

Running head: **The Interactive Approach to English Reading for Helping...**

**The Interactive Approach to English Reading for Helping Students Get a Satisfactory
Score in Pruebas Saber 11**

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Ingrid Mabelyn López Jaramillo

Submitted to the School of Human Sciences

Fulfillment of the Requirements for the Degree of B.A.

English and French program

Linguistic and Languages Department

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January, 2021

**The Interactive Approach to English Reading for Helping Students Get a Satisfactory
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Advisor

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Las ideas y conclusiones aportadas en este Proyecto de Trabajo de Grado son responsabilidad exclusiva de los autores.

Artículo 1ro del Acuerdo No. 324 de octubre 11 de 1966 emanado del Honorable Consejo Directivo de la Universidad de Nariño.

Nota de aceptación:

Mario Guerrero Rodríguez

Asesor.

Jurado.

Jurado.

Resumen

El presente trabajo tiene como propósito desarrollar la habilidad en comprensión de la lectura en inglés por medio de nuevas técnicas que les permitirá a los estudiantes del grado 11 de una institución pública de Sandoná alcanzar un mejor puntaje en las Pruebas Saber 11. Además, con esta nueva forma de enseñanza de la lectura en un idioma extranjero se contribuye al conocimiento de la parte gramatical y a mejorar el habla del idioma. Es así como este trabajo puntúa en el planteamiento de la lectura interactiva que contiene inmersas las principales técnicas de comprensión, las cuales son parte esencial del aprendizaje. Actualmente, el sistema educativo del país se ha centrado en la obtención de mejores resultados en las Pruebas Saber 11, y que como docentes de Inglés, es una responsabilidad enorme mejorar y mantener el nivel de los estudiantes, pues como es sabido, la prueba en la mayoría de los estudiantes no supera el nivel A2; por lo tanto, se nota la carencia del aprendizaje en lectura y que al enfocarse en otro tipo de ejercicios, no se le ha dado la importancia debida, la cual es la base de todo.

Palabras Clave: Lectura, *Interactiva*, *Lengua extranjera*, *Planteamiento*, *Técnicas*.

Abstract

This project wants to develop the reading comprehension ability in a foreign language by using new techniques which let eleventh graders of a public institution in Sandoná to obtain a better result in Pruebas Saber 11. Also, the grammatical and speaking parts will be achieved in a successful way taking into consideration this new techniques. Thus, this project focuses on this Interactive Reading Approach and its main comprehension techniques which help to increase the foreign language knowledge. Nowadays, the Educative system in Colombia has pointed in gaining better results in Pruebas Saber 11, and as English teachers, it has the huge responsibility to keep and to overcome the students' level, since the most of them do not reach more than A2; therefore, the lack in reading knowledge is not seen as relevant as the other abilities in a foreign language are.

Key Words: Reading, Interactive, Foreign Language, Approach, Techniques.

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**How Do EFL Students Perceive the Use of Interactive Approach to English Reading to
Get a Good Score in English Section in Pruebas Saber 11 at Institución Educativa Nuestra
Señora de Fátima?**

Introduction

English has become in the most important languages over the world, so many schools, academies, and universities have implemented it as the official language to be taught. A language is composed by 4 important parts to comprehend it and produce it, so these parts are relevant to the language learning process which allow to communicate and to understand something. Also, these are called skills or abilities in language learning, and they are: Listening, speaking, reading and writing. These four skills of language have a big purpose, to learn completely a language.

First of all, it is necessary to define these four skills without taking into account the order of learning; however, most people know, by experience, that a mother language learning is given by listening at first, then by speaking, and finally by reading and writing. Knowing this, firstly, *listening* is the ability to concentrate the ears and brain to comprehend a message from another place, it is a passive part of language learning. Secondly, *speaking* is an active part where people produce words, phrases or sentences by sound using the brain and the vocal tract to form correct expressions of language. Thirdly, *reading* is a receptive ability which allows that the eyes and brain understand something by a written message, it is same to an oral production such as an artificial language. And finally, *Writing* is a productive ability and it allows to create a message by using symbols which are created by hands and brain. It is considered as an artificial language, too.

