

**Use of Extensive Reading to Enhance Reading Comprehension in an EFL Context**

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**Yeferson Eli Galeano Jamauca**

**Submitted to the School of Human Sciences**

**In partial Fulfillment of the Requirements for the Degree of B.A. in English and French**

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**NOTA DE RESPONSABILIDAD**

“Las ideas y conclusiones aportadas en el trabajo de grado son responsabilidad exclusiva de sus autores.

Artículo 1ro del acuerdo N° 324 de octubre 11 de 1966, emanada del honorable consejo directivo de la Universidad de Nariño”

Nota de aceptación

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Ana Castro Baron  
Jurado

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Vicente Araujo  
Jurado

San Juan de Pasto, Junio 14 2017

### **AGRADECIMIENTOS**

Primero que todo le doy gracias a Dios por este logro obtenido, sin él no hubiera sido capaz de seguir adelante en este largo camino lleno de obstáculos y victorias. Al igual le doy gracias a mis padres, hermano y abuelos, por estar siempre a mi lado apoyándome incondicionalmente estos años. También, quiero agradecerles a mis compañeros y amigos de clases, por su ayuda incondicional. Finalmente, agradezco aquellos profesores que fueron un ejemplo a seguir y me dieron su apoyo hasta el final. Y no podría faltar mi compañero de tesis, a él le agradezco por todo el esfuerzo y dedicación que le toma a este trabajo de grado, por su entusiasmo y responsabilidad.

Gracias a todos por compartir este logro conmigo.

Lizeth Leany Diaz Burbano

**DEDICATORIA**

Para mis abuelos. CARLOS Y MARIA

Lizeth Leany Diaz Burbano

### **Use of Extensive Reading to Enhance Reading Comprehension in an EFL Context**

According to the literature, the low reading comprehension (RC) is one of the problems that teachers can find in an EFL context. A lot of strategies have been proposed to overcome this problem, and Extensive Reading (ER) is one of them.

In the present study, the symptoms, causes, and consequences of a poor RC levels are discussed. Furthermore, the ER activities are the strategy that is developed in the present study. Likewise, a literature review, including books, articles, and research on the field are presented in this paper. Other important aspects of this proposal include procedures and steps to develop the analysis and application of ER activities in an EFL context. Finally, the general and specific objectives of the research, the significance of the research, the target population, geographical delimitations and limitations are included.

### **Chapter I**

This chapter introduces the research problem and its description. Besides, the delimitations such as the conceptual framework where some important terms are going to be defined in order to better understand this paper, the population and geographic framework are going to be described. Additionally, the general objective and three specific objectives which are important to develop this research will be stated. It is important to analyze why and what for this paper is going to be carried out, so this will be explained in the significance of the study. Finally, this study will take into account the limitations (needed for this project) which we could find in the research development.

### **Research Problem**

After reviewing the existing research on this area, the low Reading Comprehension in English has been identified as a common problem in schools. At the international level, Prasetyono

(2014) claims that the learners, especially young learners, do not have good RC when they do reading activities and also the students commonly have difficulties to understand a text because they do not know several words in it. At the national level, Lopez (2015) states that the results of the standardized ICFES Test (2015) in Colombia showed that eleventh-grade students had low RC levels in English where most students got A1 level and just a few of them got A2 based on the Common European Framework of Reference. Knowing our research problem which is learners' low RC in English, this research project attempts to provide a solution to the problem of RC by suggesting the implementation of ER as a strategy to enhance RC in an EFL context.

### **Problem Description**

Knowing already that poor Reading Comprehension is evident in students, it is important to know why this problem occurs, as well as it is important to know what its signs, reasons, and possible consequences are. The above will help the researchers to understand the problem more in detail. Silver (as cited in The Tiger Tuesday Reading Program, 2014) mentions some warning signs of a poor RC in the readers. Silver (2014) claims that the students present a low reading understanding when they are not able to answer the questions about what they have read, they do not understand the logical sequence of a story, they are unable to tell the story after having read it, they cannot relate individual sentences or paragraphs of a text together to make sense of what they have read, they do not know the meaning of individual words and they lose interest in reading.

There are several reasons why learners have difficulties at the moment to comprehend a text, but this research will mention only the most important factors. For Silver (as cited in The Tiger Tuesday Reading Program, 2014) decoding individual words is one of the main reasons why the students do not have a complete understanding of a text because learners focus on decoding each



word more than making a general comprehension of a text. Moreover, Silver (2014) says that the complexity of an article can be a challenge for students because they are unfamiliar with the vocabulary and the context. In addition, a story may be adequate for the grade of the students but this could be hard for an individual student. On the other hand, Silver (2014) states that the lack of interest and boredom makes children not to pay attention to what they are reading; she also mentions that the materials must be adequate depending on student's interests. The last cause of a low RC in students for Silver (2014) is not to have the appropriate material for each student level.

Different research has shown that ER activities improve the RC level in EFL students. Bell (as cited in Dao, 2014) carried out a research where he discovered that students who have worked with ER activities have had better results in RC and reading speed than intensive reading students. Leung (as cited in Mikeladze, 2014) also conducted an investigation using an ER program. He worked with some adults for 20 weeks, and Leung's results showed that ER activities enhanced RC, as well as vocabulary and positive attitude towards reading.

### **Problem Statement**

According to Silver's results (as cited in The Tiger Tuesday Reading Program, 2014) previously mentioned, the Reading Comprehension can be an issue for the students. Likewise, Bell (as cited in Dao, 2014) and Leung (as cited in Mikeladze, 2014) have shown that ER can enhance the RC level; in this sense, the present study attempts to answer the question how can ER enhance RC in 10<sup>th</sup> grade EFL high school students?

## **Objectives**

### **General Objective**

To identify if ER activities can enhance RC in students of the 10<sup>th</sup> grade in the secondary school Luis Eduardo Mora Osejo.

### **Specific Objectives**

- To identify the Reading Comprehension problems in EFL for 10<sup>th</sup>-grade students of this educational institution.
- To identify what the Reading Comprehension level in students from 10<sup>th</sup> grade in Luis Eduardo Mora Osejo high school is.
- To design Extensive Reading activities that will be used in the intervention part.
- To analyze how Extensive Reading activities help to improve Reading Comprehension in 10<sup>th</sup>-grade students.

