

**IMPROVING DECODING AND READING COMPREHENSION SKILLS IN
PRIMARY STUDENTS THROUGH GENRE BASED PEDAGOGY**

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By

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Resumen analítico especializado (RAE)	
Título	Improving decoding and reading comprehension skills in primary students through genre-based pedagogy
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Palabras claves	Genre pedagogy, reading to learn, cognitive strategies, reading comprehension skills, decoding skills
Descripción	<p>This paper contains a Research Project which proposes a reflection on how to teach reading in English to primary schoolers in an EFL context, by implementing a specific and systematic method, where they are taught to read within the genre pedagogy cycle, using the literacy program “Learning to Read: Reading to Learn”,</p> <p>The project was carried out with the mentoring of Kelly Fajardo, through a mixed method to compare the results of reading intervention in both an experimental group and a control group.</p>
Descripción del problema de investigación	Students in the early ages when they are in the moment of literacy emergence of both first and second language in bilingual schools have difficulties to read and comprehend different texts in English and to decode new words.
Objetivos	<p>General Objective:</p> <p>To describe the influence of a reading intervention based on genre pedagogy in the students’ literacy skills</p>

	<p>Specific Objectives:</p> <ul style="list-style-type: none"> -To analyze and describe how genre pedagogy cycle influences students' literacy skills such as word recognition, spelling and word formation, as well as basic reading comprehension skills -To analyze and describe how teachers and students benefit from the application of the genre pedagogy cycle to teach reading -To analyze and describe how the explicit instruction on reading cognitive strategies help students become more autonomous learners
Contenidos	<p>Proyecto de Investigación:</p> <ul style="list-style-type: none"> -Portada - Resumen analítico especializado (RAE) -Tabla de contenidos -Introducción -Justificación -Descripción del problema -Objetivos -Marco teórico -Metodología -Resultados -Discusión -Conclusiones -Referencias -Anexos
Metodología	<p>This study is an experimental mixed methods research since it uses both qualitative and quantitative analysis to confirm its hypothesis. (Polit & Beck, 2004; Teddlie & Tashakkori, 2003)</p> <p>The mixed methods approach implies a combination of quantitative and qualitative analysis, and it has evolved from the notion of “triangulating” information from different data sources to analyze the data from different perspectives (Campbell & Fiske, 1959; Denzin, 1978; Morse, 1991; Patton, 1990).</p>

	<p>This research uses the qualitative approach to describe the interactions and the teaching-learning process evidenced during the intervention, using class observations and a think-aloud protocol to identify the students' perceptions regarding the intervention.</p> <p>The qualitative method used was the emancipatory action research, understood as a “small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention” (Cohen & Manion, 1994, p. 186).</p> <p>This research uses the quantitative approach to objectively measure the improvement of the decoding and reading comprehension skills in both an experimental and a control group, by contrasting the results of a pre and post-test applied in such groups.</p> <p>The quantitative component of this research suggests the following hypothesis: “The use of a systematic methodology to teach reading using the genre pedagogy with second language learners in primary courses fosters the improvement of their decoding and reading comprehension skills over those courses in which bottom-up traditional methods are used”</p> <p>For this hypothesis, we have an independent variable which is the reading course that was used as an intervention to tackle the problem identified in our context. The dependent variable is the learning objectives that may be achieved as a result of the intervention in the experimental group in contrast with the results of the control group.</p> <p>The three instruments to collect data (Pre and post-tests, class observation and the think-aloud protocol) were validated in their design and application by a peer in the institution.</p>
Referentes	1. Methods to teach reading in early ages

teóricos	<p>a. Alphabetic Method: Children must know letters of the alphabet by memorizing them and then they must recognize them in simple words that follow a pattern. The teacher first presents simple words to finally move to longer words. (Frances, 2005)</p> <p>b. Phonic Method: Letters are grouped according to sounds and taught to children for them to recognize the relationship between letters and sounds. From the recognition of such words, literacy builds up to the text level. (Frances, 2005)</p> <p>c. Whole language: Learners are involved in the exercise of understanding whole written passages before focusing on words, hence, the reading process goes from the text to the word. (Goodman 1982; Cambourne 1988)</p> <p>2. Decoding skills and reading comprehension skills:</p> <p>-Through the repeated practice of decoding tasks, students develop the capacity for rapidly, accurately, and automatically recognizing and increasingly store words which results in fluent reading. " (Harris & Hodges, 1995. p 207).</p> <p>-Reading comprehension is a more complex process since it not just implies recognizing and understanding isolated words, reading comprehension is a constructive and reflective process that implies the understanding of the meaning of whole texts. (Koda , 2004)</p> <p>3. Reading to Learn: Learning to Read:</p> <p>“Reading to learn, learning to read” is a program to teach reading to children in their early ages, based on the genre pedagogy, that consists of a process in which the readers are exposed to the whole text from the beginning of the process, by analyzing its structure, purpose, and characteristics, as they narrow down its analysis until they understand the words as part of that whole, working on how to decode them while working on their spelling and word formation. (Rose, 2012).</p>
Resultados y	-The results in terms of both decoding skills and reading comprehension of the