To begin, it is relevant to take into account diverse research works and articles around the world, in this country and in the Nariño Department. The papers found talk about different ways to take reading in order to let people learn a foreign language in this case: English. According to these, this

research project does not have the same purpose, for it wants to help students or learners to develop certain abilities to be successful in the language reading in Pruebas Saber 11 which are implemented in Colombia at the end of the High-School, therefore the projects found have some similarities when it concerns reading, and each one of them has their own reason, so they include their own characteristics; thus, the main purpose of this work is quite different from theirs; in addition, this research project is required to enhance the reading abilities to obtain good scores in the mentioned exam.

Reading is the third skill of our native language learning. It is a passive or receptive skill as we use our eyes to look at written symbols which have a meaning together and we use our brains to comprehend those symbols (letters, punctuation signals and spaces) as whole to receive the message. Nonetheless, reading is also a productive skill since we are required to speak in our head or aloud. Reading is not a need to speak a language; however, it helps the language learner feed the vocabulary which will improve speaking and writing skills.

According to this, reading has a way to help people understand it by interactive reading. This relevant way of reading allows people to do two things at the same time: think and read; thus, people can construct meanings through the interaction in the text, their experience, and the knowledge they use when they read. Consequently, teachers will teach how to analyze a text by reading and giving the meaning out loud letting students repeat the model teachers gave in a class.

In Colombia, government has had the idea to implement bilingualism to all the high-schools in the country, so the most of them have applied many activities to include the development of questioners about PRUEBAS SABER 11. The government's main objective was improve the scores in English, but the answer was not notably good because the two both teachers and government have not taken into account that the way of teaching has not been suitable to students' learning.

As a result of the reasons above, students are limited to learn, for they might to do it because of a grade, but actually they are not comprehending simple phrases. Moreover, teachers are focusing only

on vocabulary and grammar structure teaching, letting students to get bored and to avoid learning in the appropriate way.

Although the most of the English aspects in the mentioned exam are important, reading is the fundamental part to get the goal the government wants. Even so, it is not given really importance in the English learning process and as it is known, reading is a complete ability where students can develop the vocabulary, grammar and structures learning, and to gain comprehension which is able to enhance the students' knowledge and the other abilities in the foreign language.

Taking into account the last paragraph, Anthony (2001) mentions the difference in how students take in a text an unknown word. Where the semantic knowledge, the experience, or the understanding of him/herself help to interpret the meaning of that unknown word.

Also, Rumelhart (1985) says: "...a skilled reader must be able to make use of sensory, syntactic, semantic, and pragmatic information to accomplish the task. These various sources of information appear to interact in many complex ways during the process of reading." (Rumelhart, D. 1985)

Since Pruebas Saber 11 evaluates reading comprehension, classes should focus on an interactive reading, which let students learn new vocabulary of different topics and English grammar, and develop comprehension skills. So, interactive approach to reading benefits students with all these needs for students obtain a good score in Pruebas Saber 11.

Consequently, the next question is posed: How does interactive approach to reading help students get good scores in Pruebas Saber 11 at High school?

Research Question: How do EFL students perceive the use of interactive approach reading to get good score in Pruebas Saber 11 at High school?

Objectives:***General***

To understand how the interactive Reading approach help eleventh grade students develop reading comprehension skills to get good scores in Pruebas Saber 11.

Specific

- To identify the benefits (if any) of interactive reading approach on eleventh graders.
- To help eleventh grade students develop reading comprehension skills to get good scores in Pruebas Saber.
- To describe the behavioral changes (if any) in the application of the interactive Reading approach.

Literature Review

English language is always the first choice when about learning a foreign language concerns. Currently, the most of countries around the world have English as the most suitable language to learn, and it is guessed that around two billion persons use English. As all the languages, it keeps the four needed skills to communicate: Listening, Speaking, Reading and writing, and each one of them does a specific purpose to reach an effective communication, but all of them are not indispensable to learn a foreign language. As it is known, many people learn a foreign language's skills according to their necessities, so some people have learned one or two, or some others the complete four, it depends on the type of experience they had had with the foreign language learning. Thus, reading is consider one of the most useful skills learned by people because it helps to comprehend, to remember, and to improve vocabulary, grammar structures, pronunciation and spelling of words. Also, many people use reading in English as a foreign language because the most of academic material, business conversations, guidelines, and important issues are written in that language.

