An Interactive Approach to Reading:

A Qualitative Study Among English Teachers in a Public Colombian University

Context: Three Units Design

Cristian J. Tovar Klinger
Mario Guerrero Rodríguez

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Chapter 1

Introduction

1.1 Statement of the problem

The last three decades have seen the necessity of new attitudes in foreign language learning, which have influenced 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 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 as an entity to communicate messages, experiences, and meaning of our daily life.

However, this impetuous by teaching to improve students' reading skills saw no real questioning of classroom practice. For instance, in a national context only a relative handful of studies in which interactive approaches to reading deal with the product and the process of reading have been done. (e.g., 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 Offices 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 work is qualitative in that what we seek here is to understand the perceptions about their knowledge and the application of the interactive reading approach in the learning of English as a foreign language, to finally suggest teachers some ideas and tips when teaching reading through the interactive approach. We understand that this research idea may lead to develop other types of qualitative and quantitative studies and they will be developed later after having finished this project. It is also important to remark that as researchers, we did not apply this study with our students, we solely wanted to check and see what our colleagues understood what the interactive reading approach was. Their answers were a solid ground to develop this paper.

1.2 Purpose of the study

The purpose of this study was twofold: firstly, to understand how English instructors describe their perceptions about the application and development of an interactive approach to reading in the EFL classroom. Secondly, to design three interactive reading units for high- intermediate learners studying English as a foreign language

1.3 Significance of the Study

This study is appropriate in that the Colombian government has taken the initiative to promote the learning of English as a tool for professional and personal growth in response to globalization, universal communication, and cultural openness. To this end, the Colombian Government concurrently has undertaken a big project on bilingualism (National Plan of Bilingualism 2004-2019, Bilingual Colombia 2014-2018, and the National Plan of English: Colombia Very Well! 2015-2025) to improve the quality in the teaching of this foreign language (Mejia, 2006). Hopefully, this research will lead to an understanding of the principles and practices of faculty members preparing high school English teachers about the role of reading as an interactive process that can be applied in the EFL classroom.

It is fair to say that for many students, reading might be by far the most important of the four skills in a foreign language classroom, as it is stated by Xhuvani (2015), when he argues that reading is fun-way to knowledge hunt; through reading, we learn a lot and it is the most prominent language skill.

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 foreign 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. Moreover, Farrel, Hunter, Davidson, and Osenga (2020) state that the simple view of reading demonstrates the widely accepted view that reading has two basic components: word recognition (decoding) and language comprehension. Research studies show that a student's reading comprehension score can be predicted if decoding skills and language comprehension abilities are known.

In foreign 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, foreign language readers cannot perform at levels they must, in order to succeed, and they cannot compete with their native English- speaking counterparts. Therefore, effective reading in a foreign language is critical. Interactive approaches to reading hold much promise for our understanding of the complex nature of reading, especially as it occurs in a second or foreign language and culture.

1.4 Research Questions

The following research question guided this study: How do instructors describe their experiences of teaching reading as an interactive approach at both the English-French and the English- Spanish undergraduate programs?

Sub questions:

- *How do EFL teachers perceive the use of an interactive approach to reading to help students become better readers?*

- *What types of strategies within the interactive approach do EFL teachers teach to students to become better readers?*

- *To what extent are the EFL teachers' strategies within the interactive approach to reading evident in their syllabi?*

1.5 Scope and Delimitations

In this study, we focused on the beliefs and practices of EFL faculty currently employed at a public university about the models they apply to develop reading comprehension. Additionally, we looked at reading as an interactive process, and not only as a bottom-up mental activity, this latter based mostly on the processing of new vocabulary and structures. According to Carrel, Devine, and Eskey (1996), reading is best understood as the interaction that occurs between the reader and the text, and the interpretive process. Also, we examined the activities employed by faculty in the teaching of reading like a foreign language and those that are presented in texts used in the Linguistics and languages Department regarding reading, and the philosophical foundation considered in the selection of these texts. EFL faculty members' beliefs and practices in the development of reading skills were useful to us in discovering and understanding the ways these faculty members conceived the very nature of the reading process, within EFL classroom practices and its curricular implications, in the preparation of prospective high-school EFL teachers.

The population of this study included faculty at a public university in a southern Colombian city, this study was not intended to be a longitudinal study, the length of time depended on scheduling interviews with the faculty members and reviewing parts of syllabi dealing with reading skills descriptions of EFL classroom practices. The purpose of this study was not to generalize results, the aim was to understand a specific research situation within the limits of both the programs at the linguistics and Languages Department of the institution where the study was conducted. Faculty participated in one face-to-face individual interview; each interview section lasted between 35 to 45 minutes.

1.6 Assumptions and Limitations

This study makes the following assumptions: EFL faculty from the Linguistics and Languages Department will respond in a way that represents their actual beliefs during individual interviews. A second assumption is that faculty members have written the reading section of their syllabi to reflect their beliefs and practices about the reading process accurately.

This study had the following limitations:

1. *The sample of teachers was limited to two undergraduate foreign language programs: English and Spanish, and English and French.*

2. *Participants' answers might be influenced by their personal feelings, beliefs, and experiences related to EFL reading process practices and may not reflect other participants' experiences.*

3. *The responses in this study may not be generalized to represent other teachers' responses.*

1.7 Definition of Terms

The terms below were taken from Aebersold, J. A., & Field, M. L. (2011) and Carrell, P. L., Devine, J., Eskey, D. E., & Wu, J.s (2006):

1. *Bottom-up processing: This is the process through which the reader constructs the text from the smallest units such as letters to words to phrases to sentences, the process of constructing the text from small units becomes so automatic that readers are not aware of how it operates.*

2. *Top-down processing: When readers use this process, they bring a great deal of knowledge, expectations, assumptions, and questions to the text and give a basic understanding of the vocabulary; they continue to read as long as the text confirms their expectations.*

3. *Reading Interactive approach: Both Top-down and Bottom-up processes occur, either alternatively or at the same time*

4. *Multimodality refers to "the interplay between different representational modes, for instance, between images and written/spoken word" (Kress & Van Leeuwen 2001, p. 20).*

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Chapter 2

Review of the Literature

In this review, we discuss mainly the concepts of reading, Interactive Models for Foreign language Reading: Perspectives on Instruction worked by Eskey and Grab (1996) and Interactive Text Processing: Implications for Foreign language Reading Classrooms presented by Carrell, Devine, and Eskey (1996) as the basic theoretical foundation to support and inform the building of a didactic unit by using an interactive approach to reading. However, we will first discuss briefly some of the models of first language reading processes, which present important considerations of how the reading processes have been researched through history. We will also bring up some issues 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 are going to be presented to complete the conceptual framework of this work.

2.1 What is reading?

According to Goodman (1996), reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. Carrell (1989) argues that the accepted theory of English as a second or foreign reading has changed dramatically, from a serial (or bottom-up) model to reading as an interactive process. The reading process is not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader´s mind that he or she uses, and that, in turn, may be refined and extended by the new information supplied by the text. Reading is thus viewed as a kind of dialogue between the reader and the text. In the same line of thought, and taken in the most general sense, Aebersold and Field (2008), reading involves the reader, the text, and the interaction between the reader and the text. In working with this latter view about reading, we would like to draw attention to some considerations to becoming more conscious of yourself as a reader and, ultimately, yourself as a teacher of reading in the foreign language classroom.

2.2 The reader

Aebersold and Field (2008) claim that readers' engagement in the reading process is based on their experience both in learning how to read and in the way reading fits into their lives. Family, community experience, and school have a great influence on children for the development of good reading habits. The background information that readers bring to a text, including the knowledge of habits and beliefs from their own life experience, is often referred to as schema. "What people already know about the history, culture, habit, politics, sports and music of any given place help them understand a reading about that topic" (Aebersold & Field, 2008, p.8)

2. 3 The text

"Text can be anything from a few words to one sentence, to thousands of words comprising thousands of sentences" (Aebersold & Field, 2008, p.9). However, the conception of text has been reformulated with the appearance of a new term called multimodality, which refers to "the interplay between different representational modes, for instance, between images and written/spoken word. Multimodal representations mediate the sociocultural ways in which these modes are combined in the communication process" (Kress & Van Leeuwen 2001, p. 20). Some examples of multimodal texts include comics, graphic novels,

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pictures books, newspapers, brochures, print advertisements posters, storyboard, digital slides, presentations, e-books, and social media.

The knowledge that readers have of text types allows them to adjust their reading expectations and skills to the text at hand. Readers´ comprehension of a text may change as they reread the text, but the text itself does not change. Unlike readers, texts are static; once written, they cannot adapt to the readers who are reading them. The organization of information of a text is predicated upon a rhetorical structure. These structures are conventional: description, classification, comparison, contrast, cause and effect, process, argument, and persuasion to name a few. For example, if the text as a whole is devoted to explaining how a new recycling center functions, its rhetorical structure is that of process.

