UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Salesiana

Facultad de Educación

Escuela de Educación en Inglés

SEMINARIO DE TÍTULO

Improving the Reading comprehension skill of 7th-grade students at Centro Educativo Salesianos Alameda by using four reading techniques.

Seminario para optar al grado de Licenciado en Educación y al Título de Profesor de Inglés para Educación Media.

Director: Fernando Garetto Loyola.
Participants:
Aránguiz Vega, Sebastián Matías
Gutiérrez Niñez, Ximena Stella
Palma Leyton, Sebastián Ignacio
Rodríguez Olave, Álvaro Javier
Vásquez Castañeda, Jorge Nicolás

SANTIAGO DE CHILE
2018

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Acknowledgments

To initiate this acknowledgment, we want to mention the importance of our project supervisor Mr. Fernando Garetto Loyola, who helped us during the process from the beginning of the project. Mr. Garetto helped us to organize our ideas when we could not do it.

We must acknowledge Centro Educativo Salesianos Alameda for allowing us to do our research project within the establishment, and a special mention to Miss Silvana Pincheira Rodríguez, who advised us with the 7th graders and with the creation of the instrument we used to interact in the workshop with the students. We want to give a special mention to the 7th graders 2018 generation whom we work with because they helped us finish this project by working with us during the classes we intervened.

We would also like to thank all the people who supported us throughout the years and during this research process. We want to thank especially all our families who always give us their unconditional love and support.

Finally, we want to thank Miss Andrea Luci and Miss Tamara Iriarte, for giving us their opinions, thoughts, and suggestions on how to continue with our research project.

<div style="text-align: right">The group.</div>

"True teachers are those who use themselves as bridges
over which they invite their students to cross;
then, having facilitated their crossing,
joyfully collapse,
encouraging them to create their own."
— Nikos Kazantzakis

Abstract

The present dissertation project is about the reading comprehension problems among students in a specific school. The project is about introducing a new reading comprehension *strategy* and *techniques* using a workshop in that specific school to improve reading comprehension skills among students. It is going to be implemented that strategy and those techniques on eight sessions twice a week on seventh-grade students in order to improve their reading comprehension. The techniques that are going to be used were taken by different authors who speak about reading comprehension itself, mother tongue (L1) and second language development. It is important to comprehend that the use of the strategy and techniques is related to understanding and improving the second language in a reading comprehension task. The way in which is going to be implemented will be using a workshop as a strategy. It is expected that the results that will be obtained are going to present changes between the first intervention done in two seventh grade courses and the second one done in the same courses in a different period of time. Those changes would be such as students obtaining lower grades than the first intervention; obtaining better grades than the first intervention or even maintaining the level of grades they already have. Those assumptions will prove or disprove if the project advanced in a positive, negative or neutral way.

Keywords - *Reading Comprehension, Strategy, Techniques, Skills.*

Summary

El proyecto de investigación trata sobre los problemas de comprensión lectora que se encuentran entre los estudiantes en una escuela específica. El proyecto tratará de introducir una nueva estrategia y técnicas de comprensión lectora utilizando un taller en dicha escuela para mejorar las habilidades de comprensión lectora entre los estudiantes. Se implementará dicha estrategia y técnicas en ocho sesiones dos veces por semana en estudiantes de séptimo básico para mejorar su comprensión lectora. Las diferentes técnicas que utilizaremos fueron tomadas de diferentes autores que hablan sobre la comprensión lectora en sí misma, lengua materna (L1) y desarrollo de la segunda lengua. Es importante comprender que el uso de esa estrategia y esas técnicas se relaciona con la comprensión y la mejora de un segundo idioma en una tarea de comprensión de lectura. La forma en que se implementará será utilizar un taller como estrategia. Se espera que los resultados que se obtengan presenten cambios entre la primera intervención realizada en dos cursos de séptimo básico y la segunda realizada en los mismos cursos en un período de tiempo diferente. Esos cambios serían tales como los estudiantes obteniendo calificaciones más bajas que la primera intervención; estudiantes obteniendo mejores notas que la primera intervención; o incluso, los estudiantes manteniendo el nivel de notas que ya tienen. Esas suposiciones demostrarán o refutarán si el proyecto avanzó de manera positiva, negativa o neutral.

Introduction

During this semester in our practicum process as pre-service teachers at Centro Educativo Salesianos Alameda, we noticed that some of the students have problems to understand what they are reading. Besides, considering that some academic books are classic books presented in the format of comics, it is a matter of great concern. These kind of books are supposed to help students develop a better way to understand the text, but somehow it fails because, students tend to confuse ideas, they interpret ideas by the images but not by what is written. Even though students have a good performance in English tests and other English activities inside the classroom, they show a lower level in reading comprehension tests. This reading comprehension problem would entail other comprehension problems in students such as not understanding or following instructions for activities in English.

According to this information, the following study aims at improve the reading comprehension skill in 7th graders of Centro Educativo Salesianos Alameda. As trainee teachers, we believe that if students are guided using appropriate reading comprehension strategies and techniques, those factors will improve the reading comprehension of the students. Therefore, the purpose of this project is to present a series of techniques to improve the students' reading comprehension skill.

This action-research project is aimed at helping and improving the reading comprehension in students of the 7th grade. Students will receive help by means of reading comprehension strategy and techniques that will be thought to be useful for them in order to improve their reading comprehension skill. As trainee teachers we do not want to teach them

how to translate an English text word by word, because that is not the idea of this project; as trainee teachers we do not want that the students read the translation of the text in Spanish; we want that the students understand an L2 text as a whole idea, not just as English vocabulary.

The strategy designed by the researchers was created as an anthology of various strategies and techniques that would be adapted to the students' particular needs detected by researchers at school Centro Educativo Salesianos Alameda.

In the theoretical framework, it is going to be presented texts and also different authors' points of view referring to reading comprehension skills.

In the methodological framework, it is going to be presented the sample emphasizing their principal characteristics, then we are going to present the sampling procedure showing what we use during this investigation.

The results are going to reveal all the data collected in the investigation made at the school, those results will include the first and second test.

The students that were selected for this research belong to class 7th A (experimental group) and 7th D (control group). This division was made according to the grades they obtained in an initial test on the book "Dead man's money", by John Escott. Students of class 7th A will attend a 4-week reading comprehension techniques workshop, these reading comprehension workshop is going to be taught by us. Then, a final test will be taken in order to compare the impact of learning a new reading technique and four strategies.

As future teachers, we have to consider the teaching of reading comprehension technique in our classrooms as an essential part of the curriculum, not only giving books to read at home but also working them in the classroom with the students.

Chapter 1: Theoretical Framework

1. Theoretical Framework

As it will be appreciated below are presented different investigations conducted by different authors which will allude to the reading comprehension skill, reasons for reading, the use of strategies and techniques when reading, problems faced by L2 readers, and other points that provide the general background of our research project.

1.1 Reasons for reading

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing (see Chapter 8).

Lastly, good reading texts can introduce interesting **topics**, stimulate **discussion**, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons. (Harmer, 1997; p. 99)

According to the author, reading comprehension is not only to understand what the reader reads, but reading comprehension also improves language acquisition, something beneficial at

the moment of speaking a new language. Besides, of helping on the development of new vocabulary words. Also, improves writing abilities in terms of grammatical skills and punctuation, important abilities at the moment of express ideas such as in English like in Spanish.

1.2 What is Reading Comprehension?

According to Patrick Chaury (Chaury, 2015), reading comprehension can be defined as the following:

Reading can be defined as the process of decoding printed symbols into phonological forms in order to have access to the meaning of the printed material (Ziegler & Goswami, 2006). However, in order to comprehend a text, one must have sufficient vocabulary knowledge, know how the sentences are constructed in the language, and synthesize the information extracted from the text with prior knowledge. Comprehension can be considered the ultimate goal of reading (Koda, 2007).

From the previous text, it can be considered that reading and comprehension are narrowly connected. Someone can read a text, read the words that are written but maybe cannot understand the contents and ideas of a text. In order to face this, and to develop reading comprehension readers must accomplish some requirements mentioned above. As Tung-hsien He (2008) said "reading is a process that requires effort on the readers' part if they want to understand written text" (p 224)

1.3 Problems faced by L2 readers.

First of all, as we are dealing with reading comprehension, we must be aware of some problems that make the students fail when reading a text in an L2, in this particular case in English. According to Grabe (2009):

> Unlike first language reading, second language reading involves two languages. The
>
> dual-language involvement implies continuous interactions between the two
>
> languages as well as incessant adjustments in accommodating the disparate demands
>
> each language imposes. For this reason, L2 reading is crosslinguistic and, thus,
>
> inherently more complex than L1 reading (Grabe as cited in Koda; 2009).

That extract basically tells us that L2 is more complex than L1 reading because it involves two different languages which are in a constant struggle while reading. The languages are trying to adjust themselves to the reader's reading skill to provide a better reading experience, but it is hard to do this reading exercise because both of the two languages are trying to impose to the other one. The L1 is trying to impose as the dominant language due to the fact that our L1, Spanish in this case, is our mother tongue, while the L2 is trying to impose as well due to the fact that the text is on a different language, in this case, English.

> differences between L1 and L2 are more apparent with beginning readers and weak
>
> readers who struggle with word recognition, but there are key differences to consider
>
> even with advanced L2 readers in academic contexts. These different demands of
>
> learning to read in an L2 need to be considered carefully in research, assessment, and
>
> instructional practices (Grabe, p. 130; 2009).

Furthermore, it is necessary to keep in mind that most students when do not know a word they tend to rely on their L1. For instance, the word "*dessert*" for L2 readers in a beginner state who does not know the word "*dessert*", they believe that "*dessert*" could mean "*desierto*" in Spanish, because they are relying on their L1, but the word "*dessert*" in English means "*postre*". The same could happen with the English word "*dinner*" which means "*cena*" in Spanish. That word could be confused with "*dinero*" which is said "*money*" in English by L2 readers in a beginner state because they are relying once again on their L1. It is known as a false cognate.