## **Significance of the Study**

Currently, Extensive Reading has become an important strategy because it helps to enhance reading comprehension. According to Ono, Day and Harsch (2004), extensive reading is a good strategy for learners to improve reading comprehension, as well as their fluency and vocabulary. Moreover, extensive reading helps to develop listening and speaking skills, and positive attitudes of students related to reading English. Likewise, this strategy helps learners to increase the motivation to read over and over again.

Krashen (as cited in Cuervo & Davila, 2014) presents some benefits of extensive reading in the EFL context through a series of studies published in professional journals. Krashen's studies show that learners improved their reading comprehension across extensive reading activities

which is the main objective of this research. In addition, Krashen mentions other benefits such as gaining vocabulary, reading speed and reading fluency.

Cuervo and Davila (2014) point out that extensive reading should be applied in the Colombian context because according to the Centro Regional Para el Fomento Del Libro en América Latina y el Caribe (2012), Colombia is one the countries where people read the least within South America. The main causes of this are the lack of interest for reading and the lack of time or resources.

According to Davila and Cuervo, The ER Program has been insignificantly explored. Furthermore, most schools in Colombia do not collaborate with this program in their curriculum. For that reason, Davila and Cuervo (2014) developed a research called “Promoting Language Competence through the Implementation of Extensive Reading Activities in the EFL Classroom” where they implemented extensive reading activities in a public university of Pereira using a qualitative study and an Action Research model. This study was carried out in eight weeks with ten students where the researchers applied techniques, such as journal, interviews, questionnaires, and observations. The results of this research showed students’ significant gain in reading comprehension and language skills.

Other study called “Improving reading comprehension through extensive reading activity” by Prasetyono (2014) also showed the effectiveness of extensive reading at the moment to improve reading comprehension. The main objective of this research was to improve the students’ reading comprehension through Extensive Reading activities. For this study, Prasetyono (2014) developed an action research, with a mixed method and techniques as questionnaires, observations, tests (pre-test and post-test) to analyze the results. Prasetyono’s work proved that the implementation of Extensive Reading activities successfully improved the students’ reading

comprehension. Grabe (as cited in Namhee, 2016) mentions that ER has not been largely applied in EFL context.

Taking into account the above, the extensive reading program provides multiple benefits related to reading comprehension which is not greatly recognized in the Colombian educational field. It is important to carry out the present study because in Colombia the ER program and its benefits have been slightly explored in the EFL context.

### **Limitations**

- Validity may be an issue in mixed methods research studies. However, to minimize the risk of subjectivity, the present study will use a suitable survey and a test that will enhance this variable.
- Reliability can be also an issue. However, in order to control this, it is hoped that statistical results which are going to be found in the pre-test (multiple choice test) will contribute us to make this project more authentic.

In this chapter, some important issues were explained such as the research problem and its description, the general and specific objectives, the significance of the study, and the delimitations and limitations of the research. It is expected that it will provide a good basis to organize the next chapter which is related to the theoretical framework.

### **Chapter II: Background and Review of the Literature**

This chapter will focus on general context of the study. In addition, it will mention some terms related to reading, Reading Comprehension, and Extensive Reading. Finally, it will highlight the importance and benefits of ER in the field of English teaching and the way in which RC may be enhanced through ER.

### **Background**

The context of this study takes place in Colombia where some government policies exist for the English teaching. These policies are based on CEFR (Common European Framework of Reference) which seek that students achieve at the end of the course to get B1 level. In Colombia English college students must to achieve certain abilities and competences as they are established in the DBA (Derechos Basicos de Aprendizaje, 2014). However, the students must have some conditions to get the communicative competences. These conditions could not be due to English is learnt inside of the classroom as well as the students are exposed to the language during controlled periods, therefore the present study talks about English as a foreign language (EFL) since everyday social conditions in Colombia do not require its permanent use for the communication. This study look for to improve RC with English understood as a foreign language instead of a second language. In this way, the present paper will apply in Pasto where are followed the same national requirements. It will be taken like a specific sample the tenth grade of a public school called Luis Eduardo Mora Osejo, which is described in detail in research background.

### **Review of the Literature**

Colombia is a country where English is taught at all levels in the contextual framework and high schools are not the exception. According to Lopez and Giraldo (2011), the main purpose of teaching English in Colombia is learning to communicate, but in most cases, students are evaluated through reading comprehension. This is the case of the high school exit tests. In this order of ideas, Lopez and Giraldo (2011) state that the ICFES test ( Instituto Colombiano para el Fomento de la Educación Superior) shows that Colombian high school graduates do not reach high levels in reading comprehension. On the other hand, Peñate (2002) suggests that learning

English requires the development of the four main skills listening, speaking, reading and writing. However, the most emphasized skills in Colombian high schools are reading and writing, as Lopez and Giraldo mentioned it in their research. For this reason, the present study will focus principally on reading and Reading Comprehension. Furthermore, in this research, it will be important to take into account some studies which have had good and bad results in the extensive reading application. In order to understand what is meant by ER, some general constructs will be initially explained in this Review of Literature.

### **What is Reading?**

According to Spratt, Pulverness, and Williams (2005), reading is one of the four language skills which are made up of reading, writing, listening and speaking. Reading is a receptive skill like listening which means that they respond to a text more than to its production. The purpose of reading is to give meaning to a text. To achieve this skill, the readers must be able to comprehend the language of the text at word level, sentence level and at whole -text level. In addition, Gomez and Ávila (2009) claim that reading is a process where written or printed material is identified or interpreted. After analyzing these definitions, it is suitable to say that reading is a useful tool for analyzing and describing the meaning of the written text. Moreover, reading is the means by which the texts can be interpreted and analyzed to understand the main ideas. In order to comprehend the meaning of a sentence or text, the letters themselves need to be understood, as well as the way in which the words are formed from the letters and how these work within the sentence or a text; this whole process is carried out by reading. After looking at some definitions about reading, it is also important to define the term of RC since this is one of the main issues of this study.

### **What is Reading Comprehension?**

Van Dijk and Kintsch (as cited in Woolley, 2011) claim that Reading Comprehension is a process where meaning is given to a text. The main objective of RC is to understand the general idea of a text more than to get the meaning of isolated words or sentences. In the reading comprehension process, children develop models which are representations of the meaning of the text ideas.