2.4 The interaction between reader and text

According to Aebersold and Field (2008), in a general sense, reading is what happens when people look at a text and assign meaning to the written symbol in that text. The text and the reader are two physical entities necessary for the reading process to begin. It is, however, the interaction between the text and the reader that constitutes actual reading. It is a common belief, that the meaning the reader gets from the text may not be the same as the meaning the writer of the text wished to convey. Likewise, the meaning that one reader gets from a text may be different from that of other readers reading the same text. These variations of constructing meaning from the text may occur because of influences on the reader by the family, community, and cultural environment. Thus, reading comprehension differs from one reader to another. Anderson et al. (1991) identify that successful readers use consciously or unconsciously the following strategies:

- *Recognize words quickly*
- *Use text features (subheading, transition, etc.)*
- *Use title(s) to infer what information might follow*
- *Use world knowledge*
- *Analyze unfamiliar words*
- *Identify the grammatical function of words*
- *Read for meaning, concentrate on constructing meaning*
- *Guess about the meaning of the text*
- *Evaluate guesses and try new guesses if necessary*
- *Monitor comprehension*
- *Keep the purpose for reading the text in mind*
- *Adjust strategies to the purpose for reading*
- *Identify or infer main ideas*
- *Understand the relationship between the parts of a text*
- *Distinguish main ideas from minor ideas*
- *Tolerate ambiguity in a text (at least temporarily)*

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- *Paraphrase*
- *Use context to build meaning and aid comprehension*
- *Continue reading even when unsuccessful, at least for a while.*

In looking for a way to describe the interaction between reader and text, researchers have also created a model that describes what happens when people read, these studies have been more confined to native language, however, linguists and professionals in the field of second and foreign language learning such as Barnett (1989), Carrell and Eisterhold (1983), Aerbersold and Field (2008) have provided a thorough summary of models that include L1/L2 issues about how the reading process occurs; namely, bottom-up theory, top-down theory, and the interactive process.

- *The bottom-up theory argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates (Eskey, 1988; Stanovich, 1990).*

- *The Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations (Goodman 1967). The top-down school of the reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then they check back when new or unexpected information appears.*

- *The interactive school of theorists argues that both top-down and bottom-up processes are occurring, either alternately or at the same time. These theorists describe a process that moves both from bottom-up and top-down, depending on the type of text as well as on the reader´s background knowledge, language proficiency level, motivation, strategy use, and culturally shape beliefs about reading (Carrell, Devine & Eskey 1988).*

- *All in all, reading teachers need to develop the ability to analyze the top-down and bottom-up components of the reading process. Understanding how students read and how their reading process may differ from others in the classroom is part of the reading teacher´s preparation for teaching reading. This understanding on the part of teachers might anticipate the types of process and potential problems that students will experience.*

2.5 Theories and models of first language reading processes

Hudson (2007) acknowledges that the first language models have a lot to do with research conducted with the purpose to understand the process involved in foreign language reading. One of the first attempts at reading research was based on how people perceived physically the text including basically the working of the eye moments, the field of vision, word recognition, and so on. With the advent of mentalism, the emphasis was placed on the process of reading rather than on 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.

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As it was mentioned before, the three most recognized processing skills involved in the process of reading are the bottom-up processing skills, the top-down processing skills, and the interactive model. The bottom-up processing skills 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 linearly. There are two positions presented in the reading concerning bottom – bottom-ups. The one-second 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 before comprehension. According to Gough cited by Hudson (2007) comprehension is triggered by a psychological mechanism to understand sentences; however, there is no clear explanation in the reading of how this process happens in the brain.

LaBerge and Samuel cited by Hudson (2007) claim that reading is an automatic and control process performed linearly. 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 automatically. 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 constitute the decodification and comprehension of the text.

Top-down processing skill theory views 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" (p, 32). This means that readers use other types of reading strategies 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 different view about bottom-up models which are considered linear approaches" (p. 91). Top-down approaches view reading as an 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 theory not only deals 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 the jungle are not familiar with the concept of vending machines because they do not have the type of trade carried out between humans and machines. That activity of buying and selling goods is only performed between human beings.

The Interactive approach in reading tends to establish a communion with both top-down and bottom-up processing. Interactive approaches deal with the product and the process of reading as well, that is with the linguistic, semantic, and pragmatic elements taking part during the comprehension of a given text. For instance, according to Hudson (2007), interpretation takes place at all levels of the reading process; 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 premises is that readers tend to fixate

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content words more than function words. Content words such as nouns, verbs, and adjectives are thought to generally carry the responsibility of load meaning facilitating the comprehension of messages presented in each text.

2.6 Interactive Models for Second and Foreign Language Reading: Perspectives on Instruction

Interaction models for second and foreign language reading address several teaching implications found in the application of the bottom-up and top-down processing skills. The general concern discussed here has to do with the instruction of reading in the foreign language reading classroom of how to rationally put into effect the foundations supporting both modes of processing reading, which are not necessarily excluding but complementary. The interactive nature of both models works synergically allowing the 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. Consequently, Grabe cited by Carrell, Devine and Eskey (2006) indicates that "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" (p.63). 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 keywords is crucial to successfully comprehend a text.

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 learning process by committing themselves to read daily. Another important point that needs to be considered is the role of appropriate materials. The creation of materials must be under the needs of the students, their levels, and their interest. The considerations of the previous factors are more likely to guarantee the liking for successful target reading.

Interactive models for foreign 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 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 students individual treatment so that they can progress according to their rate of learning.

2.7 Interactive Text Processing: Implications for EFL/ESL Reading Classrooms

The models and theories treated earlier provide foreign language teachers with the theoretical, epistemological 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. Halliday and Hasan cited by Carrel (1989) explained that "the reader's ability to relate the elements cohesively in the text is a central factor in fluent reading and reading comprehension" (p. 241). In the case of nonnative speakers, this means that the reader must identify the linking elements referring to antecedents mentioned previously as in the case of a cataphoric mechanism used on 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 with the background knowledge of the students involved in the task, and 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 the reader's background knowledge in the reading process to comprehend the text.

2.8 Issues in Foreign Language Reading

According to Samuels and Kamil (1984), many studies have been conducted in this field of foreign language learning to uncover the mystery of this powerful engine of mankind's progress. There are some common ideas of how this process is developed concerning the first and second or foreign language environments that we will number later. Grabe cited by Aerbersold and Field (2008) claims that most native speakers have 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.

Considering studies done by Grabe (1986), Canale and Swain (1980), Alderson (1984), Scarcella and Oxford (1992) suggest 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 cognitive style, 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 foreign language proficiency, the task, and the type of text play a crucial part for the learner reading to complete successfully the L2 process of reading.

2. 9 The three stages of reading

Díaz-Rico (2013) has pointed out that in the reading process there are the following three stages pre-reading, the during-reading, and the post-reading.

2.9.1 The Pre-Reading Stage

According to Aerbersold and 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 activate their background knowledge to better comprehend the given text, and the third aspect is to give them some hints to their foreseeing what the text will probably be about. As we can see there are 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 is 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.

2.9.2 The During Reading Stage

Consistent with Aerbersold and 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 supports 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 consider 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 and Field (2008), by resorting to pre-reading activities to help students 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 that goes into the readers' minds might be considered a complex activity 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 must only draw on external mechanisms such as the reader and the text.

2.9.3 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 have no limits when you are determined to do it. Another activity to check comprehension is to ask the students to write a summary or conceptual maps about the reading. Another way to check understanding is to ask for information that is not in the text. This activity is considered challenging and is reserved for advanced levels. One of the activities carried out by the teacher to get information from the students that are not overly stated in the texts is making inferences performed by making charts or outlines about the topic of the text.

Chapter 3

Methodology

The methodology for this study was situated in the social interpretive constructivist framework. More specifically, in this study, we used a phenomenological research approach. Phenomenology "requires carefully and thoroughly capturing and describing how people experience some phenomenon—how they perceive it, describe, feel about it, judge it, remember it, make sense of it, and talk about it with others— […]" (Patton, 2002, p. 104).

The phenomenon that was studied had to do with the process of reading in the EFL undergraduate context, specifically with understanding EFL faculty members' perceptions of their reading practices. Phenomenology aims to gain a deeper understanding of the nature or meaning of our everyday experiences. Therefore, "there is a need to undertake in-depth interviews with people who have lived experience of the phenomenon to richly describe it" (Manen, 1990, p. 9). The purpose of this phenomenological study was to discover and understand the perception of EFL faculty members about the role of reading practices in the learning of EFL in an undergraduate program in a higher education institution in Colombia. In this chapter, the following topics were covered: Design of the study, setting, population and sample, data sources/data collection, method of data analysis, data analysis, strengths of the methodology within the design, and limitations of the methodology within the design.

3.1 Design of the Study

We did a qualitative study because we wanted to understand in detail the perceptions that EFL faculty members had about the reading practices in the teaching of English as a foreign language. Qualitative research helped us discover what type of instructional experience faculty members had in the English learning and teaching process of reading within their daily academic activities. This study had a social interpretive-constructivist methodology as its philosophical foundation. For this purpose, we adopted an interactive model of research design proposed by Maxwell (2005), which consists of five components: Goals, conceptual framework, research question, methods, and credibility. The tenets of this model are that each of the components has implications for the other components, rather than the components being in a linear, one-directional relationship with one another. The ideas supporting the philosophical foundations of this model is that the design of qualitative research should be able to change in response to the circumstances under which the study is being conducted, rather than simply being a fixed determinant of research practice as it happens in positivistic paradigms.

3.2 Setting

This study took place at a public university located in the southern part of Colombia, South America, at the College of Human Sciences, in the Linguistics and Language Department. The Department of Linguistics and Languages of this university offers two undergraduate programs to prepare students to become high school English-Spanish teachers or high school English-French teachers. The study was carried out in the English-Spanish program and in the French-English program. Both the English-Spanish and the English-French programs are accredited by the National Council of Accreditation (CNA), which is a testimony given by the Colombian Nation about the quality of a program or educational institution based on the principles of universality, integrity, integrality, equity, suitability, responsibility, transparency, ownership, efficacy, efficiency, sustainability, visibility, and sustainable development. The main purpose of the accreditation is to guarantee the highest requirements of quality of Colombian education (Art: 53, law 30, 1992).

3.3 Population and Sample

In this study, we used purposeful sampling. Purposive sampling is intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon. According to Merriam (2009), "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 77). The population of this study consists of 19 faculty members from which we purposely chose the sample of 4 teachers. The criteria that we used to select our sample had to do with the characteristics of the undergraduate program selected, namely teaching and learning English as a foreign language, which will be described in the following item.