Pruebas Saber 11

In Colombia, El Ministerio de Educación Nacional (MEN) has applied an exam for evaluating the abilities learned in all the academic life learning process at school, but it is focused on high-school, where the students are supposed to get the enough knowledge in the whole academic subjects proposed by the government and the MEN.

This exam is called Pruebas Saber 11, which determines how much the students are able to solve a problem in the different 5 areas they have learned in their scholar stage. This is the reason why is important that students are able to comprehend texts, to propose hypothesis, to look for an answer to questions and to demonstrate the level in a foreign language, in this case: English.

Pruebas Saber 11 are taken by students twice a year; also, it provides information about the quality of the education in order to make decisions to improve the standards in the scholar syllabus in Colombia. For this reason, the government included a special program to develop the bilingualism in the public schools to get better results in the English part.

However, talking about this last one part, in the public schools are implemented many exercises and tests based on Pruebas Saber 11 where the most of students cannot solve by themselves because they do not comprehend sentence structures, grammar and vocabulary in general, specifically readings. In addition, students get bored because of the traditional teaching concerning reading. In this project is aimed that reading can be carried out as the main part in English learning, for it is complete and help students achieve better results in the language acquisition.

Some authors state the above; for example, Oxford (1990) cited in Molina (2018) says that the learning strategies support the students to be conscious about their own learning by implementing new things which are like a problem-solving tools to enhance the students' own learning. Besides, Molina (2018) explains that generally in the two both private and public schools in Colombia, the quality of English learning is so poor, and the reading processes are not as effective as teachers think because there is a huge lack of knowledge about the reading strategies and techniques to teach in an appropriate way to learners. It is important to highlight this point taking into account that in Colombia there are some researches focused on enhancing the reading learning on students, for it is consider one of the most important skills to develop in a foreign language learning.

According to Ahmad & Nur (2017) the Interactive Approach to Reading is more suitable for students in order to get a satisfactory reading learning, to avoid they get bored, and to achieve in a better way different options to be sufficient in English Reading. This is, taking the interactive model and creating new forms to teach, then the authors see a lack of knowledge by the teachers and students

about reading strategies, too. Also, they consider students try to read and they want to do it; however this action is done in a mechanical way with an only purpose: to accomplish a goal from their teachers, but not for themselves learning. (This research was carried out in Indonesia, taking elementary graders because they are considered as the first stage of learning in a foreign language). So in other words, the authors want people to understand the importance Interactive Reading has in a learning process for improving the students' knowledge in a foreign language.

Do language learners need all four skills?

Any language is divided in four skills: listening, speaking, reading and writing. Learning a mother tongue is a natural process as social beings we are, and commonly the mother tongue is taught one skill a time in the sequence mentioned above. However, we do not need to develop the four skills to communicate in our native language. For instance, a person can communicate effectively by speaking, though he/she can't read or write. Even foreign language learners can communicate not having developed the four skills; a learner can read and write but not speak, or a learner can speak and listen but not read.

When should you need to learn all four skills?

You should learn all four skills if you want to code and decode all type of information in the foreign language; thus, mastering the four language skills implies to receive and understand input, and to produce output in the target language.

When shouldn't you need to learn all four skills?

However, you may choose not to develop the four skills if your goals do not require you to do it. Depending on the needs you have to learn a foreign language, you may develop one or two skills. For example, a researcher studying a death language can't speak it neither listen it because nobody can teach it, but he/she can discover how to write or read it. Another example, if your goal is to talk with native speakers, you can develop listening and speaking skills only, and it will work.

However, the mother tongue is acquired; therefore, is easier to reach the proficiency in the 4 abilities, and that is what normally the most people do. On the contrary, the second language acquisition is different; thus, the second language is learnt, so its process is slower. In addition, in the first language the acquisition is non-conscious, but learners of a second language should be aware about what they are learning. For this reason, the most of second language learners develop their abilities in reading and writing more than in speaking and listening because the context like Latin-American countries do not provide the two last skills to practice. So reading and writing have become in two important ways to communicate letting teachers to focus on them.