RC is related to two skills: the first one is decoding or recognition of printed words, meaning that the ability to decipher or recognize words is a requisite for RC. The second one is linguistic comprehension which refers to the capacity to understand that of which has been decoded. Taking into consideration all of the above, these two skills are necessary in order to have successful RC. Therefore, Hoover and Gough (as cited in Nation, 2004) state that both decoding and linguistic comprehension should be used simultaneously in order to complement each other because only one of them is not sufficient enough to stand alone.

Bearing in mind these general terms of Reading and Reading Comprehension, we will turn now to talk about how Reading and Reading Comprehension are developed in an EFL context.

### **Reading in an EFL Context**

Nation (2009) states that in the EFL context several factors exist which can affect the process of learning to read. However, he focuses primarily on three factors. Learners in an EFL context need more controlled materials than the material worked by young native speakers of English who already know thousands of words. On the other hand, EFL learners need much more preparation or pre-teaching before they start to read. Another factor that Nation (2009) picks up on is the learners' attitudes to reading, EFL students could possibly need to change their point of view with regards to reading. Moreover, learners need to know that in English the writing system

is different. The last factor which was mentioned by Nation (2009) is the lack of reading strategies like scanning and skimming which can help to improve the reading process if the material is suitable for the learners' level. Needless to say, the mechanical act of producing a series of words in a string is not a sufficient skill when we talk about reading. This skill entails a much more complex level of understanding that needs to be achieved if the process of reading is seen in an integral way.

### **Reading Comprehension in an EFL Context**

According to Machado (as cited in Roehl and Shiue, 2011), at the beginning learners start to identify the sound of the words, then they begin to interpret some sentences, short stories, and at the end they are able to read the full book; in other words, learners follow a process to become good readers. When learners read out loud, they can enhance their capacity for understanding through their reading abilities.

Grabe and Stoller (as cited in Roehl and Shiue, 2011) also point out that if students are not in the habit of reading constantly, or if they have not developed their reading skills, it is probable that students focus only on the meaning of the word rather than the general idea of the text. For this reason, Roehl and Shiue (2011) suggest that Reading Comprehension abilities are very important at the precise moment of understanding a text because these clarify and facilitate the reading process. Furthermore, Wallace (as cited in Roehl and Shiue, 2011) claims that the effectiveness of RC not only depends on accurate reading skills but also on fluency and the automaticity of reading. Automaticity refers to the reader's skill of knowing what every single word means, efficiently and without effort. Through automaticity, learners are able to predict what is going to follow the reading. Grigorenko (as cited in Roehl and Shiue, 2011) states that fluency is related to automaticity due to refers that readers need to have the capacity to interpret



what the text is going to say next. Finally, Ibid (as cited in Roeb1 and Shiue, 2011) states that within RC, the most important thing is to develop cognitive activities which are explained by teachers in the classroom. For the development of RC, it is necessary to take into account and distinguish the reading sub-skills that are mentioned below.

### **Sub-skills of reading in EFL**

Fry (1975) states that there are two kinds of sub-skills in reading: skimming and scanning. In skimming, the learner reads a text quickly without focusing on every single word; they just try to get the main idea of what the text is about. This is sometimes called “getting the essential meaning of the text”. In skimming, the reader is unable to notice every detail, but they should be able to explain what the text is about in a general way. Skimming is a kind of speed reading, and it is also a very important skill because it allows the swift gathering of information from anything the learner reads. It can help readers to notice which part of the text should be read carefully in order to get the general ideas. It has to be associated with topics with which learners are familiar. These topics or texts should be at least two thousand words long. Nation (2009) claims that the comprehension of the texts must be analyzed through questions such as ‘what was the text’s main topic?’ or ‘what were the main events?’ multiple-choice questions, or true/false answers, which should be related to the meaning of the text.

Similarly, Nation (2009) points out that in scanning, the reader tries to look for a specific idea in the text such as a word, a number or a name to get specific data. Fry (1975) explains that “scanning is a reading skill used when you want to locate a single fact or a specific bit of information without reading every part of a story, article, list, or document” (p. 40). Taking into consideration the authors’ definitions, it can be said that scanning is a useful ability through

which readers can get a piece of important information in an easy and fast way, without having to read the text completely.

Besides this, Fry (1975) also mentions that scanning can be used in different contexts; for instance, when a person takes a telephone directory and finds an address or telephone number; this person does not have to read every name or number in the directory, but instead she/he should move the eyes as fast as possible in order to find the name, address or number required. Therefore, scanning is an easy way to seek information as long as the reader is certain about what they wish to find. Just like the reading sub-skills in EFL, the types of reading and their characteristics must be mentioned because one of them and its activities will be used in the present study.

### **Types of Reading**

There are two kinds of reading: Intensive Reading and Extensive Reading.

#### **What is Intensive Reading?**

MacLeod (2012) points out that in many cases Intensive Reading, henceforth IR, is also named Narrow Reading. In this approach, students should acquire a lot of materials from the same author, or get many similar documents. When learners read related materials, they have the chance to comprehend the meaning of the words more easily. The principal objective of IR is that learners have to link many similar words through several texts on the same topic or author.

MacLeod (2012) mentions some characteristics of IR. He states that this approach is often used by teachers and students into the classroom, and readers are always tasked with finding a handful of similar words within the text. Likewise, learners principally keep in mind linguistic, grammatical and semantic aspects while reading themselves. They should, therefore, be able to recognize the essential vocabulary within the text. In IR readers have to create mental images in

order to obtain the meaning of the words and better the RC. Moreover, MacLeod (2012) says that students have to read carefully and do it repeatedly with a lot of attention. In this type of reading, the purpose is to increase language knowledge more than to practice the skill of reading frequently. This approach is used more often than ER in the classroom.

On the other hand, MacLeod (2012) states that IR gives learners a support system for learning the structure, vocabulary, and expressions in the classroom. Here, learners develop a greater handle on the language, and they enhance the individual RC abilities. However, MacLeod (2012) also claims that learners cannot successfully complete this reading practice because they do not have sufficient material to work with. Learners cannot read on their own since in the classroom everybody must read the same material; IR can sometimes be monotonous or boring for students because the teacher always chooses the materials for the learners. After having mentioned IR, it is important to talk about what Extensive Reading is, its characteristics, benefits, possible limitations, how to develop it and its use because this type of reading will be treated as one of the most important issues of the present study.