3.4 Rationale for Faculty members Selection

For this study, all 14 full-time faculty members and all 5 part-time faculty members from the Linguistics and Languages Department were considered to participate, except those who have not taught courses of reading during the last 5 years. The participants were also chosen on the basis that they have been faculty members of the Linguistics and Languages Department teaching English for more than three years. The rationale for the selection of the course and the selection of the faculty members proceeded as follows:

Rule 1: *We chose both program English-Spanish and the English and French program if faculty members who were going to give us the information are teaching in both programs.*

Rule 2: *We chose reading courses from the first semesters up to the most advanced semesters that could give us the best coverage across semesters in the programs, for example, second, third, fifth, and so on, so that we were able to capture reading practices in the early, middle, and late portions of the EFL sequence to have a holistic vision of the analysis. Once a semester was chosen, that semester was not chosen again. Thus, we proceeded with the same process in the next highest semester.*

Rule 3: *If the instructor taught two reading courses during the same semester, we chose the course that was more related to the nature of the research to collect data.*

3.5 Data Collection

For the collection of data, we used two instruments: (1) qualitative interviews (2) and documents in the form of syllabi. By using these two forms of data collection, we made sure our study was credible because we could triangulate information from different sources, thus establishing trustworthiness. "Credibility is a trustworthiness criterion that is satisfied when source respondents agree to honor the reconstructions; that fact should also satisfy the consumer" (Lincoln & Guba, 1991, p. 329). Qualitative interviews are those that "sacrifice uniformity of questioning to achieve fuller development of information" (Weiss, 1994, p. 3). Syllabi and texts were the primary documents to collect data.

3.6 Faculty members Interviews

For this study, four faculty members teaching in the English and Spanish and in the English and French program undergraduate programs were formally interviewed. All

semi-structured interviews were done face to face. The interviews were audiotaped with the participants' permission, transcribed verbatim onto Microsoft Word document, and returned to the participants, using the member-check technique for verification. The interviews were between 30 to 45 minutes each. In general, the interview questions were divided into two parts: the first part contains issues related to their teaching background and the second part had questions related to the EFL faculty members' perceptions about the process of reading in the EFL instructional practice. The specific questions that were included in the interview protocol were purposely designed to address different aspects of the phenomenon of this study. The interview questions were reviewed by an advanced qualitative research professor, and by a university professor who has ample trajectory and great experience in qualitative research studies to ensure entire coverage in responding to the research questions (See Appendix C).

3.7 Documents

"Documents are, in fact, a ready source of data easily accessible to the imaginative and resourceful investigators" (Merriam, 2009, p.139). As this study was a qualitative study of classroom instruction related to EFL faculty members' beliefs about the reading practice in the learning of English as a foreign language, we mainly used the syllabi administered for the EFL teaching of reading employed in the last three years to understand how the various EFL reading principles have been employed within the instructional process.

3.8 Method of Analysis of Data

The purpose of the data analysis was to discover and understand how the EFL reading process occurs within the instructional English classroom environment. The qualitative data analysis was conducted using a three-part approach proposed by Miles, Huberman, and Saldana (2014), which is a concurrent flow of three activities: (a) data condensation, (b) data display, and (c) conclusion drawing/ verification (p. 12). This type of analytic process includes a thematic analysis, which consists of both deductive coding coming from the existing theory and inductive coding arising from the data. The aforementioned authors affirm that data condensation refers to the process of "selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of writ-ten-up field notes, interview transcripts, documents, and other empirical material" (p. 12). They state that data display is "an organized, compressed assembly of information that allows conclusion drawing and action" (pp. 12-13). These scholars added that by looking at displays, people can understand what is happening, so that they can do something, either for further analysis or action taking, based on that understanding. They also argue that conclusion drawing and verification is a process that starts from the beginning with the qualitative analyst's interpretation of things, the noticing of patterns, explanations, causal flow, and propositions.

We used a two-stage process to condense the data proposed by Miles et al. (2014) of first and second cycle coding that transfers from assigning labels to chunks of data to identi-fying categories. "The first cycle coding is a way to summarize initially segments of data, and the second cycle coding is a way to group those summaries into a smaller number of categories, themes or constructs" (p. 86). First, we typed all the raw data coming from the interviews. Then, we used the In Vivo coding method to extract the statements considered significant with their formulated meanings to cluster them, the meanings, to obtain the-mes common to all the transcripts of the participants. We then integrated the results into

an in-depth, exhaustive description of the phenomenon. The results through the in-depth, exhaustive description of the phenomenon represented each of the research questions of this study. Finally, we used member checks to validate the findings with the participants and included the remarks of the participants in the final description when necessary.

3.9 Trustworthiness of this Study

The trustworthiness of this study was built on the principles of credibility, transferability, dependability, and confirmability considered by Lincoln and Guba (1991).

3.9.1 Credibility.

According to Lincoln and Guba (1991), credibility is established through the degree "of confidence in the 'truth' that the findings of a particular inquiry have for the subjects (respondents) with which and the context in which the inquiry was carried out" (p. 290). Three activities used to increase the credibility of the findings of this study are triangulation, member check, and reflexivity. According to Creswell (2013), triangulation is the process of verifying evidence from two or more data sources to increase the credibility of a study. In this study, the sources of evidence came from two different data sources, which are interviews and documents in the form of syllabi of the writing skill.

"Member checks, whereby data, analytic categories, interpretations, and conclusions are tested with members of those stakeholding groups from the data were originally collected, is the most crucial technique for establishing credibility" (Lincoln & Guba, 1991, p. 314). In this study, the interview transcripts were offered to the participants for revision to make sure their ideas, thoughts, and beliefs had been accurately taken.

3.9.2 Transferability.

Manen (1990) stated that "in qualitative phenomenological research, the emphasis is on the lived experience upon a phenomenon explicated through a process of reflection on its meaning rather than being able to generalize the findings" (p. 37). Thus, the intention of the qualitative researcher is not to specify the external validity as in the dominant paradigm. However, "he or she can provide only the thick description necessary to enable someone interested in making a transfer to conclude whether the transfer can be contemplated as a possibility" (Lincoln & Guba, 1991, p. 316). As said by Ponterotto (2006), thick description "refers to the researcher's task of both describing and interpreting observed social action within its particular context, thick description captures the thoughts and feelings of participants, and the often-complex web of relationship among them" (p. 543).

A thick description does more than record what a person is doing. It goes beyond that mere fact and surface appearance. "A thick description presents details, contexts, emotions, and a web of social relationships that join persons to one another. In the thick description, the voices, feeling, actions, and meanings of the interacting individual are heard" (Denzin, 1989, p. 83).

Previously in this chapter, descriptions of each context or setting, participants, and data collection procedure have been provided. In subsequent chapters, when necessary, a rich description of the participants' beliefs and experience on the topic of interactive reading will be provided. This should enable the readers to evaluate if the results of the study might be transferred to a similar situation if the readers consider the outcomes of the study coincidental with their educational problematic situation.

3.9.3 Dependability.

"Dependability is a process that builds on the classic notion of replication in the conventional literature as the means of establishing reliability" (Lincoln & Guba, 1991, p. 317). As said by Toma (2011), in qualitative research, it is not intended that the results are replicable but that the data collection and analysis are consistent and stable e that other researchers can follow the research process. In this study, dependability is demonstrated out of the evidence of how the data collection and the analysis of data were accomplished.

3.9.4 Confirmability.

Consistent with Lincoln and Guba (1991), confirmability establishes that the data, findings, conclusion, and recommendation can be confirmed by someone other than the researcher. In this study, the audit trail materials that will allow the auditor to determine the trustworthiness of the study will be in the forms of "(a) raw data (interviews guides, notes, and documents) (b) process notes (research journal) (c) data condensation, data display; and drawing and verifying conclusion" (Erlandson, Harris, Skipper, & Allen, 1993, pp. 148-149); (Miles et al., 2014, pp. 12-13).

Chapter 4

Presentation of data and conclusions of the study

In this chapter, we present an analysis of the data that we collected on the perceptions about the understanding, application, and development of an interactive approach to reading in the EFL classroom. We describe how the data were analyzed and present the five meaning units that emerged from the data that led to the following two categories.

4.1 Results

After working on the components of data analysis, namely data condensation and data display, six units of meanings (codes) emerged that were clustered into two categories: (1) understandings, practices, and training connected to interactive reading; and (2) practices of interactive reading within the EFL classroom.

The following section provides an analysis of the data concerning the research questions for this study. Each research question is addressed in three parts: (1) each research question is stated; (2) data collection and methods are described and results are reported for each question; (3) the results are summarized.

1.   *Research Question #1*

How do EFL teachers perceive the use of an interactive approach to reading to help students become better readers?

The data analyzed for research question one came from questions 1, 2 y 3, on the interview protocol. The beliefs of the participants were coded mainly on similarities among their remarks or experiences but not limited to these. The responses of the participants to research question # 1 were organized under the following category: Understandings, practices, and training connected to interactive reading. This category is composed of four codes, which are the units of meaning, thus the most significant information about the phenomenon. The four codes appear in italics under the name of category one as follows:

Category One: Understandings, Practices, and Training Connected to Interactive Reading

A.   *Parameters of the process of reading*

B.   *The interactive reading view*

C.   *Insufficiency of knowledge*

D.   *The absence of interaction reading practice in syllabi*

The following are the evidence descriptions of category one: Understandings, practices, and training connected to interactive reading, in the interviews of individual participants. The description of evidence for category one, as well as for category two is presented in this chapter as a thick description to respect the voices of the participants. "Thick description of results presents adequate voices of participants; that is, long quotes from the participants or excerpts of interviewers- interview dialogue" (Ponterotto, 2006, p. 547). "In the thick description, the voices, feeling, actions, and meanings of the interacting individual are heard" (Denzin, 1989, p. 83).