In the first instance it is needed to know what Reading is, and the importance of this concept let to know that, it is not a simple skill because reading help to decode sorts of symbols and then to analyze them. So about reading is found that Reading is not as simple as decoding written language symbols or representing the sounds of words in our brains, it is a more complex process which involves the text, the reader and external factors such as culture and social interaction which both form background knowledge. Carrel, Devine & Eskey (2000), describe reading as an active process rather than a passive process since the reader actively interacts with the text. In this way, readers must deal with written or printed language messages aiming to understand them (Liu, 2010, cited in Tran-Than, 2014).

Reading in a native language is not much different from reading in a foreign language; “reading in English as a foreign language is a competence that implies linguistic, cognitive and background knowledge to understand the information of reading passages” (Rodriguez, P. & Cortés, S. 2019). Moreover, reading in a foreign language needs more attention, learner’s awareness of the process and strategies to understand the texts. While Reading comprehension is depicted by Brown (2007) as the language reception, in written form, which is best called as “input”.

Taking into account the information above and the importance of reading, it is considered a necessity to get an effective learning on it by using specific strategies to achieve the students’ knowledge in reading. Some authors propose many ways to develop the reading skills and let learners to identify the main purpose of a text; likewise, they will think critically where the teachers as an important key into the students’ learning, help students to improve their abilities by predicting, making connections, visualizing, inferring, questioning and summarizing. Each one of them, make students formulate and organize ideas, create images, connect the ideas with the experience, and construct meanings. (Küçükoglu, 2012). In addition, Yan (2002) thinks that to interpret a text in an effective way it is necessary to take into account three approaches to reading which let students to interact with texts and to give personal interpretations. Moreover, the reading process involves visual and Non-visual information and clues to assess the abilities of readers according to their level and needs. (Budiharso, 2014). However, according to Amaritha & Gamboa (2013, 2017) regarding reading, there exist huge difficulties to comprehend a text in a foreign language, it is like a challenge because they do not think in the target language and when students face texts or reading exams they believe they are not able to solve them. For that reason, it is necessary to change the technics applied until now concerning reading, for the students’ reception has not been good, they getting bored and do not want to learn a new language. So is the teacher where start to be an essential part of the foreign language learning implementing interactive and new activities to teach reading in order to let students involve in texts and

developing competences, interacting with others, and being autonomus. Amaritha, Gamboa & Benavides (2013, 2017). Furthermore of the things above, it is valuable to know that reading includes many characteristics which students obtain by constructing their own learning, and the interactive approach provides it to acquire interesting dexterities not only in reading, but also in the oral and personal aspects. As Pérez (2014) states: "... These strategies will enhance user's efficient learning level of reading to develop an autonomous reading learning process...Based on the above assertion, it is necessary to create a habit of reading as an effective tool to improve our communicative skills..."

With reference to the interactive-reading approach, Tran-Thanh (2014), states that the mentioned approach neither neglects the textual information not the student's background knowledge. His paper mentions the advantages and disadvantages of both top-down model and bottom-up model, concluding, as Stanovich (1980) mentioned, that the interactive-reading approach compensates the weaknesses of the each other.

According to Alyousef (2006), a student can improve the comprehension ability by feeding his/her vocabulary and master higher levels of English grammar. While the role of the teacher is to motivate students to read, selecting appropriate materials which are of students' interests. This search...

Rodriguez & Cortés (2019), mention the process of reading in English as a foreign language "implies linguistic, cognitive and background knowledge to understand" the message written by the author. Also, they claim that there are other possible external facts such as "lack of attention, uninteresting reading topics, and unknown vocabulary negatively influence" students' performance. Rodriguez and Cortés' conducted a research which reported the contribution of a teacher-designed unit made up of five lessons, based on the interactive reading approach and directed to 15 tenth graders from Santa Marta public school, located in Garzón Huila to develop reading comprehension ability.

Also, the research carried out in Kenya about the interactive reading approach which was proposed in order to apply generated-learner questions as the main strategy to develop comprehension ability among two groups of students, one experimental group and one control group. (Anyiendah, Odundo, & Kibui, 2019). In addition, a similar study in Indonesia was done, its main purpose was to discover the benefits of applying the interactive technique, which was defined in the project mainly as letting the students to read aloud and then using skimming, scanning, predicting and drawing strategies to evaluate whether or not the eighth graders understood what they read. (Monarisa, A. 2015).