### **What is Extensive Reading?**

Bamford and Day (2004) claim that Extensive Reading henceforth ER, is an approach to language teaching where learners read large quantities of materials or long texts for a global comprehension. In this approach, learners choose books, texts or readings they want to read. Therefore, learners in ER can choose to be in their comfort zone which means that they can carry out their readings out of the classroom. ER approach allows its learners to stop reading if they find the material not interesting or too difficult. It is important to say that ER can be applied to any type of EFL class with different ages, the level of language, or content. In order for learners

to work with ER, they must have at least basic knowledge of a foreign language or be literary in it.

Day and Bamford (as cited in Ruiz and Arias, 2009) mention some characteristics of ER. They state that learners can work on their reading in any environment; it could be inside the classroom, at home, or away from them. In ER, a large quantity of material should be worked with the goal of giving learners many resources which they can find motivating. Besides, Day and Bamford (as cited in Ruiz and Arias, 2009) point out that learners always select the material according to their likes or aims, but students must select the materials according to their reading level, with the objective of understanding more easily. Moreover, the environment in which students read should be quiet and calm, in this way they can develop an adequate reading process. After finishing the reading they can explain it to their classmates. Other characteristics of ER is that the materials must be easy for learners and for their enjoyment. The last characteristics mentioned by Day and Bamford (as cited in Ruiz and Arias, 2009) say that teachers, besides providing students with the environment to develop extensive reading, are responsible in discipline control. In order to check students' Reading Comprehension, teachers have to ask for summaries or reports about the text with the goal of finding out how much the reader understood. Once the ER characteristics are explained, it is important to know some relevant aspects, such as the implementation, tips and the activities involving ER.

### **Extensive Reading Implementation and Tips to enhance ER Process**

According to Widodo and Cirocki (2011), before starting to apply the ER approach, teachers need to explain to students what extensive reading is. It is necessary to make a clear explanation about the ER purpose. Otherwise, if there is not a good introduction to what ER is, this program could not be carried out effectively. There are some teachers who try to force students to apply

ER in a fast way in order to get its benefits, but in this situation, students are not going to enjoy reading, and they will not mind what the reading is about. Educators should not make learners work just at home because they will not know what they really have to do and they will not understand the goal of the program. One of the most important things in this approach is making a good introduction, starting with easy texts, books, documents or magazines for the overall class and then to increase the materials in a way that the program can advance.

Widodo and Cirocki (2011) also claim that teachers must ask for feedback from the learners, talking about the book content, what students think about it, the most interesting parts of the book, and so on. It is very important that teachers do not test learners about the readings content because in this approach learners must not read to get a grade, but to increase the interest in the readings which is the real ER purpose. Widodo and Cirocki, (2011) from their point of view, believe that reading successfully into the class consists principally of providing students with easy reading material in order to facilitate its understanding. The main purpose of working with the easy material is to make learners aware that they can read rapidly getting a good level of comprehension.

On the other hand, Ono, Day and Harsch (2004) propose some tips in order to improve the ER process. To read consistently, students must notice that the more they read the better readers they will become. Therefore, the first tip is to read the easy material. Students do not feel confident reading material with a lot of unfamiliar or complex words; therefore, ER should provide learners with free material for whatever they desire with the goal to make learners feel more comfortable.

Secondly, Read interesting material. In ER learners have to read a lot, so it is important that they are interested in the reading. If students are interested in their own readings they will not

stop reading. Reading material which you find particularly interesting is another tip. Learners can read the same book several times which is important for many reasons: If students have already read a book, they are going to be more fluent the second time; they can build RC, new vocabulary and knowledge. Another tip is to read for general understanding. When learners read in ER, this does not mean that they are going to comprehend 100 percent; they just read to get a general idea. They do not have to know exactly what every single word means. Students should be taught to ignore unknown or difficult words, skip them and continue reading. Not to forget, ER avoids providing learners with complex material. This helps to facilitate the RC in readers. It is not necessary to know every single word, often in a text students can ignore many words, but they can guess the meaning based on the context.

Finally, avoid using dictionaries is the last tip. Often learners try to use dictionaries to look for an unknown word. Therefore, teachers have to persuade readers not to use one because in this way learners are going to lose time, and it can divert the attention of students from the general idea. After revising this important information about when implementing ER, let us turn now to see in detail the activities which are developed in ER.

### **ER Activities**

Day (2004) proposes some Extensive Reading activities which students can do after they have finished their readings. Day (2004) explains that ER activities motivate students, and also students can use reading as a resource to practice the language. On the other hand, ER activities can be used in the classroom for teachers to monitor, develop and evaluate the reading the students do. Day states that comprehension questions as an activity are not recommended. He clarifies that ER is for enjoyment; therefore, when teachers make questions students feel tested. Day (2004) states that by sharing ideas about the plot or characters among classmates is better a

form, ideal for Day to create a reading community within the classroom. This author disagrees with book reports, he thinks that this could have a negative impact. A vast number of students do not like to write reports and some teachers hate to read them. Nevertheless, Day (2004) recommends a certain kind of book report where teachers and students can have fun. In this activity, students have to orally report their reading. For this activity, students must work in couples. Here, they are going to exchange information about their likes or dislikes about their reading; three minutes later, students are going to change their partner and share one more time their ideas. Another activity presented by Day is called gifts. Through this activity, students can write about what kind of things they give to some characters in their readings and why. Students love these types of activities because they do not have to recall specific moments or details. Here students can show how they understood the main characters or their RC. According to Day (2004), there are many vocabulary activities which work well with ER. Through having a vocabulary journal, Day (20014) claims that students can increase their existing vocabulary and learn more. This activity can be developed on a computer or by hand. Also, students can demonstrate their vocabulary journal, and it can be checked every now and then by the teacher in order to know if students are learning new words. Day (2004) mentions that ER activities allow students to respond in a personal language level, motivate learners to read and to encourage them to love what they read. What Day (2004) strongly recommends is not to make activities where students have to remember things by heart or recall certain information from their readings or to be tested on what they have read.

Having already talked about the implementation, tips, and activities of ER, it is essential to show the multiple benefits that ER presents at the moment to enhance RC. Therefore, it is also necessary to talk about the limitations which are also presented in the ER application.

