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| 3. Comprensión Lectora | Reading Comprehension |
| 4. Enfoque en Lectura Interactiva | Interactive Reading Approach |

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Esta investigación acción cualitativa reporta la contribución de lecciones diseñadas por los maestros, orientadas en el enfoque de lectura interactiva, al desarrollo del proceso de comprensión de lectura en un contexto de enseñanza de Inglés como Lengua Extranjera (ILE). El objetivo del estudio fue describir la influencia del diseño y la implementación de materiales contextualizados, desarrollados por los maestros, en la comprensión de aspectos generales y específicos en textos de lectura. Los participantes fueron quince estudiantes de grado décimo de una institución educativa oficial ubicada en Garzón, Huila. Los instrumentos utilizados para recolectar datos fueron los artefactos de los estudiantes, notas de campo de los maestros, y una encuesta. Los hallazgos evidenciaron que, en primer lugar, las lecciones diseñadas por los maestros constituyeron una fuente de participación y compromiso de los estudiantes en el aprendizaje y en la realización de actividades debido a los materiales innovadores, ilustrativos y apropiados que capturaron su atención y fomentaron la realización de actividades de aprendizaje y aprendizaje de vocabulario. Segundo, la aplicación de estrategias de lectura a pasajes referidos a conocimiento local, palabras, imágenes, significados y estructuras simplificadas, ayudaron a los estudiantes a dar sentido a los textos escritos mientras trabajaban de forma colaborativa. Tercero, el enfoque de lectura interactiva fue determinante para la comprensión lectora de los estudiantes, el enfoque ascendente (bottom-up) les ayudó a identificar detalles e ideas principales, mientras que el enfoque descendente (top down), les ayudó a reconocer la idea general, la intencionalidad del autor, y a predecir significados.

ABSTRACT: (Máximo 250 palabras)

This qualitative action research study reports the contribution of a teacher-designed unit made up of five lessons, focused on the interactive-reading approach, for the development of the reading comprehension process in an EFL teaching context. The objective of the study was to describe the influence of designing and implementing contextualized materials, developed by the teacher, on students' comprehension of general and specific information in reading passages. The participants of the study were fifteen tenth graders from Santa



Marta public school, located in Garzón, Huila. The instruments used to collect data were student's artefacts, teachers' field notes and a survey. The findings suggested that first, teacher-designed lessons constituted a source for students' engagement in learning and activity completion due to the appropriate innovative and illustrative materials that captured their attention and fostered accomplishment of learning activities and vocabulary learning. Besides the sequenced strategy-based activities, the provision of clear instructions and the inclusion of activities addressed to all learning styles favored activity completion. Second, the application of reading comprehension strategies to passages containing local knowledge, words, images, meaning, and simplified structures helped students to make sense of the written texts while working collaboratively. Third, the interactive reading approach was central for students' reading comprehension, the bottom-up approach helped them to identify details and main ideas whereas the top-down approach aided them to recognize the general idea, intentionality of the author and prediction of meaning.

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Teacher-designed Lessons for the Reading Comprehension Process with Tenth Graders in
an EFL Context

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Abstract

This qualitative action research study reports the contribution of a teacher-designed unit made up of five lessons, focused on the interactive-reading approach, for the development of the reading comprehension process in an EFL teaching context. The objective of the study was to describe the influence of designing and implementing contextualized materials, developed by the teacher, on students' comprehension of general and specific information in reading passages. The participants of the study were fifteen tenth graders from Santa Marta public school, located in Garzón, Huila. The instruments used to collect data were student's artefacts, teachers' field notes and a survey. The findings suggested that first, teacher-designed lessons constituted a source for students' engagement in learning and activity completion due to the appropriate innovative and illustrative materials that captured their attention and fostered accomplishment of learning activities and vocabulary learning. Besides the sequenced strategy-based activities, the provision of clear instructions and the inclusion of activities addressed to all learning styles favored activity completion. Second, the application of reading comprehension strategies to passages containing local knowledge, words, images, meaning, and simplified structures helped students to make sense of the written texts while working collaboratively. Third, the interactive reading approach was central for students' reading comprehension, the bottom-up approach helped them to identify details and main ideas whereas the top-down approach aided them to recognize the general idea, intentionality of the author and prediction of meaning.

Key words: Materials development, readings, reading comprehension, interactive reading approach

Resumen

Esta investigación acción cualitativa reporta la contribución de lecciones diseñadas por los maestros, orientadas en el enfoque de lectura interactiva, al desarrollo del proceso de comprensión de lectura en un contexto de enseñanza de Inglés como Lengua Extranjera (ILE). El objetivo del estudio fue describir la influencia del diseño y la implementación de materiales contextualizados, desarrollados por los maestros, en la comprensión de aspectos generales y específicos en textos de lectura. Los participantes fueron quince estudiantes de grado décimo de una institución educativa oficial ubicada en Garzón, Huila. Los instrumentos utilizados para recolectar datos fueron los artefactos de los estudiantes, notas de campo de los maestros, y una encuesta. Los hallazgos evidenciaron que, en primer lugar, las lecciones diseñadas por los maestros constituyeron una fuente de participación y compromiso de los estudiantes en el aprendizaje y en la realización de actividades debido a los materiales innovadores, ilustrativos y apropiados que capturaron su atención y fomentaron la realización de actividades de aprendizaje y aprendizaje de vocabulario. Segundo, la aplicación de estrategias de lectura a pasajes referidos a conocimiento local, palabras, imágenes, significados y estructuras simplificadas, ayudaron a los estudiantes a dar sentido a los textos escritos mientras trabajaban de forma colaborativa. Tercero, el enfoque de lectura interactiva fue determinante para la comprensión lectora de los estudiantes, el enfoque ascendente (*bottom-up*) les ayudó a identificar detalles e ideas principales, mientras que el enfoque descendente (*top down*), les ayudó a reconocer la idea general, la intencionalidad del autor, y a predecir significados.

Palabras clave: desarrollo de materiales, lectura, comprensión lectora, enfoque interactivo

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Introduction

Reading in English as a Foreign Language (EFL henceforth) is a competence that implies linguistic, cognitive and background knowledge to understand the information of reading passages. Brumfit (1980) refers to reading as “an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities.”(p.3) In our perception, reading should also take into account students' command of the language, learning preferences and styles, interests and expectations. Thus, considering tenth graders' difficulties in reading and understanding written passages in a rural area, this study looks into the influence of teacher-designed units in the development of students' reading comprehension process at a public school.

The present study is framed by the language education policies in reference to the reading competence students are expected to develop during the secondary school. With respect to the objectives of primary and secondary education, the Colombian Ministry of Education (MEN henceforth) established "the acquisition of elements of conversation and reading, at least in a foreign language" (MEN, 1994, p. 7). This suggests that there is an official interest in developing those competencies to allow students to be efficient in the use of a foreign language, which in this case is the English language. Therefore, it is important to conduct research that allows for a better understanding of the reading comprehension process, as a pedagogical endeavor in the process of learning the English language.

Developing comprehension skills implies enhancing the reading comprehension process. On this matter, the Basic Standards of Competence in Foreign Languages: English (MEN, 2006) established and evaluated comprehension skills that, at the same time, are subdivided into listening and reading skills. These standards in reading competences for tenth grade aimed:

To identify the key words in a text that allows to understand the general idea. To identify the author's point of view. To assume a critical position in front of author's point of view. To identify other cultures values in order to build my own identity. To value reading as a way to gain information of different disciplines that extend my knowledge. To use different reading comprehension strategies appropriate to the purpose and type of text. To analyze ... narratives and descriptive texts with the objective to understand general and specific ideas. To make inferences from information in a text (p. 18)

In light of this legal support, educational institutions and teachers are responsible for the design and implementation of pedagogical strategies that foster the reading comprehension process. Correspondingly, this study opted for the interactive reading approach to foster reading comprehension to help tenth graders enhance their reading comprehension process in the English class. As Yan (2011) claims in relation to the Interactive Reading Approach, “it is held that there is an integration of bottom-up processes with top-down processes in reading” (P. 3)

This document is divided into five chapters. The first one presents issues related to the statement of the problem, the research questions and its corresponding objectives, as well as the setting and the rationale. The second one develops the theoretical framework that supported this research project. The third one describes the methodological design, which includes the instructional and the research designs. The fourth one deals with the information about the data analysis and findings. Finally, the fifth chapter addresses the conclusions, pedagogical implications, limitations and questions for further research.

Chapter I

Research Problem

This chapter addresses the difficulty tenth graders in a public rural school in Garzón, Colombia, face in comprehending reading passages in English, and states the research question along with the corresponding general and specific objectives. It also elaborates on the related studies that contribute to the current research study, describes the setting, and presents the rationale.

Statement of the Problem

As mentioned above, tenth graders in the rural institution had serious difficulties reading and understanding written passages. We noticed those difficulties during our daily teaching practice, and took class observation notes that we kept in a reflective journal. Also we conducted a survey (See Appendix A) to identify and confirm the existence of the problem. The results of administering the needs analysis survey allowed us to identify their reading comprehension difficulties, in particular understanding what they read in English. The most common and salient problems mentioned were lack of knowledge regarding reading strategies and the absence of strategy use, which were established as a starting point to contribute to the solution of the problem. As English teachers, we also recognized other prevailing difficulties in our students' reading comprehension, among which we identified lack of attention, misunderstanding what they read, struggling to make sense of reading texts, unknown vocabulary, and uninteresting reading topics removed from students' realities that all together negatively influenced their personal achievement and academic performance. These previous observations became evident throughout our teaching experience and exposure to the context itself. Then, as reading is a

primary and indispensable ability to understand and make sense of the world around us, it became central to this study.

Besides the problems mentioned above, anecdotal evidence suggested poor and out-of-date didactic materials aimed to reinforce reading activities, lack of contextualized pedagogical language teaching resources, absence of parental support in students' learning processes at home, dysfunctionality in families, and reading illiteracy in parents--in both the mother tongue (L1) and the target language (L2). These shortcomings were reflected in the English classroom to the extent of having low school performance and discouragement in our students that are mirrored in the results of the official test (Saber 11), which requires students to use reading comprehension strategies to allow them to succeed in the reading comprehension process and performance. To address these concerns, it was essential to consider the development and implementation of a pedagogical intervention that entailed a contextualized teacher-designed unit in an attempt to develop tenth-grade students' reading comprehension process at Santa Marta Public School.

This proposal of teacher-designed materials is a response to several realities. First, it is a well-known fact that commercially-produced materials are uniformed. In other words, the materials are standardized for students from the big cities and the rural areas (Allwright, 1982; Littlejohn, 2011); second, they do not respond to the sociocultural particularities of students' learning and teachers' teaching contexts (Kumaravadivelu, 2015); and third, they are profit-oriented (Gray, 2010; Littlejohn, 2011) and non-context-specific (Howard & Major, 2004). Indeed, the educational materials that have been defined as standard for teaching EFL in the public context is issued with themes far removed from the reality of the students, neglecting the particular characteristics of the groups where teaching and learning take place, which makes it extremely difficult to teach it meaningfully. Therefore, it is a must for language teachers to

commit themselves to the creation of materials that meet their students' language learning and sociocultural needs.

Our proposal is also a response to those who advocate teachers as social and historical thinkers (Freire, 2004), intellectual investigators (Quiceno, 1997), critical thinkers (Richards, 1998), subaltern intellectuals (Kumaravadivelu, 2015), and public intellectuals (Giroux, 2012). Therefore, by developing and implementing a teacher-designed unit that satisfies our students' needs and responds to the local realities, we mean to ease their learning and reading comprehension process at Santa Marta Public School. To do so, we posed the following research question.

Research Question

How do teacher-designed units, made up of five lessons, and focused on the interactive-reading approach, contribute to the English reading comprehension process of tenth graders at a public school?

Research Objectives

General objective

To explore the contribution of a teacher-designed unit, focused on the interactive-reading approach, to the development of the English reading comprehension process of tenth graders at a public school.

Specific objectives

- (a) to assess the appropriateness and usefulness of teacher-designed units made up of five lessons in the development of tenth graders' reading comprehension process in English; (b) to describe the contribution of implementing the top-down and bottom-up

approach to the development of the English reading comprehension process of tenth graders; and (c) to analyze the influence of linguistic knowledge, background knowledge, and cognitive processes in helping students understand written texts.

Related Studies

In this section we describe eight related studies that have been developed around materials development, the interactive reading approach, and the reading comprehension process.

With reference to materials development and the interactive model to reading, Moreno's (2016) action research study described the implementation of contextualized materials to advance students' reading comprehension focused on topics of their interest in an English as a Foreign Language (EFL) context. The participants were fourteen students from tenth grade at a public school in Bogotá, Colombia. The data-collection instruments were students' artefacts (worksheets), teachers' field notes and a survey. The results showed that exposing students to contextualized materials containing readings that are of students' preferences improved their reading comprehension and commitment to learn English, and having students relate the texts to their prior life experiences combined with the use of the interactive reading approach promoted reading comprehension among the participants. This study contributes to ours since it provides theoretical support on the implementation of the interactive reading model to reading passages of students' choice in teacher-developed worksheets.

In the same way, Izquierdo and Jiménez (2014) conducted an action research study to explore the contribution of teacher-designed lessons focused on three reading strategies (skimming, scanning, and making predictions) to the enhancement of student' reading comprehension process and autonomy. Ninth graders were the participants of the study in a public school, whose principal economic activity was coffee processing. The instruments used to

gather information were students' pre- and post-implementation, teachers' designed lesson to check the students' progress in every reading strategy, students' self-assessment checklist, three questionnaires, and a focus-group interview. The findings indicated that students' awareness and motivation towards the reading process increased; their reading skills by using the three reading strategies scanning, skimming, and making predictions improved; and they became more autonomous readers. This study relates to ours as it provides theoretical insights on teacher-developed lessons and the application of three reading learning strategies.

In regards to the interactive reading model and reading comprehension, the action research study conducted by Quiroga (2010) explored the development of the reading comprehension process supported by the interactive reading model to help tenth-grade students at a public school in Bogotá, Colombia be more successful readers in their daily life. The instruments used to gather information were observations, journals, interviews and questionnaires. The results of the study evidenced that the strategies chosen for the development of the participants' reading comprehension were very important and useful for them, although some generated certain difficulty due to the little use they made of them. In addition, students were encouraged to find other ways to understand unknown concepts, to avoid the use of the dictionary. This investigation is relevant to our study since it promotes the use of reading strategies and the interactive reading model as essential to develop the students' reading comprehension process.

Similarly, the action research study conducted by Osorio (2016) aimed at improving eighth-grade students' reading comprehension through the use of different reading strategies while implementing an interactive approach to reading, in a public school located in the rural area in Garzón, Colombia. The researcher collected the information through teacher's field notes,

student's artefacts, and a survey. The results suggested that reading strategies like grouping, representing sounds in memory and highlighting contributed to students' development of reading comprehension. Moreover, designing and dividing each lesson into different moments (before reading, while reading and after reading), considering students' multiple intelligences, allowed students to be engaged in reading, to make sense of the ideas in the text, and achieve activity completion. The relevance of this study relies on the use of reading strategies and the interactive approach to enhance students' reading comprehension process.

Regarding reading comprehension and materials development, Echeverri and McNulty (2010) carried out an action research that examined the reading comprehension process of eighth graders at a public rural school in Garzón, Colombia by using the directed reading-thinking approach, developing worksheets and using reading strategies to help them understand the content of written passages. Teacher's journals, a checklist, a feedback card, and worksheets were used as instruments for data collection. The findings evinced that students' reading comprehension was enhanced through the use of reading strategies and interactive reading tasks; and that the use of reading strategies in the interactive materials motivated them to read more, and understand more. This study is pertinent to ours as it models the application of reading strategies, exemplifies the development of worksheets and the adaptation of activities to the interactive reading approach to create a good environment in the classroom.

Likewise, Mahecha, Urrego, and Lozano's (2011) action research study explored the use of authentic materials, based on the text coding and double entry organizer for reading strategies, to enhance students' reading comprehension of English texts at a public school in Bogotá. The participants of the study were a group of eleventh-grade students, and a diagnostic survey, a series of worksheets, and class observation notes were the data-gathering instruments. The

results of the study showed that students' likes regarding topics and attitude towards reading texts in English hindered understanding the texts; and that the two strategies used (text coding and double entry organizer) helped students to improve their level of reading comprehension. The relevance of this study lies in the similarity of the participants and the teaching context, as well as the application of strategies to improve students' reading

Rationale

Students can develop understanding and gain meaning from what they read. Firstly, we emphasized the reading comprehension process as one that precedes the ability between two individuals to communicate verbally. Therefore, if our students are able to successfully interact with a written text, it might benefit both their learning process and their personal growth.

Secondly, we consider that development and implementation of a teacher-designed unit made up of five lessons is an opportunity for student to improve their reading comprehension process through the conscious application of reading strategies to a topic closely related to their real context. Thirdly, since the students of the Santa Marta educational institution present clear difficulties in understanding the meaning of written texts, we hope that our students may find the reading comprehension activities much more relevant and useful as they learn about issues related to their own hometown daily experiences, instead of reproducing information for school examination and proficiency exams, which in turn, enhances not only content knowledge, but also personal growth.

Additionally, this investigation may be useful for the EFL community of teachers at the local level who are interested in exploring the contribution of teacher-designed lessons and focused on the interactive-reading approach, all working towards the development of the reading comprehension process of students in a public teaching and learning context. We hope it

provides an innovative pedagogical intervention that responds to the local needs of students and teachers. Finally, this study may contribute in theoretical and methodological terms as it addresses constructs like materials development, reading comprehension, and the interactive approach, as pillars to promote the development of students' reading comprehension process.

So far we have stated the problem that originated our research inquiry. The next chapter elaborates on the theoretical constructs that inform the current study.

Chapter II

Literature Review

In this chapter we address the theoretical foundations that frame the present research study as follows: Materials development, literacy, and interactive reading approach (top-down and bottom-up strategies).

Materials Development

Materials Development (MD henceforth) frames the teacher-designed lessons proposed for the pedagogical intervention of this study. As stated by Tomlinson (2012) and McDonough, Shaw and Masuhara (2013), MD has recently emerged as a field of study and as a research line that accounts for the effect that materials have on the teaching and learning of languages. To this respect, Núñez and Téllez (2015) affirmed that “Materials Development as a field of study, demands an informed methodology that allows validation of the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 57). Accordingly, when designing materials, it is important to consider the educational and sociocultural aspects that are involved in language learning. As mentioned before, teacher researchers need to make a relation between learning and the setting.

In the same line of thought, MD as a field of study entails the principles and procedures to design, implement and evaluate language teaching materials (Tomlinson, 2011). In Graves' (2000) words, “MD is the planning process by which a teacher creates units and lessons within those units to carry out the objectives of the course. In a sense, it is the process of making your syllabus more and more specific” (p. 149). In MD, according to Núñez and Téllez (2015), “reflection, awareness of and MD rationale, affect, motivations, teachers’ beliefs, creativity and commitment are the components that interplay” (p. 57). Therefore, MD is a process where

teachers are asked to ponder the context, to rely on tenets and methodological insights, to explore creativity and to be willing and committed to contextualize materials that meet the local needs of the contexts where they are used.

Also, MD has several facets. According to Núñez and Téllez (2009), “Material design has been referred to by different terminology such as instructional materials design, course development, course books, instructional design strategies, and materials development” (p. 175). Despite the diversity of designations, MD provides EFL teachers the possibility to reflect, innovate, create better teaching and learning settings, and grow as individuals and professionals (Núñez & Téllez, 2009; Núñez, Téllez, Castellanos, & Ramos, 2009). Thus, teachers can embark upon this endeavor to not only rise the motivation of the students and make them appreciate English as an essential subject in both their academic performance and professional lives, but also challenge their perspectives of methodologies and theories in regard to language learning materials.

Throughout the last two decades, MD has caused a huge growth in the industry of commercial books (Tomlinson, 2012; Martínez, 2014) that are developed by international publishers whose main interest is economic benefit, neglecting thereby, the contextual needs of the users of those materials (Núñez, Téllez & Castellanos, 2013; Rico, 2005). For this reason, English teachers need to be aware of the importance and the implications of designing their own materials for their EFL classes. Through materials, teachers can address relevant topics, foster the conscious application of learning strategies, tackle learning difficulties, and facilitate learning.

Contextualizing materials. Acknowledging that commercial materials do not respond to students' socio-cultural needs, it is the teachers' duty to develop appropriate materials for their

teaching context. With reference to contextualized materials, Harwood (2010), quoted by Lopera (2015), argues that there is a need for developing materials in a specific context where the language is going to be taught. Indeed, teacher-designed materials can be more encouraging for students than standard textbooks since they perceive more commitment for the teacher and the subject when they can notice the effort made in creating or adapting the learning activities. The discussion also refers to the advantages and disadvantages of implementing materials developed by teachers. Howard and Major's (2004) arguments in favor of contextualization refer to the advantage of considering particular teaching contexts when they design their own materials, besides their low cost that benefits the public institutions with little budget, as well as their alignment to the school syllabus.