A.   Parameters of the process of reading

Generally, the four participants provided varied descriptions of their views about reading as a process to develop comprehension of the text in English, which is a partial conception within the process of reading that is more concentrated on the comprehension of messages contained in the text that is being read. Priscilla, not her real name, describes reading as follows: "for me, reading has to do mainly with the comprehension of the text, I work directly with the text in an integral way to get the most of the reading text by giving the students some strategies to facilitate their reading comprehension in English.

Rosa, used as a pseudonym, viewed reading as a process for general comprehension which implies using reading to write a summary, a written report to give an oral account, or for establishing a group discussion or a debate on the topic of the reading. Elisa described reading to develop reading strategies to be applied in different areas of knowledge and to simply acquire information through learning vocabulary in a context that could be through inferencing. Brandon talked about reading in terms of knowing structures, comprehension of different types of text, and motivating the EFL students to love reading, as follows:

> *The process of reading must be effective in that students can understand a text, so that they can interpret it with their own words to express what they understood based on the information of the original text. This process will help the students gain knowledge in all areas because reading is present in the text independently of what they read. (P.O.)*

B.   The interactive reading views

Most of the participants described interactive reading as the type of reading that is intended to help students improve their comprehension. Rosa, for instance, explains that is essential to work not only on the learning of vocabulary but also on the structures to understand things that are not explicitly expressed in the text. They also described that the interactive reading activities should follow the visualization techniques such as conceptual maps so that students can organize their thinking to better comprehend the text. Some of the participants also talked of interactive reading as a way to get most of the message of the text based on the type of intelligence of the student. For instance, Priscilla talked of interactive reading in the following way: "The reasons by which I select certain reading activities have to do with the type of learning style of the students". Brandon's description of interactive reading focused on the learning of basic structures, tenses, and vocabulary done with lots of practice on the part of students to develop the understanding of the coherence and cohesion of the text. He also observes that "those activities that have to do with relating words to images are very beneficial for the comprehension of the text".

Most of the participants agreed that interactive reading is important. They described activities found in the interactive reading as visualization, logical sequence, and semantic relationship within the information of the text so that students can identify the main ideas to make sense of the messages.

In the following quote, talking about activities done in class, Brandon described that interactive reading needs to be accompanied by explanations. "Words needs to be related to images, visualization, called word webs so that students can develop and organize their sentences".

C.   Insufficiency of knowledge

When the question of interactive reading training was raised, Rosa and Elisa reported similar answers about not knowing what an interactive reading was, and that professional development in this respect has been scarce.

> *"I don't know too much about what interactive reading is, neither do I know about the philosophical foundations that underline this type of activity because the studies I have on reading are not very specific in this aspect." (Rosa). Priscilla, for instance, let us know that she had attended various reading seminars, however, there was no clarity in her account on the tenets of interactive approaches to foreign language reading. Terms used in interactive approaches such as both top-down and bottom-up processes were not mentioned or explained to ascertain her responses.*

D.   Absence of interaction reading practice in syllabi

When examining the interactive reading part in syllabi, we looked for detailed descriptions of the tenets of this type of reading process and how this was conducted within the reading course taught in both the program of the linguistics and languages department, finding no evidence of the inclusion of interactive approaches to foreign language reading in syllabi. For example, syllabi did not describe clearly what and how the students had to go about doing interactive reading activities. Nor did syllabi contain criteria to be applied for interactive reading tasks contained in the pre-reading stage, during-reading stage, and after-reading stage.

4.2 Conclusions of Results from Question 1

Question 1 has offered evidence about the perceptions of the faculty members on interactive approaches to language reading in the teaching of English as a foreign language, as well as the inclusion of its tenets in syllabi and the tasks and activities used in the development of this reading approach. The results were reported by units of meaning coming from two categories, namely:

> *(1) understandings, practices, and training connected to interactive reading; and,*

> *(2) practices of interactive reading within the EFL classroom.*

The recurring topics that emerged from the data regarding the beliefs of the faculty members about the reading of EFL consistently illuminated the following patterns: (1) the parameter of reading is considered mainly as the comprehension of the given text and the mastery of language structures and vocabulary; (2) the view of interactive reading is that it does improve students' comprehension.

Results that emerged about the interactive reading view revealed that faculty members believed that this type of reading can help students become better learners and that it is a way to improve their reading learning activities. However, most of the participants of this study acknowledged that they neither had much knowledge on the theoretical foundations of interactive reading to EFL nor did they receive any training in this respect during their undergraduate and graduate studies. When it came to know about the use of interactive approach to EFL reading we found no evidence in syllabi.

2. Research Questions 2 and 3

a. Research Question # 2

What types of strategies within the interactive approach do EFL teachers teach to students to become better readers?

b. Research Question #3

To what extent are the instructors' strategies within the interactive approach to reading evident in their syllabi?

The data analyzed for research questions 2 and 3 came from the interview protocol out of questions 5, 6, 7, and 8. The uses of interactive reading in an EFL setting were coded mainly on similarities among the participants' remarks or experiences but not limited to these. The responses of the participants to research question 2 were organized under the name of category two as follows: Practices of interactive reading within the EFL Classroom. This category is composed of two codes or units of meaning, thus the most significant information about the phenomenon, the two codes appear in italics under the name of category two. The response to research question 3 was grouped in category one with the code-named as the absence of interaction reading practice in syllabi for the sake of the law of parsimony.

Category Two: Practices of Interactive Reading within the EFL Classroom.

A. *Observable skills*

B. *Knowledge orientation*

The following are the evidence descriptions of category two: Practices of Interactive Reading within the EFL Classroom.

A. Observable skills

Three participants reported that they like to use various reading comprehension strategies because students are allowed to demonstrate things they can do. Participants explained that types of tasks such as skimming, scanning, visualization, and conceptual maps allow students to prove if they understood the subject of the text, and these kinds of activities are equally rigorous as the traditional ones. Priscilla reflected on how she uses reading strategies to help her students to show their comprehension of the text:

> *I like to work directly with the text in an integral way (no explanation given on how this is done), I use visualization, students observe posters or drawings to help them relate meaning. I also use the title of the reading for them to start inferring about what is coming next. When reading the text, I use strategies such as skimming and scanning to localize information in the text. (Priscilla's personal communication)*

Brandon explains that it is not reading just for the sake of reading, students need to understand the text by using different strategies so that they can incorporate new knowledge in their minds, here the use of vocabulary is very important he affirms. Brandon also says that something necessary to consider on the part of the students is the proper use of structures and tenses so that they can view the coherence and cohesion of the text.

Rosa recognizes that she does not know much about interactive reading and that she had never heard about that; however, she admits that she uses activities such as visualization and conceptual maps to help her students to have better reading comprehension. She also mentions the concepts of skimming and scanning as good resources to put into practice during the reading process. Elisa observes that when she is teaching reading she goes from the simplest to the more complex information within the text, but the reading must contain an interesting topic she says.

B.   Knowledge orientation

we asked for the reasons by which the faculty members selected the kinds of reading technique they employed, most of the participants reported that they wanted to make sure the students had understood the content of the reading. Priscilla, for instance, reported that she felt pleased when she sees the students had understood the main and specific information of the text by demonstrating they had the ideas presented in the reading clear in their heads.

Brandon gave reasons for his use of reading techniques in terms of practicability and knowledge demonstration on the part of the students:

For me, as I told you the mastery of grammar and vocabulary are practical activities, and they can show their comprehension of the reading by answering questions about the text in a precise manner, what students know in real-life situations, it is here where the students show what they have learned so far, and what things they need to improve, to convey ideas to the other students, and to the teacher, of course. (Brandon's personal communication).

Rosa talked of her reading activities in terms of following what and how students are attaining the objectives of the reading by checking their comprehension directly and indirectly:

I use skimming and scanning techniques to monitor my students'   comprehension of the reading to see whether they are achieving the objectives or not… to look for other reading techniques to help my students learn how to approach the understanding of the subject we are dealing with. (Rosa's personal communication).

4.3 Conclusions of Results from Question 2 and 3

Question 2 and 3 have offered evidence from faculty members about the practice of teaching reading within the classroom setting. The recurring topics that emerged from the data regarding the aspects of EFL reading practices within the classroom setting consistently illuminated the following patterns: 1) teachers teach reading by emphasizing the comprehension of the text; 2) the teaching of reading is viewed as an activity mainly done for the comprehension of the text as the use of correct grammar structure and tenses, there is no evidence of adequate feedback to help the student learn beyond the classroom or for implementing autonomous learning activities for an EFL interactive reading; 3) the student has to master efficiently the content of what is being read.

Results regarding reading as an observable skill revealed a practice mainly focused on the students' ability to perform adequately the reading skill of the English language. The participants spoke freely about the way they wanted their students to display reading skills through observable activities such as oral visualization, conceptual and organizational

maps, vocabulary learning, mastery of structures and tenses, and techniques such as skimming and scanning presentation, jigsaw activities, and informative and persuasive speech.

Results that emerged about knowledge orientation showed that most of the participants wanted to make sure that the students were able to comprehend the tenets of the given text properly through the understanding of the main and specific ideas communicated by the author. Brandon, for instance, said: "the mastery of grammar and vocabulary are practical activities, and they can show their comprehension of the reading by answering questions about the text in a precise manner, what students know in real-life situations, it is here where the students show what they have learned so far, and what things they need to improve, to convey ideas to the other students, and to the teacher, of course".

Results revealed that some of the participants, although their reports did not contain enough information about how and what actions to take in the stages use in the interactive reading; namely, pre-reading, during-reading, and after-reading they did have some implicit ideas of how to do this; however, the participants of this study need to obtain a more conscious knowledge about the theoretical and philosophical foundation of the interactive reading process applied in the learning of English as a foreign language, which is a part to consider in the design of the instructional materials . The following chapter will contain some reading interactive ideas, which might be applied in the teaching of reading. These ideas are just suggestions for teachers to consider. However, they can use theirs to develop the reading activities within the interactive reading process. In no case, the design of the interactive reading units that follow must be considered as a new study. The purpose of these units is just to suggest how to go about working in the development of this type of interactive reading activities.