**Benefits and limitations of extensive reading implementation**

Prasetyono (2014) found in his research many benefits of Extensive Reading implementation. The researcher established that the use of ER activities had developed a new environment of reading where students found new strategies and techniques with which learners felt comfortable and became better at understanding than before. Likewise, Prasetyono (2014) states that the ER activity promoted interest in the students for reading, as well as their RC. Krashen (as cited in Cuervo & Davila, 2014) also presented some benefits of ER in the EFL context through a series of studies published in professional journals. Krashen's studies showed that learners improved their RC through ER activities which are the main objective of this study. In addition, Krashen mentions other benefits such as gaining vocabulary, reading speed and reading fluency. In their study, Davila and Cuervo (2014) implemented ER activities in a public university of Pereira using a qualitative study and an Action Research model. The results of Davila and Cuervo's research showed a significant gain in RC and language skills.

The ER approach presents many benefits when it is applied. Nevertheless, it is also important to consider those studies which have presented some limitations in the implementation of this approach. Grabe (as cited in Namhee, 2016) mentions that ER has not been largely applied in EFL context because of a limited emphasis on fluent reading. In addition, this author states that ER implementation demands a lot of reading materials. Therefore, the monetary cost to carry out this approach is high. On the other hand, Grabe (as cited in Namhee, 2016) also believes that the lack of teacher awareness about the important of ER is another limitation. According to Namhee (2016), ER is commonly used outside of class as a course requirement.



### **Chapter III: The Research Method**

This chapter will give information about the methodology which is going to be used in this research. Furthermore, it will describe some important aspects such as the design, the population, sample, and setting. In this section, the procedure, validation criteria, and ethical issues of this research will be outlined.

#### **Research Paradigm**

According to Creswell (2003), a mixed method is a type of research which involves the collective input of both qualitative and quantitative data in a study. Creswell (2003) states that qualitative research is an approach where a social or human problem is explored in order to analyze and understand it from its context. The use of this approach will allow us to describe the reading comprehension process by means of the students' participation in class, and the development a reading. Creswell (2003) also claims that quantitative research is an approach to proving different theories reviewing the relationship among variables. All of these variables can usually be measured on instruments. In this way, numbered data can be analyzed doing statistical procedures. In the Colombian context, this approach is commonly used with ICFES tests to measure reading comprehension. This is why it will be part of this research.

Taking into consideration the latter reasons, the combination of qualitative and quantitative approaches might yield a greater understanding of the research problem more than one approach alone.

**Research Type**

Stringer (2014) points out that Action Research is a systematic approach which allows people to discover efficient solutions to problems they face in their everyday lives. Stringer (2014) also claims that this type of research employs continuously investigation's cycles which are elaborated to provide effective solutions to specific problems or situations and particular settings. Besides, this approach works in order to improve professional and community practices, as well as increase the well-being of the people involved. In addition, Ferrance (2000) states that action research has some stages to follow. The first stage is to determine a problem area, the researcher has a lot of questions they want to find out, but it is important to select the questions to one that is meaningful and related to daily work. The second stage is the collection of data. This is an important step because through this researchers can know what actions they should take. The third stage is analyzed and interpret data. Through this step, the researchers can identify the possible causes of a common problem. Some of the data can be analyzed without the use of statistics assistance, these data can be reviewed holistically. The following stage acts on evidence. Using the information of the data collection and the literature, the researchers can design an action plan that helps them to make a change and to study it. The last stage for Ferrance (2000) is evaluated results. The effects of the intervention performed by researchers must be assessed in order to determine if enhancement has occurred. Making use of this research type, it will be easier to determine the effectiveness of extensive reading activities to enhance reading comprehension because according to Stringer (2014) through this research the researchers can find the problem and suggest a possible solution.

## **Research Background**

### **Setting**

This research will be developed at Luis Eduardo Mora Osejo High School located in the South-East San Juan de Pasto, sector Potrerillo CR 4 N° 16 A 15, Cantarana neighborhood. This high school is near Institución Educativa Ciudad de Pasto. A vast majority of the population in this neighborhood is poor, and social conflict is evident. This Institution is made up by one principal, two coordinators, twenty teachers and two thousand three hundred eighty students and staff. In this high school, there are 35 classrooms, 10 bathrooms, two sports fields, one library, two computer rooms and one cafeteria. Yet although there appear to be many facilities, the majority of these remain in bad conditions throughout the institution, which means that the resources are not enough for students. This is a public, mixed-sex school; in this high school, there are classes in the morning, as well as the afternoon, making up the school day. In the morning there are 1380 students, 700 girls, and 680 boys. In the afternoon there are 1000 students, 600 girls, and 400 guys. Most of the students belong to a low social class (0 and 1 stratum). In Luis Eduardo Mora Osejo high school there are 18 groups which are divided from sixth to eleventh grade. This institution has an academic emphasis on electronics, computer sciences, and the health field.

### **Population**

The participants of this study are 35 high school students of tenth grade, 20 female and 15 male learners that are currently studying at Institución Educativa Municipal Luis Eduardo Mora Osejo. The tenth graders are in the average age of 15 years old. There are two study schedules,

morning and afternoon. Around 2,380 students study in this institution, and most of them belong to a low social class.

### **Sample**

This sample will be tenth-grade group C which is formed by 35 students of tenth grade from both sexes (20 women and 15 men). These students age range between fourteen to fifteen-years-old.

## **Data Collection**

### **Research Techniques**

In order to develop this research, it is important to use a number of techniques to describe the extensive reading effectiveness as a strategy to enhance the reading comprehension in the EFL context. Taking this into consideration, some techniques will be chosen to be carried out in this research.

### **Survey**

Nunan (1992) states that the objective of a survey is common to get immediate results of conditions, attitudes, habits and events at a single point in time. This technique will be used to know what kind of reading the students like which will be implemented later to develop the ER program. The survey will be applied at the beginning of the tenth grade school year in the Luis Eduardo Mora Osejo high school. This survey called "Reading Interest Survey" will have eleven questions in order to know if students have readings habits and to know what their favorite genres are.

### **Assessment Techniques**

In this research two assessment techniques will be applied, a standardized test and an alternative assessment through a journal. At the beginning, the standardized test will be developed to identify what the reading comprehension level is in the students from the tenth grade of Luis Eduardo Mora Osejo high school. The alternative assessment will be an ongoing and systematic process which will be permanently reviewed in each class in order to know if the extensive reading activities have been effective in the process of enhancing reading comprehension.