Conclusiones	<p>contrast of the pre-test and the post-test in the experimental group were higher than in the control group. It may be concluded that the intervention based on the genre pedagogy cycle helped the students improve their reading skills.</p> <p>-During class observations, the fulfillment of the genre cycle was evidenced in most cases. During each stage, students demonstrated an important improvement in reading skills derived from the scaffolding process carried out in the intervention.</p> <p>-In most of the stages of the reading process, while applying the think-aloud protocol, students mentioned the acquisition of concepts through the top-down instruction. There were clear pieces of evidences of the development of different cognitive processes which allowed them to become more efficient and independent readers.</p>
Referencias bibliográficas	<p>Culican, S (2006) Learning to Read: Reading to learn, a Middle Years literacy intervention research project, Final Report 2003-4, Catholic Education Office Melbourne, http://www.cecv.melb.catholic.edu.au/Research and Seminar Papers, www.readingtolearn.com.au</p> <p>Derewianka, B. (2003). Trends and issues in genre-based approaches. RELC Journal, 34,133-154. doi: 10.1177/003368820303400202</p> <p>Frances, C. (2005). Language education in the primary years. Australia: University of New South Wales Press Ltda.</p> <p>Ferrance, E. (2000). Action research. Providence, RI: LAB, Northeast and Island Regional Education Laboratory at Brown University.</p> <p>Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. Journal of Second Language Writing, 16, pp.148–164.</p> <p>Koda, K. (2004). Insights into second language reading - A cross-linguistic approach. New York: Cambridge University Press.</p> <p>Martin, J. R. (1999). Mentoring semogenesis: “Genre-based” literacy pedagogy. In F. Christie (Ed.), Pedagogy and the shaping of consciousness: Linguistic and social processes (pp. 123-155). London, UK: Continuum.</p>

	Rose, D (2007) Reading-to-Learn Professional Development Materials Book 1, Part 1, http://www.readingtolearn.com.au/ , pp 32-71
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I dedicate this project to husband for his love and support; for helping me continue when I thought I couldn't.

This project is also dedicated to my students in the school from whom I have learnt the best lessons.

Lastly, I would like to dedicate this project to my children, from whom I have taken so much time invested in my studies. I hope they will understand my effort someday.

Aura Rincón Martinez

1. Introduction

This proposal suggests a reflection on how to teach reading in English to primary schoolers in an EFL context, by implementing a specific and systematic method, where they are taught to read within the genre pedagogy cycle, using the literacy program “Learning to Read: Reading to Learn”, which uses genre as a framework for teaching reading and writing across the curricula (Rose 2005b).

The purpose of this study is to structure an intervention where the students are guided to develop their reading skills. In one hand, they will be guided to improve their decoding skills, by identifying word formation, simple sentence and text structure, as well as to recognize the lexicon-grammatical aspects which are particular to the genre types that are more commonly used with students in these ages. On the other hand, they will be instructed on how to apply the most suitable reading strategies which will help them improve their reading skills at literal level in English. As evidence of the improvement in their decoding and basic reading comprehension skills in English, a pre and post reading test will be compared before and after the intervention, a set of class observations will be recorded to evidence the process, as well as a think aloud protocol will be applied with the students, in order to report how their thinking process develops, as the explicit instruction on cognitive reading strategies unfolds.

This instruments application during the intervention will give me a clearer idea on how elementary students within an EFL context would benefit from a systematic instruction around the genre cycle to develop their literacy skills in English.

2. Problem Definition

Teaching in EFL contexts is always a challenge for most teachers, mostly with elementary schoolers who are in the process of literacy emergence in both their mother and the target language, since problems of transference between them, Spanish and English, happens.

The target context of this inquiry is integrated by 20 primary schoolers, in a range of 7 – 8 years old, from a private bilingual school in Barranquilla, Colombia. In my experience of more than 17 years teaching English to primary schoolers, one of the main problems I have identified is the lack of a clear and systematic method to teach reading.

In my condition of “Jefe de Area” of Language Arts in the primary section, I have had the chance to do class observations and carry out improvements to the curriculum. Based on this, and on my own experience as teacher researcher, I have made a reflection that has allowed me to identify that **teachers apply different approaches towards teaching reading**, usually the traditional method of introduction of isolated words before exposing the students to read the different types of texts. Most teachers do not follow a clear scaffolding process or help students identify characteristics of different types of texts. In that order of ideas, **lexicon-grammar aspects of texts, as well as word formation is taught isolated**, hence it seems to be disconnected from the reading instruction; that is evidenced when students are expected to write the same type of text they read.

The other key aspect that may be hindering the students’ improvement of reading skills in English in this context is the **transference with Spanish**, since they are in the process of literacy emergence.

Another aspect to bear in mind is **lack of student's autonomy when reading**, which may be related to the lack of an explicit instruction on cognitive reading strategies. Students at this age are in the moment where teachers need to provide them with the necessary tools to become more independent readers. In order to attend these special needs, teachers may provide them with the most suitable cognitive strategies and useful vocabulary, which may give them the tools to approach different types of texts in a more efficient way.