This tendency of relying on the L1 whenever you do not a word in another language, in this case, English, can be approached through the "cognates" approach. According to Yule (2006).

The process we have just used to establish a possible family connection between different languages involved looking at what are called 'cognates'. Within groups of related languages, we can often find close similarities in particular sets of words. A cognate of a word in one language (e.g. English) is a word in another language (e.g. German) that has a similar form and is or was used with a similar meaning. The English words mother, father, and friend are cognates of the German words Mutter, Vater, and Freund. On the basis of these cognates, we would imagine that modern English and modern German probably have a common ancestor in what has been labeled the Germanic branch of Indo-European. By the same process, we can look at similar sets in Spanish (madre, padre, amigo) and Italian (madre, padre, amico) and conclude that these cognates are good evidence of a common ancestor in the Italic branch of Indo-European (Yule, p.184; 2006).

As trainee teachers we must be aware of these aspects when talking about reading comprehension techniques, because we are trying to find a solution to a problem that many students have inside our sample; otherwise, we would not be able to find and apply a more appropriate technique for the students, if we were not aware of some of the problems they already have whilst reading the texts for school.

According to Marsha, readers may activate prior knowledge at the moment of reading. Prior knowledge enhances comprehension by enabling readers to comprehend text better, to make connections, to predict, and to develop inferences as they are reading. (Marsha, 2016)

In this way, readers make connections of all the aspects of the text developing the comprehension in a better way, once again according to Marsha (2016), "Activating background for proficient readers happens quite naturally as they preview a text before reading, browsing through the text, reflecting on the author, and nothing information in the book jacket or other visuals." (Marsha, p.6, 2016)

Before reading it is important to highlight the most important components of the text because this way is much easier for the reader to know what he is going to read. Aspects such as the title, the author, characters, among others.

Following Marsha, readers have different ways to apply strategies depending on the type of text.

"When reading fiction, readers may activate prior knowledge by browsing the text to use one or more of the following browsing activities to activate background knowledge.

● Think about what you know about the author.

- Identify the type of selection, e.g., fiction vs non-fiction.

- Identify the genre, e.g., fantasy vs. realistic fiction.

- Notice interesting words, text, or illustrations.

- Obtain a general idea of what a selection is about.

- Get a general idea of setting and characters in a fictional story."

Once again according to Marsha on informational texts.

"When reading informational text, readers may move beyond browse to skimming the text for specific information and organization. Skimming is defined as "the rapid reading of text [sic] to get a sense of text structure, organization and gist" (Spafford & Grosser, 2005, page 143) focusing on chapter previews, headings, bolded type, titles, and marginal glosses.

• Notice anything interesting including text features.

• Identify the structure of the text.

• Set a general idea of what a selection is about.

• Notice problem words, text or confusing illustrations or particularly surprising information. • Decide what one expects or wants to learn from the text.

• Obtain a general idea of what an expository selection is about by reading title, headings, subheadings, and first sentences of paragraphs.

• Raise wonderings and questions." (Marsha as cited in Spafford & Grosser, 2005).

According to Kern (pp. 441-442; 2015)

On the one hand, we know that it can sometimes facilitate comprehension, as when the L1 and L2 are related languages and L2 text contains cognates and/or structures similar to those of the L1 (Koda, 1989; Mackey, 1965; Ringborn, 1992; Singleton; 1987). On the other hand we know that phonological, lexical and syntactic differences between L1 and L2 can often contribute to inaccurate comprehension of L2 texts (Allouche, 1990; Berman, 1984; Bertkau, 1973; Cowan, 1976; Hatche, 1974; Holmes & Ramos, 1993; Mclaughlin, 1987; Smits 1989). There would always be a situation with mother tongue and L2.

According to Kees De Bot (2004).

The central question most of the research is concerned with is language-specific versus non-specific access. In other words, when we are confronted with a word, e.g. in a lexical decision task, do we first access the lexicon from one language and then the next, or is there a parallel search through all languages, words not being organised primarily through language, but e.g. through frequency. (Kees De Bot, p.18; 2004)

According to Kees De Bot, the situation between mother tongue and L2 in bilingual tasks establishes that we, as readers, students, teachers, among others at the moment of an L2 task we learn to one language first (mother tongue), after that, we move to the second language. That situation would be a problem when a person applies it with false cognates in a reading or speaking task. But, on the other hand, L2 readers can sometimes use the native language to facilitate reading comprehension when L2 texts contain cognates or structures similar to L1.

1.4 What are reading strategies?

To deal with the problems mentioned above, readers can use different methods, plans for obtaining or developing a successful reading comprehension. These plans or method are known as reading strategies. Following the ideas of Patrick Chaury (2015, p.4)

The authors define a reading strategy as "a plan of mental actions to achieve a reading goal" (Bimmel et al., 2001, p. 510). Four categories of reading strategies have been identified in the literature (Aghaie & Zhang, 2012; Akkakoson, 2013; Bimmel et al., 2001): cognitive, which can be bottom-up (e.g., scanning) or top-down (e.g., predicting), metacognitive (e.g., comprehension monitoring), socio-affective (e.g., cooperating with others in the reading task), along with test-taking strategies (e.g., reading the test questions before the actual text). However, Phakiti (2003) pointed out the overlap across several strategies. For instance, translating into one's first language is a cognitive strategy that also implies metacognition, as the reader must at the same time monitor if the translated sentence makes sense.

1.5 The use of reading strategies

According to Akkakoson (2013) the use of reading strategies by students, either L1 or L2, shows how readers perceive and face a reading activity, how they try to get the meaning of the text and what to do when they do not understand. The use of one strategy or another, or a combination of them, is a flexible decision made by the readers in order to process written texts and get the meaning of what they read.

According to researchers made on L1, instructions that highlight the use of multiple strategies to convey the meaning are more efficient than teaching and using strategies independently. On the other hand, L2 researches explain that adaptations [sic] of L1 combined –

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strategies show good results in L1 readers. (Bimmel, Van de Bergh, & Oostdam, 2001) (Macaro & Erler, 2008)

The combination of strategies could be among different strategies and a wide range of results could be obtained. Reading comprehension strategies have been categorised by researchers into five main categories which are: bottom-up strategies, top-down strategies, meta-cognitive strategies, social/affective strategies and test-taking strategies (Macaro & Erler, 2008). L2 teachers can teach reading comprehension strategies in their classes, and students can learn to apply those strategies and being helped by the teachers. Once again according to Akkakoson (2013), "when they become aware of their own reading strategies, they can consciously decide how to improve their reading comprehension" (p.423).

Chapter 2: Methodological Framework

2. Methodological Framework

The purpose of this section is to describe the participants of the investigation as well as the procedure used to select them. It is also explained when and how the data was collected, the steps and phases of interventions, the type of study, and finally the objectives of the research are presented.

2.1 Participants

The school selected belongs to Salesians of Don Bosco, a Catholic order mostly dedicated to teaching young people to be good citizens. This school has both, humanista-científica (humanistic-scientific) and vocational education, and is one of the many schools categorized as subsidized in Chile. Students that attend this school are only boys and they come from different places in Santiago. The participants were selected from 7th-grades, particularly from 7th-grade A and 7th grade D. The students of those grades are mostly new at school, just some of them are repeating the year. Students have four classes per week dedicated to English, where they follow a particular curriculum based on the book "New Headway" edited by Oxford University Press, and seventh graders view contents of the first part of the Beginner level (from unit one to seven). Once per semester, they go to the English Classroom, a special room where they work on and develop the four English skills doing a different kind of activities according to the unit they are working on at the moment.

There are eighty-two students in total, some of them with some disciplinary problems, but in spite of that, classes can be done in a good way, and students participate in class. Some of the students, two in 7th-grade A and two in 7th grade D belong to Programa de Inserción Escolar - (PIE), a special programme dedicated to helping students diagnosed with learning disorders.

In general, students have a good performance in classes; are responsible and also work in classes, they also have a good behavior when they have tests, except when they deal with a Reading Comprehension test. During the year, students have to read four books edited by Oxford University Press, given to them at the beginning of the year. The books they have to read are presented as a comic book, making them more attractive for the students.

2.1.2 Sampling procedure

In order to conduct this research, the students selected to participate in this investigation had to accomplish with some requirements agreed beforehand by the researchers: (1) take the tests on the original dates, (2) attend to the intervention classes and participate in them, and finally (3) they should not belong to PIE.

Tests were taken on the dates set by the contact teacher of the researchers. The students had a test of the book named Dead man's money on October 8th, and another test of the book named Vampire Killer on November 12th. During the investigation, we would focus on the results of the whole process.

2.2. Materials

The test used for this research were elaborated by the researchers following the directions of the contact teacher. Both tests consist of six sections. The first one was a True or False item, the second one was a vocabulary exercise; the third one a chronological order item, the fourth one character's recognition, the fifth one multiple choice, and the last one was a draw and opinion section. For the purpose of this research, the sections one through five were considered.

The first section, True or False: In the section can be visualized the students' ability to relate what they read and contrast it with a sentence that it could be or could not be modified, so they should define if it corresponds or not with the story.

The second section, Vocabulary exercise: The section was chosen mainly because one of the requirements of this research is to facilitate the comprehension of words whose meaning is unknown to students, thus granting them a context to be understood in a better way.

The third section, Chronological Order: The part of the test has the purpose of getting the students to organize the events that occurred in the text chronologically; allowing the student to understand the story in the three main stages; start, development and climax or end.

The fourth section: Character Recognition: The part allows the students to visualize the characters in the text, their physical and psychological qualities, its importance and hierarchy according to the context of the story.

The fifth section. Multiple Choice: The section mainly shows the reading comprehension itself, this part covers all aspects of the understanding of the text, both from the plot and the characters of the story.