Reading is not as simple as decoding written language symbols or representing the sounds of words in our brains, it is a more complex process which involves the text, the reader and external factors such as culture and social interaction which both form background knowledge. Carrel, Devine & Eskey (2000), describe reading as an active process rather than a passive process since the reader is actively interacts with the text. In this way, readers must deal with written or printed language messages aiming to understand them (Liu, 2010, cited in Tran-Than, 2014).

How is Reading taught?

Even though new suitable methods regarding English teaching have emerged, most teachers at schools in Colombia still keep consecrated to Grammar-Translation Method, which focuses on learning structures and translations sentences word to word. Consequently, reading is seen by this method as the ability to translate English texts into Spanish. For an activity based on this method, students should use a dictionary in order to look in each unknown word. The post-reading techniques may include quizzes, questions, filling in the blank exercises, grammar questions.

How is reading learned?

Students finish translating English texts on internet and learning nothing at all. Despite teachers discover that students use internet translator, they continue applying Translation Method maybe because it is easier and faster at preparing class time.

Students are supposed to develop all four skills at school according to the Ministerio de Educación Nacional (MEN). MEN (1994) established “the acquisition of elements of conversation and reading, at least in a foreign language” as main goals at schools. But the state evaluates only student’s reading comprehension skill in Pruebas Saber 11. Hence it is more profitable to use an interactive approach based on reading. On the other hand, it is important to mention that there are different strategies to read before reading, during reading and after reading, which teachers can adapt to students’ abilities, styles, and needs. There is a considerable list of reading strategies which various authors have contributed to. It includes scanning, skimming, stimulating schemata, identifying text structure, using mental images, envisaging, asking questions, , monitoring comprehension, assessing strategy use, taking notes, mapping, jigsaw reading (Anderson, 1991; Carrell, 1989; Block, 1986; Cohen, 1990; Grellet, 1981; Nunan, 1999; Pressley, 2002; Zhang et al, 2008)

Reading Strategies

Those strategies come from three types of reading called scanning, skimming and close reading.

1. Scanning

It is a type of reading used to look for key words or set of words that respond to a same specification. For example, teachers may ask their students to look for verbs in their past participle form from a text. After having searched for them, students will be unable to know the content of the text.

2. Skimming:

It is used to read quickly to know superficial information of a text, for instance, genre or topic. Students might read relevant paragraphs or sentences from a text such as the title or headings, the topic idea, or concluding idea.

3. Close reading:

It implies full comprehension of the text. It is used to find information, to understand a whole message.

In this research we focus on an interactive approach which selects the benefits of two reading models to complement and to compensate each other's failing features. This model rejoins bottom-up model and top-down model which will be better described later.

These two different models to reading bottom-up and top-down emerged for solving reading comprehension difficulties among English learners. The first assures a comprehension from a single unit to higher units in a text, it means that a reader can identify in a text part by part and then take into account the whole of that text. In other words, the meaning is the result of decoding from whole to part (Liu, 2010). However, this model does not consider students' higher level information (Rumelhart, 1977) or better known as background knowledge.

On the contrary, the reading top-down model refers to the knowledge constructed from the whole text to a part of it. So readers try to decode a text from their experiences and then making sense of text. So this model focuses on the comprehension of complete sentences, paragraphs and entirely books through experience. "Readers focus on the context and manage to construct meanings in the text" (Treiman, 2001). For this reason, Naga (2002) claims that language is contextual knowledge rather than linguistic knowledge.

In order to solve the difficulties of both previous models, interactive reading model came forth which involves the benefits from bottom-up and top-down models. This model suggests that people can think and read at the same time, this interactive model let readers understand a text by interaction among the experience and knowledge they have learned along their lives. Tran-Thanh (2014) states this model implies the interaction between student's previous knowledge on the topic and written language.

Reading Techniques

Having looked at the previous concepts, teachers must follow a process using strategies and let students know about it. Our English learners ought to know that reading is a process; therefore, they won't be able to understand everything from a text at the first try. Good readers follow some conscious or unconscious techniques before, during and after reading.

Pre-reading:

In this phase is meant students to approach to the text. Learners must find out audience and genre of the text. This allows students to imagine what the text is going to be about. Ask students some questions for them to construct the context, don't easily give them it. For instance, where did the material come from? (Is it excerpt from a book, a magazine, an article or a journal?)