Chapter 5

General Aspects of Reading Units

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 three interactive reading units that we present in the subsequent pages. According to Diez (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 elements 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 three interactive reading didactic units, 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, and those principles which hold the theoretical foundations of interactive approaches to second or foreign language reading.

The units below are only a suggestion for teachers to follow. They do not have the same design or patterns because we want to show that the units can be used as a model and can be adapted, modified, or changed as a convenience by the teachers and according to the level they are teaching. Therefore, the criteria for the development of each unit are non-unidirectional.

Interactive Reading Unit One

Interactive Reading Unit One

5.1. General Aspects of Reading Unit One

5.1.1 Unit Objective

The objective 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 read through activities and tasks carried out in the classroom to comprehend critically the text and key vocabulary.

5.1.2 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 alternative family development

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

5.1.3 SWABTs: Students will be able:

To use vocabulary presented in the text to write a short paragraph about American family structures:

• To use the context effectively to infer meaning from the text

• To read for main ideas

• To identify literal information

• To create a personal word bank

5.1.4 Preface to Unit one

Considering the grade of difficulty of the readings and sophisticated vocabulary, this unit is recommended for upper- intermediate learners studying English as foreign language at Nariño University. This unit aims to develop learners' reading skills in 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, students will have an opportunity to give their opinion regarding American family structures, to identify and recall some grammatical categories in short sentences and to use four noun collocations after the verb generate. The development of this reading 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 paramount, too. Learners will also have a word-bank available to consolidate their vocabulary learning plus a self-assessment part for the teacher to receive some feedback. (see 2.6 Interactive Models for Second and Foreign Language Reading: Perspectives on Instruction, p. 12)

5.2 Before Reading Activities

5.2.1 Video clip exercise

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 clips, and did not appear in the video clips.

Words	Appeared in the video clip	Didn't appear in the video clip
Nuclear family		
Extended family		
Single parent		
Caregiver		
Orphanage		
Divorce		
Adopted child		
Married		
Grandparents		
Households		
Biological offspring		
Unwed mother		

5.2.2. True or False Statements

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. T / F

b) An extended family is only composed of children and grandparents. T / F

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

d) An orphanage is a place where children whose parents have died can live and be careful of. T / F

e) A caregiver is an individual such a parent, foster parent, or head of a household who attends the needs of a child or dependent adult. T / T

5.2.3 READING: American Family Structures

1. 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.

2. *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.*

3. *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.*

4. *Single parent. Single-parent homes in America are starting to become more common today. 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.*

5. *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.*

5.3 During Reading Activities

5.3.1 Text mapping: Identifying Main Ideas

The purpose of this activity is to get the students to identify the main idea of each paragraph. Remember that 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 and choose the best answer by supporting 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) Divorce and teenage pregnancies have made traditional family change c) The family 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 considered the traditional family	
Paragraph 4 a) A single-parent family consists of a parent who cares for one more child b) single-parent households have 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.	

5.3.2. Scanning: Reading for Details

Complete 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. T / F

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

   a)_____

   b)_____

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

   c)_____

5. Read each sentence. Then answer the question.

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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):

_____

_____

5.3.3. 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. 1.The American family structure is created under the principles of traditional family. Two married individuals who care for their children

_____

_____

_____

2. 2.The emergence 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

_____

_____

_____

5.3.4 Making inferences

Texts usually convey specific information, and information that is implied, i.e. not directly stated. Circle all the answers that you think are correct. Be prepared to explain your choice.

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 ones that contributed to the emergence 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.*

5.3.5 Understanding Meaning Through Words

1. Select the definition that best fits the meaning of the word in bold in the sentence. Use the American Family Structure reading to assure your selection.

1) They provide care and stability for their biological offspring.

a) *Children*

b) *Boys*

c) *Girls*

2) The two- parent nuclear family has become less prevalent

a) *Widespread*

b) *Large*

c) *Important*

2. 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*

3. In paragraph 2, line 5 and 6 appears the phrase "generating new controversy and concern for American families". 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.*

Sentence: The feminist movement and the stay-at- home dad generated controversy and concern for the American family.

_____

_____

_____

5.3.6 Vocabulary Building (Collocation: definition for students to remember)

The verb generate appears in paragraph 2, line 5, followed by the nouns controversy and concern. "A grammatical collocation is a phrase consisting of a dominant word (noun, adjective, verb) and a preposition or grammatical structure such as an infinitive or clause" (Benson, 2009, p. xix). For example: account for and accuse of. The verb generate is closest in meaning to cause or to create and it also forms frequent collocations with the following nouns:

	revenue
generate	reactions
	compassion for
	Debate about

Use a dictionary and write a sentence for each of the noun collocations of the verb generate given in the table above. Make sure that your sentences are grammatically correct and use the collocation in the right context.

1. _____

2. _____

3. _____

4. _____

5.4 After Reading Activities

5.4.1 Giving personal opinions (collaborative task)

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

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

5.4.2 Discussion Web

Dear students, the purpose of the discussion web is to debate or get discussion about a controversial topic. In this opportunity the class will be divided into two groups (pro and con). Each group will give three reasons why they agree or disagree with the statement given below.

Is it ethical for people to criticize family structures different from the traditional ones?

Pros

1.

2.

3.

Cons

1.

2.

3.

47
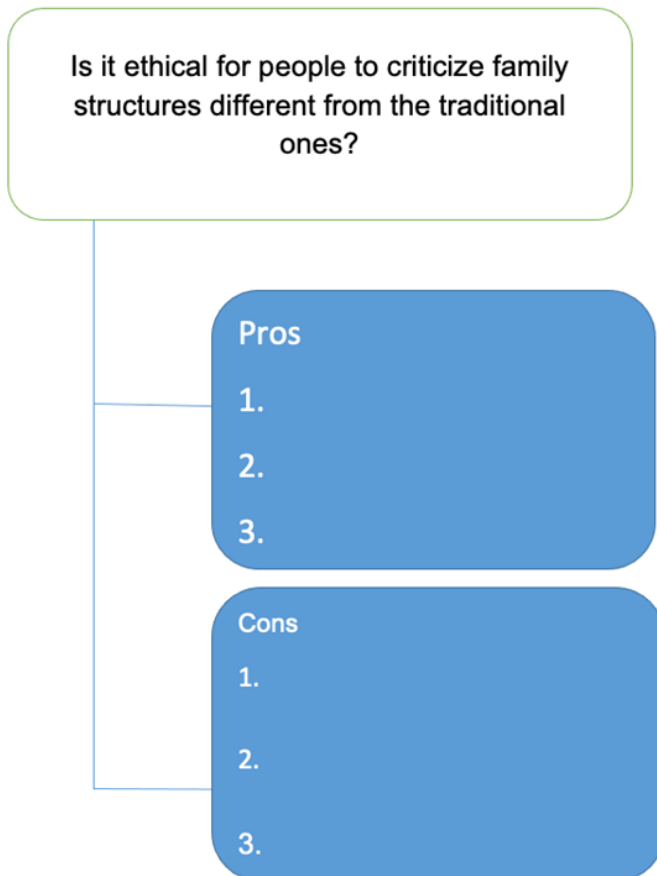
5.5 Word Bank

Consolidating vocabulary

Stay-at-home dads.

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

Unwed partners

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.

Orphanage

It is a place where children can live and be cared for when their parents have died. A home for orphans

Caregiver

Someone who takes care of a child or sick person

Household

- 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.

5.6 Self-Assessment

1. One of the things I did best when reading this article was

   _____

   _____

2. I believe I did this well because

   _____

   _____

3. What I learned from the reading: American Family Structure is:

   _____

   _____

4. What I want to 4. learn more about this topic is:

   _____

   _____

5.7 Answer Key

Lesson One

Page 3- Identifying main ideas

Paragraph 2 (a); paragraph 3 (b); paragraph 4 (a); paragraph 5 (a)

Page 4- Scanning

1. Prevalent; 2. F; 3 The feminist movement and the stay-at- home dad; 4; Nuclear family; 5. (b)

Page 8- Literal comprehension

1. T; 2. T; 3 T

Page 8- Understanding meaning through words

a) a; b) a: c) a

Page 9 – Making inferences

1.3.4

Page 11 – Word forms

(a) Weak, (b) weakness, (c) weakens, (d) weakly

Interactive Reading Unit Two

Interactive Reading Unit Two

5.8 General Aspects of Reading Unit 2

5.8.1 Background Information

Target learner population: Colombian learners of English as a Foreign Language

Level of proficiency: Upper- intermediate level

Students' L1: Spanish

Type of English Course: General English

Overall topic of the unit: Benefits of exercise

Subtopics: Benefits of exercising your body and your brain

As in the first unit, this section is also recommended for high intermediate learners studying English as foreign language at Nariño University. The unit aims to develop learners' reading skills in understanding of main ideas, scanning for specific details, inferencing what is not explicit expressed in the text and comprehending literal messages contained in it. The development of this reading 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' skills on literal comprehension and inferential questions as well, without overlooking the after reading activities which aim to involve the readers in speaking or writing language tasks found in the text, but without the text. In this way, the students can think critically and express opinions about ideas, concepts, and characters in the text; debate about some issues raised by the text and predict about the ending of the reading.