In addition to the previous benefits, Oxford (2002 cited in Lopera, 2015) remarks the fact that contextualized materials include different interests, learning styles and needs that enhance students' learning process. Similarly, Lopera, (2015) states that "when teachers design their own materials, they keep away from the one-size-fits-all imposed by commercial materials" (p. 131). Hence, teachers should develop their own materials as they know the needs of the students and their learning styles, as well as the language learning needs to be satisfied according to the school syllabus and the Proyecto Educativo Institucional (Intitutional Educational Project, or PEI in Spanish).

However, designing and implementing materials is not an easy task to do. According to Howard and Major (2004 as cited by Lopera, 2015), "teachers are usually quite busy and do not find the time to design their own materials" (p. 132). However, if teachers find the time to create their materials, without being informed, they might fall in some common mistakes, such as compiling activities from diverse sources, poor design, unclear instructions and wrong timing.

For these reasons, teachers need to be informed about the theoretical foundations and the practical issues involved in developing materials to meet their students' genuine needs, interests, and expectations.

Defining materials. Language teaching and learning materials are necessary pedagogical resources in the EFL context. According to this, Núñez et al. (2013) affirm that “materials . . . are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups” (p. 10). Additionally, Kitao and Kitao (1997) consider that “materials are the center of instructions and one of the most important influences on what goes on in the classroom” (p. 1). This indicates that materials are not only papers or formats where class topics are condensed; on the contrary, appropriate and relevant materials for English classes should consider aspects of students' social life and experiences, which identify specific cultural aspects and interaction in daily life.

Materials used in the English classroom contain a number of aspects that teachers should consider for students to succeed in learning a language. In this regard, Xiaotang (2004) contend that “materials are not just tools: they represent the aims, values and methods in teaching foreign language. Materials are the most powerful device in spreading new methodological ideas and in shaping language teaching and learning practice” (p. 1). As highlighted by Diker, Tosun and Macaroglu (2009), “Educational materials are elements that teachers cannot overlook such as, facilitating the process of learning and providing permanence of what is learned” (p. 1759). This means that materials disseminate ideas and values, as well as methods for language teaching and learning, which to a certain extent make them relevant on meaningful to students' learning within their contextual realities.

Features and components of materials. Language learning materials ought to consider content, types of activities, visual presentation and communicative purposes to engage students in the English class. As attested by Rico (2005), "materials will focus on the communicative abilities of interpretation, expression and negotiation" (p. 105). For Núñez and Téllez (2009), in "effective materials...the content and type of activities are perceived by them [students] as significant and practical to their lives" (p. 184). In the same vein, they also stated that "the degree of acceptance by learners that teaching materials have may vary greatly according to the novelty, variety, presentation and content used in them" (p. 186). Thus, appropriate materials should offer useful content, variety of activities, attractive layout and plenty of communicative opportunities that allowed the students to relate content to their daily life experiences. Accordingly, the teacher-designed lessons are not only underpinned by the interactive reading approach, but also informed with students' contextual needs to strengthen the ability of our learners to comprehend what they read in the EFL classroom.

Classifying materials. There are several categories of materials. In this regard, Tomlinson (2012) identifies: "informative, (they offer information of the target language), "instructional" (they guide the learner's practice), "experiential" (they have learners live the language), "eliciting" (they encourage learners to use the language) and "exploratory" (they help learners discover the language)" (p. 143). When developing materials it is important to consider that besides providing information about the language and opportunities to practice, materials should also offer chances to use, experience and discover the language.

At a more specific level, English teachers develop materials for their classes. Materials can be "a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task." (Núñez & Téllez, 2015, p. 57), or "a learning-teaching exercise, a task, an activity, a lesson a unit

or a module composed by one or two units” (Núñez & Téllez, 2009, p. 175). As long as the materials are designed based on the requirements of the students and related to contents that they can associate with their own lives and experiences, they offer possibilities to meet both students and institutional requirements.

Authentic versus non-authentic materials. These are two broad categories of materials. Gilmore (2007) states that “authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language” (p. 106). Moreover, they focus on the naturalness of their messages, away from the rigidity of textbooks with their grammar rules and other purposes based on the need to visualize the target language. For Martínez (2014), authentic materials are “not produced specifically for language teaching purposes. Real poems, menus, songs, or, say, advertisements are a few examples that bring students into contact with the language as it is used by the target language community” (p. 281). Even though, authentic materials are addressed to universal communication, they can also be used in English classes.

English textbooks fit into the category of nonauthentic materials since they are designed for teaching purposes. Although “FL textbooks, if used wisely, may lessen the teacher load and provide at least a valuable point of departure for virtually any class” (Martínez, 2014, p. 281), relying too much on them they can also have adverse results. Thus, English teachers can use both authentic and non-authentic materials in their classes; being properly exploited they can be pedagogically merged to attain students' learning purposes.

Teacher-designed lessons for reading comprehension. As mentioned earlier, designing lessons for reading comprehension that aim at meeting students', the schools' and teachers' needs is a demanding academic endeavor. This way, we resist the imposition of EFL

commercial materials produced by foreign publishing houses whose only interest is to make profits at the expense of marginalizing the particularities of local contexts (Kumaravadivelu, 2003). For this reason, the proposed materials (a teacher-designed unit composed of five lessons), was carefully designed and supported by a set of Second Language Acquisition (SLA, hereafter) principles, and organized following our own theoretical framework so that seeks the enhancement of students' reading comprehension process. These principles developed by Núñez and Téllez (2009) and Tomlinson (2011) will be described during the pedagogical intervention.

Having addressed the construct of MD, the following section is devoted to give concepts about literacy as a theoretical frame of reference for the second construct that underlies this study, reading.

Literacy

Although literacy is not a theoretical construct underpinning this study, it is addressed here to frame the theoretical construct of reading. In this respect, reading literacy is defined as “the capacity to understand, use and reflect on written texts, in order to achieve one's goals, to develop one's own knowledge and potential, and to participate in society” (Ananiadou & Claro, 2009, p. 7). Similarly, Kennedy, Dunphy, Dwyer, Hayes, McPhillips, Marsh, O'Connor and Shield (2012) conceptualize literacy as the “ability to understand and use those written language forms required by society and/or valued by the individual” (p. 38). Likewise, Souto (2004) stated that literacy is “a process of social inclusion” (p. 25). Therefore, literacy implies being able to read and comprehend written texts that society demands and value; in other words, what readers do to understand, organize, recall, retrieve, assess and make sense of the information they read, which is the ultimate purpose of this action research study.

Reading. Regarding reading, it is not only related to decoding textual information, but also to interpret and raise curiosity to respond to written or textual information. In Harmer's view (1998) “reading texts can introduce interesting topics, stimulate discussion, excite imaginative response” (p. 68). For McDonough, et al (2013), reading is an assimilated or appropriated ability, which their own words “is clearly one of the most important” abilities (p. 112). From Ozuru's, Dempsey's and McNamara's (2009) insights, the reading skill is the knowledge and capacity to understand a text. In Lopera's (2014) view, to understand a text, “the reader needs to possess... linguistic knowledge, background knowledge, and cognitive processes” (p. 90). Hence, this study privileges reading over other language skills as a way to (a) introduce topics that are close to the students' real context, (b) foster this teachable skill, (c) help students resort to their language and contextual knowledge in the mental process implied in understanding, and (d) encourage reading to make sense of it.

Reading as a process. A number of researchers agree on the fact that reading is a process. For instance, Goodman (1996) conceptualized it as the process of constructing meaning between the writer and the reader. Also, Weaver (2009) defined reading as “both a psycholinguistic process (involving the mind actively processing the text) and a sociolinguistic one (with multiple social factors that can affect how one reads, how much one gleans from the reading, and more)” (p. 13). In the same line, Anderson (as cited in Anderson 2004), defined it “as a process of readers' combining information from a text and their own background knowledge to build meaning...[whose] goal is comprehension” (p. 13). Similarly, Lopera (2015) defines reading as “an interactive process in which the writer and the reader dialog through a text” (p. 132). Accordingly, we defined reading as a two-way process undergone by both, the writer and the reader, in attempt of constructing meaning. That is, reading entails mental,

linguistic and social issues since people give meaning to words, based on their prior knowledge and cultural background. In sum, for the purpose of this study, the reading process involves linguistic knowledge, which entails awareness about the language, that is, recognition of vocabulary, grammar structures, and tenses; background knowledge that is related to the knowledge that the readers have about the topic they are reading; finally, the cognitive processes that help readers predict, recognize, identify, interpret, infer, comprehend and summarize a text.

According to Anderson (as cited in Karbalei, 2010), reading is the interaction of four elements including the reader, the text, the fluent reading or the ability to read at an appropriate rate with adequate comprehension, and strategic reading, or the ability of the reader to use a variety of reading strategies to accomplish a purpose for reading.

Reading comprehension. Understanding what is read is a complex cognitive process that implies decoding, interpreting and establishing relationships between the text and the prior knowledge of the reader. With respect to reading comprehension, Anderson (2003) suggested that it is “the process to successfully generate meaning from text” (p. 68). Likewise, for Quiroga (2010) reading comprehension involves decoding the writer’s words taking into account background knowledge. Additionally, Madariaga, Martínez and Goñi (2010) claimed that reading comprehension is “as an activity that goes beyond decoding, involving message extraction and integration within the subject's knowledge, its instruction is not limited to a mechanical skill” (p. 240). Therefore, an interpretation of the codes and the words that are in what is intended to be read is needed and it requires some cognizant skills and prior knowledge that the readers have been cultivating in their academic life, as in their social cultural environment.

Interactive Reading Approach

The interactive reading approach considers that “reading is not a passive but rather an active process, involving the reader in ongoing interaction with the text” (Carrel, Devine & Eskey, 2000, p. 65), that is, it is an active process, in which many elements that are necessary to extract meaning properly are put into practice. The interactive reading approach integrates both: psycholinguistic aspects, “as the language and thoughts interact” (Carrel et al, 2000, p.9), and sociolinguistic aspects, “language operating in a social context including writer as well as readers” (Carrel et al., 2000, p 9), to give a general interpretation of the process. This lead us to say that both aspects nurture the reading process from the readers’ experience towards the activity to read and the context where it takes place.

It is an approach that integrates the bottom-up and top-down processes to reading. Reading is foreseen as a process where the author and the reader can cooperate in the construction of meaning. Yan (2011) claims “the reader also tries to get at the author’s original intentions; there is an interaction between the reader and the author... also a constant interaction between the lower-level bottom-up strategies and the higher-level top-down strategies the reader employs” (p. 4). Learning to read in a foreign language is a complex and even more complex task when the readers does not rely on an appropriate approach through which to acquire necessary tools that allow him or her to strategically understand the text according to their prior knowledge, attitudes, purpose and context. In this study, we proposed top-down and bottom-up approaches to reading that implies the application of reading strategies to, on the one hand, guide and facilitate students' accomplishment of reading comprehension activities, and on the other hand, help them become strategic readers. Accordingly, Anderson (as cited in Anderson, 2004) declared:

Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. *Fluent reading* is defined as the ability to read at an appropriate rate with adequate comprehension. Meaning does not rest with the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading. (p.13)

In light of this, the pedagogical intervention of the current study aimed to have students make sense of written passages by asking them to recall their prior knowledge, consciously apply reading comprehension and relate the text to their context.

Reading entails different procedures, approaches and several materials to develop and implement. In respect to approaches, McDonough et al. (2013) considered that this process takes into consideration prior knowledge, top-down and bottom-up strategies and resources focused on readiness, experiential, intake response, development and input response activities. These activities can be done in stages as follows: teachers motivate the students before having them explore text, develop while-reading comprehension activities, foster the interaction between the students' thoughts and reactions to the materials, guide imaginative production, and have readers go over the text in a reflective way. These kind of activities guarantee students to become skilled at EFL reading; thus, learners interact with the text in several ways.

Concerning the application of bottom-up and top-down strategies there is generalized consensus among scholars. In this regard, Anderson, (2003) asserted that reader uses both bottom-up and top-down strategies simultaneously or alternately to comprehend the text. For instance, readers use top-down strategies moving from the general to the specific, until they

encounter an unfamiliar word, and then, they employ decoding skills to achieve comprehension; this top-down processing of language requires the use of background information to predict the meaning of language or develop expectations of what they are going to read, or to confirm or reject these as they read. In general terms, this processing is deemed an effective way of processing language; it makes the most of what the person brings to the situation.

On the other hand, readers use bottom-up strategies moving from specific information to general. It occurs when readers try to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text, and departs from these to trying to understand the whole text. This processing is not thought to be a very efficient way to approach a text initially, and is often contrasted with top-down processing, which is thought to be more efficient. In the classroom, teachers can encourage students to use both bottom-up and top-down strategies to help them understand a text.

Readings strategies. When students are taught to read by consciously applying reading strategies, they have far more possibilities to successfully comprehend what the passage states and suggests so that they can eventually become strategic readers who find reading relevant and enjoyable. To this respect, Anderson (2003) asserted that strategic reading is “The ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading” (p. 68). Correspondingly, in the reading lesson proposed for our pedagogical intervention, we cautiously plan the set of reading strategies we wanted our students to intentionally apply, starting from the less complex and gradually moving to the more complex ones, to help them make sense or meaning of what they are expected to read.

By helping students become aware of the use of reading strategies, according to their cognitive level, command of the foreign language, and other factors that intervene in the reading

comprehension process, English teachers pave the way for a plausible opportunity to improve their students' comprehension process. Since students' profile at Santa Marta school evidences difficulty and lack of understanding of what they read, making the reading strategies explicit in the reading lesson may directly contribute to tackle the lack of relationship between the written texts and students' previous knowledge, interests and immediate needs. Therefore, researching the contribution of teacher-designed lessons for students' reading comprehension process in an EFL context is crucial to motivate students to read: to help them making sense of what the text they read, which is related to their everyday life; to guide them in becoming strategic readers, who are aware and confident of the reading strategies they use; and to consciously improve their learning processes in a foreign language.

In fact, learning strategies are useful to effectively enhance the processes of teaching and learning a foreign language (Richards, 1998). Likewise, Mikulecky and Jeffries (2004), quoted by Lopera (2015) have fostered the debate on reading strategies and how useful these are for students to “build on their already-established cognitive abilities and background knowledge” (p. 132). These strategies can help students by guiding the reading lesson and solve some common problems when asking them to read in English, and even to help them to gain confidence (Lopera, 2015). Reading strategies may rank from simple ones, like scanning or guessing word meaning, to more complex ones such as summarizing or inferring.

Teachers need to be aware of the existence of two types of strategies: cognitive and metacognitive to make a good selection, modelling and use of them in the reading comprehension activities. As suggested by Grabe and Stoller (2002), Carrell, Pharis and Liberto (1989), Block (1986), Davis and Bistodeau (1993) (as cited in Lopera, 2015) cognitive strategies are mental processes that are involved to achieve successful reading of a text. They are divided

into two subcategories: bottom-up strategies and top-down strategies. Bottom-up strategies have to do with processing information at the sentence level (readers pay attention to the meaning of the sentence, analyze the details of the text and the syntax, among others). Top-down strategies deal with using background knowledge and schema to predict and make meaning from the text (readers skim, get the gist, and predict, among others).

While Lopera (2015) mentioned that metacognitive strategies referred to the consciousness and awareness of what readers have learned, Abromitis (1994) (as cited in Lopera, 2015), states that metacognitive abilities can “help students be more consciously aware of what they learn, situations where that knowledge may be used and the procedures for using it” (p. 132). For the purpose of this study we proposed the combination of these two types of strategies: the cognitive strategies are not only included along the reading comprehension lesson, but also in the vocabulary and listening lessons prior to having students read, as well as in the writing and speaking lessons. The metacognitive strategies encouraged students to reflect on the way they make sense of reading passages, which was done through the self-assessment section at the end of the lesson. Both cognitive and metacognitive strategies are important to enhance the reading comprehension process of our students, which might benefit their competences for future personal and professional life.

Having described the three theoretical foundations that underpin our study, the following chapter encompasses its methodological design.

Chapter III

Methodological Design

As mentioned above, our study aimed at exploring the contribution of a teacher-designed unit, focused on the interactive-reading approach, to the development of the reading comprehension process of tenth graders at a public school. Thus, this chapter comprises both the research and the instructional designs that underlie this study.

Research Design

In this section, we describe the research approach and type of study, the participants and the data-collection instruments.

Approach and type of study. The qualitative approach frames this study. In reference to the qualitative methodology, Taylor, Bogdan and DeVault (2015), state that it “refers in the broadest sense to research that produces descriptive data- people own written or spoken words and observable behavior” (p. 7). In words of Burns (1999), “The aim of a qualitative approach is to offer descriptions, interpretations and clarifications of naturalistic social contexts” (p. 22). Finally, Merriam (2009) highlighted that "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5). Hence, the qualitative approach brings the researchers the possibility to make a better sense of a reality, which requires describing, interpreting, and discerning the construction of meaning within the natural context in which the reality is to be studied.

Action research is the type of study that suits this research since it relies primarily on bringing to light what happens in everyday teaching to discover what aspects can be improved or changed to achieve a more satisfactory performance. Regarding action research applied to

education, there have been various movements, all characterized by the predominance of praxis. In particular, Stenhouse introduced the concept of the teacher-researcher (as cited in Hammersley, 1993). In this line of thought, we recognize ourselves as language teachers able to carry out systematic research based on our own educational needs or problems aiming at alleviating or improving it. From this perspective, this study integrates the role of teacher, researcher and materials developers.

Doing action research requires being reflective. The action research is based on “the ideas of reflective practice” and “the teacher as a researcher” (Burns, 2010, p. 2), which implies a critical and reflective teaching. If these aspects interplay when planning the way to do research or to teach, both research and the learning possibilities are maximized. In the same line of thought, Schön (1984) affirmed that a teacher must be who permanently reflect on their teaching practice to transform it. We strongly agree with this insight since through this action research we want to make our students aware of the importance of learning English as a means to improve their thinking, academic results, and be better qualified for future personal and professional life.

Conducting action research implies constant reflection on the solutions for the identified problem, besides, teacher researchers refine their abilities and gain knowledge on teaching theories. As sustained by Burns (2010), “Action research can be a valuable way to extend our teaching skills and gain more understanding of ourselves as teachers” (p. 1). In addition to this, in Schön's (1984) vision, the process for action research entails three essential stages as follows: (a) reflection on a problem area; (b) planning and implementation to alleviate or tackle the problematic situation; (c) evaluating the results of the action taken to undertake a second cycle or loop of three stages, that is, to continue with the assessment of the effects caused by new activities and characterize reading comprehension strategies, as seen in Figure 1 below. This

assessment involves the approach of new problems, as could be, the role of the teacher in the classroom or the use of customized materials. These phases are dynamic since it is a working method in which each answer brings new questions, that is, new aspects on which to reflect.

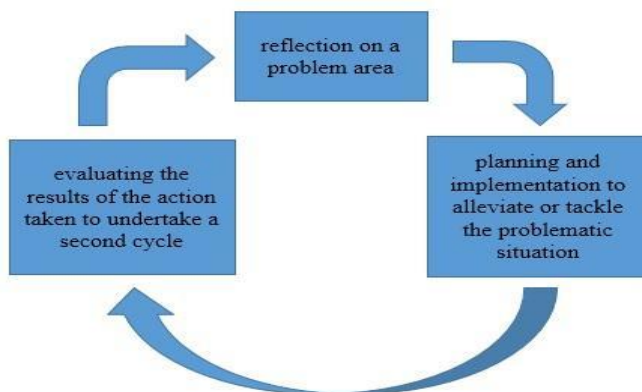


Figure 1. Schön's (1984) Vision of Action Research

In relation to the process of action research, Tripp (2005) argues that it is actually a form of referring to different ways of research that have a characteristic cycle, in which the practice is improved through action in the field of work and research in the same field. For the author, a change that allows improvement must be planned, implemented, described and evaluated, to learn from the practice and investigative action during the process, as depicted in Figure 2 beneath.

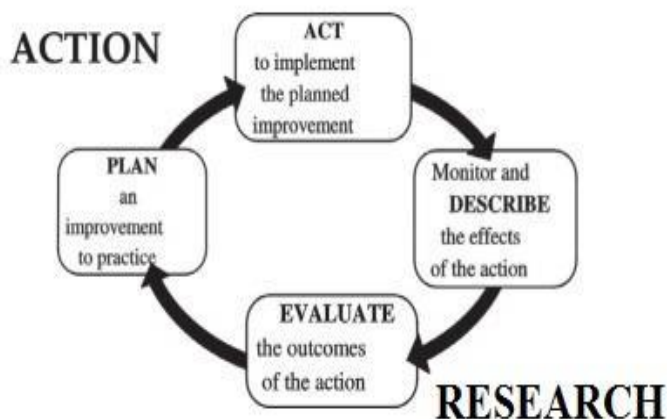


Figure 2. Action Research cycle, adapted from Tripp, (2005)

Setting

To explore the contribution of teacher-designed lessons in the development of the reading comprehension process, this study was carried out with 15 tenth graders with low proficiency level in English. There were 33 students in the group, 11 of them were males and 22 were females whose ages ranged from 14 to 16 years old, and they attended three hours of English per week at Santa Marta public school, located in Garzón, Huila, Colombia. The students belonged to families whose main economic activity was agriculture and other rural activities including, farming, harvesting, and coffee selling.