### **Procedure**

This research will be developed in the tenth grade of Luis Eduardo Mora Osejo high school in order to determine the effectiveness of the extensive reading activities to improve reading comprehension. For the development of this research, it is important to focus on these steps: first, it will be necessary to ask for permission and cooperation to the institution (principal, teachers, and students). Second, after getting the permission of the high school, the students will be asked about their reading preferences and their favorite genre through a survey called Reading Interest Survey containing eleven questions; this survey will take one hour. After its application, the survey will be analyzed in order to understand students' needs as readers, their reading habits, and also the survey's result helps us to know what kind of readings will be used in the Application of Extensive Reading program. Third, in order to know the tenth grade reading comprehension level, an ICFES type test (Instituto Colombiano para el Fomento de la Educación Superior) will be developed currently known as Pruebas Saber 11. In an ICFES test, the English part is scored by The Common European Framework's system which claims that tenth and

eleventh graders must have a B1 level. This test will be added in the annex. Before starting the test, students will be given directions on how to take it. This standardized test will be an instrument adapted from the different existing samples because students in Colombia must take a multiple choice test where the reading comprehension and areas of knowledge in English are measured at the end of their studies. This test will have forty-five questions of multiple choice as the existing examples in Pruebas Saber 11. Students will have one hour to solve this test. Fourth, tenth-grade students will know the results of their reading comprehension level. Therefore, the students will be informed about the extensive reading activities application as a possible solution to overcome their reading comprehension weaknesses. Taking into account the needs analysis results, the researchers will choose several stories based student's favorite genres. In every class, students will work with different readings using diverse and extensive reading activities for the texts. The alternative assessment through a journal will be an ongoing process. For this reason, after having applied the standardized test, the extensive reading activities and the journal will be developed in each class. In the journal, the students are going to record their ideas, thoughts, reflections, feelings or personal comments about each reading. The journal will be shared among the students in order to know the ideas or opinions each one about the reading. Besides, groups will be organized where each group shares their personal comments of their journal, then the researchers will listen one person per group where he or she is going to tell about his or her classmates' opinion. Finally, the researcher will take all the students' journals each week, in order to give a suitable feedback and comments. At the end of this study, researchers will realize how much students have improved their reading comprehension and this could demonstrate the effectiveness of extensive reading activities. This study is going to be developed during the first two school periods (six months) in the Luis Eduardo Mora Osejo High School.

## **Analysis techniques**

### **Pilot study**

In order to give more reliability and validity to this research, it is necessary to make a pilot study. This pilot study will be carried out in order to check the survey in which students are asked about their reading preferences, their favorite genre, and their needs as readers. This pilot study will be performed through an activity where students have to form five groups to read a story. After having read, the story each group will have to present a sketch. The objective of this activity, it is to realize if students feel comfortable developing this type of readings. This study will be carried out in the first week in the first scholar period.

### **Triangulation**

This is a qualitative and action research, for this reason, it is very important to support the results. According to Merriam (as cited in Zohrabi, 2013), the triangulation is a way to try to give more reliability and validity to the results of the evaluation. It is about looking for the convergence of information which comes from different datasets taking into account different points of view. Data triangulation will help to support this research and prove the reliability of our results. The triangulation process in this action research will be done by means of the comparison of results between the ICFES test and the journal.

### **Ethical issues**

Before starting this research, first of all, it is very important to send some letters to the high school authorities such as the principal, the coordinator, the head of the English department, and the director of tenth grade in order to get their permission and their collaboration to carry out this

<b>TIMETABLE</b>	
	<b>Period A 2017</b>

project. Second, it will be mentioned to the teachers and students that their participation in this research will not have negative consequences. Third, the high school name will remain anonymous with the purpose of caring on its prestige. Fourth, once this research is finished, the results will be shown to the principal, teachers, and students who participated voluntarily in this project. Finally, we will show our gratitude to all the people who participated and collaborated in this research.

In this chapter, some relevant aspects have been shown, such as the methodology which includes design, population, sample, setting, procedure, validation of criteria and ethical issues. It is expected that this chapter is a good continuation of the above chapters and it has provided a good basis for the following chapter.

<b>BUDGET</b>			
<b>Quantity</b>	<b>Resources</b>	<b>Amount</b>	<b>Total</b>
480 copies	Photocopies of Short Stories, comics, magazines, newspapers, etc.	\$ 50	\$ 24.000
3 months	Transportation	\$ 1500	\$ 144.000
	Extras- expenses		\$50.000
	<b>Total</b>		<b>\$218.000</b>



Activities / Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Selecting the topic and its information	█										
Problem Statement and the Proposal of the Research	█										
Design of the Research Problem		█									
Design of Theoretical Framework		█	█								
Development of Research Method			█								
Design of Instruments				█							
Elaboration of the Final Report					█						
Presentation of the Field Work						█					
Publication of the Research						█					

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ANNEXES

Annex 1: Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Hour: \_\_\_\_\_

**READING INTEREST SURVEY**

Help me help you! I want to know about your current reading habits and favorite genres to understand your needs as a reader.

1. Do you enjoy reading?      YES                      NO                      SORT OF

If you circled sort of, please explain why.

\_\_\_\_\_

\_\_\_\_\_

2. Do you like to read with a partner?      YES                      NO

3. Do you like to read aloud?      YES                      NO

4. Do you like it when someone reads to you?      YES                      NO

5. Do you like to talk to your friends about what you read?      YES                      NO

6. How much time do you spend reading? \_\_\_\_\_ minutes per day; \_\_\_\_\_ minutes per week

7. What are some of the books you have read lately?

\_\_\_\_\_

\_\_\_\_\_

8. What is/are your absolute FAVORITE book(s)?

\_\_\_\_\_

\_\_\_\_\_

9. Do you ever check out books from the public library?      YES                      NO

10. About how many books do you own? \_\_\_\_\_

11. Circle the genres/types of reading material that you like best:

<i>History</i>	<b>SPORTS</b>	<b>ART</b>	UUCU
<b>ADVENTURE</b>	<i>Romance</i>	<i>Mystery</i>	<b>WAR STORIES</b>
<i>poetry</i>	<b>BIOGRAPHIES</b>	<b>Humor</b>	<b>Folktales</b>
<b>BOOKS IN A SERIES</b>	<b>Drama</b>	<i>Science Fiction</i>	<b>Horror</b>

**Annex 2:** Sample Icfes Test



**SAMPLE ICFES TEST**

**Examen de Estado**  
Para Ingreso a la Educación Superior

• 2017 •

Prueba de  
**INGLÉS**

**2017**



PARTE 1

RESPONDA LAS PREGUNTAS 1 A 5 DE ACUERDO CON EL EJEMPLO.