5.8.2 Purpose of Before-Reading Stage

- *To activate background knowledge.*
- *To stir students' interest.*
- *To motivate students to read.*

5.8.2.1 Task 1: Thinking ahead (activate Leaners' background knowledge through pictures)

5.8.2.2 Task 2: Making predictions (predict what they will find in the text)

5.8.2.3 Task 3: Vocabulary preparation (provide leaners the key vocabulary from the text)

5.5.3 Purpose of During- Reading Stage

- *To understand the text through the following task*

5.8.3.1 Task A: Confirming predictions

5.8.3.2 Task B: Reading for detail (Find the answer in the text)

5. **8.3.3 Task C:** Working on Main Ideas (Multiple choice-items)

5.8.3.4 Task D: Paraphrasing

5.8.3.5 Task E: Making inferences

5.9 Purpose of After- Reading Stage

- *Use what students have learned through the previous stages in a productive way by presenting their arguments orally and in a written way.*

5.9.1 Task 1: Group work (discussion web- arguments for body/ for brain)

5.9.2 Task 2: Individual work (writing about rejuvenating your body or your brain)

5.10 Reading Objectives:

This unit aims to:

- *Develop learners' prediction skills, sampling, confirming, scanning, skimming, paraphrasing, making inferences as well as reading for details.*
- *Expand learner' knowledge of vocabulary related to benefits of exercising their body and mind.*
- *Encourage learners to present their arguments about the benefits of exercising their body as well as taking their position regarding either in support of rejuvenating the body or the brain.*

5.11 Before Reading Activities

5.11.1 Task 1: Thinking Ahead

A. Look at the pictures, and then answer the questions.

1.In your opinion, which of the following activities are beneficial for exercising the brain? *Check all possible.*

A. _____   B. _____   C. _____

D. _____   E. _____

A. _____   B. _____   c. _____

D. _____   E. _____

B. Which of the above activities do you do to exercise your brain? Include others if relevant.

a.   _____

b.   _____

c.   _____

d.   _____

e.   _____

5.11.2 Task 2: Making Inferences

Today, you will read an article about the benefits of exercising your brain. Which of the following ideas are likely or unlikely to appear in the article? Check all relevant.

Likely	Unlikely	
		Your brain keeps healthy if you exercise it.
		Stress can affect your brain.
		One way to exercise your brain is to keep it active.
		You should not strive to learn more as you get older.
		As you exercise your brain, your processing speed will improve as well

5.11.3 Task 3: Vocabulary Preparation

The following words are from the text "Benefits of exercising your brain." Draw a Line from the key words on the left to the correct definition on the right. Then compare your answers with a partner.

Key words

rejuvenate (v)	stimulating
sharp (adj)	to make young again
multitask (v)	promise
hurdle (n)	difficulty
flick (v)	to work at several different activities simultaneously
intriguing (adj)	able to reason and understand
commitment (n)	to touch with the hand in a quick movement

Let us read

READING: Benefits of Exercising Your Brain

1

1. *You may have heard plenty about how you should exercise*
2. *your brain. There are many benefits of doing so you need to*
3. *be aware of. When you have all the facts you will likely be*
4. *more motivated to take part in such activities. Firstly*
5. *exercising your brain keeps it healthy. This is one of the best*
6. *ways to rejuvenate your brain and to help stimulate it at the same time.*

2

7. *Stress is a huge problem for many people, and it affects the brain in many negative ways.*
8. *While we cannot get rid of all the stress in our lives, most of us can use exercising our brain to*
9. *reduce a great deal of it. As a person gets older it is natural for their cognitive abilities to*
10. *decrease. This is not something that any of us want to admit but it is true.*

3

11. *However, you can help to keep your mind sharp by keeping it active. Experts have proven*
12. *the brain can continue learning and changing no matter how old you happen to*
13. *be. That means it does not matter what you have been doing up to right now -- you have the*
14. *power to make your brain activity better than ever.*

4

15. *Do you sometimes find it hard to pay attention to what is going on around you? Perhaps you*

16. *read a chapter in a book but at the end of it you do not remember many of the details about it*

17. *at all? This is because your brain is having a hard time focusing on what you are doing.*

18. *People that multitask all the time find that when they do want to concentrate on one thing it*

19. *is almost impossible. They have programmed their brain to take on many things at one time.*

5

20. *By engaging in various types of exercise for the brain though you will be able to focus your*

21. *attention on it. This is a valuable skill that you will be able to use for many aspects of your*

22. *life as well. It can be hard at first so do not give in to frustration. Simple remind yourself of*

23. *what you are going to accomplish once you pass these hurdles.*

6

24. *As you work on exercising your brain, you will notice that your processing speed improves*

25. *as well. It will not take you as long as it once did to complete certain tasks. You will find you*

26. *understand materials you read the first time, so you do not have to read them again. Things that*

27. *you struggled with in the past may seem as if someone flicked a light switch because now*

28. *you can see it all very clearly.*

7

29. *It is important to exercise your brain so you can keep all these benefits. You do not want to*

30. *lose the skills you already have so keep them sharp. Strive to learn more as you get older*

31. *because there is plenty out there in this world for you to understand. If there are many things*

32. *you wish to explore, make a list of them. Find ways to learn them as you exercise your brain*

33. *so, you will get twice the benefit from your efforts.*

8

34. *In no time at all you are going to notice some significant changes in your thought process.*

35. *You are going to remember more, process information faster, and be able to focus your*

36. *attention where it should be. All these benefits are going to make your life more enjoyable*

37. *regardless of what you take part in.*

9

38. *Now that you are aware of the many great benefits of exercising your brain, I hope you will*

39. *find some activities to take part in. You can do many of them alone at home or you can play*

40. *games on-line. There are many that you can do with someone else too. The key is to find*

41. *plenty of brain exercises that you find intriguing. Then make a commitment to do them*

42. *often.*

5.12 During Reading Activities

5.12.1 Confirming Prediction

A. Read the psychology article "Benefits of exercising your brain". The following exercise is from your prediction activity. Mark the "Likely" and "Unlikely" column that you had predicted. Then, check if you were correct or wrong in your predictions.

Likely	Unlikely		Correct	Wrong
———	———	Your brain keeps healthy if you exercise it.	———	———
———	———	Stress can affect your brain.	———	———
———	———	One way to exercise your brain is to keep it active.	———	———
———	———	You should not strive to learn more as you get older.	———	———
———	———	As you exercise your brain, your processing speed will improve as well.	———	———

5.12.2 Understanding the Text

B. Read the questions. Find the answers in the reading.

1. How does stress affect the brain?

_____

_____

2. What have experts proven in relation to the brain?

_____

_____

3. How have people programmed their brain?

_____

_____

4. As you exercise your brain, what will you notice?

_____

_____

C. Are these statements true or false? Write T (true) or F (false).

• 	Write down a phrase from the reading that supports you answer

1. Stress can be reduced by keeping your brain busy with different tasks

_____

_____

2. Age is not an obstacle to continue learning

_____

_____

3. Cognitive abilities do not decline over time

_____

_____

4. As you exercise your brain, you will get the gist of the materials you read faster.

_____

_____

5. It is better to engage in one activity than in several activities.

_____

_____

D. Circle the letter of the best answer, and support your response by giving specific clues from the text

1.   How can you keep your mind sharp?

     a.)   *By striving to continue to learn*

     b.)   *By worrying about stress*

     c.)   *By doing boring activities*

     d.)   *By focusing on one task at a time*

Clue(s)

_____

_____

2. Which are some of the activities you can do to exercise your brain? Circle all relevant answer(s)

     a.)   *Make a list of things to explore*

     b.)   *Engage in diverse types of exercise for the brain*

     c.)   *Find intriguing exercise to do*

     d.)   *Get rid of all the stress you have in your life*

Clue(s)

_____

_____

3. What are some of the problems you could have if you do not exercise your brain? Circle all relevant answer(s).

     a.)   *Easy to process information faster*

     b.)   *Engage in diverse types of exercise for the brain*

     c.)   *Find intriguing exercise to do*

     d.)   *Get rid of all the stress you have in your life*

Clue(s)

_____

_____

5.12.3 Working on Main Ideas

Match the paragraphs with the main ideas from the text. The answer for paragraph 1 has been provided for you.

___Paragraph 1

___Paragraph 2

___Paragraph 3

___Paragraph 4

___Paragraph 5

___Paragraph 6

___Paragraph 7

___Paragraph 8

___Paragraph 9

a.) It is hard for the brain to focus on one task at a time.

b.) The brain works better if it is engaged in multiple tasks.

c.) There are many benefits of exercising your brain.

d.) As you exercise your brain, your processing speed will improve.

e.) Stress can be reduced by exercising your brain.

f.) The brain has the ability to continue learning no matter age.

g.) After you are aware of the benefits of exercising your brain try to find some activities to take part in it.

h.) You should involve in different activities to keep your brain sharp

I.) As you exercise your brain, you will see significant changes in your thought process.

5.12.4 Paraphrasing

The sentences on the left come directly from the text "Benefits of exercising your brain. Find the correct paraphrase for each sentence.

___ 1. Your brain is having
a hard time focusing on what
you are doing.

___ 2. There is plenty out there
in this world for you to understand.

___ 3. You are going to notice
some significant changes in
your thought process.

A. You will observe a tremendous improvement in your thinking ability.

B. There are so many things you can do to keep your mind busy.

c. Your capacity to think will improve a great deal.

D.Your mind has some problems to concentrate on a task you are developing.