The last section, Draw, and Opinion item, as required by the teacher and it is not counted in the research.

As it was mentioned above, the tests were made following the instructions of the contact teacher in charge of the classes, so we adapted all the intervention activities to accomplish the purpose of this research project. Both tests can be found in appendix 1

2.3 Research Design

The subjects were placed into a condition that it was specifically for the manipulation of contents exposed to the students. That was not at random, 7th graders were taught with different

techniques to improve their reading comprehension. It was planned beforehand, so nothing happened randomly. In that way, if there was any kind of problem, a contingency plan was already prepared, so it would be just applied if it was needed.

For the purpose of this research 7th graders were considered into two groups: 7th grade A as the experimental group, and 7th grade D as the control group. The division was made according to the average of the first reading comprehension test, Dead Man's Money, where 7th grade A students obtained a lower average, 4.91 versus 5,29 obtained by 7th grade D students.

2.4 Procedure

The interventions were made during the classes' period between October 18th and November 8th. Each intervention will be described on the following points. Planning for each session can be found in Appendix 2:

2.4.1 First Session: The session took 45 minutes of the class. In that session, students were presented with a pre-reading activity. They had to look at the cover and title of the book and give ideas of what they think the book is about, things they think would happen, ideas about the characters, scenery, when the story had happened, etc. They had to write their ideas on their notebooks, then share with a classmate and finally, giving their opinion to the rest of the class. This activity is supported by Jeremy Harmer who says.

> When we read texts in our language, we frequently have a good idea of the content before
> we actually start reading. Book covers give us a clue about what is in the book;
> photographs and headlines hint at what articles are about; we can identify reports as
> reports from their appearance before we read a single word. The moment we get these
> clues - the book cover, the headline, the web-page banner - our brain starts predicting
> what we are going to read. Expectations are set up and the active process of reading is

ready to begin. In class, teachers should give students 'hints' so that they also have a chance to predict what is coming. In the case of extensive reading - when students are choosing what to read for pleasure - we should encourage them to look at covers and back cover copy to help them select what to read and then help them 'get into' a book. (pp. 101-102)

2.4.2 Second Session: The session took 45 minutes of the class. In that class, students had to recognize the characters of the story. They had to identify their names, who was the protagonist, who was the antagonist. Also, they had to point out and write down the important events developed by the characters and quotes they think are important to know. The activity was based on an article called Reading Strategies. The text establishes the following "Engaging in Reading: Using Context to Find Meaning Writers use a variety of ways to convey the meaning of unfamiliar words and concepts. These include definitions, examples, descriptions, illustrations, clarifications, parenthetical notes, comparisons, elaborations, and typographical cues." (Ontario, Ministry of Education, Canada. 2005; pp. 34)

And we also used another extract from the same article "Engaging in Reading: Most/Least Important Idea(s) and Information Determining important ideas and information in text is [sic] central to making sense of reading and moving toward insight. (Stephanie Harvey and Anne Goudvis, 2000)" (Ontario, Ministry of Education, Canada. 2005; pp. 44)

2.4.3 Third Session: The session took 45 minutes of the class. In that session, students were presented with a context vocabulary activity. They had to underline the words they do not know, then they had to write the complete sentence in their notebooks and try to look for the

meaning inside the context, supporting their ideas. This activity is supported by Willmore (1966):

> Willmore (1966) used 80 college students enrolled in a how -to-study class to compare reading, underlining, outlining, and SQ3R as methods of studying a history text. After a 50 minute lecture on each technqiue [sic], four chapters of the text were studied using the various techniques. Underlining scores on the immediate and delayed criterion tests were significantly greater than reading, outlining, and SQ3R scores, when adjustments were made for time. (Willmore as cited in Thomas R. Schnell & Daniel J. Rocchio, p. 6; 1974)

According to the previous quote, it is important to mention that SQRRR/SQ3R is a reading method implemented by Francis P. Robinson in the year 1946. The method was named by its initials survey (S), question (Q), read (R), recite (R) and review (R).

2.4.5 Fourth Session: The session took the complete period of class. In that session students worked on a one-pager project, where they had to summarize the whole book, the plot, the characters, they had to give their own opinion about the book. We took and molded this idea from Routman (1994), who establishes:

> 5. Summarizing/Retelling to Assess and Improve Reading Comprehension
>
> To evaluate comprehension, teachers often ask children to give an oral or written retelling about what they have read. This is an effective, viable, and engaging alternative to simply asking children follow-up questions. For the strategy to work, the setting should be informal and relaxed. In retellings, children are in charge—they choose and use their own words to express what they have understood. They are encouraged to make personal connections. Retelling is also known to help with oral language skills and to improve

reading comprehension in less proficient readers (Routman 1994, 323) (Routman as cited in Duke and Pearson 2001; p. 463).

Summarizing. A summary is a synthesis of the important ideas in a text. Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words. Instruction in summarizing helps students:

 • identify or generate main ideas;

 • connect the main or central ideas;

 • eliminate redundant and unnecessary information; and

 • remember what they read. (Armbruster, 2001; p. 45)

Besides, and going deeply in summarizing activities, it was found the concept of a one-pager project. This activity is a reading strategy that can be meaningful and a creative response to a text (Kruse, 2018). In words of Melissa Kruse, one-pagers "typically focus on showcasing the theme of a narrative" (2018). With this kind of activity, students can also explore their creativity making their own design of the specific project, selecting the information that is important for them, arranging the elements as they want and using all the elements that they consider necessary. That would be helpful to improve the learning process in students. Once again, according to Kruse, "One pagers [sic] move students beyond basic comprehension to a more mature way of thinking about a text." (Kruse, 2018) The template of one-pager used in this session can be found in appendix 3

2.5 The Study

According to the general objective, during our practicum process, we visualize that one of the biggest problems of the students of "Centro Educativo Salesianos Alameda" was reading

comprehension. The problem was discovered due to the low grades on an extensive reading test by two researchers from this dissertation project group. The number of students with low grades on the extensive reading tests was notorious. So, the idea of improving the reading comprehension skill was to decrease the number of low grades, improve the results and develop this skill throughout the future.

To achieve our objective we are going to use techniques supported by several authors who have a similar point of view like the one we have and want to implement on the students. Moreover, we believe that these techniques are going to be useful to the students for their everyday life, not just on specific subjects; because, if reading comprehension problems were present on L2, the students will probably present problems on other aspects of their academic lives, even those related to the use of the mother tongue.

It is important to mention that our type of research is quantitative, but it still can be seen traces of a qualitative research. Is a quantitative research because during the research, we obtained results and data. Those results and data were analyzed to prove the improvement of the students before and after the application of the techniques shown in classes. The analyzed data were obtained by a pretest of the book Dead man's money. The results obtained on the pretest gave us a starting point, considering which type of item of the test the students tend to fail or confuse the most. Also, the results of the test help us to develop the classes in a better way, applying the techniques given by the authors on the benefit of the improvement of reading comprehension skill of the students, considering that our research is quantitative. On the other hand, the research also has qualitative aspects; because at the end of the workshop, we ask the students opinion about the use of the techniques and the development of the workshop. This is important to know if the students were able to express opinions and ideas related to the plot of the book.

For the purpose of this research we have set the following objectives:

2.5.1 General objective

To improve the reading comprehension skills on seventh graders at "Centro Educativo Salesianos Alameda".

2.5.2 Specific Objectives

1. To state reading comprehension strategies in order to guide students to manage new techniques.

2. To teach reading comprehension strategies for the period of a month.

3. To compare results shown after applying a reading comprehension test.

2.5.3 Hypothesis

To carry out this research we stated the following hypothesis:

Exposure to a new reading comprehension strategy has a positive impact in the reading comprehension in students of 7th grade.

2.5.4 Theoretical learning approach: Constructivism

In this point, it is mentioned the learning theory that supports the selected activities for this action research. As it is said by Dr. Bada (Bada, 2015, p. 67)

Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Bereiter, 1994). When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. In the classroom,

the constructivist view of learning can point toward a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and h ow [sic] their understanding is changing. The teacher makes sure he/she understands the students' preexisting [sic] conceptions, and guides the activity to address them and then build on them (Oliver, 2000). (Bada, 2015)

As it can be seen in the extract above, constructivism is an active way of learning where learners have to make connections between the previous and the new knowledge in order to construct a new and better knowledge based on experimentation and, then think over about the learning process and how they had an active role in this process with the assistance of an expert (teacher) or an outstanding learner (classmate).

This teaching approach is the most suitable one for the purpose of this research because, during the process of the workshop, researchers try to encourage students to develop and use their own previous knowledge in order to assemble the new contents provided by the books they have to read during the semester. In fact, during the development of the activities students have to predict, select and choose significant information for them and give reasons for their options, and make a new sort of summary assisted with the researchers' scaffolding. During this action research, the learning process was mainly centered on the students' work.

Chapter 3: Results

3. Results

In this section, we will present the data collection made in both, initial and final tests during the process of the investigation. It is important to mention that for the purpose of this investigation the total of participants is seventy-two students. For an extensive sample of results, it can be found in Appendix 4.