3. Rationale

Based on the identification of the students special needs in my context and after the reflection on this matter, which allowed me to identify the main problems which will be the target to aim at in this study, I consider valuable to implement a research project, understanding it as an opportunity to analyze more in depth this educational issues in order to propose an intervention that may influence the students' reading skills, which may facilitate the bilingualism process at the school from very early stages of formation.

It is essential to be able to recognize this great opportunity to become a teacher researcher, since I have had access to firsthand data, at the same time that I may have the possibility to offer solutions from an informed perspective.

Action research plays an important role in education, since it will provide the teacher researcher with the tools to evaluate the different learning processes, as well as being able to offer practical solutions to improve his or her praxis in the classroom. Besides, teachers could use new strategies based on research to improve their instruction and prepare workmates with new tools for teaching reading. For the case of this study, action research was used as a “small-scale intervention in the functioning of real world and a close examination of the effects of such intervention” (Cohen & Manion, 1994, p. 186)

Under this model, the researcher can monitor different aspects from teachers and students in order to observe their behavior, class activities, methodology, interaction patterns, among other aspects.

As Allwright (1988) states, observation is a very important tool for teachers because it will help to examine a possible problematic situation with students that could affect the

learning reading process. This author prompts, that data can be collected through an observation. In which, the observer may identify different aspects about student's behavior and also it will help teachers to analyze their own practices in the classroom. Afterwards, teachers may self-evaluate, and they would improve the methodology used to enhance learning.

One of the aspects that support the necessity to carry out this study is the fact that primary students are exposed to read different genre texts. Because of this, one of the key elements to tackle the lack of a specific method to teach reading, will be the implementation of an intervention specifically based on the Genre Based Instruction (GBI). As Osman (2004) argued: "Basically, GBI is teaching language based on genre analysis. "Genre analysis is a tool used to examine the structural organization of texts by identifying the moves and strategies and to understand how these moves are organized to achieve the communicative purpose of the text" (p. 2).

This approach will allow the students to identify the purpose of texts and how they are structured. In this stage of literacy development, primary students are exposed to narrative texts, where they identify character traits, sequence of events and the moral of stories, among other aspects. In this order of ideas, the intervention for this study will guide the students to analyze narrative texts, especially short stories and fables, which are the most used texts at these ages.

4. Objectives

The following are the objectives of this research:

General Objective

To describe the influence of a reading intervention based on genre pedagogy in the students' literacy skills

Specific Objectives

- To analyze and describe how genre pedagogy cycle influences students' literacy skills such as word recognition, spelling and word formation, as well as basic reading comprehension skills
- To analyze and describe how teachers and students benefit from the application of the genre pedagogy cycle to teach reading
- To analyze and describe how the explicit instruction on reading cognitive strategies help students become more autonomous learners

5. Theoretical Framework

This research project has been carried out with the intention of analyzing how the application of a systematic method to teach reading based on the genre pedagogy may help primary students to improve their reading skills in English. This chapter explains some theoretical tenets that work as the foundation of the study. Therefore, it reviews key concepts like decoding skills and reading comprehension skills, methods to teach reading in early ages, genre based pedagogy for reading and a program based on this theory which is used to teach in early ages, called reading to learn, learning to read.

5.1 Decoding skills and reading comprehension skills

When referring to literacy, a distinction between decoding skills and reading comprehension skills needs to be done.

Decoding skills take place at a letter and word level, whereas reading comprehension happens at a sentence and text level. In the case of this study, we propose a methodology that defines a context and purpose for reading and addresses both decoding and reading comprehension skills from a top-down perspective, which means, that the reading process starts from the text level to the word level. We can use this model to interpret the task of reading at four levels as it is shown in Figure 1:

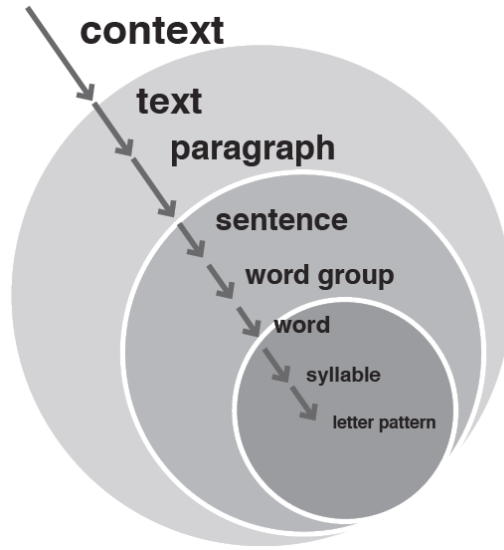


Figure1. Patterns of language, from Rose 2007, p. 28

When reading texts using the top down approach, different patterns are analyzed, such as spelling, understood as the patterns within the written words, the grammar as the patterns within the sentence and the discourse as the patterns within the text. Learners recognize these patterns while reading while developing fluency and achieving comprehension.