E. There are so many activities you can take part in to continue learning.

5.12.5 Making inferences

A. Does your brain have the capacity to rejuvenate over time?

_____

_____

_____

B. Can brain exercises help you forget about problems?

_____

_____

_____

C. What would be the best way to do brain exercises in isolation or in companionship?

_____

_____

_____

5.13 After Reading Activities

5.13.1 Task 1: Discussion Web

Read the question below. Then, take a position (either in support of the body or in support of the brain). Provide your arguments in the respective column. Then, be ready to debate your position with your c1assmates.
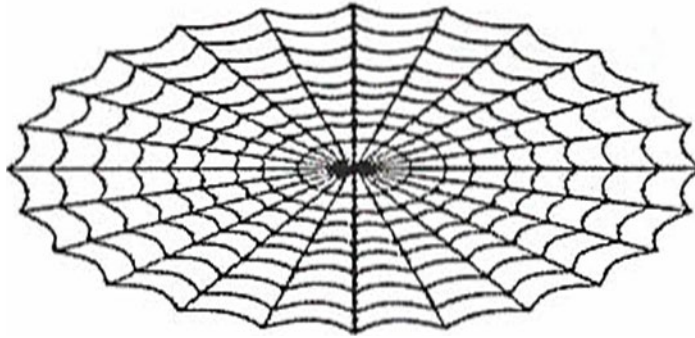
Arguments for body

⊞

If **you had to choose between rejuvenating your body or your brain, which one would you choose?**

Arguments for brain

_____

_____

_____

_____

_____

_____

_____

60

5.13.2 Task 2: Argumenting: Individual Writing Exercise

Write an eight sentences paragraph in which you give your arguments about one of the topics:

- *Rejuvenating your body*

- *Rejuvenating your brain.*

_____
_____
_____
_____
_____
_____
_____
_____
_____

5.14 Self-Assessment

One of the things I did best when I read the reading titled: Benefits of exercising your brain was:

_____
_____
_____
_____

I believe I did this well because

_____
_____
_____
_____

What I learned from the reading: Benefits of exercising your brain is:

_____
_____
_____
_____

What I want to learn more about this topic is:

_____
_____
_____

5.15 Answer Key

Before reading

Task 1:

A. A/B/D/E

B. Answers will vary

Task 2:

Likely: *your brain keeps healthy if you exercise it/stress can affect your brain./ One way to exercise your brain is to keep it active./ As you exercise your brain, your processing speed will improve as well.*

Unlikely: *You should not strive to learn more as you get older.*

Task 3:

Rejuvenate (v) to make you young again

Sharp (adj) able to reason and understand

Multitask (v) to work at several different activities simultaneously

Hurdle: (n) difficult

Flick (v) to touch with the finger or hand in a quick movement

Intriguing (adj) stimulating

Commitment (n) promise

During reading

A. Answers will vary

B.

1. in many negative ways

2. The brain can continue learning and changing no matter how old you happen to be

3. They have programmed their brain to take on many things at one time.

4. Your processing speed improves as well.

c.

1. T while we cannot get rid of all stress in our lives, most of us can use exercising our brain to reduce a great deal of it (paragraph 2)

2. T The brain can continue learning and changing no matter how old you happen to be. (Paragraph 3)

3. F As person get older it is natural for their cognitive abilities to decrease. (Paragraph 2)

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4. T You will find your understand materials you read the first time, so you do not have to read them again. (Paragraph 6)

5. F By engaging in various types of exercise for the brain though you will be able to focus your attention on it. (Paragraph 5)

D.

1. A Strive to learn more as you get older. (Paragraph 7)

2. A/B/C

If there are many things you wish to explore, make a list of them. (Paragraph 7)

By engaging in various types of exercise for the brain though you will be able to focus

your attention on it. (Paragraph 5)

3. B/C

Do you sometimes find it hard to pay attention to what is going around you? (Paragraph 4)

Perhaps you read a chapter in a book but at the end of it you don't remember many of the details about it at all? (Paragraph 4)

E.

C/E/F/A/B/D/H/I/G

F. Paraphrasing: D.1 E, 2 A.3

G Answers will vary

After Reading

Task 1 Answers will vary

Task 2 Answers will vary

Interactive Reading Unit Three

Interactive Reading Unit three

Development of Reading Unit Three

5.16 Background Information

- *Target Population: Undergraduate students learning English as a foreign language at Nariño University*
- *Educational Level: fifth to sixth semesters*
- *Level of Proficiency: Upper-intermediate*
- *Location: Pasto- Nariño- Colombia*
- *Name of the Unit: A violinist in the Washington Metro Station*
- *Form of evaluation: Students will be evaluated on a rubric criterion (see appendix 2)*

5.17 Before Reading activities

5.18 Objective of the Before-Reading Stage

Objectives of the Before-Reading Activity

The objectives of the pre-reading activities of this unit are to activate background knowledge, to stir students' interest and to motivate students to read, which consist of two different tasks to achieve outcomes in the following forms: Task 1: Making predictions (students predict what they will find in the text), and Task 2: Vocabulary preparation which provide learners with the key vocabulary from the text to get ready for the coming activities. The timing for this activity will be 4 minutes.

5.18.1 Task 1: Making Predictions (1 minute)

Today, you will read a story about a man who played his violin in a metro station on a cold January morning. Who was this man and why was he playing at that early hour? Which of the following predictions was likely or unlikely?

Likely_____   Unlikely_____   A practicing student who wanted to see people's reactions.

Likely_____   Unlikely_____   A homeless man who hoped to collect some money.

Likely_____   Unlikely_____   A recently unemployed banker soliciting public support.

Likely_____   Unlikely_____   A famous musician offering a free concert.

Likely_____   Unlikely_____   An amateur who needed public attention

Likely_____   Unlikely_____   Many of the passers-by stopped to listen and applauded the man.

5.18.2 Task 2: Vocabulary Preparation (3 minutes)

The following words are from the text "A Violinist in the Washington Metro Station." Draw a line from the key word on the left to the correct definition on the right. Then compare your answers with a partner.

Key words

Till (n)	to bring along
Applaud (v)	not proper or suitable
Lean against (v)	to enjoy or understand the beauty of something or someone
Tag (v)	rest on for support
Intricate (adj)	show approval of a person or action; praise
Incognito(adj)	a place to put money, a box
Appreciate (v)	with one' identity disguised or concealed
Inappropriate (adj)	contains a lot of small details

5.19 Reading: A Violinist in the Washington Metro Station (8 minutes)

It was a cold January morning. A man sat at a metro station in Washington DC and started to play the violin. He played six Bach pieces for about 45 minutes. During that time, since it was rush hour, a thousand people went through the station on their way to work.

Three minutes went by and a middle-aged man noticed there was a musician playing. He slowed his pace and stopped for a few seconds and then hurried up to meet his schedule. A minute later, the violinist received his first dollar tip: a woman threw the money in the till and without stopping continued to walk. A few minutes later, someone leaned against the wall to listen to him, but the man looked at his watch and started to walk again. Clearly, he was late for work.

The one who paid the most attention was a 3-year-old boy. His mother tagged him along, but the kid stopped to look at the violinist. Finally, the mother pushed hard, and the child continued to walk turning his head all the time. This action was repeated by several other children. All the parents, without exception forced them to move on. In the 45 minutes the musician played, only 6 people stopped and stayed for a while. About 20 gave him money but continued to walk their normal pace. He collected $32. When he finished playing and silence took over, no one noticed it. No one applauded, nor was there any recognition.

This is a real story. No one knew this but the violinist was Joshua Bell, one of the best musicians in the world. He played one of the most intricate pieces ever written, with his 1713 Stradivarius violin worth 3.5 million dollars. Two days before his playing in the subway, all tickets for Joshua Bell's concert at a theatre in Boston were sold out at an average price of 100 dollars.

Joshua Bell playing incognito in the metro station was organized by the Washington Post as part of a social experiment about perception, taste, and priorities of people. The questions of interest were: In a commonplace environment at an inappropriate hour, and an unexpected context, do we recognize true talent? Do we recognize and appreciate beauty?

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Now you know the answer. One of the possible conclusions from this experiment could be: If we do not have a moment to stop and listen to one of the best musicians in the world playing the best music ever written, how many other things are we missing?

(Adapted from: the longer version of the article with a video. You can see the video in the following link (https://www.youtube.com/watch?v=LZeSZFYCNRw) (see references) and Joshua Bell's reaction about the experiment in this one.

(https://www.youtube.com/watch?v=BJhZ0J3bIYc) (see references)

5.20 During Reading Activities

5.21 Objective of the -Reading Stage

Objectives of the During-Reading Activity

The objectives of the during- reading activities of this unit are to help student to comprehend the text, and to construct key vocabulary through the utilization of tasks that activate both top-down and bottom-up processes in the readers' brains. To get these outcomes, which are the understanding of the text, the following tasks are going to be employed: reading for the main idea (skimming or sampling), reading for specific information (scanning), semantic mapping of ideas, concepts and word meanings; literal comprehension tasks, inferencing tasks; and language building tasks (vocabulary. grammar, discourse competence). The timing for this activity will be 21 minutes.

5.22 Understanding the Text

5.22.1 Task 1: Finding the Answers in the Reading (2 minutes)

- *Read the following questions and find the answers in the reading*

1. Who is Joshua Bell? In which city was he playing?

_____

2. Why did he play in the Metro Station?

_____

3. Who is the composer of the music he is playing

_____

5.22.2 Task 2: True or False (2 minutes).

Write T (true) or F (false). Write down a phrase from the reading that supports your answer. If the reading does not give the answer, write It doesn't say.

_____   *1. Few people went through the station.*

_____   *2. No one applauded when he finished playing.*

_____   *3. An adult paid the most attention on the violinist's performance*

_____   *4. He collected a great amount of money.*

_____   *5. This is a fictional story made up by a Creative author.*

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5.22.3 Task 3: Circling and Giving Clues from the Text

Circle the letter of the best answer and support your responses by giving specific clues from the text. (8 minutes)

1. What did most people do when they heard his performance?

    a) Most of them stopped and stayed for a while.

    b) Most of them gave him some money without stopping.

    c) Most of them walked their normal pace without noticing him.

    d) Most of them recognized him and stopped to listen.