3.1 Initial Test Results
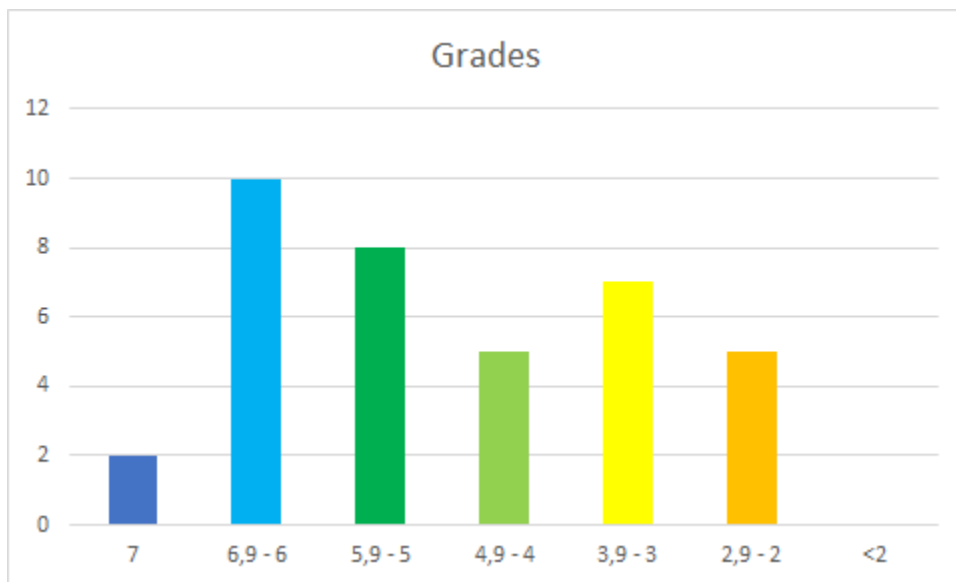
Graph 1: 7th-grade A initial test results

AVERAGE PER ITEM

■I ■II ■III ■IV ■V

V; 68%

I ; 80%

IV; 74%

II; 63%

III; 59%
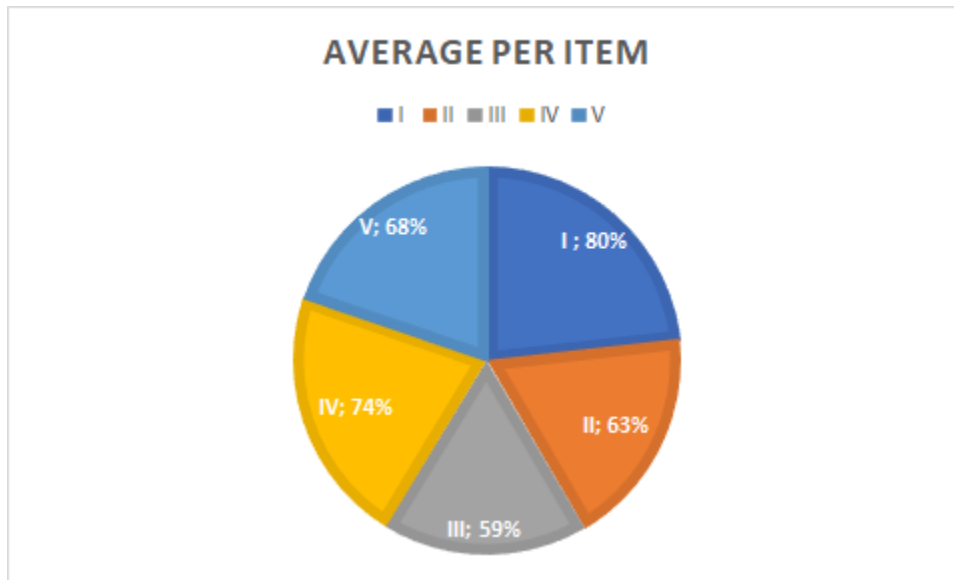
Graph 2: 7th-grade A average of correct answers by item

Graph 1 and 2 shows the grades obtained by 7th-grade A students in the initial test and the average of the correct answer by section. This grade is the group was taken as an experimental group.

As can be seen on the previous graphs, 67,6% of the students obtained an approved mark. Over 35,3% of the students got an acceptable but not perfect mark (between the scale of 4.0 and 5.9), but the percentage of students are close to the percentage of students that obtained a lower mark that reached a 32,4%. Analyzing those percentages, and considering the variation and amount of marks obtained between the scale of 2.0 and 5.9, those results can be related to the percentages of the correct answer by section. Most of the students did in the correct way the first section, but that percentage decrease in a dramatic way in the following sections. It is important to consider the lower percentage of the correct answer in the third section related to order the events in a chronological way.

Apart from the graphs shown above, the next graphs show the marks obtained by 7th-grade D students in the initial test and the average of correct answers by section. These students belonged to the control group.
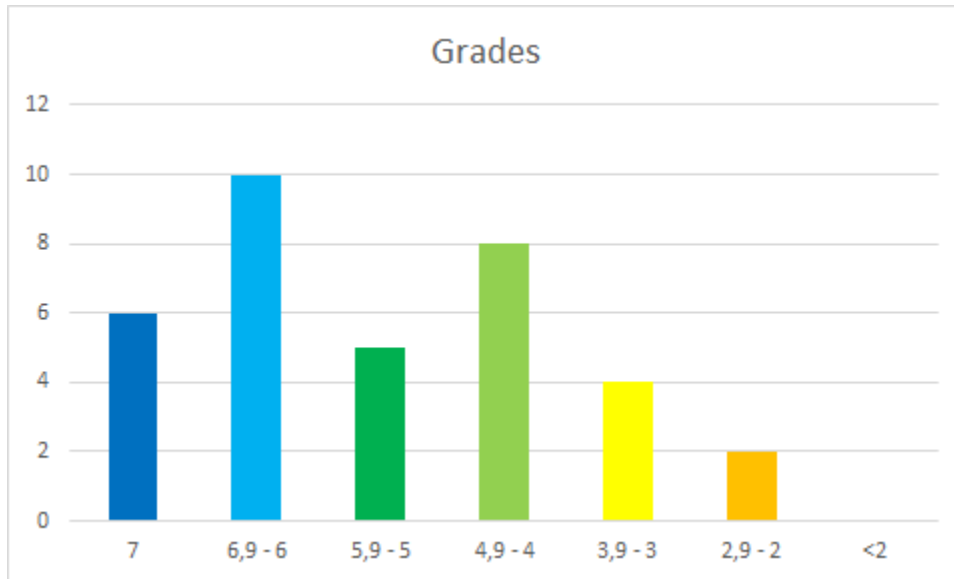
Graph 3: 7th-grade D initial test results
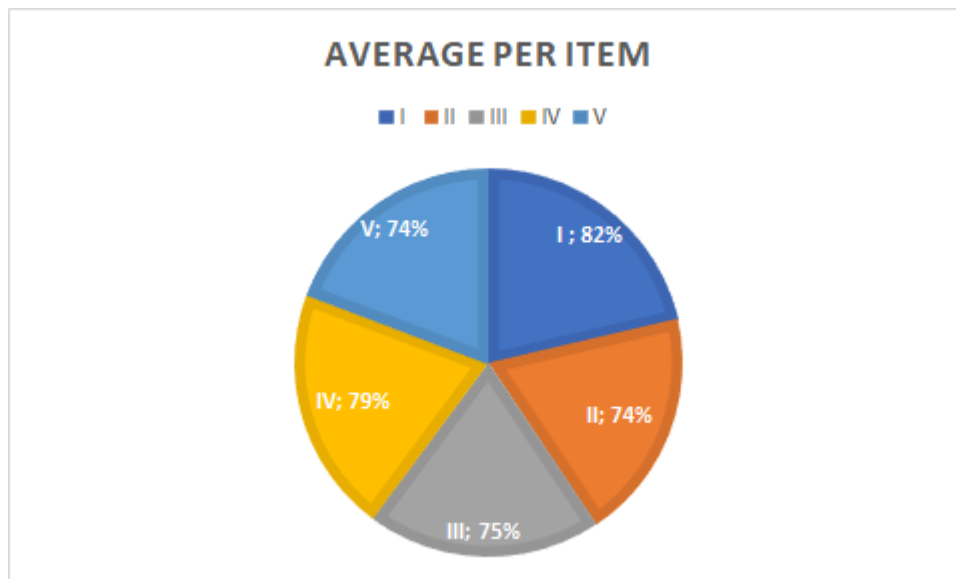
Graph 4: 7th-grade D average of correct answers by item

Graph 3 and 4 reveals that in 7th-grade D, students obtained good results on the first test according to graph 3. It can be noticed in the number of lower marks presented on the graph 3. 45,7% of students obtained outstanding marks, 37,14% of students obtained an acceptable mark and finally, a 17,14% of students obtained a lower mark. Analyzing the results section by section, it can be noticed that the percentage of approval is high and also it oscillate in a constant manner. The explanation of those results would be that in the third section, one of the most difficult on the test, students presented a good development at the moment of work on it. In addition, that reflects the reading comprehension level that the class already has because students could identify the main events during the development of the story.