The implication of these structural concepts needs to be explained in detail. there is the concept of “decoding”, which implies the recognition the patterns of letters in each word the learner reads in a text. Then, literal comprehension, which entails the understanding of meanings of words in a sentence to comprehend the idea in it. On the other hand, inferential comprehension that implies understanding the connections among the ideas and meanings across a text. Lastly, interpretive comprehension means interpreting connections between meanings in the text and its context or its social purpose.

Achieving proficient decoding skills in the early ages is important because it accurately predicts later success in reading comprehension. There is strong and evidence that

children who have difficulties to decode words in the early ages, rarely become strong readers (Stanovich, 1986)

Through the repeated practice of decoding tasks, students develop the capacity for rapidly, accurately, and automatically recognizing and increasingly store words which results in fluent reading. Fluency can be defined as "freedom from word identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading or automaticity" (Harris & Hodges, 1995. p 207).

Stecker, Roser, & Martinez (1998) explained that "As automaticity in word recognition develops, students read faster and have a greater opportunity to gain meaning from the text. Difficulty in recognizing individual words hampers the ability to gain meaning from the text. . . . As a reader pauses to decode unfamiliar words, thoughts about the portion of text may be disrupted. Readers also need to make connections between ideas within a text. If reading proceeds too slowly, such connections are difficult to make. Thus, accuracy alone is not enough; accurate word recognition must be completed rapidly for fluency to occur." (p. 299)

Now, reading comprehension requires both knowledge of word meanings, and the reading skill to infer their meanings from other parts of the text. When working on literacy skills of students in a second language, teaching reading must thus address all of these levels.

Hence, reading comprehension is a more complex process than just identifying words meanings. Weaver (2009) explains that "reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language" (p.

44). Koda (2004) supports this idea by highlighting that “comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known” (p. 4). Reading comprehension is not just recognizing and understanding isolated words, reading comprehension is a constructive and reflective process that implies the understanding of meaning of whole texts. In the process, the reader relates the information presented with the one stored in his mind to create new meaning. Another definition by Cain, Oakhill and Bryant (2004) confirm that “reading comprehension is better regarded as an interactive process as well, rather than a particular outcome or product, through which a reader interacts with a text to construct meaning” (p. 36).

5.2 Methods to teach reading in early ages

The study of teaching reading in English has the initial process in 19th and early 20th centuries. Many researchers interested in this field have argued that only teaching literacy skills is not enough; there needs to be a complementary instruction on both decoding and reading comprehension skills. Experts have been constantly debating to choose the most appropriate method to teach reading. (Frances, 2005)

Frances states that there are three different methods to teach reading to early ages. The first of these is the alphabetic method, which refers to traditional theory, by which children must know letters of the alphabet by memorizing them and then they must recognize them in simple words that follow a pattern. Teacher first presents simple words (one or two syllable words) to finally move to longer words (three syllables or compound words).

The second theory is the phonic method, in which letters are grouped according to sounds and taught to children for them to recognize the relationship between letters and

sounds. From the recognitions of such words, literacy builds up to the text level. These two methods are considered bottom up processing since they go from the word to the text.

A third theory has emerged as an innovative approach that appeared in the last 30 years of the 20th century, known as the “whole language” approach, in which learners are involved in the exercise of understanding whole written passages before focusing on words. This is what is considered a top down approach, in which the reading process goes from the text to the word.

According to Goodman 1982; Cambourne 1988, “children learn language because it serves important human purposes in building relationship with others and learning about their world” (p. 89). In this method, the main authors defined the importance of starting the reading process in young children bearing in mind the “meaning” and to motivate learners to work in texts in an integrated way, considering its social purpose.

For the case of this study, the method that will be used in the intervention will be based on the Genre Based Pedagogy, which is basically a top-down method where students are exposed to text analysis through a deconstruction process of its main characteristics, as well as the identification of linguistic aspects. This analysis is at the text level. Afterwards, there is the stage where word recognition, word formation, spelling, sound patterns and all the analysis at the word level takes place.

5.3 Genre Based Pedagogy for Reading

Genre pedagogy started in the Sydney School where some researchers (Martin & Rose, 2012, Christie, 2002, Rothery, 1994) designed a teaching strategy that would facilitate the development of students' reading comprehension and textual production in different genres, encouraging them to master such genres in order to be prepared to read different types of texts in their academic and social life.

The term of genre was first used in (ESP) English as Specific Purpose, and from then it has been used and explained by different authors. According to Hyland (2007), "genre refers to an abstract and socially recognized way of using language" (p. 149).

Other definitions in relation to what genre pedagogy entails have been widely analyzed. Such is the case of Richards and Schmidt (2002), that suggested that "a genre can be defined as: a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions" (p. 224).

Other authors, as Osman (2004) argued: "Basically, GBI (Genre Based Instruction) is teaching language based on results of genre analysis. Genre analysis is the study of how language is used within a setting and is concerned with the form of language use in relation to meaning. Genre analysis is a tool used to examine the structural organization of texts by identifying the moves and strategies and to understand how these moves are organized to achieve the communicative purpose of the text" (p. 2).