Clue: _____

_____

2. According to the reading, who is this violinist?

    a) a famous musician

    b) a Street artist

    c) a schoolteacher

    d) an extraordinary pianist

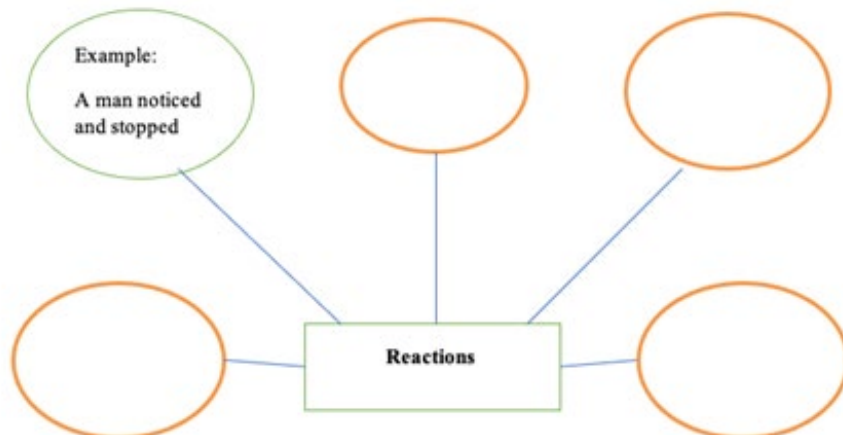Clue: _____

_____

3. How is the text organized? Circle all relevant answer(s).

    a) time order

    b) description

    d) cause / effect

    d) comparison/ contrast

Clue: _____

_____

5.22.4 Task 4: Writing about Different Reactions

According to the text, write the different reactions of the people when they hear/see the musician. An example has been done for you. (2 minutes)

5.22.5 Task 5: Paraphrasing

"Joshua Bell playing incognito in the metro station was organized by the Washington Post."

Paraphrase:

_____

_____

_____

5.22.6 Task 6: Working on Main Ideas (2 minutes)

1. What is the main idea of the first paragraph?

   a. Thousands of people are in the metro station in Washington D.C in the morning.

   b. Metro stations are busy in Washington D.C.

   c. A violinist played Bach pieces for 45 minutes during rush hour.

2. What is the main idea of the second paragraph?

   a. The musician was playing for money.

   b. Most people walked past the music quickly ignoring it.

   c. People in Washington D.C. are always in a rush at the metro station.

3. What is the main idea of the third paragraph?

   a. The musician collected $32 during the 45 minutes of playing.

   b. There was not much recognition of the music except for by the children.

   c. Many parents did not allow the children to stop.

4. What is the main idea of the fourth paragraph?

   a. Nobody realized the musician was famous even though he was playing very intricate pieces.

   b. The violin he was playing is worth 3.5 million dollars.

   c. Joshua Bell likes playing his violin in the subway.

5. What is the main idea of the fifth paragraph?

   a. The Washington Post likes conducting experiments.

   b. Joshua Bell does not like to be recognized.

   c. The experiment tested people to recognize true talent and to appreciate beauty.

6. What is the main idea of the sixth paragraph?

   a. We do not have time to stop and appreciate the best music in a metro station.

   b. If people cannot take a moment to appreciate the best music ever written, there may be many other things that are being ignored.

   c. The people in the metro station ignored the musician because they did not want to give him money.

5.22.7 Task 7: Making Inferences (4 minutes)

1. If the people had known the violinist was Joshua Bell, would they have stopped and listened to his playing? Give a reason!

_____

_____

2. Do you think that those people who did not stop and listen were the people that did not recognize and appreciate true beauty? Why?

_____

_____

3. Why do you think; children paid the most attention to the violinist?

_____

_____

4. Why did people give the violinist a dollar tip without stopping to listen to him?

_____

_____

5. If you were Joshua Bell, what title would you give to this story?

_____

_____

5.23 After Reading Activities

Objectives of the After-Reading activity

5.24 Objective of the After-Reading Stage

The objectives of this stage of the reading are to be able to take a stance in front of class. To get these outcomes the following tasks are going to be used by the students: critical thinking and expressing opinions about the experiment or the reactions of passers-by, debating about other critical issues raised by the text and discussion webs. The timing for this activity will be 17 minutes.

5.23.1 Task 1: Open-Class Discussion (12 minutes)

1. *You have just read a story about someone famous. He played a violin in the middle of a train station. People looked as if he were performing for donations.*

2. *Would you give money to him or pass him by? Why? Is it ethical for people to disguise who they are for an experiment? Discuss 3 pros and 3 cons.*

5.23.2 Task 2: Retelling the Story (Individual Work) (5 minutes)

Let us pretend you are Joshua Bell, and you were asked to participate in a social experiment. Try to retell the story from his perspective. Be ready to share your story with the class. You can begin the story as follows:

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Example:

I am a famous musician and I was asked to participate in a social experiment. I was surprised that people did not recognize me and they...

_____

_____

_____

_____

_____

_____

5.25 Answer Key

During Reading

Understanding the text

A.

1. *A famous musician/ Washington DC*

2. *Part of a social experiment*

3. *Bach (Background knowledge information: Johann Sebastian Bach was better known as a virtuoso organist than as a composer in his day. He was taught to play the violin by his father. Because of his excellent singing voice, Bach attained a position at the Michaelis monastery at Luneberg in 1700. His voice changed a short while later, but he stayed on as an instrumentalist).*

4. *If we do not have a moment to stop and listen to one of the best musicians in the world playing the best music ever written, how many other things are we missing?*

B.

1. *F   a thousand people went through the station on their way to work.*

2. *T   No one applauded, nor was there any recognition.*

3. *F   The one who paid the most attention was a 3-year-old boy.*

4. *F   He collected $32.*

5. *It does not say.*

6. *F   This is a real story.*

C.

1. *C Clue:*

2. *A Clue:*

3. *A and B Clue: 1. Time order—A few minutes later, someone leaned against the wall to listen to him... 2. Description—it was a cold January morning*

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D.

b / e / f / a / c / d

E.

— A man noticed and stopped.

—A woman threw the money without stopping.

—A man leaned against the wall to listen to.

—A boy stopped to look at him.

—Parents forced children to move on.

F. The Washington Post planned a social experiment in which Joshua Bell played in the metro station acting as a normal musician.

G. Working on Main Ideas

1. c   2. b   3. b   4. a   5. c   6. b

H. Making Inferences

From A to F (Answers will vary.)

5.26 Rubric:

Micro skills

	Excellent (5)	Very good (4)	Good (3)	Unacceptable (1,2)
Lexical units recognized				
Words forms used				
Use of syntactical structures				

Macro skills

	Excellent (5)	Very good (4)	Good (3)	Unacceptable (1,2)
Comprehension of the whole text				
Main ideas identified				
Literal comprehension				
Inferencing				
Reading for specific ideas				
Critical thinking and argumentation				

Scoring Scale:

28-30 = 5; 25- 27 = 4; 20-24= 3; 17-19 = 2, 5; below 17 = 2 (or 1 lower than 14)

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SOBRE LOS AUTORES

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AN INTERACTIVE APPROACH TO READING: A QUALITATIVE STUDY AMONG ENGLISH INSTRUCTORS IN COLOMBIAN UNIVERSITY CONTEXTS: THREE UNITS DESIGN

El propósito de este estudio fue doble: en primer lugar, comprender cómo los instructores de inglés describen sus percepciones sobre la aplicación y el desarrollo de un enfoque interactivo para la lectura en el aula de inglés como lengua extranjera. En segundo lugar, diseñar tres unidades de lectura interactivas para estudiantes de nivel intermedio alto que estudian inglés como lengua extranjera.

Según Carrel, Devine y Eskey (1996) la lectura se entiende mejor como la interacción que ocurre entre el lector y el texto, y el proceso interpretativo. Teniendo en cuenta este postulado, examinamos las actividades empleadas por los profesores en la enseñanza de la lectura como lengua extranjera y las que se presentan en los textos utilizados en el Departamento de Lingüística e idiomas con respecto a la lectura, y los fundamentos filosóficos considerados en la selección de estos textos. Saber acerca de las creencias y prácticas que los profesores de inglés como lengua extranjera utiliza en el desarrollo de habilidades de lectura nos fueron útiles para descubrir y comprender las formas en que los participantes de este estudio conciben la naturaleza misma del proceso de lectura dentro de sus prácticas pedagógicas en la enseñanza del inglés como lengua extranjera. La muestra de este estudio incluyo profesores con vasta experiencia docente en la enseñanza de la lectura como lengua extranjera, por consiguiente, este estudio se encuentra enmarcado dentro el enfoque fenomenológico, del método cualitativo. Por la misma naturaleza y metodología del estudio, el propósito de este era entender una situación de investigación específica dentro de los límites de ambos programas en el Departamento de Lingüística e Idiomas de la institución donde se realizó el estudio. Es vital aclara el alcance del verbo entender en este tipo de estudios fenomenológicos. Según Wiggins y McTighe (2005), cuando nosotros realmente entendemos podemos explicar, interpretar, aplicar, hacer uso del pensamiento crítico, y demostrar consciencia metacognitiva; en nuestro caso en particular de estudio, de la naturaleza de los procesos de aprendizaje.

La siguiente pregunta de investigación guiaron este estudio: ¿Cómo los profesores de inglés describen sus experiencias de enseñanza utilizando enfoques interactivos para el desarrollo de la lectura tanto en el programa de pregrado de inglés-francés como en el programa de inglés-español?

Sub-preguntas:

¿Cómo perciben los maestros de inglés el uso del enfoque interactivo de lectura como un medio para ayudar a los estudiantes a convertirse en mejores lectores?

¿Qué tipos de estrategias dentro del enfoque interactivo de lectura enseñan los maestros de inglés como lengua extranjera a sus estudiantes para que ellos se conviertan en mejores lectores?