¿Dónde puede ver estos avisos?

En las preguntas 1 – 5, marque A, B o C en su hoja de respuestas.

Ejemplo:

0.	<p><b>PLEASE DO NOT FEED THE ANIMALS</b></p>	<p><b>A.</b> in a station <b>B.</b> in a café <b>C.</b> in a zoo</p>				
	<b>Respuesta:</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center; border-radius: 50%;"><b>A</b></td> <td style="width: 20px; text-align: center; border-radius: 50%;"><b>B</b></td> <td style="width: 20px; text-align: center; border-radius: 50%;"><b>C</b></td> </tr> </table>	0	<b>A</b>	<b>B</b>	<b>C</b>
0	<b>A</b>	<b>B</b>	<b>C</b>			

1.	<p><b>25¢ per day for late return of books</b></p>	<p><b>A.</b> in a shop <b>B.</b> in a library <b>C.</b> in a hotel</p>
2.	<p><b>ALL FISH ON SALE HERE CAUGHT FRESH FROM THE SEA TODAY</b></p>	<p><b>A.</b> in a museum <b>B.</b> in a hotel <b>C.</b> at a market</p>
3.	<p><b>Please work in your math groups until the break</b></p>	<p><b>A.</b> in a classroom <b>B.</b> in a museum <b>C.</b> in an office</p>
4.	<p><b>Fourth floor toys and clothes</b></p>	<p><b>A.</b> in a school <b>B.</b> in a hospital <b>C.</b> in a department store</p>
5.	<p><b>TICKET OFFICE for international trains</b></p>	<p><b>A.</b> in a theater <b>B.</b> in an airport <b>C.</b> in a station</p>



PARTE 2

RESPONDA LAS PREGUNTAS 6 A 10 DE ACUERDO CON EL EJEMPLO

Complete las cinco conversaciones.

En las preguntas 6 – 10, marque **A**, **B** o **C** en su hoja de respuestas.

**Ejemplo:**



Respuesta:

0	A	B	C
---	---	---	---

- |                                    |  |
|------------------------------------|--|
| 6. Are you OK?                     | A. Yes, inside.<br>B. Yes, please.<br>C. Yes, I am.      |
| 7. Is your mother home?            | A. I don't know.<br>B. That's fine.<br>C. She's a nurse. |
| 8. Why don't we go to the cinema?  | A. We don't.<br>B. Sure, why not?<br>C. It's fine.       |
| 9. I've got a pain.                | A. Where is it?<br>B. Why is it?<br>C. When is it?       |
| 10. How would you like your steak? | A. It's nice.<br>B. Not really.<br>C. Well cooked.       |

PARTE 3

**RESPONDA LAS PREGUNTAS 11 A 18 DE ACUERDO CON EL SIGUIENTE TEXTO.**

Lea el texto de la parte inferior y seleccione la palabra correcta para cada espacio.

En las preguntas 11 – 18, marque **A**, **B** o **C** en su hoja de respuestas.

**COFFEE**



Many people all over the world like (0) \_\_\_\_\_ coffee. In Britain, for example, people drink about 60 million cups of coffee (11) \_\_\_\_\_ day. In some countries, like Italy, people like (12) small cup of strong coffee, usually without milk. In other countries, like the USA, people have coffee made (13) \_\_\_\_\_ a lot of milk and sugar.

Coffee first arrived (14) \_\_\_\_\_ Britain in the 17th century. Many coffee houses (15) then. But only rich men went to (16) \_\_\_\_\_ places to meet friends, talk and do business. Women did not go to coffee houses (17) \_\_\_\_\_ they were much too dangerous. Today, coffee is (18) \_\_\_\_\_ than before and people drink it everywhere, at home, at work and in cafés.

Ejemplo: 0.

A. drink

B. drinking

C. drihks

Respuesta:

0	A	B	C
---	---	---	---

- |     |             |           |            |
|-----|-------------|-----------|------------|
| 11. | A. Every    | B. all    | C. most    |
| 12. | A. Some     | B. the    | C. A       |
| 13. | A. Up       | B. with   | C. by      |
| 14. | A. On       | B. in     | C. At      |
| 15. | A. Open     | B. opened | C. opening |
| 16. | A. These    | B. this   | C. Their   |
| 17. | A. That     | B. or     | C. Because |
| 18. | A. Cheapest | B. cheap  | C. cheaper |

**PARTE 4****RESPONDA LAS PREGUNTAS 19 A 23 DE ACUERDO CON EL SIGUIENTE TEXTO.**

Lea el artículo y luego responda las preguntas.

En las preguntas 19-23, marque la letra correcta **A**, **B**, **C** o **D** en su hoja de respuestas.

---

### **My Love of Traveling by Sam Harris**

I grew up in Australia and was introduced to traveling at an early age. We moved around a lot because of my father's work. My main hobby was radios - I repaired old sets and listened to various programs from around the world. I had a map of the world on my bedroom wall with pins on it and I wrote postcards to foreign radio stations. I was an only child and I didn't have many friends; instead I tried to contact the outside world. We didn't have a television, so what I learned came from the radio and from encyclopedias. By the age of 13, I could draw maps of countries from memory and name all the capital cities.

I didn't actually leave Australia until I was twenty-five, when I went on a long trip through Asia. I arrived in Thailand thinking I was well prepared, but in fact, I knew little about its rich culture. Then I went to India, where my taste for adventure and different experiences grew. Every city there was different; there were cows on the streets, old cars, interesting food, and people everywhere.

I went from country to country without realizing how dangerous some of them were at that time. There was very little advice available. But now it's different - you can learn so much from the internet and just about everywhere you go, you'll find an internet café. It's really changed the way people travel.