According to Martin (1999), genre pedagogy considers reading as "a process with guidance through interaction, as the medium for acquiring control of genres, with a marginal

to the central goal of learning to write for assessment.” (p. 126). It is then one of the key aspects of Genre Pedagogy, to foster teachers’ and students’ awareness of how texts structured by providing explicit guidance through interaction to facilitate reading comprehension. Furthermore, this approach explains that “the role of the teacher is seen as extending the learners’ repertoire of grammatical choices, both in their construction of meaning in texts and their comprehension of meaning in texts” (Derewianka, 2003, p. 140).

Cope and Kalantzis (1993) stated that the term genre is used in literacy pedagogy to:

“Connecting different forms text takes with variation in social purpose. Texts are different because they do different things. Any literacy pedagogy has to be concerned, not just with the formalities of how texts work, but also with the social living reality of texts in use.” (p.7)

Rothery (1994) adapted Halliday and Painter’s principle of guidance through interaction within the genre approach, which proposes a systematic and explicit reading and writing pedagogy for this purpose. Consequently, she designed a teaching/learning cycle, which has three stages of genre pedagogy: Deconstruction, Joint Construction and Individual Construction, as it is shown in figure 2:

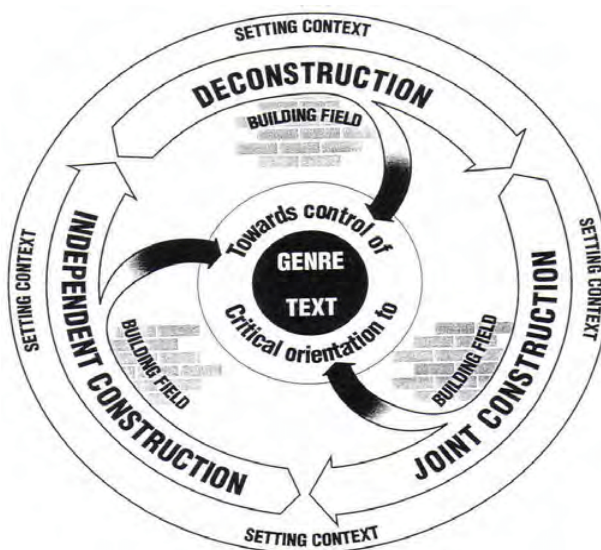


Figure 2: Teaching/learning cycle (Rothery, 1994)

During deconstruction stage, teachers guide students to recognize the cultural context, models the structure of the particular type of text under analysis, while exposing students to reading the text in detail for its comprehension and help them identify key linguistic features of the genre they are expected to write. Joint Construction involves guiding the whole class to construct another text of the same genre, which is jointly developed with peer and teachers' feedback. Independent Construction involves students writing a third text, in the same genre, on their own. (Rose, 2012)

There are different genres and text types, depending on their specific purposes, for that reason it is important to know about the patterns that characterize each of the structures (Martin & Rose, 2007). Those genres and their purposes are shown in the table below:

Table 1. Classification of genres proposed by Martin and Rose (2012, p. 74).

Genre	Purposes
Stories	Narrating a series of events to engage or inform readers (may be fiction or fact)
Text responses	Evaluating and interpreting a text (may be literary, visual or

	musical text)
Arguments	Arguing for a point of view, or discussing two or more points of view
Reports	Classifying and describing things of the natural or social worlds
Explanations	Explaining how and why events happen in the natural or social worlds
Procedures	Instructing how to do an activity such as a science experiment, math's operation, or technology procedure

Source: Martin & Rose (2012)

According to Rose (2012), genres can be distinguished by their organization and their recurrent local patterns, for example, the narrative stages (orientation, complication, resolution) or the exposition stages (thesis, arguments, reiteration). Table number 2 summarizes the concept of genre families suggested by Martin and Rose (2012):

Table 2. Genre families

Genre family	Genres
Stories	Recount Anecdotes, Exemplum Narratives New stories
Factual texts	Autobiographical recounts Biographical recounts Sequential explanations Factorial explanations Consequential explanations Procedures Protocols Procedural recounts Descriptive report Classifying report Compositional.

Evaluating texts	Expositions Discussions Personal responses Reviews Interpretations
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Source: Martin & Rose (2012, p. 82).

For this study, I will be using short stories, because they are the text that best serves the purposes of literacy skills development in early ages.

5.4 Reading to Learn: Learning to Read

“Reading to learn, learning to read” is a program to teach reading to children in their early ages, based on the genre pedagogy, that consists of a process in which the readers are exposed to the whole text from the beginning of the process, by analyzing its structure, purpose and characteristics, as they narrow down its analysis until they understand the words as part of that whole, working on how to decode them while working on their spelling and word formation. (Rose, 2012).