In relation to the English program at Santa Marta public school, it provided three hours per week; the language teaching resources (textbooks) were limited, obsolete and decontextualized, and exclusively assigned to the ninth, tenth and eleventh grades; although the English teacher devoted time to teach and improve reading, listening, writing, and speaking skills, we decided to focus on the development of reading comprehension since the Established Educational Project (*Proyecto Educativo Institucional*, or PEI in Spanish) clearly emphasizes reading comprehension to meet the requirements of the official test (Pruebas Saber 11).

As perceived by the teacher researchers during parents' meetings and parent teacher talks, an issue of importance here is the perception that parents and students have regarding the learning of English. While the former see the learning of English as a unique opportunity to build a favorable future for their children--even though the parents do not participate much in their children's academic activities, arguing that they are very busy in their own domestic labors and profession or occupation--the latter do not recognize the importance and usefulness of learning English as compared to other content subject matters since their future will mainly depend on working the land, and harvesting coffee and other crops.

Participants

The participants were thirty-three tenth graders and the teacher-researcher and text developer.

The students. The sample were fifteen students, nine girls and six boys, their ages are among fourteen and eighteen years old, and their language proficiency was basic as they could respond to simple commands of the language. They were chosen considering the “convenience sampling technique” which is a sample where the participants are selected based on the convenience of the researcher; for example, due to the availability or accessibility (Stevens, 2009; Gravetter & Forzano, 2016). This technique contemplates “the context of the study” (Marshall, 1996, p. 524) and involves “the selection of the most accessible subjects. It is the least costly to the researcher, in terms of time, effort and money” (p. 523). Thus, due to the availability of the participants, it is the technique that best suits this study.

Our students were aware of the fact that learning English makes a difference in their own lives because of the educational, working, and cultural opportunities it may offer to them; specially the search of good grades in Pruebas Saber 11. In that sense, the learning and teaching processes could be enhanced by the conscious application of reading comprehension strategies.

The teacher-researcher-text developer. Language teachers are constantly identifying learning difficulties and proposing solutions to alleviate them within their teaching settings. According to Bezerra (2016), “Researchers whose concern relates to the construction of teaching that is relevant to the human education of social beings who are in school” (p. 288). In the present study, we performed the role of teachers and researchers, as participant observers by identifying a problematic situation, designing and implementing a pedagogical intervention to tackle it, and observed and described the findings based on the information gathered through

three instruments (student' artefacts, teachers' field notes, and focus-group interview) during the implementation of the pedagogical intervention (Bezerra, 2016). Finally, since we have the potential to be materials developers (Graves, 2000; Núñez & Téllez, 2009; 2015; Núñez et al., 2009, 2012; Tomlinson, 2011,) we also performed such role as we developed the contextualized unit, made up of five lessons, that serves as the pedagogical intervention of this study.

Data gathering instruments. The principal data collection instruments of this study were students' artefacts (e.g. students' products derived from class activities), teachers' field notes (Appendix D) and a focus-group interview (Appendix E). These three instruments were piloted with a group that shared similar characteristics and several adjustments were made prior to the implementation. The instruments are defined below according to the type of data they served to collect.

Students' artefacts. This instrument of data collection is one of the most relevant in what refers to the tangible production of students during the implementation of the pedagogical intervention in the EFL classroom. According to Lankshear and Knobel (2004), “artefacts are physical “props” people use to get things done within the contexts of their daily life” (p. 235). In the same vein, Jiménez (2014) attested that artefacts “consist of all the students' works develop along the course... [which] could be evidence analyzed further” (p. 206). Through the use of this students' artifacts, we collected information related to the students' performance regarding the activities proposed in the teacher-designed lessons, for reading comprehension under the interactive reading approach. Besides, they offer different kinds of learning activities like matching vocabulary exercises, using that vocabulary in context, creating a semantic mapping, identifying general and detailed information, and so forth, which represent data obtained on first hand.

Field Notes. As participant observers, teacher-researchers use this instrument to register descriptions of what they observe or listen to during the English class. Indeed, “Hopkins (as cited in Sarmiento, 2010) defined field notes as way of reporting observations, reflections and reactions” (p. 77). Similarly, Burns (1999) highlighted, “It can include different information, such as physical and non-verbal, besides it can include notes on the groups, structures and specific characteristics, interactions or events occurred into the setting (p. 18). Fields notes are an important instrument to our research because we can observe, register and report information from the beginning until the end of the implementation of the contextualized unit regarding our students' behavior, reactions, comments and interactions.

Focus-group interview. Interviewing small groups allows the researchers the capture information from a rich collective experience. As ascertained by Morgan (1997), focus groups are a way to gather information from a number of interviewees at the same time, the emphasis being on questions and responses between the researcher and participants; that is relying on interaction within the group based on topics that are supplied by the researcher. Focus groups are important to our research because we can gather reliable information on students' attitudes, feelings, beliefs, experiences and reactions in a short period of time.

Regarding the length of the interview, Onwuegbuzie and Leech (2006) recommended sessions of one or two hours, depending on the design and research questions, as well as the formation of small groups in which all participants can interact, in addition to the use of a moderator, who should lead and facilitate the discussions that may take place, as well as take notes, and formulate the questions that may arise. For the purpose of this study, we conducted the focus-group interview with fifteen students, and lasted an hour and fifteen minutes approximately.

In relation to the methods for the analysis of the information collected through focus-group interview, the nature of such information must be taken into account, consisting of subjective words and observations, which cannot be interpreted by statistics or numerical strategies. Taylor and Renner (2003) establish systematic stages for an adequate analysis of qualitative information.

Get to know your data: Knowing the information implies analyzing it many times to fully interpret and understand it. This analysis will lead to a cleansing of the information, where those data that are considered do not contribute much to the reach of the objectives are discarded.

Focus the analysis: This implies explicitly stating what you want to find in the information, which can be done by formulating a few preliminary questions to be solved with the analysis of information, related to the research purposes.

Categorize information: Once the first-hand information is known and the focus of the analysis is established, it is important to identify the recurrent themes or patterns, as well as the categories of analysis in which the available information is summarized.

Identify patterns and connections within and between categories: Once both the categories of analysis and the most recurrent patterns in the information are established, it is important to find the strategies to relate the two types of information, so that the objectives or research questions established in the document can be answered.

Interpretation of the information: The data are confronted with the postulates that serve as the basis for the investigation, to establish the results in the final report.

Given the quantity and quality of the information collected, the above-mentioned procedures are useful, as they allow an adequate and practical organization of the information for the required analysis. This analysis starts from the premise that researchers always want good

and accurate information (Jafari & Sandikci, 2016), for which a reflection process is necessary as a complementary action to validate the information. This process helped us, as researchers, to establish the appropriate relationship between the thoughts, beliefs and personal positions, the information collected and the research purposes.

So far, we have described the research design of the current study, the next section deals with the instructional design.

Instructional Design

The purpose of this study is to explore the contribution of teacher-designed lessons, focused on the interactive-reading approach, to the development of the reading comprehension process of tenth graders at a public school. To do so the teacher-designed unit, made up of five lessons, took into account students' needs and preferences, their language proficiency level, and the requirements of reading comprehension as stated in the basis standards for language learning; besides that, we considered the rationale for materials development proposed by Núñez, Téllez, and Castellanos (2012). In this section the following aspects are addressed: the pedagogical intervention, the instructional objectives, the issue of the intervention as an innovation, the theory of the nature of language and language learning, the methodological approach underlying the teacher-designed lessons, the relation of the instructional design with the research question, and the instructional phases.

Pedagogical Intervention. Working in the rural area is nowadays a demanding task, especially in EFL classes where the resources are very limited. Therefore, materials in EFL teaching have started to be explored as a customized pedagogical resource that teachers develop for their own context. As Núñez, Pineda and Téllez (2004) mentioned:

Most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise on the cognitive and learning process needs of English for Speakers of other languages (ESOL). (p. 16)

Then, the pedagogical intervention designed and implemented in this study was informed by the language learning, sociocultural, academic and economic needs of the students within their rural context, and aimed to enhance their reading comprehension process.

The pedagogical intervention of this study was the implementation of a teacher-designed units composed of five lessons that address the five language skills (vocabulary and grammar in context, reading comprehension activities, listening comprehension activities, and writing and speaking activities) to be worked with the students during six weeks in the English class. While one of the teacher-researchers-materials developer led the lessons, the other teacher-researcher observed and described the students' behavior, responses and reactions to the lessons on the teacher's field notes form. Based on the results of the first implementation several adjustments were made to the following lessons.

Despite the fact that commercial English language materials are available in our context, it is necessary to implement contextualized or teachers-designed lessons in our teaching setting to properly address our students' sociocultural, economic and academic needs. These lessons were designed for a public school in the rural area in the Huila department in Colombia, and addressed to students who have not had the opportunity to work with contextualized materials and topics that include their region as examples in the reading activities. The National Standard Saber Pro as also a determining factor in getting better results. Besides, the school administrative

staff had high expectations about the implementation of contextualized lessons to enhance the English reading comprehension process.

It is important to mention that some SLA principles underpinned the teacher-designed unit and its corresponding lessons. Researchers like Núñez and Téllez (2009) and Tomlinson (2011) presented some principles of materials development; for example, materials should: (a) achieve impact through novelty, variety, attractive presentation, and appealing content; (b) help learners feel at ease. SLA research has revealed that students seem to learn more and in a shorter time when relaxed and comfortably engaged in learning activities (Dulay, Burt & Krashen, 1982); (c) be perceived as relevant and useful by the learner; (d) facilitate student self-investment, which aids the learner in making efficient use of the resources to facilitate self-discovery; (e) attain readiness, as asserted by Krashen (1985). There is a need for roughly tuned input since it features what the learners are already familiar with, but that also contains the potential for acquiring other elements of the input which each learner might or might not be ready to learn; (f) take into account students' different learning styles such as visual, auditory, kinesthetic, analytic, experiential, global, dependent, independent, etc., as suggested by Tomlinson (2011) and Harmer (1998); and (g) regard students' emotions or affective screen. As Dulay et al. (1982) claim, learner's individual motives, emotions, and attitudes are displayed in the EFL classroom, and result in different learning rates and grades. This way, the teacher-designed unit proposed constitutes an informed and contextualized pedagogical resource responsive to the local realities and experiences of the students.

Instructional general and specific objectives. The general objective of this pedagogical intervention is to explore the contribution of teacher-designed unit focused on the interactive-reading approach to develop reading comprehension process of tenth graders at a public school.

Among the specific objectives we stated: (a) to create a learning atmosphere suitable to promote the betterment of students' reading comprehension; (b) to make students aware of the importance of reading for both their personal and professional life; (c) to assess the suitability and effectiveness of teacher-designed lesson to foster the reading comprehension process of tenth graders; (d) to describe students' reading comprehension outcomes based on the proposed reading lesson; and (e) to describe students' application of interactive reading strategies.

The intervention as innovation. Innovation in the educational field aims at generating a change in attitudes, behaviors, procedures, or resources. Accordingly, Markee (1993) and Wedell (2009) manifested that innovation implies collecting information, changing old habits of views and observation, deciding about the convenience or the adoption or refusal of such changes, ratifying or disproving the decision previously made, and planning the educational change considering the individuals and their context. Hence, the innovation we proposed here implies three phases: identifying the area of intervention, conceiving the pedagogical intervention and implementing it.

This innovation is also a contestation for commercially published materials based on a globalized perception of teaching and learning that leaves aside important aspects such as sociocultural context, economic conditions, historic background, and localized strengths of students, among others. In light of this, the development and implementation of teacher-designed lessons allowed us to count on new important resources in our rural teaching setting, and simultaneously boosted our creativity, gained pedagogical knowledge and enhanced our professional development. As stated by Núñez, et al. (2009):

Most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic

materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by EFL/ESL learners. (p. 16)

As the rural area the school is located at is characterized for a lack of resources in EFL classes, this study proposed teacher-designed lessons as pedagogical resources to maximize students' cognitive capabilities to further develop their reading comprehension process through the interactive reading approach.

Creating our own materials for our English classes became an innovative practice for both our teaching practice and context since our students who have never had materials especially designed to suit their needs. Núñez et al. (2012) state that “innovation has a major role in MD and ... teacher-developed materials can be seen as an innovative practice in the EFL classroom” (p. 24). These authors also considered that “MD constitutes a true resource for teachers to respond to students' needs and foster institutional innovation in language teaching” (p. 25). Núñez et al. (2012) further asserted that “teacher innovations in MD foster changes in their roles as they gradually become less passive users of knowledge and more active agents involved in its design.” (p. 24). Correspondingly, Núñez and Téllez (2015) argue that “by giving participating teachers the opportunity to be informed about MD and develop contextualized materials for their pedagogical interventions, they expanded their knowledge of MD and grew as individuals and professionals” (p. 61). Therefore, the present pedagogical intervention was intended to formulate an English teaching unit to meet the sociocultural, economic and educational needs of students in a rural area and improve their reading comprehension process, which allowed us to become more active agents able to propose, cause a change and innovate in our teaching context.

Theory of the nature of language and language learning. The way every learner prefers to learn is an important topic for language learning as any learning aspect in the world. In our perception, the visions of the nature of language addressed in this pedagogical intervention is the linguistic, functional and interactional one as proposed by Tudor (2001), which coincide with Richards and Rogers (2001) under the name of structural, functional and interactional. These three visions were contemplated in this pedagogical intervention since students need to know the system of structurally related elements for the coding of meaning, use it to express meaning and as a means to interact and communicate among themselves while reading in groups, and with the teacher, in the EFL classroom.

Regarding our vision of language learning we take experiential and analytical learning and the role of affect because students will interact with the learning activities proposed in a teacher-designed unit which, as stated by Tudor (2001), are shaped by cognitive, psychological and experiential factors that generate affective interaction with the learning process. In reference to experiential learning, the author cited five principles to foster it: (a) message focus (conveyance), (b) holistic practice (manipulation of various communicative parameters and levels), (c) authentic materials, (d) communicative strategy use (learners develop strategic skills that may be used inside and outside the EFL classroom), and (e) collaborative types of learning (learning activities and task that involve collaboration among learners). The teacher-designed unit fostered the experience of reading passages that deal with a traditional socioeconomic activity present in most students, which in turn constitutes an affective connection for them to be engaged and motivated to read and make sense of the text. In reference to analytical learning, Tudor (2001) added that it promotes the development of the cognitive skills necessary for language learning, which in this pedagogical intervention are fostered by the conscious

application or reading comprehension strategies to help students make sense of the written passages they read. This uniqueness of the teacher-designed unit responds to the intention of increasing students' interest and engagement in the reading comprehension activities included in the reading lessons and worked in the EFL classroom.

The methodological approach that underlie the pedagogical intervention. The Interactive-Reading approach underpinned this pedagogical intervention. In words of Aebersold and Field (2011):

Reader uses both bottom-up and top-down strategies simultaneously or alternately to comprehend the text. Top Down: “Reader generates meaning by employing background knowledge, expectations, assumptions, and questions, and reads to confirm these expectations”. Bottom-Up: “Reader builds meaning from the smallest units of meaning to achieve comprehension” (p. 95).

Moreover, Goodman (1975 cited in Carrell, 2000) made a distinction between top-down and bottom-up reading processing approaches: In the former, “The learners resort to their intelligence and experience so they can understand a text” (p. 99). In the later, “the learners use linguistic signals in a high proficiency in the language so that they can develop these linguistic signals understanding letters, morphemes, syllables, words, phrases, grammatical cues and discourse makers and then, make sense of them” (p. 99). In the proposed pedagogical intervention students were gradually introduced to the terminology and content of the reading passages to have them consciously applying reading strategies while combining both the bottom-up and top down reading strategies or approaches. As a result, students were expected to recognize and use vocabulary in context, identify general and detailed information in a reading passage dealing with coffee beans, farming and processing; complete a diagram that summarizes

the processes of coffee farming and processing; and ask and answer questions about coffee preferences and favorite snacks to have with coffee.

The relation of the research inquiry with the pedagogical intervention. There is a close connection between our research inquiry and our pedagogical intervention. Our research inquiry reads: How do teacher-designed units, made up of five lessons, and focused on the interactive-reading approach contribute to the reading comprehension process of tenth graders at a public school? Herein both the means and the purpose are undeniably interrelated since the teacher-designed materials were informed with the results of a needs analysis survey, a selection of seven SLA principles relevant to the development of materials, a vision of language and language learning, and structured within a theoretical framework for materials aimed at directly contributing to the achievement of students' reading comprehension process. On the subject, Richards (2005) pointed out that the most appropriate ways to teach reading comprehension is through "written sentence-completion tasks requiring use of expressions and other linguistic items that occurred in the text" (p. 5), which was contemplated in the proposed unit as part of the didactic sequenced.

Regarding the design of materials, Richards (2005) highlighted:

Anyone who sets out to write instructional materials for language teaching will start out with either some implicit or better still, explicit understanding of the issues discussed, namely the theory of language and of language learning the materials will be based on.
(p. 5)

As mentioned above, the pedagogical intervention of this study considered the theoretical aspects needed for both the development of contextualized materials responsive to students'

sociocultural, economic and academic local needs, and for the enhancement of their reading comprehension process in the rural context.

Instructional phases. The design and implementation of the pedagogical intervention entailed five stages as follows: The proposed material development framework, the informed consent, the process of sensitizing the learners about the purpose and aims of the pedagogical intervention, and the implementation of the teacher-designed lessons.

Proposed material development framework. Theoretical frameworks help teachers structure their language learning and teaching materials. Concerning the MD framework, Núñez, Téllez and Castellanos (2017a) contended:

The MD framework, additionally, allows in-service teachers to discuss several issues. For example, teachers learn about the importance of MD, particularly its concept, demands, typology, text developers and reasons to write materials. On the other hand, they acknowledge the fact that it is possible to innovate in their EFL contexts through teacher-developed materials. Finally, they understand that reflection, affection, motivation and teachers' beliefs play an essential role in MD and that MD fosters teacher professional development. (p. 24)

As evinced in the authors' findings, the theoretical framework served manifold purposes that are familiar to the current study as we have already stated its contribution to our teaching practice, pedagogical knowledge, teaching setting, and to the teacher's transformation experience that led them to move away from being passive consumers to become active producers of innovative contextualized materials.

There is a number of theoretical frameworks for the development of materials. Munévar (2017) summarized the existing frameworks as shown in the table below.

Table 1

Munévar's (2017) Comparative Table of Frameworks for Materials Development

Author	Framework name	Number of components or stages	Similarities	Differences
Graves (1996)	Framework of components	Seven (7)	Needs assessment Defines goals and objectives Conceptualizing content Selecting and developing materials Organization of content and activities Evaluation	Consideration of resources and constraints
Masuhara, (1998)	Course Design Procedure	Five (5)	Needs analysis Determine the goals and objectives Methodology of the materials Testing and evaluating	Syllabus design
Jolly and Bolitho (1998)	Framework for materials writing	Five (5)	Identification of needs Pedagogical realization of materials finding appropriate exercises and activities Physical production (Production and use of the material by students)	Identification of a problem Contextual realization of the proposed new materials (Exploration of the problem, defines what skills, what functions)

Núñez, Pineda, and Téllez (2004)	The process of Course and Material Design	Five (5)	Needs analysis Objectives Which skills should materials aim at? Selection and sequence (what tasks, what content) Assessment and evaluation of goals achieved.	Learning/teaching activities (What activities do the materials require students perform? Type of participation).
Núñez and Téllez (2009)	Essential components in the process of creating and adapting Materials	Seven (7)	Needs assessment Selecting goals and objectives Content Selecting and developing materials and activities Organizing content and activities Evaluation	Resources and constraints
Núñez, Téllez, Castellanos, and Ramos (2009)	The Materials Development Scaffolding Scenario 2	Five (5)	Needs assessment and analysis Developing the material (anything teachers want to do: create or adapt) Revising and evaluating the materials Piloting the materials	Making adjustments
Núñez, Téllez and Castellanos (2012)	MD framework as a coherent procedure, organized in systematic stages	Seven (7)	Needs assessment Identifying the method and the approach underlying the materials Selecting goals and objectives Selecting and organizing Content Organizing activities Assessing Trialling	Making adjustments

Note: Munévar's (2017) Comparative Table of Frameworks for Materials Development

We will establish out our own theoretical framework for materials development based on the ones proposed by the scholars mentioned above. Our framework entails 6 stages: (a) conducting need assessment and analysis, which is important for teachers and students to determine the aspects they need to work on and how to enhance students' reading comprehension process; (b) identifying the approach and the design, which in this intervention was the interactive reading; (c) determining the general goals and objectives of the unit to give a sense of direction to be pursued; (d) deciding on the specific content of the unit together with the learning strategies and reading comprehension strategies to be included; (e) developing the learning activities; and (f) assessing our own materials. Finally, the particularity that stands out in our framework, that makes it unique and innovative, was the rural context that demands finely-tuned specific content related to students' daily life and experiences, which for the purpose of this intervention were the rural activities involved in farming, processing and consuming coffee according to students' individual preferences.

Informed consent. Due to the importance of the participants in the research study, the institution was informed with a letter and the principal allowed us to implement the research (see Appendix B). Also, the students received a consent form for the parents (see Appendix C) to grant their children permission to participate in the study and the information gathered the only used with academic purposes.