3.2 Final Test Results
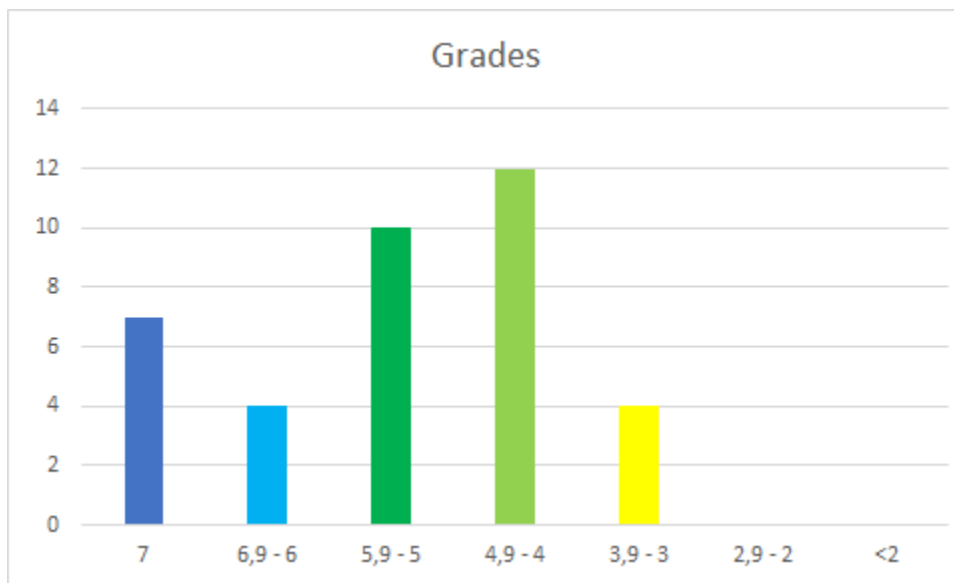
Graph 5: 7th-grade A Final test results

28

AVERAGE PER ITEM

■ I ■ II ■ III ■ IV ■ V

V; 72%

I ; 77%

IV; 77%

II; 87%

III; 55%
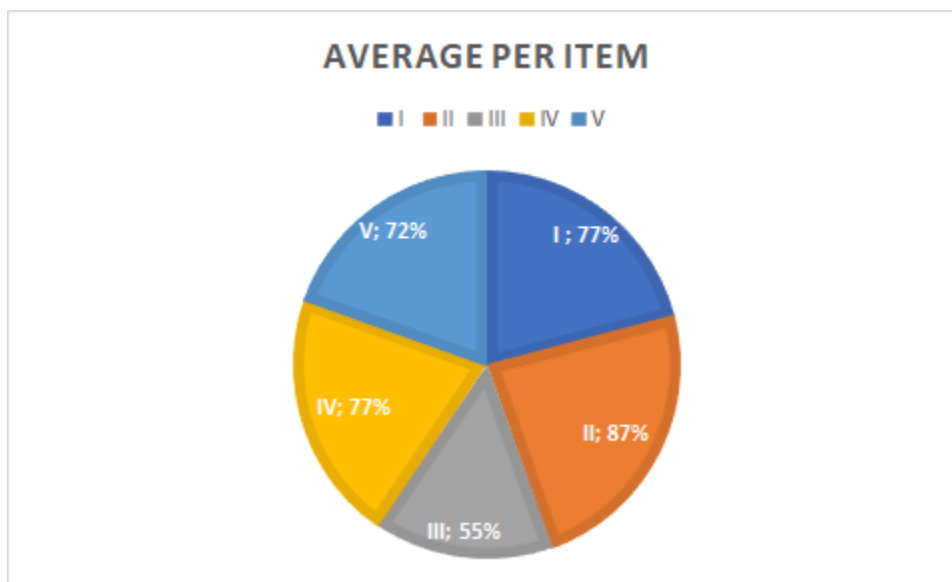
Graph 6: 7th-grade A average of correct answers by item

Graph 5 and 6 show the marks obtained by 7th-grade A students in the final test and the average of the correct answer by section. It can appreciate a big improvement in terms of results contrasting with the initial test; most of the half of the students obtained marks over the approval mark.

An improvement can be seen on the results obtained in the final test by 7th-grade A students. The percentage of lower marks decreased from 32,4% (Graph 1) to 10,8%. On the other hand, the percentage of very good marks (7.0) increased from a 5,4% (Graph 1) to an 18,9%, in other words, it increased a 13,5%. Analyzing section by section, it can be noticed that in general terms, the percentage oscillated in a constant manner even though in the third section the percentage was the lowest, the improvements were not affected at the end. The strategy and techniques taught in the workshop might have been helpful to the students at the moment of reading the text; that help is reflected on the results obtained on the final test. Due to after

teaching the strategy related to identifying main events they still having problems organizing events and ideas related to the book.

Apart from the graphs revealed above, the following graphs show the marks obtained by the 7th-grade D students in the final test and the average of the correct answer by section.
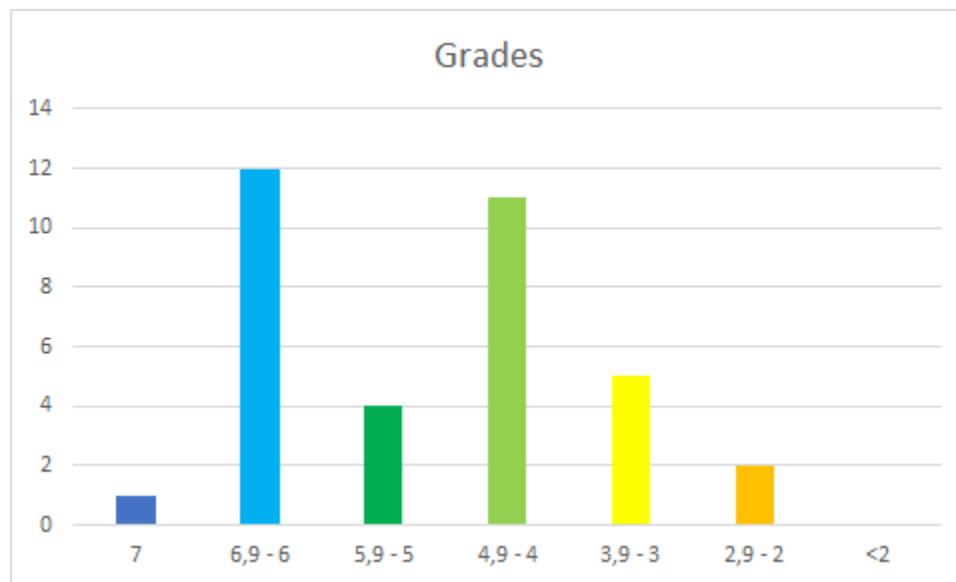
Graph 7: 7th-grade D final test results

AVERAGE PER ITEM

■ I ■ II ■ III ■ IV ■ V

V; 75%

I ; 71%

IV; 79%

II; 77%

III; 62%
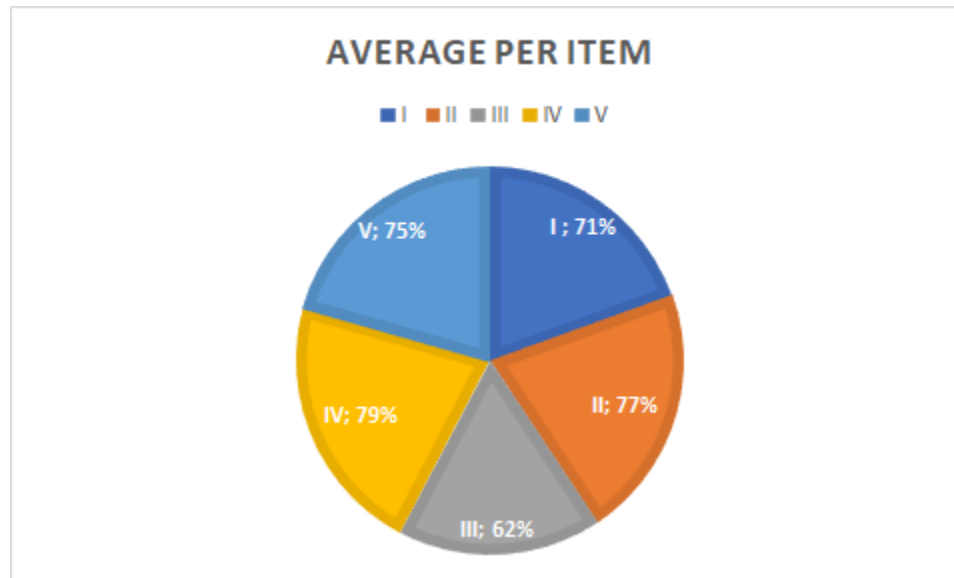
Graph 8: 7th-grade D average of corrects answers by item

Graph 7 shows the results obtained by 7th-grade D students on the final reading comprehension test. There are few differences at the moment of comparing the results with the first test exposed on Graph 3. The percentages related to the number of students who obtained marks over the scale of four still remains the 80%. On the other hand, the number of students who obtained a mark under the scale of 3.9 increased by 20%.

A decreasing of very good marks (7.0) can be observed with the result obtained in the final test by 7th grade D students. It decreased from 17,14% (Graph 3) to 2,8%. Secondly, the percentage of acceptable marks (4.9 – 4) ascended from 37,14% (Graph 3) to 42,8%. Finally, the percentage of lower marks increased from 17,14% (Graph 3) to 20%. The results obtained by 7th D graders shows not significantly affected results because they did not receive a specific training like 7th A graders. This observation is consistent with the hypothesis previously mentioned by the researchers.

3.3 Comparative analysis
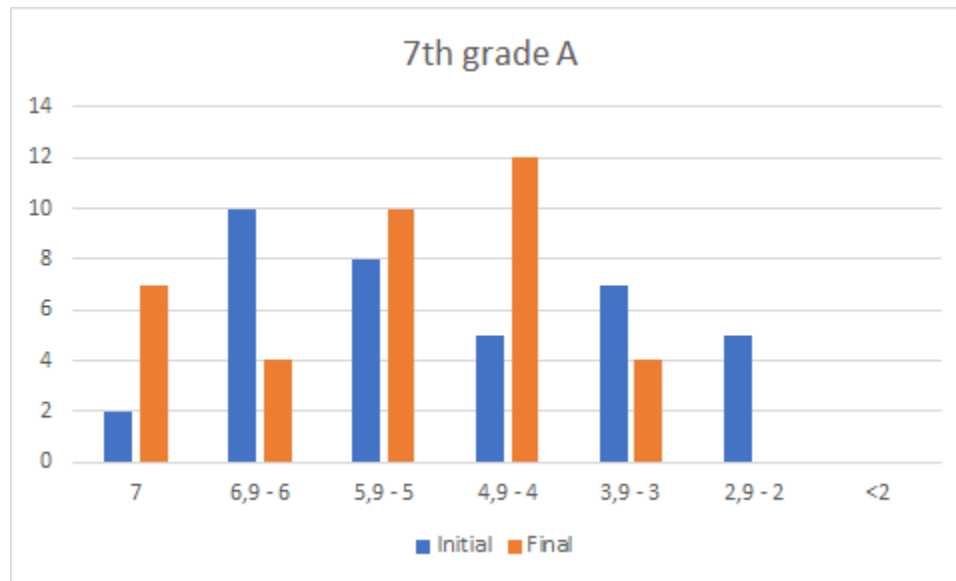
Graph 9: Comparative graph initial - final test 7th-grade A

Graph 9 shows the results obtained by 7th-grade A students in both tests. Comparing both results, most of the students improved their results in the second test.