The reading to learn approach was used initially for teaching of academic reading and writing in secondary schools (Rose 2004), since then, it has been adapted to serve other educational contexts including Latin America, and in other levels of education even in higher education. (Rose, Lui-Chivizhe, McKnight and Smith 2004)

In this pedagogy, reading is integrated with writing within the curriculum. This pedagogy builds itself around sets of teaching strategies in order to deal with different types of texts. These strategies include a preparation phase, and detailed reading. Furthermore, joint and individual rewriting of selected sentences or paragraphs. Besides, it uses intensive strategies concerning sentence making, spelling and sentence writing, which are particularly valuable in primary grades. (Luke and Freebody, 1999)

This approach is organized as an instructional process which follows these steps: Preparing before reading, in which the teacher activates the students' background knowledge, explains what the text is about, and its purpose. Then, detailed reading which implies the review of whole sentences and the structure of the text is analyzed depending on its genre. After that, the learners are guided to read a text comprehensively. The rest of the process, which starts with the sentence writing step and finishes with the independent writing, is a continuation of the reading process, where writing works as the evidence of the students' mastery of the genre. This cycle is represented below in figure 3:

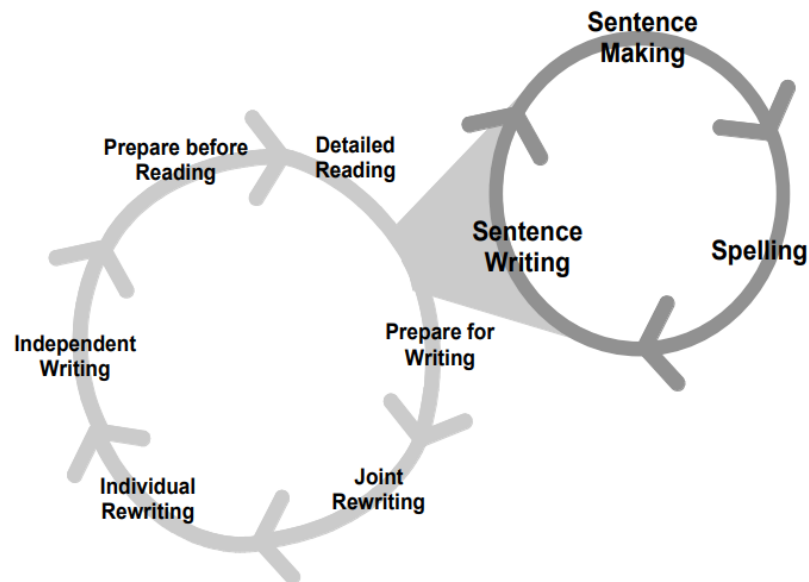


Figure 3: Reading-to-learn teaching cycle (Rose 2007, Book 1:26)

In the first years of school, the reading instruction using the reading to learn teaching cycle supports young learners to become independent readers and to write short texts. Different skills are developed when teaching reading and writing, such as basic comprehension of short stories, word recognition, spelling, word formation, sentence construction and story writing. Children find this process more meaningful than through

traditional teaching of reading and writing where the process starts with alphabet practice, isolated phonics instruction and sight word drills.

The problem with this traditional approach to teach reading in the early years is that it dis-integrates the reading tasks in isolated activities, in different moments, using words that the students may not find the connection among them, texts with no common structures, isolated words and sounds, often in individualized activities that are not meaningful to the learners.

The purpose of this approach is to help students master the genres while guiding them through the decoding of the words and fostering a better comprehension of the text. This reading approach then focuses on two main aspects: decoding of words and text comprehension; the first one is the ability to translate the words and recognize its meaning and the second, is the ability to understand the text ideas. In primary students, it is common that learners have problems to decode words and comprehend the text, because they are in the process to literacy emergence in both mother and target language.

Reading is one of the main vehicles through which children acquire language. Some experts have explained the key role of reading and literacy emergence and its impact in language use in the first years of children's life, which help children create relationships with others, constructing their own vision of their world, and create meanings to understand the world that surrounds them.

According to Ehri (2005), "during learning to read, children first acquire elementary decoding skills, and then gradually apply these skills with greater accuracy and speed,

leading to an increasingly automated process that recognizes multi-letter units (consonant clusters, syllables, and morphemes) and whole words” (p. 128).

One of the main characteristics of reading to learn teaching cycle is that it takes students through a detailed analysis of the text while fostering reading skills development, while it connects with writing in a reciprocal connection, in which students once they have mastered the genre by doing a detailed reading, then they are able to reproduce the same type of texts by writing it. Writing becomes a stage in which students evidence their comprehension of the text. (Rose, D. & Martin, J. R, 2012)

The reading to learn program follows a teaching cycle throughout six stages:

- Prepare before reading
- Detailed reading
- Preparing for writing
- Joint rewriting
- Individual rewriting
- Independent rewriting

The following is the explanation of what every stage entail:

➤ **Preparing before reading:**

Teacher models the type of text according to the genre that was chosen to be taught. In the case of this study, due to students’ ages and interests, narrative texts, more specifically short stories and fables will be used. Teacher elicits from students to check previous knowledge, he/she explains how that knowledge is related to the text and reviews the sequence in which is carried out the story so all the students can understand it. Pre-reading cognitive strategies such as making predictions are applied.