Sensitization. Learners in the institution were told about the aims of the study. The impact that it could have and how the intervention was going to be implemented. They were also given the schedule for the teacher-designed unit, composed of lessons, informed about the important role they played, and the possibilities they had to withdraw from the implementation any time they wanted.

Implementation of the teacher-designed unit. The didactic unit we designed for the pedagogical intervention of this study was implemented during six weeks in the English classes at a public rural school. First, we gave our students the printed units and invited them to explore the picture on the first page. Second, we read the general and specific objectives for them to fully understand the intention of the materials that had been specially designed for them. Third, we proceeded with the vocabulary lesson that addressed terminology for coffee farming and processing and required the use of imagery as a learning strategy. Fourth, they continued working on activities that implied the conscious application of learning and reading strategies such as analyzing contrastively, associating similar words and expressions, identifying correct and incorrect statements, using prior knowledge and content, grouping, placing new words into context, predicting, reading quickly to identify the general idea, and reading carefully to identify details to enhance students' reading comprehension process. Fifth, the unit offered other three contextualized lessons on listening, writing and speaking, which fostered the application of learning strategies. We did this in order to have students recall and use the information learned in the vocabulary in context and reading comprehension lessons, as can be seen in the following sample of the teacher-designed lessons.

Sample of the teacher-designed lessons.

UNIT 1

The Best Coffee in the World



General Objective

- To identify the general idea and specific information (details) in a passage dealing with the Colombian coffee farming and processing.

Specific Objectives

- To recognize and use vocabulary in context.
- To recognize general and detailed information in a reading passage about the name of the coffee bean, its farming and processing.
- To complete a diagram that summarizes the processes of coffee farming and processing.
- To ask and answer questions about coffee preferences and favorite snack to have with coffee.

Theoretical Foundations

Research Question	How do teacher-designed lessons focused on the application of top-down and bottom-up strategies (for gist and for details) contribute to the reading comprehension process of tenth graders at a public rural school?
Context	Santa Marta Rural School
Pedagogical Intervention	The development of five teacher-designed lessons focused on the application of top-down and bottom-up strategies to foster the reading comprehension process.
Material Development Framework	Núñez, Tellez, and Castellanos (2012) A framework for MD. It is based on 6 stages: (1) carrying out a need assessment and analysis, (2) identifying the method or approach and the design, (3) determining the general goals and objectives of the course, (4) designing the syllabus, (5) developing the material and finally, (6) assessing your own materials.
Second Language Acquisition (SLA) principles to contextualize materials	<p>Achieve impact thorough novelty, variety, attractive presentation, and appealing content (Tomlinson, 1988)</p> <p>Materials must be perceived as meaningful and useful by the learner (Tomlinson, 1998).</p> <p>Readiness: Materials must provide tuned input through familiar language, but they also facilitate new language knowledge learning (Krashen, 1985).</p> <p>Fostering students' self-investment. Learning strategies are "specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability." (Oxford, 1992, 1993, p. 18).</p>
Theory of the nature of the Language	The visions of theory of the nature of language that underlying this unit are linguistic and functional (Tudor, 2001).
Theory of Language Learning	<p><i>Experiential Learning:</i></p> <p>The nature of the language learning approach we adopted was experiential learning and the role of affect because our students will interact with the learning activities proposed in the five teacher-designed lessons, which are, as stated by Tudor (2001), shaped by cognitive, psychological and experiential factors that generate affective interaction with the learning process.</p>

Teaching Approach	<p><i>Interactive-Reading Approach (Top-down and bottom-up)</i></p> <p>Interactive-Reading: “Reader uses both bottom-up and top-down strategies simultaneously or alternately to comprehend the text”.</p> <p>Top Down: “Reader generates meaning by employing background knowledge, expectations, assumptions, and questions, and reads to confirm these expectations”.</p> <p>Bottom-up: “Reader builds meaning from the smallest units of meaning to achieve comprehension” (Aebersold & Field, 1997).</p>
Innovation	<p>This unit implies an innovative process because it is the first time that English teachers designed and implement lessons to promote the reading process of tenth graders at Santa Marta public rural School.</p>

Lesson 1: Vocabulary for Coffee Farming and Processing



Learning strategy: Using imagery

1. Look at the pictures below. Tick (✓) what you find in a coffee farm.



Learning strategy: Analyzing contrastively

2. Circle the odd one out (the different one).

a. a cup of coffee	b. coffee seed	c. coffee bean
a. pulp	b. hull	c. mill
a. fishing	b. harvest	c. farm
a. planting	b. collecting	c. studying
a. dry process	b. cherry bean	c. wet method
a. travel	b. sorting	c. grading
a. estate	b. land	c. river
a. fermentation	b. condensation	c. ferment
a. roasted	b. toasted	c. washing
a. parchment skin	b. silver skin	c. brunette.



Learning strategy: Associating similar words.

3. Work in pairs. Draw a line to match the words of column A with their respective synonym or similar word from column B.

Chart 1 Single words

Column A	Column B
a. pulp	1. classify
b. dry	2. ripe
c. farm	3. wash
d. harvest	4. arid
e. plant	5. container
f. sort	6. flesh
g. hull	7. triturate
h. picked	8. harsh
i. rough	9. accumulate
j. rinse	10. sow
k. tumbler	11. plantation
l. grind	12. husk

Chart 2 Word expressions.

Column A	Column B
a. wet season	1. drenched process
b. spread out	2. covering skin
c. huge surfaces	3. winter
d. parchment skin	4. disperse
e. brewing method	5. brewing procedure
f. parchment coffee	6. dehydrate process
g. wet method	7. threshing floor
h. dry method	8. coffee skin



Learning strategy: Using prior knowledge and the context.

4. Work in pairs. Read the definitions below. Then Put a tick (✓) to the correct ones and cross out (✗) the incorrect ones.

	Correct ✓	Incorrect ✗
a. Beneficio: A coffee mill where you harvest cherries and process before the final bagging for export.		
b. Harvesting: When you collect coffee cherries from the tree.		
c. Estate: A coffee estate is a coffee plantation.		
d. Dry process: To dry the ripe cherries in the sun.		
e. Hulling: when you remove the parchment, or hull, that surrounds the coffee beans in a coffee cherry.		
f. Silver Skin: it usually remains until it floats away, burns away, or is otherwise separated as "chaff" during the roasting process.		
g. Parchment Coffee: You remove the coffee beans with the skin and pulp but with the parchment (hull) still attached.		
h. Pulping: You remove the pulp as part of the wet process.		
i. Planting: It is a process where you sow the coffee beans taking in considerations the best conditions		
j. Parchment Envelope: It is a surrounding cover located between pulp and parchment.		
k. Parchment skin: It Is the hull of a coffee cherry seed that surrounds the "coffee bean".		
l. Brewing Method: It is a process where you boil the aromatic brown beans.		
m. Farming: This is the business of operating a farm.		
n. Sorting: It is a process where you have to hand sorted remove the defects of the coffee beans.		



Learning Strategies: grouping, associating imagery and concepts.

5. Draw a line to match each word to its corresponding picture and meaning. Look at the example

a. Beneficio	Coffee beans start out as ripe coffee cherries.	
b. Coffee Cherry	The Coffee Berry Borer (CBB), is the most significant pest problems for coffee farmers.	
c. Coffee Berry Borer	Process of drying the coffee bean through the sun or heat. For later remove skin, pulp, and parchment bean (seed).	
d. Estate	A coffee mill where coffee cherries harvesting and processing method take place.	
e. Harvesting	Removing the parchment, or hull, that surrounds the coffee beans in a coffee cherry.	
f. Dry Process	A coffee plantation, typically sell at a premium due to better consistency and higher quality control.	
g. Parchment Skin	Removing the pulp as part of the wet process.	
h. Pulping	The coffee cherry skin and the pit (coffee beans).	
i. Pulp	The hull of a coffee cherry seed that surrounds the "coffee bean".	
j. Hulling	Process of collecting coffee cherries by hand at higher elevations, and by machine; if possible at lower elevations.	



Strategy: Placing new vocabulary in context. **6. Complete these sentences. Choose the word from the box/frame.**

cherries – harvesting – estate – farming – pulping – bean – sorting – beneficio – planting – tumbler

- b. A coffee plantation is traditionally known as _____.
- c. _____ is a part of Wet Process when pulp is removed.
- d. A _____ is a seed. When dried, roasted and ground, it's used to brew coffee.
- e. The place where coffee cherries are harvested and processed: _____.
- f. Process of collecting coffee cherries by hand: _____.
- g. The business of operating a farm: _____.
- h. Process where you have to hand sorted remove the defects of the coffee beans:
_____.
- i. Process where you sow the coffee beans taking in considerations the best conditions:
_____.
- j. The container used to do dry method is a: _____.

dry method - coffee berry borer - parchment skin - huge surfaces - wet season - brewing method

- b. The part of skin that belongs to dry coffee bean: _____.
- c. One of the most common pest problems for coffee farmers': _____ (CBB).
- d. Process where you boil the aromatic brown beans: _____.
- e. The season where coffee growers plant coffee beans: _____.
- f. Before planting coffee beans, farmers use _____ to initiate growing process.



Learning Strategy: Predicting

7. Look at the title of Lesson 2 on the next page. Then, answer this question.

What do you think the lesson 2 will be about?

- a. It will be about the coffee processing.
- b. It will be about the history of coffee.
- c. It will be about the different names of coffee in the world.

Lesson 2: Reading about the Coffee Name



Learning Strategy: reading carefully to identify details.

8. As you read this text, underline the sequence connectors. Then, answer the questions below.

The Name of the Coffee Bean

Apparently the Arabs first referred to the coffee cherries and bush as **bunn**, the pulp as **quishr**, and the beverage as **bunchum**. Then, and to prepare the beverage in the form of wine, the Arabs gave coffee the name of **qahwah**, a generic name for wine. After, the name became degenerated as **cahueh**. Next, the Turks named the grain **cahve**, the etymological origin suggested by the Oxford English Dictionary. According to the Islamic Encyclopedia **kahwah** is an Arabic word of uncertain etymology, and is the base of the word coffee. Later, it proliferated through the Turkish word **kahweh**, with different spellings according to the languages and regions but with the same root: **café** in Spanish, Portuguese, and French; **coffea** in Latin (its scientific name); **kaffee** in German, Swedish, and Danish, and **coffee** in English.

Selected and adapted from: http://www.cafedecolombia.com/clientes/en/sobre_el_cafe/el_cafe/el_cafe/

8. Based on the information from the previous passage, answer the questions below by selecting the correct option.

a. The purpose of the passage is:

- to persuade people about the importance of drink coffee.
- to give information about the name of the coffee bean.
- to present some disadvantages of drinking coffee often.
- to discuss about the name of the coffee bean.

b. The type of the text is:

- descriptive.
- interpretative.
- argumentative.
- declarative.



c. What is the main idea of the reading?

- To analyze the Arabic name of the coffee.
- To describe the names of the coffee beans around the world.
- To argue the origin of different types of coffee.

d. What name did Arabs and Turks give to the coffee cherries and bush?

- quishr and bunn
- bunchum and cahve,
- bunn and cahve
- kahwah and bunn



e. What name did Arabs give to beverage?

- qahwah
- kaffee
- bunchum
- cofea



f. How did the Arabs call the generic wine?

- qahwah
- kaffee
- kahweh
- cofea

g. In what regions did people name or re-name coffee?



- a. Spanish, Portuguese, French, German, Japanese and Danish
- b. French, German, Swedish, and Danish, Colombia and Danish
- c. Arabs, Turks, Spanish, Portuguese, French, German, Swedish and Danish
- d. Arabs, Turks, Spanish, Portuguese, French, German, Swedish and Russian.

h. What was the base of the word coffee in the Arabic world?

- a. Kahwah
- b. Coffea
- c. Kaffee
- d. Bunn

i. What was the scientific Latin name for coffee beans according to the passage?

- a. Cahve
- b. Coffea
- c. Bunchum
- d. Kaffee

j. Complete the following text with the corresponding sequence connectors. You may choose them from the box.

first then after next later

Time for a Delicious Coffee

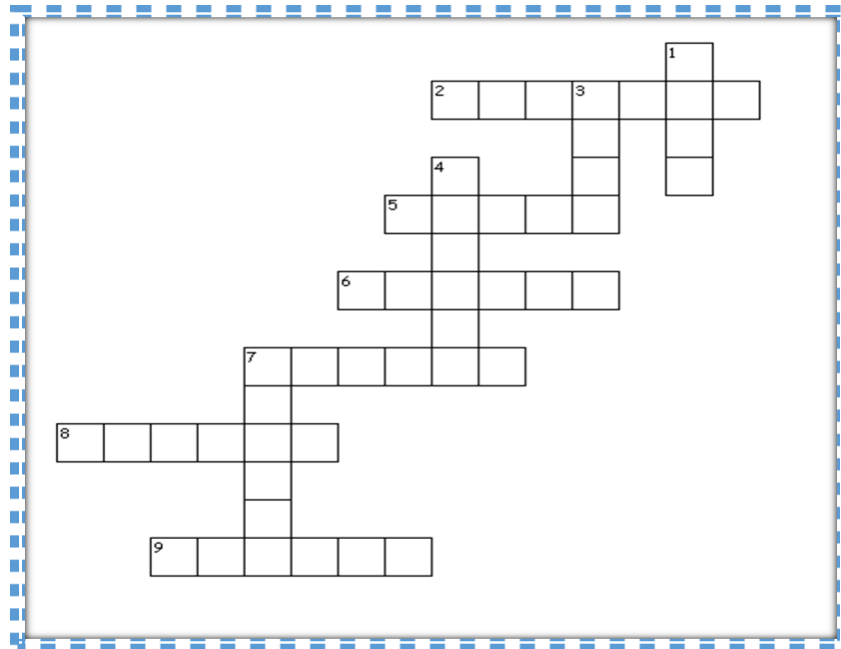


I like to start my day with a delicious coffee; for that reason, it is the _____ thing I do in the morning when I get up. _____, I quickly prepare breakfast and have another cup of coffee to go with it. _____, I go work until 12:00m. And during my lunch I prefer to have orange juice. _____, in the afternoon at the office I drink a cup of coffee again to be active, it is because there are many thing to do there. _____, in the evening I have my last cup of coffee to stay awake and study for some hours before go to bed.



Learning Strategy: using available information to guess meaning.

9. Work in pairs. Solve the following crossword using the information given in the previous activities.



Across

2. The name that Arabs gave to coffee beverage.
5. The name that Turks gave coffee bean.
6. It comes from Latin spelling (its scientific name).
7. It comes from English spelling.
8. The Arabs referred to the pulp as...
9. The Arabs gave coffee the name of the generic name for wine.

Down

1. The Arabs referred to the coffee cherries and bush as...
3. It comes from Spanish, Portuguese, and French spelling.
4. It comes from German, Swedish, and Danish spelling.
7. The name then became degenerated as...



Learning Strategy: Making predictions

10. Look at the title of Lesson 3 on the next page. Then, answer this question.

What do you think the next exercise is about?

- a. It refers to the process of planting coffee.
- b. It refers to the process of planting, harvesting, processing, and drying the coffee.
- c. It refers to the complete process of processing, distributing and selling coffee.

Lesson 3: Coffee Farming & Processing



Learning Strategy: Reading attentively for main ideas and details.

11. Read the following text. Then, work in pairs to answer the questions below by choosing the correct option.

10 Steps from Seed to Cup

ing

First, coffee growers generally plant coffee seeds in large beds inside shaded nurseries. They water the seedlings frequently and they also protect it from bright sunlight until this seedling is hearty enough to be permanently planted. Planting often takes place during the wet season, so that the soil remains moist while the roots become firmly established.

- a. In what season do planters plant the coffee seeds?**
1. Spring
 2. Summer
 3. Fall (autumn)
 4. Wet season

Harvesting the cherries

Then, depending on the variety, it will take approximately 3 to 4 years for the newly planted coffee trees to bear fruit. The fruit, what people call the coffee cherry, turns a bright, deep red when it is ripe and ready to be harvested.

- b. When coffee bean is ready to be harvested?**
1. When it is ripe, bright and deep red.
 2. When it is green and bright.
 3. When it is yellow, dark and immature.
 4. When it is ripe, light and deep orange.

Processing cherries

Once you pick the coffee, processing must begin as quickly as possible to prevent fruit spoilage. Depending on location and local resources, you can process the coffee in one of two ways:

The **Dry Method** is the age-old method of processing coffee; Then you spread out the freshly picked cherries on huge surfaces to dry in the sun.

The **Wet Method** is when you remove the pulp from the coffee cherry after you harvest it so you dry the bean with only the parchment skin left on. First, you pass the freshly harvested cherries through a pulping machine to separate the skin and pulp from the bean. Then, you separate the beans by weight as they pass through water channels. After separation, you can transport the beans to large, water-filled fermentation tanks. When fermentation is complete, you can feel the beans rough when you touch it. Later, you rinse the beans by going through additional water channels, and they are ready for drying.

c. What is the Dry Method?

1. It consists of spreading out coffee beans on huge surfaces to dry in the sun.
2. It consists of taking the pulp of the coffee.
3. It consists of stretching out coffee beans into water.
4. It consists of preparing the coffee bean in a bucket.

d. What is the Wet Method?

1. It consists of removing the pulp from the coffee cherry after harvesting so the bean is dried with only the parchment skin left on.
2. It consists of washing coffee beans and dry its pulp.
3. It entails to take the coffee bean to a different farm.
4. It consists of cooking the pulp from the coffee cherry after harvesting so the bean is dried with only the parchment skin left on.

Drying the Beans

After that, these beans, still inside the parchment envelope (the endocarp), are exposed to the sun and it is dried by spreading them on drying tables or floors, where they are turned regularly, or planters you can use a machine to dry the coffee beans in large tumblers.

e. Where do planters usually dry the coffee beans?

1. Planters use machine to dry the coffee beans in large tumblers only.
2. Planters can dry the coffee beans by exposing them to the sun and spreading them on drying tables or floors, also planters use machines to dry it in large tumblers.
3. Planters only use the sun to dry the coffee beans.
4. Planters can dry the coffee plants with the sun by spreading them on drying tables

or floors, also machine-dried in large tumblers.

Milling the Beans

Before the coffee is exported, planters process the parchment in the following manner: *Hulling* machinery removes the parchment layer (endocarp) from wet processed coffee. *Polishing* is an optional process where a machine removes any silver skin that remains on the beans after. *Grading and Sorting* is when planters choose the beans by size and weight, and they also review the beans for color flaws or other imperfections.

f. What is the process of milling?

1. It consists of cleaning coffee beans and then pulping them.
2. It has to do with hulling, polish and, grading or sorting coffee beans after drying process.
3. It entails stretching out coffee beans into water.
4. It has to do with removing the parchment layer (endocarp) from wet processed coffee.

Exporting the Beans

Next, the planter loads the milled beans (now referred as green coffee) onto ships in either jute or sisal bags. They load in shipping containers, or bulk-shipped inside plastic-lined containers.

g. What is the name of coffee beans during the export process?

1. Green coffee
2. Ripe coffee
3. Red coffee
4. Yellow coffee

Tasting the Coffee

Later, a person is in charge of repeatedly test for quality and taste of the coffee. This process is referred as cupping and usually takes place in a room specifically designed to facilitate the process.

h. What is the name of the process of testing coffee?

1. Assessing
2. Tasting
3. Cupping
4. Glassing

Roasting the Coffee

Subsequently, roasting transforms green coffee into the aromatic brown beans that we purchase in our favorite stores or cafés. Most roasting machines maintain a temperature of about 550 degrees Fahrenheit.

i. What is the name for coffee beans and the appropriate temperature after the roasting process?

1. Aromatic coffee cherries, 450 degrees Fahrenheit.
2. Aromatic brown beans, 550 degrees Fahrenheit.
3. Aromatic coffee beans, 550 degrees Fahrenheit.
4. Aromatic red beans, 540 degrees Fahrenheit.

Grinding Coffee

Successively, the objective of a proper grind is to get the most flavors in a cup of coffee. How rough or fine the coffee is ground depends on the brewing method.

j. What is the result of the grinding coffee process?

1. To get the less flavors in a cup of coffee.
2. To obtain the most flavors in a cup of coffee.
3. To taste the most quality of flavors in a cup of coffee.
4. To brew the most kinds of flavors in a cup of coffee.

Brewing Coffee

And finally, the quality and flavor of your coffee is not only determined by your favorite brewing process, but also by the type of coffee you select.

k. What is the purpose of the brewing coffee process?

1. To reduce the flavors in a cup of coffee.
2. To determine the quality and flavor of your coffee.
3. To prepare the most quality of flavors in a cup of coffee.
4. To use the most kinds of coffee cherries.

Selected and adapted from: <http://www.zecuppa.com/coffeeterms-farming-processing.htm>

Lesson 4: Listening to Coffee Order and Personalities



Learning Strategy: Listening attentively to get the main idea and details.

12. Match the vocabulary with the corresponding picture.

Word/Expression	Picture
<i>stylish lifestyle</i>	
<i>chaos</i>	
<i>nonsense</i>	
<i>tap into</i>	
<i>reward</i>	
<i>rude</i>	

Now, listen to track 1: What Your Coffee Order Reveals about Your Personality. Then decide whether the statements below are true or false by putting tick (✓).