According to Graph 9, the most significant variations are related to the scale of seven (very good), 6.9 to 6.0 (good), 4.9 to 4.0 (bare pass) and 2.9 to 2.0 (bad). According to the results, students who obtain a 7.0, one of them keep his perfect score; six of them, increase their grades to 7.0, and only one student decrease to 5.4. The rest of the student who obtains a 6.0 mark on the first test, three of them maintained their marks, and one student increased from a 5.4 to a 6.3. From the students who obtain grades over 5.0, one of the students improved his grades on 2.3 points, and another one increased 1.8 points. In addition, the rest of the students did not show significant changes in their grades.

In the case of the students who obtained marks on the scale of four, one of the students improved their marks on 2.1 points. On the other hand, five of the students decreased their marks

from the scale of 6.0 to a scale of 5.0. In that case is important to mention that those students did not show positive results after the intervention, maybe the students did not understand the technique or did not like it.
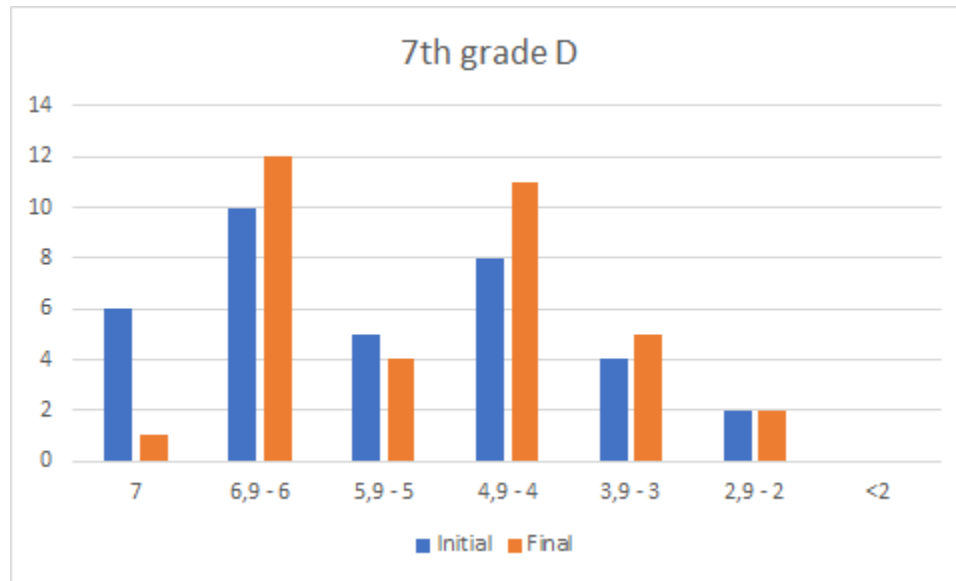
Graph 10: Comparative graph initial - final test 7th-grade D

Graph 10 shows the results obtained by 7th-grade D students in both tests, the students also improved the results but in a less notorious way; two of the students obtained grades under 3.0 scale. There were an improvement in grades on a scale from 4.0 to 6.0.

According to the results obtained by the students of 7th-grade D, is important to mention that the students who obtained marks on the scale of 7.0 on the first test decreased their results on the final test. Five students decreased from 7.0 to the scale from 5.0 to 5.9, and one of the student decrease from 7.0 to 4.4. In the scale of 5.0, four out of five students obtained a similar result on the final test. Finally, the students who obtained grades in the scale of 3.0 to 3.9 on the initial test, increased in one student on the final test.

It is important to mention that 7th-grade D was part of the control group, those students were not part of the workshop, so they did not receive training of reading comprehension techniques.

Chapter 4: Discussion

4.   Discussion

As pre-service teachers and researchers of this dissertation project, we noticed that during our practicum process there was a relevant situation which has been dragged from the first semester. This situation was related to the reading comprehension skill. Students were not able to understand what they were reading using L2; in other words, they did not understand English books Dead man's money and Vampire killer. We think that this project was useful for us because it allowed us to see for ourselves that the students of 7th-grade A and D of "Colegio Salesianos Alameda" have in fact reading comprehension problems. These problems were identified by the bad results of the first test. Besides, that idea of investigating that situation was originated during the first semester of the practicum process where, as pre-service teachers, we had noticed that the main problem of the 7th-grade students of English was a reading comprehension problem.

At the beginning of this research project, it was considered that exposure to a new reading comprehension strategy would have a positive impact on the reading comprehension skill of students of 7th grades at "Colegio Salesianos Alameda". As Patrick Chaury (2015) cited some authors, such as Stevens Taylor and J.W Asher, "The authors found that overall the students who received explicit strategy training outperformed those who did not. However, the nature of the strategies that were taught - cognitive or metacognitive - did not yield any statistically significant difference." (Chaury, 2015, p.2).

The results of the test showed that the students do not always understand what they read, neither the main ideas nor the pictures of the book, even when the texts are as simple as the ones they had to read during this project.

According to the development of the dissertation project, as researchers, we obtained all the data needed to be analyzed in order to obtain a final outcome. During the research, there were two groups or samples, one of which was intervened (7th-grade A), and the second one was not intervened (7th-grade D). The first group was part of the workshop where the class received a strategy and different techniques related to the reading comprehension skill. The results obtained by this group on the final test presented an increase in the final marks, in contrast with the results in the first test. It is important to mention that the reception and the motivation of the students were essential at the moment of implementing the reading comprehension workshop. It was related to classwork instead of homework, because by working in the class, students were able to ask all of the doubts they had about the task; they were also allowed to work in groups as well as with the teacher, which is a really important fact to have into consideration in the final results of the research.

The project helped us to understand that students needed some kind of intervention inside the classroom whenever they were reading a text, because due to our intervention the marks of the 7th-grade A improved significantly in the final test in contrast to the marks obtained on the first test. Moreover, as researchers, we accredit that the intervention (workshop) was successful in 7th-grade A because there was a significant improvement throughout their performance in the final test. On the other hand, 7th-grade D students were taken as the control group, so there was not an intervention applied to them. In that case, the marks obtained by students in that class dropped moderately; in the first test, there were six "very good" marks (7.0), but on the final test there was only one "very good" mark.

Comparing and analyzing both groups, we can state that implementing an intervention as a reading comprehension workshop would be useful for students to improve their reading

capacity skill. Implementing a workshop drove students to comprehend, relate, analyze and also understand what they were reading in English. That can be proved with the results obtained by 7th-grade A students in the final reading test; the marks obtained raised significantly. This intervention would be suggested to be implemented in other English classes inside the same school we intervened on, in order to help future reading comprehension tasks and activities required; not only in 7th-grades but also in every single class that present a reading comprehension situation.

After collected and analyzed all the data, is possible for us to answer to the general and specific objectives of this dissertation project, and the data obtained from the students will help the researchers to answer the hypothesis.

In this action research is important to mention that was divided into three phases. The first one a pretest, followed by the workshop which consists of four classes and finally a post-test. Both tests were the instrument used to collect the data, before and after the test. In that way, we could analyze the error made on the test by the students related to reading comprehension. Without a doubt, the results of the tests show an improvement on reading comprehension on students of 7th-grade A, this is supported by the data collection of the test where a notorious number of students improve their grades in contrast with the pretest. With the results of the final test as researchers we can say that the implementation of the workshop is useful for 7th-grade A students, the students show a better development on their test. In contrast to the initial test. Besides, at the moment of comparing the results of the test of 7th-grade A with the results of 7th- grade D is possible to see a difference between the grades obtained, where 7th-grade A students obtain better grades after the workshop on the final test than 7th-grade D students.

Finally, and according to with all the data collected by the researchers, the results obtained by the instrument support the hypothesis previous state, Exposure to a new reading comprehension strategy has a positive impact in the reading comprehension in students of 7th-grade. The application of the workshop on 7th-grade A help the students while they were reading the book and during the application of the test.

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Appendices

Initial Test

Centro Educativo Salesianos Alameda
CULTIVEMOS EL ARTE DE ESCUCHAR Y ACOMPAÑAR
Departamento de Inglés

Reading Comprehension : "Dead man's money"

Name:_____ **Class: 7th____ Date: _____**

Total score: _____/ 56 points   Mark: _____

Para contestar se ruega seguir las indicaciones:

1. Anotar su nombre y curso claramente y con letra legible.
2. Leer cada una de las preguntas e indicar la alternativa o respuesta correcta.
3. Debe usar lápiz pasta azul o negro.

I. Are these sentences True (T) or False (F)? (10 points)

1. ___ Joe and Eddie are writers.
2. ___ Cal and Wilma take thousands of dollars from a bank.
3. ___ Eddie's share of the money is $3,000.
4. ___ Blanche usually drives fast.
5. ___ Eddie wants an expensive cabin.
6. ___ Cal gets $3,000 for his history.
7. ___ Eddie puts his money under the cabin floor.
8. ___ Cal finds Eddie's red mask.
9. ___ Wilma knows about cars and brakes.
10. ___ In the end, Wilma gets the money.

II. Match a word with a definition. (10 points)

1. Bank	__ Something to put over your face, so that people don't
2. Gas	know you.
3. Robber	__ A big area of water.
4. Gang	__ A building to put your money in.
5. Dangerous	__ Something bad that happens.
6. Lake	__ A small house.
7. Rent	__ You put this in a car to make it go.
8. Cabin	__ To pay money to use something.