Teachers may do an activity called shared book reading (Holdaway, 1982), where they read a picture storybook, and tell the students what the story is about, so the students can understand, before and while the teacher is reading it aloud to them. When reading the text aloud, students will be able ask for unknown vocabulary words in order to know their meanings and how to decode unfamiliar them.

The teacher checks comprehension by asking children about the story and find out interesting details. This activity emulates what happens in parent-child reading, which helps to motivate children to read for pleasure (Williams, 1995).

➤ **Detailed reading:**

During this stage the students will read the text with the teacher's support. Teacher models the type of text and deconstructs it by identifying its stages, as well as the language features and patterns.

Within this deconstruction, the teacher divides the text into sentences (paper strips) from the story that children have just read. Instead of focusing on single isolated words', children do a one-for-one-word recognition in each sentence on the cardboard strip. The teacher can prepare the students by pointing at each word and clarifying their meanings, their sounds and their function as a part of the speech. Then children are able to identify each word and how they are sequenced in the sentence. They do not need to decode their spelling first. (Ehri, 2005)

As the book is read, the teacher explains connections between each event (using the pictures), using basic literal and inferential comprehension questions. While reading, the meanings of words are explained. Decoding activities focus on the whole sentences, and then on the parts that make up each sentence, then on each word, and finally on the letter patterns of each word. (Rose, D. & Martin, J. R, 2012)

This stage uses carefully planned learning cycles in which the teacher first prepares and reads a sentence, then prepares the students to identify each group of words, by giving them a meaning cue, such who or what it's about, or paraphrases of the unfamiliar words.

➤ **Joint construction / Sentence Making:**

Once the students have read the passage, in detail, then they are prepared to write a new text, following language pattern provided by the teacher, as a way to evidence the mastery of the same type of text.

The process of reproducing the text starts at the sentence level. The next step consists of cutting each sentence from the text into word groups, put them back into its original sequence and show them to the students again. Here the teacher can make an emphasis on how the parts of the speech need to be sequenced in a logical order to create a sentence and clarify some literary language patterns. Then, the sentence is scrambled so students need to put them back in sequence. This activity is supported by the teacher. This way, children gain total control to recognize and understand the words order and their meanings within the sentences in the text. (Rose, D. & Martin, J. R, 2012)

➤ **Joint rewriting:**

At this point of the reading cycle, the teacher selects some sentences as a model, in order to guide students to cut the words into their letter patterns and practice their spelling. The students practice spelling by repeating the syllables in words and practice the letter patterns that start and finish each syllable. Students

finish this practice by cutting up the letter patterns, and practice writing them. (Rose, D. & Martin, J. R, 2012)

This task is repeated until the students can write the whole sentence accurately by themselves. This task is effective for the purpose of improving the students' decoding and reading comprehension skills because it follows each level of the reading 'top-down' process (from the text to the word), within a careful scaffolding learning cycle. (Rose, 2011b; Rose, Gray & Cowey, 1999).

➤ **Individual rewriting:**

For reading purposes, this stage can be omitted. This stage seeks that the students to write the same type of text as a whole. This stage is more oriented to develop writing skills. Our pedagogical intervention will only reach the joint rewriting stage, as an evidence of the mastery of the genre, as well as a stage in which decoding, word formation and spelling is developed.

➤ **Independent rewriting:**

Previous stages empower students to accomplish this stage. Students now can write their own text, using the same pattern and genre as they practiced in the previous stages.

6. Methodology

This study is an experimental mixed methods research, since it uses both qualitative and quantitative analysis in order to confirm its hypothesis. (Polit & Beck, 2004; Teddlie & Tashakkori, 2003)

The mixed methods approach implies a combination of quantitative and qualitative analysis, and it has evolved from the notion of “triangulating” information from different data sources to analyze the data from different perspectives (Campbell & Fiske, 1959; Denzin, 1978; Morse, 1991; Patton, 1990).

The main reason for using the mixed method paradigm is because it combines qualitative and quantitative methods, in which the researcher can take advantage of the strengths of both methods and avoid their respective weaknesses (Tashakkori & Teddlie, 1998).

In one hand this research uses the qualitative approach to describe the interactions and the teaching-learning process evidenced during the intervention, using class observations and a think aloud protocol to identify the students’ perceptions regarding the intervention.

Regarding the use of the qualitative paradigm, Stake (2010, p.93) stated that “qualitative research relies primarily on human perception and understanding. Therefore, instead of formulating, testing and confirming or disconfirming hypotheses, which is for quantitative research, qualitative research relies on the collected data to make sense of the human behavior within a particular context.”

Burns (1999, p. 23) also explained the nature of qualitative research and stated that “it encompasses socially subjective and relative interpretations of phenomena while it draws on data to develop and refine hypotheses”.

On the other hand, this research uses the quantitative approach to objectively measure the improvement of the decoding and reading comprehension skills in both an experimental and a control group, by contrasting the results of a pre and post-test applied in such groups.

The quantitative component of this research suggests the following hypothesis:

“The use of a systematic methodology to teach reading using the genre pedagogy with second language learners in primary courses, fosters the improvement of their decoding and reading comprehension skills over those courses in which bottom up traditional methods are used”

For this hypothesis, we have an independent variable which is the reading course that was used as an intervention to tackle the problem identified in our context. The dependent variable is the learning objectives that may be achieved as a result of the intervention in the experimental group in contrast with the results of the control group.