Statement	True	False
a. Coffee makes us feel so good because it is able to tap into virtually every reward system our brain has evolved.		
b. If you like drinking coffee espresso, you are a lazy person.		
c. If you like drinking coffee espresso, you work and play very hard.		
d. If you are a cappuccino drinker, you are a very sophisticated person.		
e. If you are a cappuccino drinker, your sense of style is very rude.		
f. If you like drinking black coffee, you lead a much more stylish lifestyle.		
g. If you are a black coffee drinker, with your black coffee in hand, you are ready to start your day free from chaos or nonsense!		
h. Drinking coffee has different ways to do it all around the world.		

Taken and adapted from <http://www.littlethings.com/coffee-order-reveals-personality/?vpage=3>

Lesson 5: Speaking



Learning Strategies: Comparing with peers.

13. Go around the classroom surveying five classmates about their preferences when drinking coffee. Then, share your answers with the group.

a. How do you like to drink your coffee? (With milk, with sugar, dark, hot, cold, frozen, flavored, etc.)

Example: Sara likes hot black coffee with milk and sugar.

Student 1:

Student 2:

Student 3:

Student 4:

Student 5:

b. What is your favorite snack to have with your cup of coffee? (Biscuits, bread, bizcochos de achira, cookies, etc.)

Example: José's favorite snack to have with his coffee is bizcochos de achira.

Student 1:

Student 2:

Student 3:

Student 4:

Student 5:

Lesson 6: Writing



Learning Strategy: Cooperating with peers

14. **Work in groups of 3 students. Make a poster illustrating and describing (with a short text) about the coffee farming and processing. Then, share it with your classmates and the teacher.**

Follow the stages:

- a. **Get out your color pencils!**
- b. **Make a heading.** Using your pencil, lightly draw the words in the heading. By drawing out the letters with light pencil first, you'll be able to adjust so that the size is right.
- c. **Make a footer.** Do the same on the bottom—lightly draw in pencil what you want to say on the bottom.
- d. **Fill in the middle.** Whatever the primary idea of your poster is, it goes in the middle. You may have a collage or a single picture.
- e. **Fill it in!** Now draw in the letters with marker or colored pencil or crayon—however you want to add color to your text.
- f. **Post your poster!**



b. Make a header →

d. Fill in the middle →

c. Make a footer →

e. Fill in it! ←

Self-Assessment

Teacher- designed materials (A unit made up of five lessons). <i>Materiales Diseñados por el profesor (Una unidad compuesta por cinco lecciones)</i>	Yes Si 	Can improve Puede mejorar 
The unit presents a variety of learning activities with and an attractive an innovative design. <i>La unidad presenta una variedad de actividades de aprendizaje y tiene un diseño atractivo y novedoso.</i>		
The topic, activities and images were interesting, useful y meaningful to me <i>El tema, las actividades, y las imágenes fueron interesantes, útiles y significativas para mí.</i>		
The instructions of the activities were clear and easy to follow. <i>Las instrucciones de las actividades fueron claras y fáciles de seguir</i>		
The content of the activities was useful and meaningful. <i>El contenido de las actividades fue útil y significativo.</i>		
The sequence of the activities supported my learning and reading comprehension process. <i>La secuencia de las actividades soportó mi proceso de comprensión de lectura.</i>		
All the activities included learning strategies that helped me solve the tasks in the five lessons. <i>Todas las actividades incluyendo las estrategias de aprendizaje me ayudaron a resolver las tareas en las cinco lecciones.</i>		
Reading estrategias <i>Estrategias de lectura</i>	Yes/ Si	Can improve/ Puede Mejorar
I can associate images to previous knowledge. <i>Puedo asociar imágenes con conocimientos previos.</i>		
I can relate words and meaning. <i>Puedo relacionar palabras y significados.</i>		
I can recognize synonyms and antonyms. <i>Puedo reconocer sinónimos y antónimos.</i>		
I can differentiate right from wrong concepts. <i>Puedo diferenciar conceptos correctos de incorrectos.</i>		
I can use vocabulary in contextualized sentences. <i>Puedo usar vocabulario y oraciones contextualizadas.</i>		
I can predict the content of a reading passage by reading its title. <i>Puedo predecir el contenido de una lectura a partir de su título.</i>		
I can read quickly to identify the main idea. <i>Puedo leer rápidamente para identificar la idea principal.</i>		
I can read carefully to identify details. <i>Puedo cuidadosamente identificar detalles.</i>		

I can use available information to deduce meaning. <i>Puedo usar información disponible para deducir el significado.</i>		
I can cooperate with peers to do learning activities. <i>Puedo cooperar con pares para hacer las actividades de aprendizaje.</i>		
Interactive Reading Approach. <i>Enfoque de Lectura Interactiva</i>	Yes. Si.	To improve. <i>Para mejorar.</i>
I use my previous knowledge to understand the text. <i>Uso mis conocimientos previos para comprender una lectura.</i>		
I understand the intentionality of the author and the type of text presented in the readings along the unit. <i>Entiendo la intencionalidad del autor y el tipo de texto presentado en las lecturas de la unidad.</i>		
I find important connectors (cohesive devices) for the reading that help me to understand the idea. <i>Encuentro conectores importantes en la lectura que me ayudan a entender la idea.</i>		
I can identify the main idea of the text. <i>Puedo identificar la idea principal del texto.</i>		
I use my knowledge about the topic to understand the ideas. <i>Utilizo mi conocimiento sobre el tema para entender las ideas.</i>		
I can ignore words that are difficult and interfere with my understanding. <i>Puedo ignorar palabras que son difíciles e interfieren con mi comprensión.</i>		
I can confirm my prediction about the text. <i>Puedo confirmar mis predicciones sobre el texto.</i>		
I can think intentionally on the context of reading precisely what I have already learned about it. <i>Puedo pensar intencionalmente sobre el contexto de la lectura, precisamente sobre lo ya aprendido de este.</i>		

Images and Texts Taken from...

- ✓ <http://www.zecuppa.com/coffeeterms-farming-processing.htm>
- ✓ <http://www.a-sisyphian-task.com/2013/02/to-mind-map-or-not-to-mind-map.html>
- ✓ <http://www.ncausa.org/About-Coffee/10-Steps-from-Seed-to-Cup>
- ✓ <http://www.fincasturisticasdelquindio.com/alimentos-y-bebidas/barras-y-tiendas-de-cafe-colombiano/>

Chapter IV

Data Analysis

This chapter addresses the analysis of the data collected with the instruments mentioned in chapter three, which are student's artefacts, field notes and focus group interview. It also describes the research categories and subcategories that emerged from the data analysis; all of them supported by the theory previously presented in the literature review chapter.

Data Analysis Procedure

Once the lessons designed were implemented, the field notes collected and the interviews transcribed, the data were analyzed under the qualitative approach. Since qualitative data "requires creativity, discipline and a systematic approach" (Taylor & Renner, 2003, p. 1), the researchers do not explain the data in quantitative terms, but rather describe students' behavior and response to the pedagogical intervention designed for the current study. The data analysis approach that suits this study was the qualitative one as it helps the researchers to "develop concepts, insights and understandings from patterns in their data rather than collecting data to assist preconceived models" (Taylor, et al, 2015, p. 8). During the data-gathering process, the researchers discerned relevant information or recurrent patterns that help them to fully understand the problem that generated the current study.

The researchers decided to use the grounded theory approach to analyze the data collected. This approach, as claimed by Corbin and Strauss (2015), "allows for identification of general concepts, the development of theoretical explanations that reach beyond the known, and offers new insights into a variety of experiences and phenomena" (p. 6). Thus, the grounded theory approach provided the researchers with a suitable framework to read, interpret and

analyze the data collected, considering the particularities of their context and the research study per se.

As non-verbal communication and speech interact simultaneously in the communication process (Taylor et al., 2015), the researchers collected qualitative verbal and non-verbal data through the above mentioned instruments. They also observed the ethical, theoretical and epistemological dimensions of research concerns to give a more profound and richer sense and better comprehend the reality they studied (Jafari & Sandikci, 2016). Accordingly, the researchers organized the students' artefacts and labeled them for each of the participants, transcribed and systematized their field notes and the interviews.

The color coding procedure was also used to find relevant issues and recurrent patterns, which according to Charmaz (2006), "is the pivotal link between collecting data and developing an emergent theory to explain this data" (p. 46); it also "allows for the visual organization of data and, for seeing categories and subcategories very clearly" (Klein, 2012, p. 96), and facilitates "looking for the main 'themes' or concepts that will help to throw light on your research questions" (Burns, 2010, p. 108). Therefore, the researchers labeled the data with three different colors for each one of the constructs of their research question: teacher-designed materials (green), reading strategies (pink), and interactive reading approach (blue) to identify the data in the three data collection instruments without misleading or mixing important information, establish commonalities and differences, and determine relationships among them.

Categorizing involves scanning the information carefully by reading it several times, grouping it in logical forms, and seeing which categories suggest themselves, or emerge from it (Burns, 2010). The researchers grouped "the ideas, concepts, behaviors, interactions, incidences, terminology and phrases used" (Taylor & Renner, 2003, p. 2) based on the recurrent appearance

of patterns that first gave rise to subcategories that are “designed to ensure a close fit between the data and what people actually say and do” (Taylor et al., 2015, p. 10). They also “relate to the main category label” (Burns, 2010, p. 109). Then, the research categories are named, as suggested by Taylor and Renner (2003) the information should be organized in coherent categories and given “a descriptive label” (p. 2). After going through the previous process, we identified three research categories of analysis featured by two subcategories each, as shown in the table below.

Research categories

Table 2.

Research Categories and Subcategories

<i>Research question</i>	<i>Categories</i>	<i>Subcategories</i>	<i>Recurrent patterns</i>
How do teacher-designed unit, made up of five lessons, and focused on the interactive-reading approach contribute to the reading comprehension process of tenth graders at a public school?	Teacher-designed lessons as a source for engagement in vocabulary learning and activity completion	<ul style="list-style-type: none"> - Appropriate innovative and illustrative materials engage students in learning activities and vocabulary learning. -Sequenced strategy-based activities, clear instructions and learning styles favor activity completion. 	<ul style="list-style-type: none"> - Innovative materials with attractive layout engage students in learning activities. - Relevant content fosters vocabulary learning. - Sequenced activities, clear instructions and use of learning strategies favor activity completion. - Learning styles and affective needs foment activity completion

-Applying strategies for reading comprehension while working collaboratively	-Local knowledge, words, images, meaning, and simplified structures to make sense of texts.	- Previous local knowledge to making sense (to better understand what is read). - Understanding a text by relating words, images, and meaning. - Simplifying language structures for reading comprehension.
	-Reading strategies and collaborative work for reading comprehension.	-Use of reading strategies facilitate reading comprehension.
		-Collaborative work contribute to reading comprehension.
Interactive reading approach at the core of reading comprehension	The bottom-up approach essential to identify details and main ideas in written passages.	-Reading carefully to identifying details and main ideas in written passages. -The teacher's explanations of grammatical features help to understand main ideas of written texts.
	The top down approach central to identify general ideas, intentionality of the author and prediction of meaning	- The use of background knowledge to identify general ideas and intentionality of the author. -The use of background information to predict content and meaning.

Teacher-designed lessons as a source for engagement in vocabulary learning and activity completion. When teachers undergo the design of materials, they realize it is a demanding, time-consuming activity (Núñez et al., 2004); it is also enriching because it gives teachers the possibility to move away from the standardized themes and kind of learning activities that characterize commercial materials, whose ultimate target is making profits for the vast publishing industry of EFL textbooks (Littlejohn, 2010; Lopera, 2014). In this sense,

teacher-designed materials allowed teachers to contextualize the contents and the learning activities to the reality and the social environment of the students. Contextualization is, according to Mazzeo et al. (2003), “a diverse family of instructional strategies designed to ... focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student” (p. 3-4). Thence, the teacher-designed unit proposed in this study, addressed a topic that is of interest of student to which they can apply the learning strategies in the quest of learning to read in English.

Materials that contemplate students’ profiles are context-fitted ones. In reference to this type of materials, Núñez et al., (2017a) underscored that “teacher-developed materials fit into the category of contextualized materials that are context-bound since they are responsive to local needs” (p. 34). Additionally, Núñez (2010) ascertained that “developing in-house materials makes it more feasible to address the demands of the institutional context and students’ profiles, and to achieve academic and language learning goals” (p. 37). Likewise, for Harwood (2010) contextualized materials respond to the immediate reality of the students and are based on the specific context in which the language is going to be taught. Finally, Núñez, Téllez and Castellanos (2017b) affirmed:

We are fully aware of the fact that teacher-generated materials, on the one hand, are more likely to provide learners with rich, contextualized and comprehensible input to facilitate their language learning targets; raise awareness of their own learning process and assist their ongoing development of a balanced set of skills and content. (p. 24)

Hence, contextualized materials offer several benefits in terms of easing learning procedures, making students conscious of their learning and helping them develop language skills, which in this particular case refers to engaging students in vocabulary learning and

activity completion in listening, speaking and writing, but with greater emphasis on reading comprehension.

The final purpose of the materials designed by teachers is to expose students to the foreign language and give them the chance to interact in the English class. Indeed, any element used for these purposes can be considered as appropriate material for language learning (Tomlinson, 2012). Moreover, using teacher-designed materials exerts a great influence on the development of the classes (Kitao & Kitao, 1997). As a result, teacher-designed materials are featured by the needs that teachers identify in their students, not only academic, but also those particularities of their reality inside and outside the classroom.

Additionally, engagement and motivation are developed by integrating students' experiences into the proposed materials and activities. As stated by Núñez, Pineda and Téllez, (2004), materials designed by teachers “create positive conditions for language learning” (p. 141) and “maximize students' language learning” (Núñez & Téllez, 2009, p. 172). Moreover, “learning is enhanced when learner encounter mutually reinforcing ideas and skills across learning experiences” (Hammond & Bransford, 2005, p. 393), and positive attitudes toward learning “can be engaged by encouraging learners to remember and recount relevant emotive experiences in their lives” (Tomlinson, 2000, p. 25). Finally, in words of Mishal and Temmis (2015), “localized materials for these contexts can situate English language learning within familiar cultural references” (p. 40), and, “to ignore local exigencies is to ignore lived experiences” (Kumaravadivelu, 2003, p. 539). Then, local needs and experiences-focused materials become contextualized resources that motivate students' learning.

This category encompasses two research subcategories: *Appropriate innovative and illustrative materials engage students in learning activities and vocabulary learning, and*


Sequenced strategy-based activities, clear instructions and learning styles favor activity completion.

Appropriate innovative and illustrative materials engage students in learning activities and vocabulary learning. Designing appropriate innovative materials is important to the extent that they help to focus the language on the reality and context of the students. However, materials not only account for the development of the content to be taught, but also for engagement in learning activities and vocabulary learning. This feature can be achieved through a design that combines students' cultural universe and content with illustrations, or elements that allow for a pleasant learning. As recommended by TESOL and the National Council for American Teacher Education (NCATE, 2010), teachers should "use students' community and family to locate and develop culturally appropriate materials" (p. 55). In the same breath, Martínez (2014) stated that materials that help students to approach the language in a natural way, can be considered appropriate and innovative materials. Then, the teacher-designed unit implemented in this study addressed a topic that was familiar and belonged to the cultural background of the students: coffee planting, processing and preferences to which all students were attached.



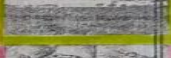







Besides, illustrations contribute to reach an attractive design. To this respect, Núñez et al. (2004) discern that "a crucial aspect in the design of materials concerns the visual layout" (p. 133). In similar lines, Barnard and Zemach (2003) state that "layout should always be carefully considered; an otherwise excellent text and activity can be ruined simply by a badly designed presentation on the page" (p. 317). By the same token, Rose, Parks, Androes and McMahon (2000) attest that "imagery may increase the capacity of working memory during reading by assimilating details" (p. 56). Correspondingly, Núñez and Téllez (2009) discerned that "materials

make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives” (p. 184). To a great extent, appropriate and innovative materials depend on localized content related to students’ life and experiences, and attractive presentation; the merger of these aspects not only engaged students in learning and completing the proposed learning activities, but also caused greater commitment to appropriate knowledge to which they have access.


Below are some excerpts selected from the three data-gathering instruments connected to the above-mentioned aspects.

 *Learning Strategies: grouping, associating imagery and concepts.*

Draw a line to match each word to its corresponding picture and meaning. Look at the example

a. Beneficio	Coffee beans start out as ripe coffee cherries.	
b. Coffee Cherry	The Coffee Berry Borer (CBB) is the most significant pest problem for coffee farmers.	
c. Coffee Berry Borer	Process of drying the coffee bean through the sun or heat. For later remove skin, pulp, and parchment bean (seed).	
d. Estate	A coffee mill where coffee cherries harvesting and processing method take place.	
e. Harvesting	Removing the parchment, or hull, that surrounds the coffee beans in a coffee cherry.	
f. Dry Process	A coffee plantation, typically sell at a premium due to better consistency and higher quality control.	
g. Parchment Skin	Removing the pulp as part of the wet process.	
h. Pulping	The coffee cherry skin and the pit (coffee beans).	
i. Pulp	The hull of a coffee cherry seed that surrounds the "coffee bean".	
j. Hulling	Process of collecting coffee cherries by hand at higher elevations, and by machine; if possible at lower elevations.	

(Students' artefacts)

Teacher- designed materials (A unit made up of five lessons). <i>Materiales Diseñados por el profesor (Una unidad compuesta por cinco lecciones)</i>	Yes Si 	Can improve <i>Puede mejorar</i>
The unit presents a variety of learning activities with and an attractive an innovative design. <i>La unidad presenta una variedad de actividades de aprendizaje y tiene un diseño atractivo y novedoso.</i>	X	
The topic, activities and images were interesting, useful y meaningful to me <i>El tema, las actividades, y las imágenes fueron interesantes, útiles y significativas para mi.</i>	X	
The instructions of the activities were clear and easy to follow. <i>Las instrucciones de las actividades fueron claras y fáciles de seguir</i>	X	
The content of the activities was useful and meaningful. <i>El contenido de las actividades fue útil y significativo.</i>	X	
I can recognize synonyms and antonyms. <i>Puedo reconocer sinónimos y antónimos.</i>	X	
I can differentiate right from wrong concepts. <i>Puedo diferenciar conceptos correctos de incorrectos.</i>	X	

(Self-assessment section of the teacher-designed unit)

In the artefacts, exercise 5 of the unit, students were asked to read the instruction and the corresponding learning strategy (grouping or associating meaning, images and concepts) before starting to relate some concepts to their meaning, and also to the image that would identify them. Most of the students understood what they had to do and completed the exercise, which suggests that the activities were appropriate because they dealt with a topic that students knew in L1, which was coffee farming, production and processing. The students could also relate the concepts to illustrations that represent them, which indicated that the unit was illustrative too since it was not limited to including the written component, but to presenting images, diagrams and tables, that were very attractive for the students, to the extent that it motivated them to work on the activities proposed in the unit by coloring and decorating them after completion.

As highlighted by Lopera (2015), activities that included the visual components, allowed students to evoke their prior knowledge and be more aware of the activities they were expected to work on. On the same vein, the National Council for Accreditation of Teacher Education NCATE (2010) suggested to “design classroom activities that enhance the connection between home and school culture and language; ...to support students’ home culture and heritage

language” (p. 43). By allowing our students to work on illustrative learning activities closely linked to their context, they were encouraged to learn about their home culture in English.

Regarding the self-assessment, approximately 65% of the student recognized that the teacher-designed unit had many points in favor: the content of the unit was varied and attractive, the design of the activities and instructions were clear and easy to follow when completing the activities. This allowed for a more meaningful vocabulary learning, as it gave them the tools to identify synonyms, antonyms and important concepts. At the same time, it was possible for students to establish a relationship between the meaning, the concept and the image and the prior knowledge that they already had on the subject.

As a consequence, this appealing way of presenting the content and learning activities, established a channel between student’s previous knowledge on the subject, and the theme being presented. On activating prior Knowledge, Al-Faki and Siddiek, (2013) pointed out that “by putting the upcoming lesson material into a familiar context for the students, the teacher is giving them a context into which they can then assimilate the new information and understand it” (p. 44). In the same vein, Doff (2013) stated that “the materials aim to be appropriate ... [and] new ideas and techniques are presented explicitly” (p. 8). Even if materials deal with basic concepts of students’ context, they should be presented in a crystal-clear and understandable way for students to feel comfortable while developing the proposed activities to apprehend new information. This aspect was reflected in the following teachers’ field notes written by the teachers in their observation process.