9. Mask   __ Someone who takes something that is not theirs.

10. Accident   __ Something that can hurt or kill you.

                                  __ A group of people who do bad things.

III. Put the following events in the right order. Number them from 1 to 10. (10 points)

a. ___ Cal finds Eddie's money.

b. ___ Blanche and Joe drive away in Cal's car.

c. ___ Joe and Eddie take $9,000 from a bank.

d. ___ Eddie puts his money under the floor.

e. ___ Blanche and Joe drive to the Blue Lake Cabins.

f. ___ Eddie has an accident and dies.

g. ___ Blanche and Joe take the money from Cal.

h. ___ Eddie goes to the Blue Lake Cabins.

i. ___ Blanche and Joe die in an accident.

j. ___ Cal moves into Eddie's cabin.

IV. Who in the story… (10 points)

a. is Joe's girlfriend? _____

b. rents a car? _____

c. usually has cabins to rent? _____

d. is a writer? _____

e. finds Eddie's red mask? _____

f. always drive fast? _____

g. cuts the brakes on Cal's car? _____

h. has a gun? _____

i. take Cal's car? _____ and _____

V. Choose the best answer (10 points)

1. Eddie's car goes to _____.

a [ ] into another car b[ ] off the road c [ ] into a house d [ ] into a tree

2. Cal gets $200 dollars for his _____.

a [ ] car   b [ ] mask   c [ ] story   d [ ] bag

3. After Eddie dies, Cal has Eddie's _____.

a [ ] clothes   b [ ] bag   c [ ] car   d [ ]cabin

4. Cal finds lot of _____ in Eddie's cabin.

a [ ] money   b [ ] food   c [ ] paper   d [ ] people

5. Wilma finds Eddie's money when Cal is _____.

a [ ] at the bank   b [ ] in his car   c[ ] on the lake   d [ ]at his mother's house

6. Blanche and Joe hear about Eddie's accident _____.

a [ ] on the radio   b [ ] from Wilma   c [ ] on television   d [ ]from the police

7. Blanche and Joe come to the cabins and take the money from _____.

a [ ] Wilma   b [ ] Cal   c [ ]a policeman   d [ ] Eddie

8. Blanche and Joe leave in Cal's car, because there is no _____ in their car.

a [ ] milk   b [ ] gas   c [ ] money   d [ ] water

9. Blanche has an accident in Cal's car because _____.

a [ ] it is raining   b [ ] she can't see   c [ ] she is tired   d [ ] there are no breaks

10. In the end, _____ gets the money.

a [ ] Cal   b [ ] Blanche   c [ ] nobody   d [ ] Wilma

VI. **Draw and describe your favourite part of the book. (6 points)**

Final Test

Centro Educativo Salesianos Alameda
CULTIVEMOS EL ARTE DE ESCUCHAR Y ACOMPAÑAR
Departamento de Inglés

Reading Comprehension : "Vampire Killer"

Name:_____ **Class: 7th____ Date: _____**

Total score: _____/ 56 points   Mark: _____

Para contestar se ruega seguir las indicaciones:

1. Anotar su nombre y curso claramente y con letra legible.
2. Leer cada una de las preguntas e indicar la alternativa o respuesta correcta.
3. Debe usar lápiz pasta azul o negro.

I. Are these sentences True (T) or False (F)? (10 points)

1. ___ Colin Miller needs a job.
2. ___ Professor Fletcher needs Colin next week.
3. ___ There is a vampire in town.
4. ___ Claudia first meets Colin outside the supermarket.
5. ___ Colin's friend thinks Colin's job is funny.
6. ___ Claudia is younger than Colin.
7. ___ Renfield escapes from the Professor.
8. ___ Claudia works for Renfield.
9. ___ Claudia kills the Professor.
10. ___ Colin escapes to another town.

II. Match a word with a definition. (10 points)

1. Blood   __ A small flying insect.
2. Ghost   __ Something you say or do to make people laugh.
3. Vampire   __ Having a powerful body.
4. Crazy   __ Think that something or someone exits.
5. Dangerous   __ The kind of books and films about ghosts and vampires.
6. Believe   __ A supernatural creature which drinks the blood of living people.
7. Fly   __ A red liquid in the body.
8. Strong   __ Mad or insane
9. Joke   __ Something that can hurt you.

10. Horror   ___ A dead person who appears again.

III. Put the following events in the right order. Number them from 1 to 10. (10 points)

a. ___ Colin phones Professor Fletcher about the job.

b. ___Colin discovers that Claudia is the Vampire.

c. ___ Colin goes to the pub for a drink.

d. ___Professor Fletcher, Colin and Claudia go to Vampire's house.

e. ___Claudia runs away when the sun comes up.

f. ___ Colin wants a Job.

g. ___Claudia takes the fire-escape and Colin goes with professor Fletcher upstairs.

h. ___ Professor Fletcher, Colin and Claudia wait for Renfield.

i. ___Colin hits Professor with the door.

j. ___ Colin meets Claudia.

IV. Who in the story… (10 points)

a. wants a job? _____
b. lives at 58 Bottle Road? _____
c. knows where Renfield lives? _____
d. works for Claudia? _____
e. hits Professor Fletcher with the door? _____
f. are faster than Renfield? _____ and _____
g. is a vampire killer? _____
h. is a vampire? _____
i. knows where the vampire lives? _____

V. Choose the best answer (10 points)

1. Colin phones Professor Fletcher because _____.

a [ ] he wants a job b[ ] he wants a drink   c [ ] he lives near him d [ ] he knows him

2. Professor Fletcher asks Colin_____.

a [ ] a question   b [ ] about football   c [ ] about books   d [ ] lots of questions

3. Professor Fletcher is a _____.

a [ ] ghost   b [ ] vampire   c [ ] vampire killer   d [ ]film-maker

4. Colin wants to have a drink because he_____.

a [ ] wants to meet his friends   b [ ] wants to meet Claudia   c [ ] doesn't want to go home   d [ ] is tired

5. _____ is waiting at supermarket.

a [ ] Claudia b [ ] Renfield c[ ] Colin's friend d [ ]professor Fletcher

6. Colin and Claudia laugh at Professor Fletcher because they _____.

a [ ] don't believe in vampires b [ ] like each other c [ ] don't believe professor

d [ ]are afraid of ghosts

7. When Renfield comes out of the house Colin _____.

a [ ] runs away   b [ ] is afraid   c [ ]laughs   d [ ] call the police

8. _____ get in Fletcher's car.

a [ ] Colin   b [ ] Renfield   c [ ] Claudia and Colin   d [ ] Claudia

9. Claudia wants to _____.

a [ ] kill Professor b [ ] kill Renfield   c [ ] drinks professor's blood   d [ ] drinks Colin's blood

10. Claudia runs away because she is afraid of _____.

a [ ] police   b [ ] Colin   c [ ] the sun   d [ ] Reinfield

VI. **Draw and describe your favourite part of the book. (6 points)**

Appendix 2: Lesson Plans

Class: 7th Grade	Date: October 18th	Time: 45 minutes

Main Objective: To discuss about Vampire Killer book.	
Subsidiary aims: To use reading comprehension strategies	
Key Activities: Using predictions	
Contents: Vampire Killer book.	

Skills/procedures: Reading and speaking	Lexis Vocabulary associated with the book	Grammar Simple Present	Function Predicting the content of a book

Assumptions: Students may not understand what they read or do not know some vocabulary.

Stages	Interaction	IT- Materials-Timing
Engage/ Warm-up	Students are presented the cover of the book and teacher asks them to look the cover and then, they express their ideas about the image on the cover. Teacher corrects their speech in case of being necessary.	Book Whiteboard 5 minutes
Study / Presentation	Teacher explains that they are going to predict the content of the book watching the cover, the title, the back cover and some images inside the book. The teacher gives an example about how prediction works.	Book 10 minutes
Practice	Students are asked to look the selected part of the book and start to make their own predictions. They write on their notebooks in order to have a support at the moment of speaking.	Book Notebook 20 minutes
Close up/ Wrap-up	Students give orally their predictions at random, giving their opinions about why they think that. The teacher corrects in case of being necessary.	Book 10 minutes

Class: 7th grade	Date: October 25th	Time: 45 minutes

Main Objective: To identify the characters and plot of the book			
Subsidiary aims: To use reading strategies			
Key Activities: Identifying characters and the plot			
Contents: Vampire Killer book			
Skills/procedures: Reading and writing	**Lexis** Vocabulary associated with the book	**Grammar** Simple Present	**Function** Identifying characters, plot and important quotes and events.
Assumptions: Students may not understand what they read or do not know some vocabulary.			

Stages	Interaction	IT- Materials-Timing
Engage/ Warm-up	Students are presented the book and the teacher explains that are going to identify the characters and to recognize the main events developed in the story	Book 5 minutes
Study / Presentation	The teacher uses their own book to show students how they are going to work. The teacher selects one character at random, searches it along the complete text and write on the whiteboard the main important points about the character (quotes, characteristics, physical appearance, etc). After that, they show how to enumerate the main events in the story with a few events. Then, asks to students to choose two characters and do the same.	Book 10 minutes
Practice	Students work on their own. The teacher goes around the classroom checking and helping students in case of being necessary.	Book 20 minutes
Close up/ Wrap-up	Student are asked to present voluntarily their work in front of the class. The teacher corrects in case of being necessary.	10 minutes

Class: 7th grade	**Date:** October 29th	**Time:** 45 minutes

Main Objective: To infer the meaning of words in context			
Subsidiary aims: To use reading strategies			
Key Activities: Identifying unknown words			
Contents: Vampire Killer book			
Skills/procedures: Reading and writing	**Lexis** Vocabulary associated with the book	**Grammar** Simple Present	**Function** Discovering new vocabulary