The things I now like most about a trip are eating and shopping. I also love sitting on trains and talking to different people. I'm sure I'll never get bored with traveling, even though I've explored most countries in the world.

19. What is the writer trying to do in the text?
- A. talk about the towns where he used to live
  - B. describe the people he met while traveling abroad
  - C. compare the different countries he has been to
  - D. explain how his interest in travel has developed
20. What can you learn about the writer from this text?
- A. He had always wanted to work on the radio.
  - B. Very little surprised him on his first visit to Asia.
  - C. His early knowledge of the world came from the radio.
  - D. He liked sharing his interest in geography with other people.
21. What do we learn about the writer's life as a child?
- A. He spent time fixing radios that were broken.
  - B. His father was unemployed for long periods.
  - C. His friends thought he was rather strange.
  - D. He watched programs about people in other countries.
22. What does the writer say about traveling abroad?
- A. There are many countries he would still like to visit.
  - B. Information about other countries has become easier to find.
  - C. The things he enjoys while traveling have not changed.
  - D. Knowing something about maps is useful when traveling.

23. Which of the following statements would the writer make?

A. I find it hard to talk to people I meet on my travels because I hardly knew anyone when I was a child.

B. Areas with only a few people are the best places to visit since they are quiet and relaxing.

C. Learning about the world from books and the radio was nothing like the real experience.

D. The world's a smaller place now because of the internet, and so travel has become less exciting.

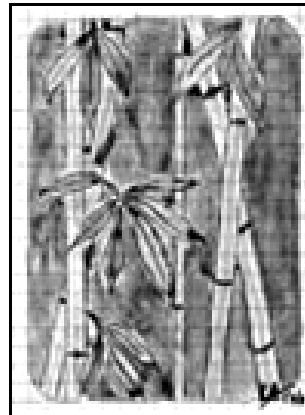
## PARTE 5

RESPONDA LAS PREGUNTAS 24 A 33 DE ACUERDO CON EL SIGUIENTE TEXTO.

Lea el artículo y luego responda las preguntas.

En las preguntas 24-33, marque la letra correcta A, B, C o D en su hoja de respuestas.

## Colombia's Guadua



Bamboo has (0) \_\_\_\_\_ most perfect structure that exists in nature. Guadua, a very tall strong (24) \_\_\_\_\_ of bamboo, has been of (25) \_\_\_\_\_ use. People have used guadua to build their homes as guadua is not expensive, it (26) \_\_\_\_\_ easily, and is very solid.

Guadua has been planted (27) \_\_\_\_\_ Colombians in rural areas for building their homes, but Guadua is (28) \_\_\_\_\_ beautiful that it is being sent to other countries. It can be (29) \_\_\_\_\_ for windows, roofs, stairs, or creative arts. In a local newspaper article, a journalist writes, "the fibers inside guadua are long and strong. (30) \_\_\_\_\_, it deserves to be (31) \_\_\_\_\_ the plant of steel."

As part of Colombian culture, (32) \_\_\_\_\_ songs have been written about this plant, one of (33) \_\_\_\_\_ says, "The guadua cries because it has a heart."

**Ejemplo:**

0. A. the            B. a            C. one            D. some

Respuesta:

0	A	B	C
---	---	---	---

24. A. amount            B. type            C. group            D. number

25. A. huge            B. big            C. large            D. great

26. A. increases            B. raises            C. grows            D. climbs

27. A. by            B. with            C. in            D. for

28. A. just            B. so            C. too            D. very

29. A. used            B. created            C. made            D. spent

30. A. Instead            B. Therefore            C. Furthermore            D. However

31. A. talked            B. told            C. said            D. called

32. A. no            B. all            C. several            D. every

33. A. whose            B. which            C. whom            D. what



**Parte 7**

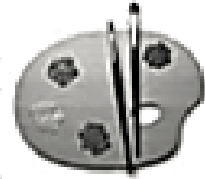
**RESPONDA LAS PREGUNTAS 41 A 45 DE ACUERDO CON EL SIGUIENTE TEXTO**

Lea el artículo y luego responda las preguntas.

En las preguntas 41 - 45, marque A, B o C en su hoja de respuestas.

**My Artistic Adventure**

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

Ejemplo:

0. When she was seven, she slept

- A. for some hours.
- B. very well.
- C. a lot.

0	A	B	C
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Respuesta:

41. Where was the painter from?

- A. Ireland
- B. Spain
- C. France

42. She was mostly excited by the

- A. painter's ability.
- B. painter's voice.
- C. painter's show.

43. How often did she watch the show?

- A. three times a week
- B. once a week
- C. twice a week

44. She could not get oil paints because she

- A. didn't speak Spanish.
- B. was too young.
- C. always watched TV.

45. Stopping painting was

- A. the painter's idea.
- B. her mother's order.
- C. her own decision.



Hoja de Respuestas

Ejemplo:

0.	A	B	C	D
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Nº	Options				Level
1.	A	B	C	D	A1.I
2.	A	B	C	D	
3.	A	B	C	D	
4.	A	B	C	D	
5.	A	B	C	D	
6.	A	B	C	D	
7.	A	B	C	D	
8.	A	B	C	D	
9.	A	B	C	D	
10.	A	B	C	D	
11.	A	B	C	D	A1.II
12.	A	B	C	D	
13.	A	B	C	D	
14.	A	B	C	D	
15.	A	B	C	D	
16.	A	B	C	D	A1.III
17.	A	B	C	D	
18.	A	B	C	D	
19.	A	B	C	D	
20.	A	B	C	D	
21.	A	B	C	D	
22.	A	B	C	D	A2.I
23.	A	B	C	D	
24.	A	B	C	D	
25.	A	B	C	D	
26.	A	B	C	D	
27.	A	B	C	D	
28.	A	B	C	D	
29.	A	B	C	D	A2.II
30.	A	B	C	D	
31.	A	B	C	D	
32.	A	B	C	D	
33.	A	B	C	D	
34.	A	B	C	D	A2.III
35.	A	B	C	D	
36.	A	B	C	D	
37.	A	B	C	D	
38.	A	B	C	D	B1.I
39.	A	B	C	D	
40.	A	B	C	D	
41.	A	B	C	D	
42.	A	B	C	D	
43.	A	B	C	D	
44.	A	B	C	D	
45.	A	B	C	D	