In activity 5 some images must be associated to their meaning, ... they resorted to their previous knowledge, as indicated by the teacher and most of them could complete the activity. [*sic*]
(Teacher’s field notes N°3, register viii)

Once the teacher and students have finished giving their ideas on the theme, the teacher begins to explain the five lessons that will be developed and the importance of noticing, understanding and using the learning

strategy to do the activities in order to learn words in English related to the main economic activity their families do and, at the same time, improve their knowledge about the English language. [sic]
(Teacher's field notes N°1, register iv)

The first learning activity consists of observing the cover of the unit and according to what they see on it, students were expected to identify what the unit was going to be about. As our students are familiarized with growing coffee and the coffee process in general, they got motivated, were willing to give ideas on this theme and worked on the activities; they even colored the frames of the pictures and tables once they finished the activities. [sic]
(Teacher's field notes N°2 register i)

Although the use of telephones allowed them to work more efficiently, the teacher emphasized on taking notes so that they can internalize and remember the vocabulary learned in the lesson. [sic]
(Teacher's field notes N°2 commentary v)

The previous teacher's field notes revealed that students had the opportunity to approach the learning of English from a different perspective that made them use their prior knowledge on the main economic activity their families do, which encouraged them to give ideas on this theme and worked enthusiastically on the learning activities. In addition to the written and oral components, it offered them visual aids that were relevant and meaningful to their context, to the extent that they got fully involved with the themes and understood it more easily. In reference to this aspect, Rico (2005) claims that "all decisions one makes in terms of teaching and learning languages might take as reference the social conditions of the learners" (p. 28). In the same breath, Lopera (2014) highlighted the "need to develop materials to suit the context in which they are going to be used" (p. 131), and further complement stating that "homemade materials help learners achieved greater relevance and engagement" (p. 131). Activities that are context-bound are engaging and learning supportive to the extent that the process is more natural because it starts from themes that students know in L1, or topics with which they have permanent contact. Below there are some transcriptions from the interview.

Teacher: *Did you like the different themes seen in the unit? Which one do you remember more?*

Student 5: Yes, I liked all the themes of the unit, especially the exercise in which, by means of images, all the coffee processes had to be shown [sic] [trans]

Teacher: *Did the design of the unit seem attractive and novel? What else you remember?*

Student 12: Yes because it was specified in a very clear and easy to deduce way; but above all I remember the steps to follow with the crop process. [sic] [trans]

Teacher: *What is the relationship between one activity and another when it comes to progress?*

Student 2: That each activity we finished, on the next page was the same related to coffee. [sic] [trans]

Teacher: *Was the vocabulary used in the unit easy to learn? Why?*

Student 1: Yes, it was easy to learn because I already had knowledge about something. [sic] [trans]

(Interview)

In the previous transcriptions from the interview, students expressed that they liked the learning exercises associated with the illustrated coffee processes, the layout of the unit made the learning process clear and easy to deduce, the feeding relationship among learning activities, and the advantage of resorting to prior knowledge to apprehend and internalize the new words and content of the lessons. In reference to vocabulary learning in connection to the reading process, Anderson (2003) posed that “reading should be an active, fluent process that involves the reader and the reading materials in building meaning” (p. 2), which was achieved since the materials used were innovative and offered content and illustrations that were familiar to students. The author further declared that students feel more involved in using their knowledge they hold in L1 and then solving activities on familiar themes proposed, but in L2. In the same way, Goodman (1996) considered that both the reader and the writer build meaning and this process is effective if students can appropriate the contents of the materials.

Sequenced strategy-based activities, clear instructions and learning styles favor activity completion. This second subcategory emphasized on the explicit presentation and conscious use of learning strategies, as well as considering learning styles to favor activity completion. On this matter, Rubin (2013) attests that “helping language learners to use learning strategies effectively results in increased language proficiency and learner motivation” (p. 1). On the same spirit, Chamot (2005) mentions that “once a learning strategy becomes familiar through repeated use, it may be used with some automaticity, but most learners will, if required, be able to call the

strategy to conscious awareness” (p. 112). Helping students become aware of the existence and use of learning strategies is a giving and gaining teaching and learning opportunity that raises students’ interest and awareness of learning that eventually lead them into more independent and self-controlled learning.

In addition to the novel content, language learning materials should offer activities linked under the same theme, have clear instructions, and address diverse learning styles that favor students’ engagement and achievement of learning objectives. Regarding objectives, Graves (2000) claims that teachers create “units and lessons ... to carry out the objectives of the course” (p. 149). Concerning learning styles, Núñez et al. (2004) state that materials “should explore students’ personalities, learning styles, language development expectations, likes, dislikes, needs and the contexts they are embedded in” (p. 132). Referring to pacing and sequencing, Arthur (as cited in Goldsmith, 2009) argues that “good lessons should have good pacing and sequencing of activities” (p. 32); as well as Omaggio Hadley (as cited in Goldsmith, 2009) who contend that “teachers should plan lessons around a theme and plan transitions to flow logically between one activity and the next” (p. 32). In light of this, contextualized materials should set achievable learning goals and objectives, take into account visual, auditory and kinesthetic learning styles, account for a pedagogical sequencing and pacing of the feeding activities proposed aiming at attaining activity development and better learning output.

It is a function of sequenced-strategy based activities to let students realize the cognitive procedures that enable them for activity completion and facilitate language learning in a more significant and communicative way. In this sense, Diker et al. (2009) maintain that “educational materials are elements that teachers cannot overlook such as: facilitating the process of learning and providing permanence of what is learned” (p. 1759). Likewise, Verdu and Coyle (2002)

propose that one way to give students the possibility of using the language is through the inclusion (in the material or class lesson) of “a wide range of types of activities of all the phases of the didactic sequence, which imply interaction and genuine communication” (p. 49). For these reasons, materials should “make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives” (Núñez & Tellez, 2009, p. 184). The aforementioned aspects bring far more possibilities for students to achieve a balanced development of receptive and productive language skills since the teacher-designed unit addressed vocabulary and grammar in context and the four language skills in a number of sequenced and strategy-based learning activities.

Beneath we present some samples chosen from the three data-gathering instruments connected to the above-mentioned aspects.

Learning strategy: Associating similar words.

3. Work in pairs. Draw a line to match the words of column A with their respective synonym or similar word from column B. In chart 1 you will find single words then, chart 2 word expressions.

Chart 1

Column A	Column B
a. pulp	1. classify
b. dry	2. ripe <i>maduro</i>
c. farm	3. wash
d. harvest <i>recoger</i>	4. arid
e. plant	5. container
f. sort <i>clasificar</i>	6. flesh
g. hull <i>casaca</i>	7. triturate
h. picked <i>escogido</i>	8. harsh <i>dureza</i>
i. rough <i>áspero</i>	9. accumulate
j. rinse <i>lavar</i>	10. sow <i>Sembrar</i>
k. tumbler <i>vaso</i>	11. plantation
l. grind <i>moler</i>	12. husk <i>Cáscara</i>

Chart 2

Column A	Column B
a. wet season	1. <i>Empogada</i> drenched process
b. spread out <i>esfender</i>	2. covering skin <i>capa</i>
c. huge surfaces <i>superficie grande</i>	3. winter <i>invierno</i>
d. parchment skin	4. disperse
e. brewing method <i>preparación</i>	5. brewing procedure. <i>Procedimiento</i>
f. parchment coffee	6. dehydrate process
g. wet method	7. threshing floor
h. dry method	8. coffee skin

(Students' artefacts)

complies with this characteristic since they start from an exercise that does not represent greater complexity (identifying synonyms), leading to activity 4 whose level of complexity increases gradually (recognizing antonyms). Instructions are short, they were designed to be clear, precise and use content vocabulary; besides that, the teacher was always willing to resolve misunderstandings that might arise. Finally, the design of the activities was based on the three perceptual modalities of learning of students to engage them in their completion.

In relation to the self-assessment, approximately 60% of the students recognized that the teacher-designed unit contained a sequence of activities that allowed the student to learn vocabulary in context prior to reading comprehension. In addition to this, in this section the students stated that the instructions were clear and the learning strategies were adequate to achieve the objectives of the unit. The adequate disposition of these elements in the proposed activities depends largely on the harmonious integration of instructions, the selection of learning strategies and the statement of specific learning objectives. Concerning objectives, Verdu and Coyle (2002) propose the following: “Create awareness in students so that they find pleasure in using the language. - Encourage motivation to learn English, through the development of a positive attitude and the desire to learn the language. - Stimulate the appropriation of English. - Demonstrate to children that learning English is interesting, motivating and meaningful. - Expose children to the use of English in a relaxed environment” (p. 53). These objectives should be integrated into the materials designed for students’ language learning since they generate a more conducive procedure for effective resolution of activities insofar they allowed the student to go beyond following “instruction [for] to a mechanical skill” (Madariaga et al., 2010, p. 240). Instead students gradually developed the sequence activities proposed along the teacher-designed unit.

The aforementioned aspects were reflected in the field notes compiled by the teacher.

The vast majority of students worked in an orderly manner, the teacher re-read and explained the strategy of the exercise to highlight its importance, and invited a volunteer student to explain the strategy in Spanish to the others. [sic]. (*Teacher's field note N° 3, register ii*)

The teacher read activity 2 in English. Then, he exemplified similar and opposite words on the board in order to give clarity, making use of 2 similar and 2 opposed known words. The vast majority responded in a positive way, since they associate the activity with the one carried out previously. A student said “as we did last time, teacher? -¿así como hicimos la vez pasada profe? -) [sic].

(*Teacher's field notes N°2, register iv*)

The teacher suggested the students to work on the following activity to ratify understanding of vocabulary; they were expected to use the learning strategies of using prior knowledge and context to solve exercise 5 [sic] (*Teacher's field note 3, register iv*)

Teacher: *What did you like about the unit?*

Student 1: I love it because it is a way to learn more about things that maybe I did not know about coffee, how is its transformation process, also because you learn more English words for a better use of the language through images which make it easier for me to understand what I should do in some activities. [sic] [trans].

Teacher: *What did you like about the unit?*

Student 8: I especially liked listening to the audios where they talked about coffee and that is what we work in our home. [sic] [trans].

(*Interview*)

In the prior teacher's field notes, the learning strategies selected as well as the instructions were aspects in which special emphasis was made throughout the teacher-designed unit. Once these elements were clear, the development of the activities proceeded in a natural way. The activities were organized in a pedagogical sequence to allow the students to gradually evoke, relate, understand and apprehend vocabulary and content during activity completion prior to reading. Similar activities allowed the students to consciously use the same strategies more than once, at the beginning the students did not notice at first sight that the units addressed their learning styles. However, as the implementation went by they started to realize their favorite kind of activities: those with images (visual); those with audios (auditory); and those that implied movement (surveying the class) were repeated throughout the lessons of the unit. In this regard, Bruce (2016) mentions that “with varied, flexible, adaptive learning styles come the possibilities for predicting successful learning in situations where the content is fluid” (p. 155).

In addition, during the development of the unit the students managed to make use of their different learning styles, among them the most outstanding was the audiovisual one.

The aforementioned aspects were also reflected in the interviews.

Teacher: *What is the relationship between one activity and another when it comes to progress?*

Student 3: That each activity was the continuity of the other activity and so, we could finish faster, to continue with the other topics. [sic] [trans]

Teacher: *Were the reading strategies useful to develop the different activities?*

Student 4: Reading strategies were very useful, since you learn more to be able to develop activities. [sic] [trans]

Teacher: *What did you like about the unit?*

Student 2: What I liked most about the unit was that it was about a topic that we knew and this facilitated the development of this topic, and was not difficult to understand the instructions that the teacher gave us in Spanish sometimes. [sic] [trans]

Once the teacher and students have finished giving their ideas, the teacher begins to explain about the 5 lessons that will be developed and the importance of knowing the strategy to implement in order to improve their knowledge about the English language... At the end of the exercise with the flashcards, some students admit having understood the vocabulary better thanks to the images on the cards. [sic]. (*Teacher's field note 1, register iv*).
(*Interview*)

In the previous transcriptions from the interview, it was very important for the students that the learning activities were arranged in didactic and pedagogical sequence that revolved around the same theme and allowed a continuity that did not clash with the strategies selected to guide and facilitate their resolution. In this regard, a sequential design of activities accompanied by learning strategies allowed the students to clearly understand the “what”, in this case the proposed activities, and the “how” which is the use of learning strategies and styles for activity resolution. In fact, Anderson (2003) points out that “primary purpose of instructions is to raise learners’ awareness of strategies ... to accomplish the learning goals” (p. 11). As a result, the five elements involved in this subcategory interplay in students’ development of vocabulary learning activities proposed prior to the reading comprehension ones.

Applying strategies for reading comprehension while working collaboratively. Once the importance of MD and its contextualized output in the learning process is understood, it is relevant to highlight the role played by the reading strategies used by the students throughout the teacher-designed lesson, as well as the role played by the collaborative work in the development of the proposed activities. In this regard, reading strategies allowed students to make a relationship between the knowledge they had about a certain topic, and the new knowledge presented in the material, in order to “build on the already-established cognitive abilities and background knowledge” (Mikulecki & Jeffries, 2004 as cited in Lopera, 2015), develop the meaning on the activities in the teacher design lesson.

Indeed, for Lopera (2015), reading strategies not only help to guide the reading process to overcome different obstacles, but also help to gain self-confidence because they produce a sense of knowledge and mastery of the subject. Although reading strategies can be categorized in many ways, Lopera (2014) states that the main and most-used strategies are the so-called bottom-up and top-down, which were discussed more thoroughly in the theoretical framework. These strategies are related to metacognitive processes that in Abromitis’ words (as cited in Lopera, 2015), “help students be more consciously aware of what they learn ... and the procedure for use it” (p. 132). Consequently, students made a connection between the strategies they used and the contextualized unit they have as a way to promote learning.

Moreover, the reading comprehension strategies can start from specific concepts to achieve a general understanding of the text. However, the meaning can be inferred from the more general aspects, such as the title and even the author which means that, an adequate reading of a text depends on the strategies of reading comprehension that the student has selected in advance. Taking into account these, Anderson (2003) as cited in Karbalaei, (2010) states that four

fundamental elements are at play in the reading process: “the reader, the text, the fluent reading ... and strategic reading” (p. 165). Thus, for this study, the readers were the students, the text were the written passage included in the teacher-designed unit, the fluid reading was achieved through some themes related to the context, and the strategic reading was attained through the different reading strategies used throughout the five lessons.

In relation to collaborative work, this had a relevant role along the teacher-designed lessons, since it allowed building knowledge no longer from the individual, but from the consensus that can be achieved through collaborative work. As argued by Cuéllar (2012), the good readers are the ones who know “the reading strategies and use them to not simple synthesize text information, but also ... take own position based on the knowledge found in the text” (p. 20). Definitely, when students in the present project worked collaboratively. They were able to contrast their personal knowledge background with their peers and also make a relation to the topic.

Furthermore, for Karbalaei (2010) reading “is dynamic and interactive process by which learners make use of background knowledge, text schema, lexical and grammatical awareness, ... as well as their own personal purposes and goals to arrive at an understanding of written materials” (p. 165). This interactive quality allows students to create a relation from several interpretations to build a macro meaning that condenses the purpose of the text.

The reading comprehension strategies are part of a bigger category that is language learning strategies which are “behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable” (Liu, 2010, p. 100). Indeed, these are strategies are ways of relating knowledge with actions and attitudes towards learning. Liu (2010) claims that the learning strategies are very varied and can start from memory strategies such as “creating

mental linkages, aid in entering information into long term memory and retrieving information when needed for communication or compensation strategies, such as guessing unknown words while listening or reading” (p. 100). As a consequence, the purpose of language learning strategies and specifically of reading strategies used in our lesson was to make the learning process easier and more meaningful by activating previous knowledge and helping students make connections with new content.

In this sense, reading strategies such as working collaboratively and its usage depend exclusively on the reader's ability to highlight the elements that are problematic and overcome them in real time. For Chamot (1995) the mental activity of the apprentices is characterized by the application of “prior knowledge to new problems, the search for meaning in incoming information...and the developing activity to regulate one's own learning” (p. 380). This means that, when working with reading strategies, students become skillful in facing and solving problematic learning situations in the EFL classroom. Hence, this category entails two research subcategories: *Local knowledge, words, images, meaning, and simplified structures to make sense of texts, and Reading strategies and collaborative work for reading comprehension.*

Local knowledge, words, images, meaning, and simplified structures to make sense of texts. This subcategory is related to the theme of the contents of the teacher-designed lesson, which was characterized by being framed under familiar topics for students like coffee farming and coffee processing. This element allowed students to have the opportunity to make a meaningful relationship between the knowledge they have acquired through life on coffee, and the new topics in English proposed by our teacher-designed lesson. Quiroga (2010) states that the process of reading comprehension occurs when the words of the writer are decoded, taking

into account previous knowledge about the subject or other topics that can help solve the problematic situations that arise in the text.

For the specific case of the teacher-designed lesson, its design was based on the subject of coffee and therefore, elements such as images, words and meanings always pointed to the same topic, with the intention of helping students remember in a more natural manner the knowledge they regularly had on the area. Moreover, to establish this integration between language and content, it is important that students know the elements that are part of the materials, so that, the topics are not too far from their reality. In this sense, Pereira and Ramos (2016) state that “when [students] study a text with a familiar subject, illustrated by photographs of places they know ... or that are interesting for them, the learning process becomes less complex and more interesting and, therefore, easier to assimilate” (p. 150). Accordingly, the relationship between local knowledge, words, images and meaning was an element that was taken into account for the design of the material used in this study, with the aim of making the process of assimilation and learning of English less complex.

In relation to the teacher-designed lesson, activities, instructions and contents were simplified for better understanding. Lopera (2014) considers that for an adequate reading comprehension students must have linguistic knowledge, previous knowledge about the topic and cognitive processes. Linguistic knowledge, focuses on the previous knowledge students have about the language structures, previous knowledge refers to the experiences students had in relation to the topics being worked and cognitive processes relies on the mental processing students have acquired along their school years. The elements described above were reflected in the development of the teacher designed lesson, as noted below.

dry method - coffee berry borer - parchment skin - huge surfaces - wet season - brewing method

a. The process where coffee beans dry: wet season.

b. The part of skin that belongs to dry coffee bean: huge surfaces.

c. One of the most common pest problems for coffee farmers': coffee berry borer (CBB).



d. Process where you boil the aromatic brown beans: dry method.

e. The season where coffee growers plant coffee beans: brewing method.

f. Before planting coffee beans, farmers use parchment skin to initiate growing process.



d. **What name did Arabs and Turks give to the coffee cherries and bush?**

a. quishr and bunn
 b. bunchum and cahve,
 c. bunn and cahve
 d. kahwah and bunn


e. **What name did Arabs give to beverage?**

a. qahwah
 b. kaffee
 c. bunchum
 d. coffea

f. **How did the Arabs call the generic wine?**

a. qahwah
 b. kaffee
 c. kahweh
 d. coffea



(Students' artefacts)

Reading estrategias <i>Estrategias de lectura</i>	Yes/ Si	Can im Puede M
I can associate images to previous knowledge. <i>Puedo asociar imágenes con conocimientos previos.</i>	X	
I can relate words and meaning. <i>Puedo relacionar palabras y significados.</i>	X	
I can use vocabulary in contextualized sentences. <i>Puedo usar vocabulario y oraciones contextualizadas.</i>	X	

(Self-assessment section of teacher-designed unit)

As noticed along the lessons, the images, the theme, the meaning of the exercises and the degree of difficulty were related in an integral way to the general topic (coffee farming) to help

students interpret the text. In this respect, Goodman (1996) claims that reading is a process of construction of meaning and therefore it is important to raise the subject not only from the written text, but also from any other element that allows a better understanding, such as images or simplicity in the instructions and exercises as it is noticed in our teacher-designed unit.

In reference to the self-assessment section, most students recognized that strategies for reading comprehension allowed them to have a different approach to the text they want to read, because it includes elements such as images or previous knowledge about the theme close to their topic. In addition, meaning relationships can be achieved from the vocabulary, words, images and other elements present throughout the lessons. The integration of these elements throughout the teacher-designed lesson allowed a relationship of meaning because this integration provided the necessary elements to make a connection between the language and the specific reality of the students, which in turn, is part of the students' culture. On this matter, Pereira and Ramos (2016) establish that "the apprentice's culture must be integrated into the teaching-learning process, using it as a motivation and identification strategy" (p. 152). This means that, including culture and context in teaching and learning process is a source for teachers to keep students' motivation for learning a foreign language.

Reading is a process that starts from physical elements such as books or texts, but develops mainly in the mind with the aim of extracting meanings. In the words of Weaver (2009), it is "a psycholinguistic process (involving the mind actively processing the text) and a sociolinguistic one (with multiple social factor that can affect how one reads...)" (p. 13). In fact, the interactive process that reading entails, helps to achieve proper interpretation. The elements described in this subcategory, besides being reflected in students' artifacts were also highlighted by the teacher's observations and the interview.

Students talk about different things they recognize in images and vocabulary they have on their notebooks. Most of the things they talk about are related to farming in general and the coffee process. Some of them started thinking we are going to have project to grow coffee at school. Students got comfortable and agree with the topic presented through this new material for them. [sic]

(Teacher's field notes N° 1, register i)

Good disposition of the students with the teacher-designed lesson, since they did not hesitate to ask and draw their own conclusions from the general aspects of the subject. Moreover, they shared life experiences in their farms [sic]

(Teacher's field notes N° 6, register iii)

As described in the field notes above, having a familiar topic in the teacher-designed lessons was important for students. Familiarity with the topics allowed students to have in mind an accurate idea about what they were working about and helped students to be less anxious when answering or participating, because they knew the subject and were able to make associations to experience and reality. To deepen the dialogue that Lopera (2012) raises between the reader and the writer (researchers) when reading, in addition to the texts themselves, striking images, simple instructions and an ice-breaker activity were included as a strategy to help students reach the most appropriate meanings from content.