Assumptions: Students may not understand what they read or do not know some vocabulary		
Stages	**Interaction**	**IT- Materials- Timing**
Engage/ Warm-up	The teacher writes on the board a difficult word presented in the book and asks to students if they know what the word means. The teacher asks to try to discover the meaning of the word. Then, he presents the complete sentence where the word appears and explains the meaning of the word using the context.	Book Whiteboard 10 minutes
Study / Presentation	The teacher explains that students going to discover the meaning of words without using the dictionary. The teacher explains the activity: Students have to read the book looking for unknown words, underline them and then, write down the complete sentences on their notebooks, and after that, they have to try to discover the meaning and take notes of their ideas.	Book 5 minutes
Practice	Students make their work on their own. The teacher goes around checking and answering students' questions.	Book Notebooks 20 minutes
Close up/ Wrap-up	Students presents orally their work. Finally they discuss about the strategy used and the importance of knowing new vocabulary.	10 minutes

Class: 7th grade	**Date:** November 8th	**Time:** 90 minutes

Main Objective: To summarize the story in a one pager project			
Subsidiary aims: To use reading strategies			
Key Activities: To complete a one pager project			
Contents: Vampire Killer book			
Skills/procedures: Reading and writing	**Lexis** Vocabulary associated with the book	**Grammar** Simple Present	**Function** Summarizing the story

Assumptions: Students may not understand what they read or do not know some vocabulary		
Stages	**Interaction**	**IT- Materials- Timing**
Engage/ Warm-up	The teacher explains students are going to summarize the story by completing a template provided by the teacher. The teacher explains how to fill it and tells students they can also make draws or paint the template. Then explains before to start they are going to read the book together guided by the teacher.	One pager template 10 minutes
Study / Presentation	The teacher read the book aloud and students follow the reading with their own books.	Book 20 minutes
Activate/ Production	Students work on their own one pager project, using their books, making questions to the teacher and discussing and sharing information with their classmates. The teacher goes around the classroom monitoring the work.	One pager template Book 55 minutos
Close up/ Wrap-up	Students deliver their one pager at the end of the class.	5 minutes

Appendix 3: One-pager template

Words you don't know

What happens at the beginning?

What happens at the middle?

What happens at the end?

Characters

Appendix 4: Test results per student

N°	Nota	Item I	Item II	Item III	Item IV	Item V
1	6,5	100%	100%	80%	90%	90%
2	5,7	90%	80%	80%	100%	60%
3	4,6	90%	50%	80%	70%	50%
4	5,4	90%	70%	70%	100%	70%
5	2,8	50%	20%	10%	30%	50%
6	6,5	100%	80%	100%	100%	80%
7	2,2	50%	20%	0%	0%	30%
8	3	70%	20%	20%	60%	20%
9	7	100%	100%	100%	100%	100%
10	7	100%	100%	100%	100%	100%
11	5,9	90%	80%	80%	90%	90%
12	2	50%	0%	0%	10%	20%
13	4,7	90%	60%	20%	90%	80%
14	3,9	50%	70%	40%	60%	50%
15	5	80%	80%	70%	80%	50%
16	6,6	90%	80%	100%	100%	100%
17	6,6	100%	100%	100%	100%	70%
18	6,7	90%	100%	100%	100%	90%
19	3,7	70%	10%	30%	50%	80%
20	2,3	80%	0%	20%	0%	20%
21	4,7	80%	60%	100%	60%	50%
22	3,6	60%	50%	10%	70%	60%
23	6,5	100%	80%	80%	100%	100%
24	6,5	100%	80%	80%	100%	100%
25	5,1	80%	70%	70%	70%	70%
26	6,5	100%	80%	100%	100%	80%
27	3,6	60%	30%	20%	70%	60%
28	5	90%	60%	70%	70%	90%
29	5,9	100%	60%	100%	90%	70%
30	6,2	90%	80%	80%	100%	90%
31	3,5	50%	100%	20%	30%	60%
32	3,1	60%	0%	50%	50%	40%
33	2,6	60%	0%	20%	40%	10%
34	5,1	70%	100%	30%	80%	100%
35	4,7	80%	70%	40%	90%	60%
36	4,9	70%	80%	50%	90%	70%
37	6,2	80%	100%	80%	80%	100%
X̄	4,91	80%	63%	59%	74%	68%

7th-grade A Initial Test

N°	Nota	Item I	Item II	Item III	Item IV	Item V
1	4	50%	30%	50%	70%	80%
2	6,6	90%	100%	100%	100%	100%
3	6,7	90%	100%	100%	100%	90%
4	7	100%	100%	100%	100%	100%
5	7	100%	100%	100%	100%	100%
6	5,8	80%	60%	100%	80%	90%
7	6,5	90%	80%	100%	100%	90%
8	6,9	100%	100%	100%	100%	90%
9	7	100%	100%	100%	100%	100%
10	2,4	80%	80%	0%	30%	30%
11	7	100%	100%	100%	100%	100%
12	5,2	80%	60%	100%	90%	80%
13	6,6	100%	100%	100%	100%	80%
14	3,1	50%	70%	20%	20%	40%
15	4	60%	80%	20%	100%	60%
16	5,8	80%	60%	100%	90%	90%
17	3,3	80%	20%	40%	50%	40%
18	4,6	90%	80%	70%	30%	60%
19	5	80%	70%	100%	80%	40%
20	6,5	100%	80%	100%	100%	80%
21	3	50%	20%	100%	30%	50%
22	4,5	70%	40%	10%	60%	70%
23	7	100%	100%	100%	100%	100%
24	4,2	60%	60%	30%	80%	80%
25	2,1	20%	30%	10%	50%	10%
26	6,9	90%	100%	100%	100%	100%
27	6,5	90%	100%	100%	80%	80%
28	5,1	100%	60%	90%	60%	60%
29	6,3	90%	80%	100%	90%	90%
30	7	100%	100%	100%	100%	100%
31	4,1	90%	50%	60%	60%	40%
32	4,1	80%	80%	30%	70%	50%
33	6	90%	60%	100%	90%	100%
34	3,3	70%	40%	30%	70%	20%
35	4,2	70%	100%	50%	70%	90%
x̄	5,29	82%	74%	75%	79%	74%

7th-grade D Initial test

N°	Nota	Item I	Item II	Item III	Item IV	Item V
1	6,2	80%	100%	100%	90%	70%
2	4,6	70%	100%	30%	70%	50%
3	5	70%	100%	30%	50%	80%
4	6,3	100%	80%	60%	80%	90%
5	5,1	80%	100%	60%	50%	70%
6	7	100%	100%	100%	100%	100%
7	3,8	60%	40%	20%	60%	70%
8	4,1	40%	70%	30%	90%	70%
9	7	100%	100%	100%	100%	100%
10	5,4	100%	100%	30%	80%	70%
11	4,7	80%	70%	30%	80%	80%
12	3	70%	10%	40%	30%	20%
13	5,1	80%	90%	0%	100%	90%
14	5,7	50%	100%	100%	90%	70%
15	4,1	40%	80%	40%	70%	60%
16	7	100%	100%	100%	100%	100%
17	7	100%	100%	100%	100%	100%
18	7	100%	100%	100%	100%	100%
19	4,7	70%	100%	20%	80%	70%
20	3,7	50%	70%	60%	70%	60%
21	4	60%	80%	20%	50%	60%
22	4	60%	70%	40%	50%	50%
23	7	100%	100%	100%	100%	100%
24	7	100%	100%	100%	100%	100%
25	5,1	70%	90%	50%	80%	70%
26	5,8	80%	80%	80%	90%	80%
27	4,6	80%	100%	30%	70%	70%
28	4	60%	40%	50%	70%	50%
29	5,8	80%	80%	60%	100%	90%
30	6,5	100%	100%	70%	90%	100%
31	3,5	90%	100%	10%	0%	20%
32	5	80%	100%	30%	100%	60%
33	4.7	60%	100%	60%	70%	40%
34	4	70%	80%	40%	40%	60%
35	4,3	50%	80%	50%	80%	50%
36	5,4	70%	100%	7%	100%	60%
37	6,5	100%	100%	80%	80%	100%
X̄	5,25	77%	87%	55%	77%	72%

7th-grade A Final test

N°	Nota	Item I	Item II	Item III	Item IV	Item V
1	**4,1**	50%	70%	30%	80%	70%
2	**4**	40%	40%	20%	50%	50%
3	**6,1**	80%	100%	90%	80%	100%
4	**4,4**	60%	70%	80%	90%	80%
5	**3,5**	40%	50%	20%	60%	60%
6	**6**	80%	80%	100%	100%	80%
7	**5,3**	100%	100%	30%	70%	80%
8	**6,1**	80%	100%	80%	90%	80%
9	**6,6**	80%	100%	100%	100%	100%
10	**6**	80%	80%	100%	100%	80%
11	**4**	70%	30%	60%	70%	60%
12	**6,3**	90%	100%	100%	90%	90%
13	**7**	100%	100%	100%	100%	100%
14	**3,8**	40%	60%	70%	100%	50%
15	**6,1**	90%	100%	100%	90%	80%
16	**3,7**	40%	40%	40%	70%	80%
17	**4,4**	70%	80%	40%	70%	60%
18	**5,8**	90%	80%	80%	90%	100%
19	**4,1**	60%	60%	40%	70%	80%
20	**6,2**	90%	100%	100%	90%	80%
21	**4,6**	60%	70%	80%	80%	60%
22	**5,7**	70%	100%	80%	80%	90%
23	**2,4**	40%	70%	10%	50%	20%
24	**4**	60%	80%	30%	70%	50%
25	**6,5**	80%	100%	100%	90%	100%
26	**4**	70%	70%	40%	60%	70%
27	**2,1**	40%	10%	0%	40%	0%
28	**5,4**	70%	100%	60%	80%	80%
29	**3,4**	60%	30%	60%	30%	30%
30	**6**	100%	100%	40%	100%	90%
31	**4,4**	60%	70%	30%	80%	90%
32	**4,8**	70%	40%	80%	70%	80%
33	**5,7**	90%	100%	30%	90%	100%
34	**6,3**	100%	100%	80%	90%	100%
35	**6**	80%	100%	60%	100%	90%
x̄	**4,99**	**71%**	**77%**	**62%**	**79%**	**75%**

7th-grade D Final test