Make Predictions:

Students must be asked some questions that let them imagine what the text could be about. These questions help students share the background on the text they have before reading.

Introduce Vocabulary:

Instructors make a list of most challenging vocabulary for student can read easier the text. So students are supposed to look up the unknown words.

First Reading:

This phase is for the students to comprehend the text and realize if the previous steps and questions were asserted.

Re-Reading:

Here, students notice and underline the major ideas, supporting points and details.

Final thoughts:

This extending section could vary depending on the teacher's interests. Last activity could be a summary, an opinion paragraph, additional short answer test, etc

Analysis and Discussion

The Reading process might be seen as a passive work since one could think the reader is not involved in a social situation. However, it is actually an active process as the reader must make a connection with the reader, the text, his/her own previous knowledge on the topic (Rodriguez, P. & Cortés, S. 2019), and the teacher who serves as a guide in this process. Although, the teacher is described just as a guide in this approach, we remark the active interaction between the student and the teacher because they are, in fact, discussing a topic in real time; consequently, they are producing oral and written output, decoding information from the text, and bringing out background knowledge.

Regarding the main goal of this research, which is helping students get a satisfactory score at Pruebas Saber 11, schools were preparing students for this exam through translation and grammar methods; students got bored in those classes because they had to memorize structures and vocabulary in texts that they do not analyze neither do they comprehend. As a result they forgot those grammar structures, they did not learn effectively. And when they presented Pruebas Saber 11, they chose the easier and the worst option: to answer randomly. Therefore, we searched for an approach which let students to participate actively, learn grammar and vocabulary at the time they comprehend a text and pick up relevant information from it. Accordingly, this approach is the most suitable to reach it, for the State mainly evaluates reading comprehension and secondly grammar and vocabulary. A student can develop grammar and vocabulary skills in a passive way while he/she is developing reading comprehension skills in an active way under specific reading strategies. Thus, we as teachers are

encouraging students to read and analyze, speak, and write depending on the reading strategies and instructions in every text they are given. Moreover, students are improving listening skill, for they are involved in an active discussion with the teacher and their classmates.

This is a very complex and complete approach because it is a perfect combination of bottom-up and top-down models, so they fulfill the holes of each other (Tran-Thanh, 2014). Focused bottom-up model activities force students to look in unknown words to comprehend fully a text. On the contrary, focused top-down model tasks let students to use the knowledge that learner already knows. This model requires students' prior knowledge and interaction with the text in a superficial way. Thus, in this project, we present some strategies based on bottom-up model to search some vocabulary. But mainly, we present instructions based on top-down model to encourage students to actively interact, discuss with the teacher, the text and the classmates in oral and written form.

The interactive approach provides the students with benefits further linguistic aspects. For example, students become into autonomous persons (Amartha, Gamboa & Benavides, 2013, 2017); as they read a text, bring out their background knowledge and give their own opinions on the text. In other words, submitted under this approach, students strengthen critical thinking. In some situations, students might have different answers, so they will be able to provide arguments to defend their answers. And they will be autonomous when they find interest in the topic. In this approach, students are aware of the learning process, and they are motivated by texts of their interests rather than being forced.

In conclusion, this research based on the interactive approach on reading comprehension allow students to become into integral English learners as they work all four abilities in different levels of intensity. Students not only strengthen linguistic aspects but also personal aspects. This approach benefits students with autonomy while they learn more and more abilities. Also, it enhance learners to think critically, to interact with the text, express their ideas in written and orally, learn vocabulary and

grammar aspects in a passive way, and develop listening abilities. Finally, this set of benefits as a whole will permit students to success at Pruebas Saber 11 with a satisfactory score in English section.

Didactic Unit

For the best results of the application of this study, teacher must be attentive and dedicated as it is a continuous process. The teacher must guide students step by step. While students have to pay attention for following each step. However, it is not their only duty as they must bring his background knowledge to interact with the text.

Moreover, students should control a progressive improvement of reading skills by feeding vocabulary through reading.

In addition to the teacher's responsibility, this interactive approach demands teacher's to activate student's schema before reading by helping students recognize their previous knowledge (Abrahan, 2002).

What is a didactic unit?