Teacher: *Did you like the different themes seen in the unit? Which one do you remember more?*

Student 5: Yes, I liked all the themes of the unit, especially the exercise in which, by means of images, all the coffee processes had to be shown [sic] [trans]

(Interview)

Teacher: *What did you like about the unit?*

Student 7: I like that it's like the way you work in the countryside. [sic] [trans]

(Interview)

Teacher: *Was the vocabulary used in the unit easy to learn? Why?*

Student 3 : Yes, it was easy because the activities included the topics we had already seen and it was easier for us to understand the structures. [sic] [trans]

(Interview)

As noticed in the excerpt from the interview above, students recognized the importance of the relation between content, images, relevant content and simplified structures. In this sense, in addition to the words and the themes associated with students' previous knowledge, visual elements were very important to reach meaning. In this regard, Chamot (1995) states that the

mental activity of learners (readers), when addressing a text, has as one of its main elements the search for meaning in incoming information, which is achieved to the extent that written, visual and procedural elements are integrated. Consequently, the teacher-designed lessons implemented in this investigation, aimed at reaching a balanced and appropriate integration of the information needed to improve comprehension.

In the same way, it was also important that in addition to visuals, the activities were based on vocabulary that students know, either because they had worked in previous sessions of class, or because it was part of their previous knowledge. This element is related to the postulates of Anderson (2004), Quiroga (2010) and Madariaga et al (2010) for whom an important part of the process of reading comprehension is the fact of being able to relate the previous knowledge that we have about a certain subject, with the new knowledge that presents the reading and that help to extract the general meaning in a more accurate way. As it was the goal of this study to help to enhance their reading comprehension process, researchers made use of images and the words needed to acquire the target language in a progressive but familiar manner, avoiding frustration or anxiety.




Reading strategies and collaborative work for reading comprehension. As has already been highlighted in the previous categories and subcategories, reading strategies are a very essential part of the reading comprehension process, because they allow students to be more aware of the activities that must take place for a deeper understanding of the texts. According to Anderson (2003), the strategic reading (in which reading strategies are used) is “the ability of the reader to use a wide variety of ... strategies to accomplish a purpose for reading” (p. 68). Correspondingly, the strategic reading strategy is the ability that readers are able to develop to overcome the obstacles that may arise when extracting the meaning of a text or message.

Reading strategies are mental constructions that allow more effective associations of meaning. As Mikulecky and Jeffries (as cited in Lopera, 2015) argue, reading strategies are “already-established cognitive abilities and background knowledge” (p. 132). As a result, building and extracting meaning after implementing reading strategies, is more effective than approaching any text without further or deeper processing. Thus, the direct and overt exposure to these strategies, enhance the ability of the students to clearly understand what they have to do.

Similarly, reading strategies can be presented as metacognitive strategies. These strategies are implemented to “reflect on one's own learning, analyze and synthesize what has been learned” (Orrego & Díaz, 2010, p.122), that is, they allow a relationship with the language from a more analytical perspective to transform what has been learned. Besides, compensatory strategies allow students to “make an adequate use of what they have learned, despite the limitations they may have on knowledge of the foreign language and learning gaps” (Orrego & Diaz, 2010, p. 122), and include, among others, actions such as guessing, the anticipation of content and the search for alternative ways to expressing ideas. As seen in the following sample from the artefacts, the student made use of the mother tongue to clarify vocabulary and relate it to the images.

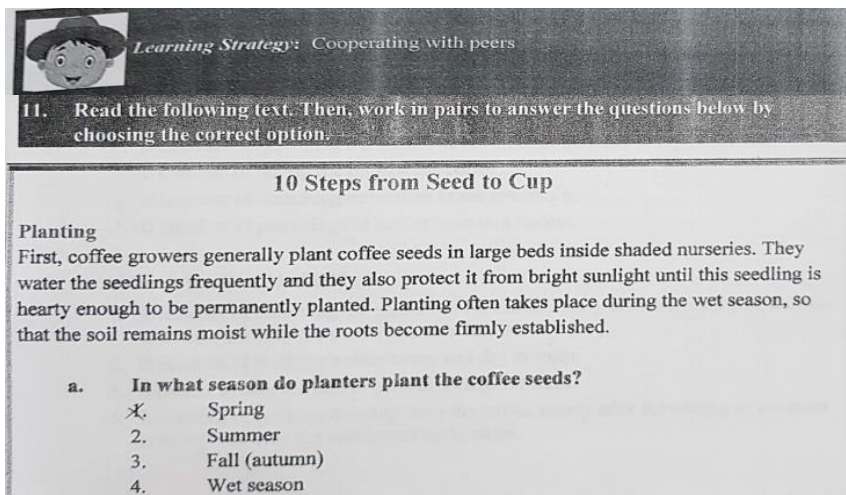
Learning Strategy: Listening attentively to get the main idea and details.

12. Match the vocabulary with the corresponding picture.

Word/Expression	Picture
stylish lifestyle Estiloso - vida elegante	
chaos caos	
nonsense sin sentido	

(Students' artefacts)

Regarding to collaborative work, it has been a reading strategy that students have developed and nurtured during their school process. Hence, since not all students have the same abilities to interpret a text, as some may interpret in a slow and non-automatic way (Breznitz, 2008), while others do it in a more natural way, it is important to be able to combine these two types of knowledge. Accordingly, closing the gap between advanced and average learners is an opportunity to produce more effective feedback, thus, developing collaborative work was another aspect considered when developing and implementing the teacher-designed lessons as evident in the following samples from the artefacts.



Learning Strategy: Cooperating with peers

11. Read the following text. Then, work in pairs to answer the questions below by choosing the correct option.

10 Steps from Seed to Cup

Planting
First, coffee growers generally plant coffee seeds in large beds inside shaded nurseries. They water the seedlings frequently and they also protect it from bright sunlight until this seedling is hearty enough to be permanently planted. Planting often takes place during the wet season, so that the soil remains moist while the roots become firmly established.

a. In what season do planters plant the coffee seeds?

1. Spring
2. Summer
3. Fall (autumn)
4. Wet season

(Students' artefacts)

Reading estrategias <i>Estrategias de lectura</i>	Yes/ Si	Can improve/ Puede Mejora
I can use available information to deduce meaning. <i>Puedo usar información disponible para deducir el significado.</i>	<input checked="" type="checkbox"/>	
I can cooperate with peers to do learning activities. <i>Puedo cooperar con pares para hacer las actividades de aprendizaje.</i>	<input checked="" type="checkbox"/>	

(Self-assessment section of the teacher-designed unit)

In the same way, as evident in the self-assessment, approximately 86% of students recognized that reading strategies and collaborative work were important because they allowed

readers to make use of all the available information to build meanings by confronting the opinions that can arise through collaborative work. In addition, reading strategies are very varied and are used, often implicitly, since “between them (the strategies) relationships are established ... and the implementation of one of these strategies favors the functions of the other” (Orrego & Díaz, 2010, p. 113). Thus, when students make use of a conscious reading strategy, many reading strategies are used simultaneously to extract the meaning that is required as noticed in the following excerpts from the teacher’s field notes.

At this point the participation has increased and it is observed how the students work collaboratively among them. The teacher allowed them to use dictionaries and smartphones for unknown terms. The students found the exercises previously done in their notebooks and they asked themselves questions like: As we did last time, teacher? [*sic*]

(Teacher’s field notes N°2, commentary iv)

Collaborative work seems to be the most used by students, to which the teacher has no problem if they leave their position, as long as indiscipline is not encouraged. [*sic*]

(Teacher’s field note N°2, register v)

It is observed how the students work collaboratively among them. They use and share dictionaries and smartphones for unknown terms. The students have found in their notebooks the exercises previously done and they ask themselves questions about what they grow in their farms and they share the meaning of words about their farms. [*sic*]

(Teacher’s field notes N°2, commentary iv)

Likewise, students put into practice the learning strategies provided in the lessons during the implementation of the pedagogical intervention. Moreover, collaborative work allowed students to learn not only from the text, but also from their peers and as a consequence, collaborative work is another reading strategy to achieve the main purposes related to learning (Hardan, 2013). Along the teacher-designed lessons individual and cooperative work were integrated in the proposed learning activities as a way to promote personal and group learning. Below are some students' opinions regarding reading strategies and collaborative work selected from the interview.

Teacher: Were the reading strategies useful to develop the different activities?

Student 4: Reading strategies were very useful, since you learn more to be able to develop activities [sic] [trans]

Student 14: They were the right ones, because you could notice the similarities of the themes for an easier solution of the guide [sic] [trans]

Teacher: Were the reading strategies useful to develop the different activities?

Student 6: Yes, they were very useful because with each reading we acquired more knowledge, and many more words, just like we were improving our pronunciation with each reading [sic] [trans]

(Interview)

Teacher: How did you feel working as a team during the development of some activities of the unit?

Student 1: I felt very good because everyone cooperated and each one put on their side and we could advance in a good way. [sic] [trans]

(Interview)

As highlighted in the previous transcriptions, reading strategies allowed students to collaboratively face texts that are difficult both in their subject matter and in their content. In this sense, collaborative work is a way to account for a consensus of meanings to achieve a reading purpose (Anderson, 2003), in such a way that the interpretation is enriched and more appropriate for language learning purposes.

Interactive reading approach at the core of reading comprehension. This category is related to the reading strategies defined by the different theorists as the most effective when making a textual interpretation. Aebersold and Field (1997) argue that “reading is what happens when people look at the text and assign meaning to the written symbols of that text” (p. 15). Accordingly, readers generate their meanings from many elements: the prior knowledge they have about a topic, from their expectations once they approach the text, from their assumptions about the topic and even from the questions that may arise throughout the reading.

In this sense, Goodman (as cited in Carrell et al., 2000), states that the reading “is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs” (p. 12). Hence, reading becomes an interaction between the reader and the text, the reader and the reading approaches, the text and the writer, and the text with its linguistic elements.

Additionally, you can also interpret a text, no longer from the general elements of it, but from the smallest units of meaning to make a relation of the text in its entirety (Aebersold & Field, 1997). The minimum units of meaning, which can be words or short sentences, put into practice skills of different types not only related to reading but to learning in general. For Breznitz (2008) the interpretation of words implies “the activation of different entities such as the visual and auditory modalities and the orthographic, phonological and semantic systems” (p. 5). In the end, the interactive reading approach allows condensing a whole series of reading strategies under two visions that seem very contrary, but in practice are closely linked and also complementary. The theorists of the language have called the approach that starts from the general to the particular as top down, and the approach that allows extracting the meaning of the text from its minimum units to make a global interpretation of it, such as bottom-up.

Consequently, this category entails two research subcategories: *The bottom-up approach essential to identify details and main ideas in written passages, and the top-down approach central to identify general ideas, intentionality of the author and prediction of meaning.*

The bottom-up approach essential to identify details and main ideas in written passages. To begin with, it is important to highlight the postulates of Breznitz (2008) who stated that reading is a “highly composite cognitive task” (p. 5). Therefore, reading relies on the mental processing needed for interpretation and falls essentially on the “brain systems that were originally assigned to perform other functions” (Breznitz, 2008, p. 5). As a result, reading is a process that is learned. Under this scenario, reading strategies take special importance, as they allow to organize the actions that the reader will undertake to interpret the written message.

In this sense, the bottom-up approach is a series of strategies of textual interpretation that starts from the minimum meanings to determine the main ideas of the text. According to

Anderson (2003), when a reader tries to decipher the written message by searching for individual meanings of words or concepts, starts from the grammatical characteristics of the most basic units of the text, and takes as a starting point for his reading interpretation these elements, is using, either consciously or unconsciously, the bottom-up approach.

During the process of reading a foreign language, it is normal for the reader to face concepts that he cannot translate, but that are somehow known to him and do not interfere with his general interpretation. At this point, the bottom-up strategy comes into play, “since it ensures that the listener / reader will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text” (Carrell et al, 2000, p. 77). The bottom-up strategy, is a very used complement for those readers who do not have a full knowledge of the language to which they are exposed, because it allows to fill in the gaps of interpretation that may arise during the process, to extract the meaning in the most appropriate way.

Furthermore, in the same way as it happens with learning strategies, these reading strategies are shown separately for analysis, but in practice they are used simultaneously in the interpretation process, especially by those students who lacked domain of the foreign language. In this sense, Carrell et al. (2000) states that “successful Reading is much more than simple decoding, but decoding is a cognitive process too, involving Bottom-up as well as Top down skills, and successful comprehension cannot be achieved without it” (p. 96). Hence, reading is an interactive process in which many strategies are used to achieve the final goal of interpreting linguistic codes.


The teacher-designed lesson fostered the comprehension of a text by combining the bottom-up and the top down strategies to read. This means that, contextualization of the content

in combination to the small units of the text, helped students to develop a more conscious process of comprehension, avoiding misunderstandings and considering the students' language level. The subsequent student's artefact represents the concept explained previously:

Complete the following text with the corresponding sequence connectors. You may choose them from the box.

first *then* *after* *next* *later*
primero entonces después de siguiente más tarde


Time for a Delicious Coffee



I like to start my day with a delicious coffee; for that reason, it is the first thing I do in the morning when I get up. then, I quickly prepare breakfast and have another cup of coffee to go with it. after, I go work until 12:00m. And during my lunch I prefer to have orange juice. next, in the afternoon at the office I drink a cup of coffee again to be active, it is because there are many thing to do there. later, in the evening I have my last cup of coffee to stay awake and study for some hours before go to bed.

(Students' artefacts)

In this part of exercise 8 students identified linking words to make sense of the text. However, in the real reading comprehension, which is done naturally without consciously considering the processes, the bottom-up is not given exclusively and as the only way of interpretation, but it is combined with the elements that lead to interpretation. In this sense, Anderson (2003) states that readers use the two reading approaches (bottom-up and top down) simultaneously or alternatively, to understand and interpret a text. The use of bottom-up was reflected in some exercises throughout the teacher-designed lesson.



Learning Strategy: reading carefully to identify details.

8. As you read this text, underline the sequence connectors. Then, answer the questions below.

The Name of the Coffee Bean

Apparently the Arabs first referred to the coffee cherries and bush as bunn, the pulp as quishr, and the beverage as bunchum. Then, and to prepare the beverage in the form of wine, the Arabs gave coffee the name of qahwah, a generic name for wine. After, the name became degenerated as cahueh. Next, the Turks named the grain cahye, the etymological origin suggested by the Oxford English Dictionary. According to the Islamic Encyclopedia 'kahwah' is an Arabic word of uncertain etymology, and is the base of the word coffee. Later, it proliferated through the Turkish word kahweh, with different spellings according to the languages and regions but with the same root: café in Spanish, Portuguese, and French; coffea in Latin (its scientific name); kaffee in German, Swedish, and Danish, and coffee in English.

(Students' artefacts)

In exercise 8 of the teacher-designed lesson, students were asked to make a relationship of meaning of the text in general, starting from very specific aspects, in this case a grammatical aspect such as sequence connectors. For Molina (2013) the bottom-up strategy is very useful for those students who lack a very broad vocabulary or an advanced command of language structures, since it gives them the possibility to start from the most singular to propose a general interpretation helping them to develop the ability to interpret broader texts.

Interactive Reading Approach. <i>Enfoque de Lectura Interactiva</i>	Yes. <i>Si.</i>	To improve. <i>Para mejorar.</i>
I understand the intentionality of the author and the type of text presented in the readings along the unit. <i>Entiendo la intencionalidad del autor y el tipo de texto presentado en las lecturas de la unidad.</i>	X	
I can read quickly to identify the main idea. <i>Puedo leer rápidamente para identificar la idea principal.</i>	X	

(Self-assessment section of the teacher-designed unit)

Regarding the self-assessment, most students recognized that interactive reading, which starts from the most specific elements of the language, to form a general idea of the text, was very useful, because it allowed filling the information gaps that could be presented at the time to read. In this sense, the bottom-up strategy was used when searching for words to interpret the text in general, or when a quick reading was made and the general idea was identified with the help of the teacher. The interactive reading is in essence, a way of relating to reading from many approaches, but the best known and studied are bottom-up and top down, which can be defined as “processes that utilize background knowledge and schemata and are here concept driven, as well as those that are primarily text or data driven” (Carrel et al, 2000, p. xi), whose purpose is the interpretation of the text and the extraction of the message that is written in it.

In this sense, Blachowicz and Fisher (2004) claim that strategies based on words or vocabulary “include encouraging students to play with and explore words, actively teaching students new vocabulary, helping students build strategies to learn new word independently” (p. 5). Thus, giving students the chance to interact with the foreign language by exploring and interacting with contextualized and meaningful vocabulary, represents a useful tool for founding the basis that lead to better textual interpretation. The use of bottom-up was noted by the teacher during the sessions at school, as seen in field notes.

Once explained the parts of the lesson that will be worked on during the implementation, the teacher takes the students to the computer room to teach a vocabulary through flashcards. In the computer room students visualize and repeat vocabulary pronunciation. [sic]
(Teachers' field notes 1, register iv)

The teacher explains in detail the following exercise. He emphasizes the fact of identifying the general idea of the text and finding details within the reading; also de reminded them the lesson where the topic was sequence connectors. [sic]
(Teachers' field notes 3, register iv)

The use of bottom-up as entry strategy to the main topic was taken into account by the teacher at the time of introducing the theme, prior to the development of the teacher-designed lesson. Given that the subject matter was of students' domain, through this strategy the teacher wanted to make a parallel to associate with the English language through the most important concepts that would be developed throughout the materials. In addition to, during the implementation of the materials, special emphasis was placed on vocabulary, as an essential element to understand the general idea of the text, with the bottom-up being a strategy that was used very frequently throughout the teacher-designed lesson, either explicitly or implicitly, since one of the most recurrent actions when interpreting was the use of the dictionary to translate word by word in many cases, or isolated words with the aim of finding the general meaning. This aspect was reflected in the answers given to the interview made to the students.

Teacher: *Did you find important connectors in the reading that helped you understand the idea?*

Student 2: *Yes because they helped me understand and give a better shape to the text. [sic] [trans]*
(Interview)

Teacher: *Could you recognize synonyms and antonyms?*

Student14: *The synonyms and antonyms were easy to locate and gave an idea about what reading was about [sic] [trans]*
(Interview)

The use of strategies such as bottom-up for textual interpretation, although it was given under a series of instructions, was often implicit, since the students were not fully aware of the process but did obtain the results they expected, such as the reading message. While the bottom-up is not only related to words as the specific elements to extract meaning, this way of approaching the text is one of the most used by students, who prefer to translate the text into the native language, word by word for, from this, pose a general interpretation of the text that is addressed. According to Anderson (2003), the bottom-up as an isolated element of the textual

interpretation, is actually incomplete, since at the time of reading, students and people in general make use of the two approaches simultaneously or alternately.

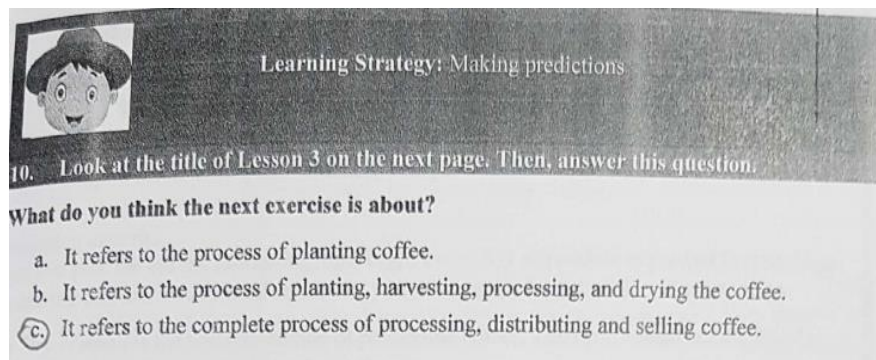
As the bottom-up approach is used as a set of strategies for students in reading process of non-authentic materials like the teacher-designed lesson, it stood as a meaningful resource for students to reach understanding. Nevertheless, top down strategies also take place in reading as part of interactive reading approach which correspond to next sub-category of this research study.

The top-down approach central to identify general ideas, intentionality of the author and prediction of meaning. As opposed to the bottom-up strategy, with the top-down strategy the readers configure the meaning through the guessing of the unknown words while they are reading by anticipating content through titles or general information with the idea of not interrupting the communication or in this case, the interpretation. For Anderson (2004), the top down helps to extract the meaning from the previous knowledge integrating it with the new knowledge proposed by the text that is being read. As a result, meaning and interpretation arise from the combination of previous and new information.

Similarly, the reading process is not static and involves a whole series of cognitive and metacognitive functions that are combined to achieve the general objective of reading; in this sense Breznitz (2008) states that reading is an action that involves decoding (words or concepts, e.g. bottom-up) and also general understanding of the idea, for which it is important to establish some general lines of thought, which are constructed, as the macro sense of the text is formed. According to Carrell et al. (2000), in the top-down view of second language reading, “Not only is the reader an active participant in the reading process ...but everything in the reader’s prior experience or background knowledge plays a significant role in the process” (p. 4).

Correspondingly, this reading approach takes into account linguistic knowledge, background knowledge as well as the experiences of reader in relation with the foreign language allowing students to complement the information gaps that arise when reading.

