to consider leaving marriages more readily than they may have in the past.

Extended family. The extended family consists of grandparents, aunts, uncles, and cousins. In some circumstances, the extended family comes to live either with or in place of a member of the nuclear family. An example includes elderly parents who move in with their children due to old age. This places large demands on the caregivers, particularly the female relatives who choose to perform these duties for their extended family.

During reading

Text Mapping. (Identifying main ideas).

The purpose of this activity is to get the students to identify the main idea of each paragraph.

Remember the main idea of a paragraph tells the reader what the paragraph is mostly about. The details support the main idea.

Finding the main idea of each paragraph. Choose the best answer and support it with details.

Main idea	Details from the text which support your choice
Paragraph 2 a) The traditional family has changed considerably over time. b) Divorces and teenage pregnancies have made traditional family change. c) The feminist movement and the stay-at-home dad are alternative family forms	
Paragraph 3 a) Alternative families have become more common b) The nuclear family consists of a father, mother and children c) the nuclear family is consider the traditional family	
Paragraph 4 a) A single-parent family consists of a parent who cares for one more children b) single-parent households has doubled in the last three decades c) single-parents prefer to live alone	
Paragraph 5 a) Extended families are large including grandparents and other relatives.	

b) In extended families the female relatives usually take care of elderly parents c) Extended family is the best structure because there are many people to be supported in times of need.	

Scanning: Reading for details

Complete or answer the following questions based on the text

1. Nuclear family has become less_____, and alternative family forms have become more common.

2. Over time, the traditional structure has remained the same.   True _____   False_____

3. What are two factors which have prompted to alternative family development? (Paragraph 2)

_____

_____

4. What is other name for traditional family? (Paragraph 3)

_____

5. Getting the meaning from the context. Read each sentence. Then answer the question.

➤   What is true about *demands*, paragraph 5

   a) everybody is eager to help take care of an old person

   b) overall, the female relatives are more inclined to assume that responsibility

   c) generally, female and male relatives take care proportionally of their elderly

      parents

6. Think of two possible reasons marriage as a *permanent institution* has been weakened

   (Paragraph 4)

_____

_____

Literal comprehension

   TRUE OR FALSE?   Decide if the statements below are true (T) or false (F). Write the sentence from the article that supports your answer.

   1. The American family structure is created under the principles of traditional family. That is to say, two married individuals who care for their children_____

   2. The creation of alternative families is a motive for controversy and concern for the American family.

   _____

   3. The percentage of married –couple households with children under 18 declined to 25.6% of all households in 2000_____

   4. The percentage of single-parent households did not triple between 1900 and 1950_____

   5. The extended family consists of grandfather, aunts, uncles and cousins_____

Making inferences

   Circle all the answers that you think are correct.

   1. In the present, many men stay at home taking care of their children, and the house.

   2. Mothers are more important than fathers in the taking care of their children.

   3. There are factors such as social, economic and individual, etc that contributed to the creation of alternative families

   4. Alternative families are likely to continue to grow in the future

   5. Married people are happier than unmarried people

   6. Living in today's world requires having lots of will for tolerance and respect for the difference of others

After the reading

  Vocabulary

  1. Focused on vocabulary select the definition the best fits the meaning of the word in **bold** in the sentence.

  a) They provide care and stability for their biological **offspring**.

  a) children

  b) boys

  c) girls

  b) The two- parent nuclear family has become less **prevalent**

  a) widespread

  b) large

  c) important

  In paragraph 4: To consider leaving marriages more *readily* than they may have in the past. What does *readily* mean?

  a) quickly and easily

  b) willingly

  c) in a little while

  2. In paragraph 2, line 5 and 6 appears the phrase " <u>generating new controversy and concern for American families</u>" . Read paragraph 2 again. Focus on lines 4, 5, and 6 to notice the meaning contained in that phrase. Now, answer the question that follows:

  a) What is the meaning of '*generated controversy and concern*' in the following sentence? explain with your own words.

  The feminist movement and the stay-at- home dad generated controversy and concern for the

  American family.

_____

_____

_____

b) Write sentences with the following nouns after *generate*: **revenue, reactions, compassion** (for), and **debate** (about). The first sentence is done for you.

1. In our community, we all are working hard **to generate revenue** for building a new school.

2._____

3._____

 4._____

Focus On Grammar

                                                                    Noun   adjective   verb   adverb
 2. Filling in the blank with the correct word form. (Weakness,   Weak,   Weakens, weakly)

a) I am kind of_____ in Algebra

b) Frank's biggest_____ is his lack of tolerance

c) Some parents are worried that public education_____ the family influence

d) Many consider alternative family are_____ organized

Giving personal opinions. (Group work)

Think about the positive and negative aspects of the concepts discussed in today's text. Tell the class about them and provide examples to support your comments.

CONCEPTS	POSITIVE ASPECT	NEGATIVE ASPECTS
Marriage		
Nuclear-family		
Extended- family		
Single-parent family		

Appendix 1.

Word bank

Consolidating vocabulary

<u>Stay-at-home dads</u>.

Stay-at-home dads are fathers that are unemployed and raise their children—the male equivalent to housewives

<u>Unwed partners</u>

 Living as unwed partners is also known as cohabitation. Cohabitation is an arrangement whereby two people decide to live together on a long term or permanent basis in an emotionally and/or sexually intimate relationship. The term is most frequently applied to couples who are not married.

<u>Orphanage</u>

A place where children whose parents have died can live and be cared for. A home for orphans

<u>Caregiver</u>

Someone who takes care of a child or sick person

<u>Household</u>

- All the people who live together in one house: A two- income household
- Relating to taking care of a house and the people on it; domestic:

Household cleaning products/ household appliances

Appendix 2.

Self-assessment

What I learned from the reading "American family life" is

_____

_____

_____

_____

_____

What I want to learn more about this topic is

_____

_____

_____

_____

Conclusion

After knowing about the interactive approaches to second language reading, I feel that I am more open to diversity to conduct my future reading classes when I graduate. The concepts addressed in the reading are a prime knowledge for the ESL/EFL teacher involved in the teaching of reading as a second or foreign language. Now, I begin to understand scientifically the nature of each approach and how I can proceed when I decide to teach reading in a second language class. Also, I can recognize reading as a multidimensional mental process involving a string of cognitive activities. When we read significantly we capture with our eyes more than words, we interpret the different meanings cohesively organized in the text, in this way we can go further in the comprehension of messages from the top, from the bottoms or from an interactive process as well. In my future teaching, the selection of materials and the type of reading goal pursued by me will be in accordance with the objectives that I want to reach with my students. In this way, I can determine what kind of approach or approaches to apply to best help my students in the second language reading. Overall, the three stages found in the reading process; namely, the pre reading, the during reading and the after reading stages are intertwined forming a sole and amplified unity. The during reading stage is the one that promotes the overall understanding of the text, the activities in this phase of the process must be very well-thought and prepared because they encircle the pre and after reading stages. The activities and materials created to be employed in a given class must respond to the expectation of the goals set for that class in particular. This is a good point, in that the learning needs of the students must have been observed carefully in advance to make sure the activities will not fail in the practice.

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