Marote. C (2013) defines a didactic unit as a kind of lesson plan. It is like an instructional way to carry out a class, letting students to learn in a successful way focusing on the abilities and skills they can develop taking advantage of this different way of learning. (Marote, C, 2013).

As other authors, a didactic unit is defined as process of teaching, concentrating in a specific topic of content concerning a learning process, especially in a foreign language learning process. (Escamilla. 1993, cited in Gavilán. F, & Romero. N. 2015)

What is an instructional design?

An instructional design is a systematic process which helps to learn new things by using creative ways to present learning products and experiences as developments in education. (Reiser, Dempsey, 2007, cited in Clark, D. 2004). It is, instructional design supports an efficient and an effective learning process in a foreign language.

Wagner, E. (2011) has many definitions about instructional design, but the author points in an instructional design as process which takes into consideration the enhancing the quality of education and the needs analysis to improve learning by creating new activities and materials to support the learning process. (Wagner, E. 2011)

What is a didactic unit for?

A didactic unit will be created in this project to increase the students' skills in the foreign language, the idea is to let students to explore their capacities and face the English as a possibility to have a better quality of life. Although in this project it will be focused on improving their reading abilities, as it was said before, reading is a complete process which will help them to acquire the other foreign language skills. So learners can enhance their ways of reading in order to be prepared for the English Section in Pruebas Saber 11 by developing the process of this didactic unit which is addressed to carry students on a step-by-step procedure which it will be designed according to the level, needs and context of them.

Objectives:

General:

To take students to an interactive stage with the reading by the main of pre, during and post activities where they bring previous knowledge to put it into interaction with the new information of a topic, demonstrating a communicative English competence.

Specific:

The following specific objectives are formulated considering students' needs and the type of reading (biographical) topic:

- To extract the main ideas or information about a person.
- To identify a grammatical tense (past simple).
- To write a biography by themselves taking the reading as a model.

Content

This didactic unit contains activities with the teacher's guidance and instructions that will permit students to be aware of the process and active during it. The type of activities are (a) pre-reading, which will force students to predict or estimate what the reading will be about or what type it will be; (b) the reading itself; (c) during-reading, which will make students be attentive and look for different aspects in the reading like vocabulary, grammar or punctuation; and (d) post-reading, which will evaluate acquired skills by the student through production of a biography.

Conclusions

The purpose of this study was to help eleventh grade students to improve their comprehension ability to obtain better results in English section in Pruebas Saber 11, by the main of a didactic unit that could be adapted to other readings and which has pre, during and post reading activities.

As reading and even more reading in English has been a challenge for students; indeed, wishing a higher level than A2 has become a goal difficult to achieve for students. Hence it is not strange most of them answer randomly. To face this problem, it is the complete teacher's responsibility to instruct and guide students for them achieve that goal that seems impossible to achieve, even though it is a continuous and dedicated process.

Regarding the application of this research, it gives many benefits to the learners. This approach describes the learners as active readers fall into interaction with the text. Some strategies allow students to look for the author's ideas, intentions and personality.

The learner also must use the prior knowledge to compare and unify with the information on the text to give an answer or opinion. Moreover, the student will be able to support or rebut the ideas from the text according to his/her background and opinions. This benefit is called critical thinking and it brings autonomy.

The interactive approach on reading comprehension will feed student's vocabulary and grammar knowledge passively. But it will improve reading comprehension ability actively. Besides, students will be motivated to learn because they are aware of the process and the text will be chosen according to their interests.

As this approach manages a variety of tasks using the four languages skills at different intensities, it takes the student to develop and improve reading, writing, speaking, and even listening skills. So it is the most suitable approach to learn a language integrally and which fulfill the main goal at schools, Pruebas Saber 11.

The teacher serves as a guide, but he also must interact with students and create social interaction situations for students to debate opinions and answers from the text and their previous knowledge. For these communicative and interactive aspects, reading in this approach is an active process.

The most of schools tend to teach the English Reading as a secondary thing that learners have to learn by knowing the different aspects of grammar in English and some vocabulary. So this project pretend to improve this ability becoming it in one of the relevant aspects to learn in a foreign language using interactive activities to call the attention from students.

Finally, this study is subjected to changes and adaptation in the future from other researchers that are interested in a continuation or application of this.

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