For Lui (2010), top down is part of the compensation strategies that allow to fill the inevitable gaps of interpretation through strategies of anticipation and prediction of meanings, especially when the tasks associated with language exceed the interpretation capabilities of students or people in general. The use of top down was one of the factors that was also taken into account when designing the teacher designed lesson.



The image shows a section of a textbook. On the left, there is a small cartoon illustration of a boy's face. To the right of the illustration, the text reads "Learning Strategy: Making predictions". Below this, there is a numbered exercise: "10. Look at the title of Lesson 3 on the next page. Then, answer this question: What do you think the next exercise is about?". There are three multiple-choice options: "a. It refers to the process of planting coffee.", "b. It refers to the process of planting, harvesting, processing, and drying the coffee.", and "c. It refers to the complete process of processing, distributing and selling coffee." Option 'c' is circled in blue.

(Students' artefacts)

In exercise 10 students activate their previous knowledge and background experiences for finding out about next exercise proposed

Learning Strategy: Reading attentively for main ideas and details.

11. Read the following text. Then, work in pairs to answer the questions below by choosing the correct option.

10 Steps from Seed to Cup
10 pasos de la semilla a la taza.

Planting
 First, coffee growers generally plant coffee seeds in large beds inside shaded nurseries. They water the seedlings frequently and they also protect it from bright sunlight until this seedling is hearty enough to be permanently planted. Planting often takes place during the wet season, so that the soil remains moist while the roots become firmly established.

a. In what season do planters plant the coffee seeds?

1. Spring
2. Summer
3. Fall (autumn)
4. Wet season

(Students' artefacts)

Interactive Reading Approach. <i>Estrategia de Lectura Interactiva</i>	Yes. <i>Si</i>	To improve. <i>Para mejorar</i>
I can confirm my prediction about the text. <i>Puedo confirmar mis predicciones sobre el texto.</i>	X	
I can identify the main idea of the text. <i>Puedo identificar la idea principal del texto.</i>	X	
I can ignore words that are difficult and interfere with my understanding. <i>Puedo ignorar palabras que son difíciles e interfieren con mi comprensión.</i>	Yes	

(Self-assessment section of teacher designed lesson)

In Exercise 10, students were asked to formulate a prediction based on the reading of the title of the text, that is, from a general aspect to build meaning between the reading that is approached and the previous knowledge, which the students have on the subject (Aebersold & Field, 1997). That is to say, from the use of top down strategy. This approach, as part of the interactive reading process, allows making predictions based on the mental constructions that can be used as specific topic and also allows us to make a relationship to interpret the intentionality of the author in the text.

Regarding the self-assessment, students found the top down strategy important when making predictions about the text, starting from limited knowledge on the subject. Additionally,

this strategy was very useful to establish a general connection of the text, overcoming the barriers that may arise due to the unknown words that interfere in the general understanding of the text. Moreover, Carrell et al (2000) stated that according to many studies, the top down strategy has been considered the most appropriate for good readers, in the measure that allows interpretation at different levels.

As stated above, interpretation and understanding are developed by including previous knowledge and experiences while reading. To this respect, Carrell et al. (2000), have claimed “it is important to distinguish between the use of prior knowledge (top down processing) to facilitate the simple recognition of words and the use of such knowledge to facilitate higher level interpretation of texts” (p. 95). Hence, this affirmation revalidates the thesis according to which, in the reading process, the distinction that is made of reading strategies for theoretical purposes, is almost imperceptible, because readers jump from one strategy to another, to the extent of their needs.

To continue with, in exercise 11, it is requested to use a combination of the two elements of the interactive reading approach as is done unconsciously in the reading process. The above-mentioned aspect was summarized by the teacher in his field notes.

He [the teacher] then asks the students to try to predict what this activity will be about. In this way some enthusiastic students ask for the word, expressing their point of view regarding the activity, which is correct in most cases [sic]

(Teacher's field notes N°4, register i)

students (...) understand the use of reading comprehension strategies such as extracting the main idea from the text, identifying the author's purpose, recognizing the type of text, obtaining specific information, as well as distinguishing the connecting words between sentences and paragraphs [sic]

(Teacher's field notes N° 4, commentary ii)

In the previous field notes the teacher encouraged the students to implement the bottom-up strategy, with the aim of extracting the meaning of the text from the general interpretation of the students. As envisioned by Tomlinson (1998) the top down, which allows to relate previous

knowledge to extract meaning, is related to the emotional aspect since it is proven that what is remembered most strongly or what is best understood is closely linked to the positive affective dimension of the person. In addition to the field notes, information was also collected from the interviews conducted with the students.

Teacher: Did you use your knowledge on the subject to understand the ideas?

Student 1: Yes. I used the knowledge, because with several titles that I read, I already understood what the subject was about [*sic*] [trans]

(Interview)

Teacher: Could you predict the content of a reading from the title?

Student 5: Yes, because in the title it said what the text was going to be about [*sic*] [trans]

(Interview)

As mentioned earlier, exposing students to explicit reading strategies improved ability to understand what they have to do to solve the learning activity. However, it is also important to note that initially students approached the text without the intention to use this or other strategy, but rather they solved the activities according to their knowledge and the reading strategies used in the native language. In this sense, for students, the titles were essential at the time of approaching the text for the first time, because they allowed them to formulate a first idea about the topics of reading. Furthermore, since reading is a task composed of many specific and general aspects (Breznitz, 2008), reading strategies must be analyzed as a whole, with the intention of extracting the meaning of the text as accurately as possible.

Once the teacher-designed lesson was applied and their subsequent analysis done, some general conclusions related to its impact on the reading comprehension process have been drawn, which in any case, did not have the same effect on all the students, given the multiplicity of thoughts that they represent. Likewise, the teacher-designed lesson had coffee farming and processing as its main theme, a topic well-known to students in their real environments, with the

firm intention of using knowledge to teach on topics that were as close as possible to the reality of the population of this study.

Chapter V

Conclusions

In this chapter we report the conclusions, the pedagogical implications, the limitations, as well as the questions for future research, which emerged from the present qualitative action research. In the development of the present investigation, a teacher-designed unit, which was composed of five lessons designed under the interactive reading approach (bottom-up and top down), was implemented to improve the reading comprehension of the participating students.

Once, we implemented the pedagogical intervention and we analyzed the results, it is important to define some aspects that we identified. The strategies used in the teacher-designed lesson were focused on the interactive reading approach, so that the generation of meaning by the students was related to skills that they have previously explored consciously or unconsciously.

In this sense, the design of the lessons played a central role because it was the way by which the students approached English to put into practice their skills and consciously apply reading strategies to facilitate making sense of the texts. That is how the teacher-designed lesson served as a source for engagement in vocabulary learning and activity completion as they facilitated the process of learning and textual interpretation. On this matter, Hammond and Bransford (2005) contended that “it is particularly important for learners to be able to use theories and practices that can help them make sense of the phenomena they experience and observe” (p 356). Indeed, for the present study, the design of materials was a way of relating theory and practice in a harmonious way, as the reading strategies were consciously applied

while students interacted with relevant activities and useful content. Accordingly, it can be affirmed that the materials designed by the teacher-researchers accounted for a pedagogical sequence that, in turn, influenced the students for the resolution of the learning activities proposed for each one of the language skills, but with greater emphasis on reading comprehension. Thus, “rather than encountering mixed messages, contradictory theories and ideas that are superficially conveyed” (Hammond & Bransford, 2005, p. 356), students found in sequencing and relevant content valuable elements for improving their language learning process.

What is more, the coffee theme was relevant, since the area in which students live is of an agricultural nature and coffee is one of the flagship products of this sector in Colombia. In fact, using knowledge that is available in students’ contexts was very helpful since, in this way, they could relate the foreign language with their reality, so that the contents were not perceived as distant or decontextualized. In addition to this, the familiarity of the content allowed them to learn terms that they knew perfectly in Spanish, but that they did not know in English, generating a positive atmosphere in the development of the English classes supported by the teacher-designed unit. In regard to the development of the unit, the great difficulty came when the low English proficiency level of some students was revealed, forcing frequent use of the dictionary or personalized consultations to the teacher, which finally discouraged some students who considered the lessons “very difficult and very long”, despite the close relationship to their daily context. This phenomenon occurred in some questions of the reading comprehension activities and the students chose to answer in a hasty way, with the intention of reaching the next section, because they considered it more attractive. But in general terms, the intervention was successful,

since the majority of the participants developed the activities in a thorough manner showing the willingness to improve.

Moreover, the development of the lessons allowed student to apply strategies for reading comprehension while working collaboratively, since group work was one of the most used techniques throughout the lessons. Regarding reading strategies used by the students, these were very varied and their use was defined in gradual way, starting with the simplest and continuing with the most complex according to the interpretive skills of the student. In this sense, Liu (2010) states that the application of reading strategies by students depends to a large extent on their “cultural and ethnic background, personality, gender, proficiency, language learning purpose, cognitive style, the task at hand” (p. 101). Consequently, the students approach to the reading activity is influenced by socio-cultural and academic factors that interact together at the moment of reaching meaning and interpretation.

Additionally, the use of contextualized materials, the selected approach, the way the teacher-designed lessons were implemented, as well as external factors such as the classroom environment and even the disposition of the students toward the lessons, influenced the development of the intervention. Thus, analyzing the phenomenon of reading comprehension in the selected group requires a study that not only focuses on the implementation of needs-based materials, but also on the influence that external factors have in developing understanding. While students felt motivated and eager to participate, they still felt the pressure of failing to comprehend what they read.

In relation to motivation, students felt comfortable with the theme of the teacher-designed unit and the way it was presented. Hence, the interactive reading approach at the core of reading comprehension allowed them to apply the suggested reading strategies and find their own to

solve the problematic situations that came in the development of the lessons. Accordingly, for Carrell et al. (2000), “The interactive reading approach allows the interaction between old and new information ... knowledge already store in memory, function in the process of interpreting new information and allowing it to enter and become a part of the knowledge store” (p. 10).

Indeed, for students the use of reading strategies was new since this was the first time they heard of and learned about strategies through the implementation of the teacher-designed lessons.

Interactive reading focuses on the belief that what motivates a student to read is important. In that sense, the teacher-designed lessons helped students to retain information and gain knowledge on the selected topic, as well as to raise their interests in reading. Therefore, allowing them to select the reading topics, which were directly related to their social and economic context, enhanced their attitudes towards reading and learning.

Pedagogical Implications

From the results and conclusions of this work, it is possible to state some pedagogical implications in regards to improving the reading comprehension of students through the implementation of a contextualized teacher-designed unit. In relation to the contributions of the present study, these can be divided into three major categories: contribution to the school, to the pedagogical practice of the teachers and to the community of EFL teachers in general.

The first contribution was made in the school located in the rural area of Garzón, Colombia where the intervention was implemented, because the materials designed by the teacher-researchers constituted an innovative way of teaching English as it was based on a theme that was well- known by students in their mother tongue. For the participant students learning English from a familiar topic, allowed them to create a more natural link with the language, to

facilitate and enrich the teaching-learning process since the levels of fear, rejection and lack of commitment towards the foreign language were reduced.

It can also be affirmed that this investigation helped the teachers improve their pedagogical practice and boost their professional growth because it allowed them to gain theoretical insights on materials development, reading comprehension and the interactive approach to reading. It also helped the teacher-researchers to recognize and address their students' language learning and emotional needs and become more sensitive to the particularities of their teaching contexts.

The enhancement of the teachers pedagogical practice is directly connected to the community of EFL teachers, because the results of the pedagogical intervention were documented in a detailed and rigorous way, with the aim of creating a source for planning English classes supported by teacher-designed materials in similar contexts. The purpose of this study was to provide students with contextualized resources to improve their reading comprehension through the use of reading strategies, which despite being developed in other studies, they are still innovative in terms of the themes used, type of activities, and the disposition of the exercises along the teacher-designed unit. Similarly, activating previous knowledge, using visual aids and helping students associate meaning to context, enriched the possibilities for teachers and students to approach learning from a more relevant, useful and meaningful perspective.

Limitations

To begin with, there is a widespread lack of interest in the learning of EFL by the students in the context where this research took place, since in such a context, the foreign language is not used for socialization or academic purposes. This lack of interest, results in levels

of language proficiency far below those proposed by government policies and academic curricula of schools, which constitute a very large barrier when you want to implement materials and a methodology outside the traditional. In addition to this, there are also limitations related to the time allotted for the English classes (3 hours per week that were interrupted or cancelled in several occasions because of institutional events or holidays) and the number of students per class (45 students) which to a certain extent makes it less possible to accomplish learning goals.

Questions for Further Research

According to the results and the analysis made in the present investigation, the following questions can be formulated for future research, which are related to the subject studied: the influence of a teacher-designed materials in the development of students' reading comprehension. How do the design and implementation of teacher-designed reading lessons contribute to the development of text-based writing production in students? And what is the impact of developing and implementing students-teacher designed materials centered on collaborative work on learning English for Specific Purposes (ESP)? Both research endeavors have the potential to help students enhance their English proficiency level.

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Appendices

Appendix A: Survey / Encuesta

Apreciados estudiantes:

Esta encuesta fue desarrollada con el objetivo de determinar e identificar las percepciones de los estudiantes de su proceso de aprendizaje del inglés como idioma extranjero y algunas dificultades que ustedes tienen para desarrollar su habilidad lectora.

Para cumplir con los objetivos propuestos y contribuir así al éxito de esta encuesta, se necesita su cooperación señalando la respuesta más adecuada para cada pregunta de acuerdo a su experiencia personal.

La información proporcionada aquí es confidencial y para uso exclusivo en investigación.

Objetivo principal: Identificar las percepciones y experiencias de los estudiantes sobre el desarrollo de la habilidad lectora teniendo en cuenta las estrategias de comprensión lectora como soporte del aprendizaje del inglés como segunda lengua.

Para responder a las preguntas de la 1 a la 10 marque una X delante de la respuesta que considere correcta. En algunas de las preguntas deberá seleccionar múltiples opciones y en otras una única opción.

1. ¿Dónde has estudiado?

a)	Institución educativa pública	
b)	Institución educativa privada	
c)	Todas las anteriores	

Otra, ¿cuál?

2. ¿En qué nivel académico comenzó su proceso de enseñanza y aprendizaje del inglés como idioma extranjero? (Única Respuesta).

a)	Primaria	
b)	Secundaria	
d)	Universidad	
e)	No logro recordar	

3. ¿Considera que el Inglés es una herramienta importante para su vida? (Única Respuesta).

a)	Si	
b)	No	

¿Por qué?

4. ¿Qué tipo de actividades prácticas en casa para aprender Inglés? (Opción Múltiple).

a)	Ver películas	
b)	Escuchar música	
c)	Hablar con nativos	
d)	Ver programas de televisión	
e)	Hacer ejercicios escritos	
f)	Leer revistas, artículos de noticias, comics, libros, etc.	

Otras, ¿cuáles?

5. Cuándo leo un texto en inglés... (Única Respuesta).

a)	Siempre entiendo la información	
b)	Por lo general entiendo la información.	
c)	A veces entiendo la información, pero a veces no lo hago	
d)	A menudo no entiendo la información.	
e)	Nunca entiendo la información	

6. Cuando la información escrita es difícil de entender, ¿Te das por vencido o usas estrategias para ayudarte a entender? (Única Respuesta).

a)	Me doy por vencido	
b)	Por lo general me doy por vencido, pero de vez en cuando intento estrategias	
c)	A veces me doy por vencido, pero otras veces utilizo estrategias	
d)	Por lo general uso estrategias, pero en ocasiones me doy por vencido	

e)	No me doy por vencido, siempre uso estrategias	
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Si ha contestado que utiliza estrategias, escribirlas aquí, por favor:

7. Entiendo lo que se espera de mí cuando hago la comprensión de una lectura. (Única Respuesta).

a)	Si	
b)	No	

¿Por qué?

8. ¿Cuáles considera que son las dificultades más comunes, al momento de leer en Inglés? (Opción Múltiple).

a)	Me pierdo fácilmente debido a una palabra desconocida	
b)	Pierdo el enfoque del texto	
c)	No comprendo el sentido del texto	
d)	Olvido fácilmente lo que acabo de leer	

Otras, ¿cuáles?

9. ¿Qué tipo de métodos o ayudas has utilizado para superar las dificultades que fueron señaladas en la pregunta anterior? (Opción Múltiple).

a)	Buscando el apoyo externo de los socios, tutores, maestros u otras personas.	
----	--	--

b)	Hacer ejercicios extra a través de diferentes medios como Internet, libros, televisión, etc.	
c)	Búsqueda en Internet de estrategias para leer mejor.	
d)	Espera que el profesor ofrezca una guía correspondiente durante la clase.	

Otras, ¿cuáles?

10. ¿Cuál de las siguientes actividades y estrategias de lectura son utilizadas por el profesor de Inglés para fomentar tu proceso de comprensión lectora? (Opción Múltiple)

a)	El Resumen	
b)	El mapa grafico de la historia (organizador gráfico)	
c)	La respuesta a las preguntas	
d)	La secuencia de imágenes	
e)	La lectura con un compañero	
f)	Todas las anteriores	
g)	Ninguna de las anteriores	

Otras, ¿cuáles?

¡Gracias por su colaboración!

Appendix B: Consent letter for the principal

Garzón, Colombia, julio 18 del 2017

Ref: Carta de Consentimiento Investigación Educativa

Investigación conducida por: Sergio Alexis Cortes Vanegas y Pedro Mario Rodríguez
Estudiantes Maestría en Didáctica del inglés– Universidad Surcolombiana.
Titulo del proyecto: Teacher-designed Lessons for the Reading Comprehension Process in an EFL Context

Señor,
Rector Institución Educativa Santa Marta
L.C.

Cordial saludo,

La presente tiene como objeto solicitar la autorización para conducir el estudio de investigación titulado: “*Teacher-designed Lessons for the Reading Comprehension Process in an EFL Context*”, con un grupo de 32 estudiantes pertenecientes al grado décimo. La investigación se aplicará dentro del horario regular de clases de inglés y no interrumpe el desarrollo curricular de esta.

La participación de los estudiantes en dicha investigación es voluntaria, a través de una carta de consentimiento informado, la cual será enviada al acudiente de cada estudiante. No habrá consecuencias negativas para aquellos estudiantes no interesados en participar.

Toda la información suministrada durante la investigación es confidencial. Los resultados obtenidos de están será publicados exclusivamente en medios académicos, conservando el anonimato de los participantes e institución.

Si presenta dudas respecto a la ejecución de la investigación, por favor comunicarse con los docentes responsables del proyecto.

Cordialmente,

Sergio Alexis Cortes Vanegas
Docente de inglés I.E. Santa Marta
E-mail: Sergio.cortes.vanegas@gmail.com

Pedro Mario Rodríguez Campos
Docente de Inglés I.E. San José (Oporapa)
E-mail: pemaro1987@hotmail.com - pemaro100109@gmail.com

Appendix C: Consent letter for Parents

Garzón, Colombia, septiembre 19 del 2017

CONSENTIMIENTO INFORMADO

Estimado estudiante y padre de familia,

La presente investigación es conducida por los profesores Sergio Alexis Cortes Vanegas y Pedro Mario Rodríguez Campos, estudiantes de Maestría en Didáctica del inglés en la Universidad Surcolombiana.

Usted está invitado a participar en la investigación llamada: “Teacher-designed Lessons for the Reading Comprehension Process in an EFL Context”. Su participación será de gran ayuda para la obtención de información al respecto, sin embargo, esta es voluntaria. La negativa a participar o retirarse de la investigación no supone ningún tipo de sanción.

Si usted accede a participar, se le pedirá responder una encuesta, una entrevista y desarrollar una unidad, las cuales serán utilizadas como instrumento de investigación para el análisis de información. Recuerde que su participación es confidencial y no se divulgará alguna información de identificación personal que lo relacione.

Si cuenta con preguntas al respecto de la investigación, por favor comunicarse con los responsables a los siguientes números: 3173788208-3115913192
De antemano agradecemos su participación.

Nombre del estudiante

Firma: _____

Nombre y autorización del padre de familia

Firma: _____

<u>Materials in action; what materials do in the EFL classroom:</u>	
<u>Controversial issues triggering meaningful learning:</u>	
<u>Students' writing skills:</u>	
<u>Follow-up reflection:</u>	
<u>Register</u>	<u>Commentary</u>

Appendix E: Interview Guide

Student:
Questions
<ol style="list-style-type: none">1. Did you like the unit we worked in class? What did you like of the unit?2. Did the design of the unit seem attractive and novel? What do you remember more?3. Were the reading strategies useful to develop the different activities?4. Did you like the different themes seen in the unit? Which one do you remember more?5. What is the relationship between one activity and another when it comes to progress?6. Was the vocabulary used in the unit easy to learn? Why?7. Does the unit allow you to recognize main ideas and details in the different texts?8. How did you feel working as a team during the development of some activities of the unit?9. Do you understand the importance of the connectors used in the unit?10. What suggestions would you give to improve the unit?11. Did you understand the intentionality of the author and the type of text presented in the readings of the unit?12. Did you find important connectors in the reading that helped you understand the idea?13. Did you use your knowledge on the subject to understand the ideas?14. Could you recognize synonyms and antonyms?15. Could you predict the content of a reading from the title?16. Could you cooperate with peers to do the learning activities?