The three instruments to collect data (Pre and post-tests, class observation and the think aloud protocol) were validated in their design and application by a peer in the institution.

6.1 Action research

This chapter explains how this research was carried through specific steps suggested by the model of emancipatory action research. Burns (1999) suggested that action research

enables teachers “to engage more closely with their classroom practice as well as to explore the realities they faced in the process of curriculum change” (p. 14).

The model followed by the emancipatory research outlines the following cyclical process: plan, act, observe and reflect. The process is shown in the figure below:

A model of emancipatory action research

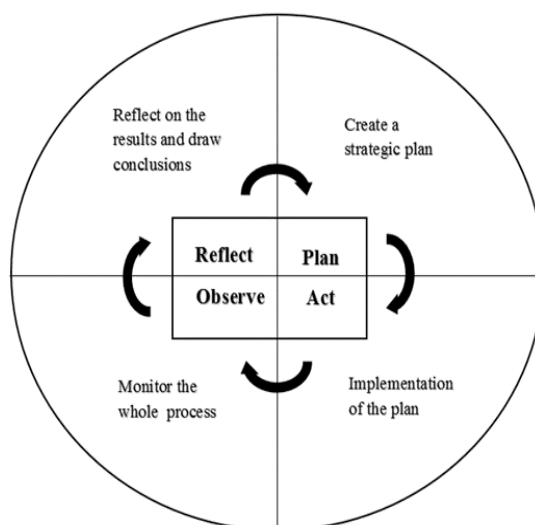


Figure 4. A model of emancipatory action research. Source adapted from Zuber-Skerritt (1996, p. 96)

The action research design was chosen for this study because it is an effective model to identify and propose a solution to certain problems in the classroom; moreover, this type of research encourages teachers to carry out further research.

For the purpose of this study, action research was used as an intervention in our context. The stages of this research are outlined throughout the following steps:

STAGE	ACTION RESEARCH PROCESS
1. Plan	Planning the intervention: Unit design (Lesson Plans and Materials based on “reading to learn, learning to read” method.

2. Act	Piloting: Implementing the lesson plan in class
3. Observe	<p>Data collection: Three instruments will be applied to see the influence of the intervention in the students' decoding and reading skills. These are the instruments:</p> <ul style="list-style-type: none"> ➤ <i>Pre and post reading test (before and after the intervention)</i> ➤ <i>Class observations</i> ➤ <i>A think aloud protocol</i>
4. Reflect	<p>Triangulation: Do the triangulation of the data collected in the instruments and reflect about what happened in the intervention in order to draw final conclusions.</p>

Table # 1: Stages of the action research process – Adapted from the model of emancipatory action research from Zuber-Skerritt (1996, p. 96)

6.2 Research Participants

This research is mainly carried out with one experimental group with which the intervention is applied, as well as the instruments to collect data. It is a group of 25 students from 1st grade at a bilingual school, in their language arts class. There is also a control group, also 1st graders of a different section with which the intervention was not applied. The only instrument to collect data that was applied with this group was the pre and post-test in order to compare the results between the two groups.

6.3 Procedure for Data Collection

The following chart shows the different data collection instruments that will be applied before and during the intervention.

Instrument	Purpose	Comments
Reading Pre and Post-Test	To compare the results in terms of the improvement in the students' level of decoding and reading comprehension skills in the group that was intervened and the one that was not.	Before and after the intervention, a post test will be applied with the two groups (experimental and control group)
Class Observations	To observe how the reading to learn methodology influences the students' decoding and reading skills, their application of cognitive strategies and how it influenced their autonomy and motivation towards reading in each stage of the cycle.	During the intervention, different class observations will be carried out.
Think aloud protocol	To evidence the students' perceptions during each stage of the intervention,	The think aloud protocol will be applied during the intervention, where

	regarding the application of the genre cycle for reading.	questions will be asked to the students in each stage of the teaching cycle.
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Table # 2: Procedure for data collection

The formats for all the instruments of data collection are in the appendixes chapter of this paper.

6.3.1 Reading Pre and Post -Test

Post-test designs are commonly used in behavioral research, mostly for the purpose of comparing groups and/or measuring change resulting from experimental interventions in control and experimental groups. (Slavin, 2007).

One kind of post-test often used by researchers in the educational field is a non-equivalent dependent variable. This type of post-test measures two main aspects, one group of which is expected to change after an intervention is applied while the other group who did not receive any instruction is expected to remain consistent in relation with the initial skills.

For the case of this study, I will apply a post-test to both control and experimental group after the intervention to compare the results in terms of decoding and reading comprehension skills development. (See Instruments # 1 and 2: Reading pre and post-test format)

This pre and post-test will be similar in the type of text (short story), length, level of difficulty and sections. The sections they will have are:

- a. Literal Comprehension questions
- b. Word recognition
- c. Spelling

- d. Word sounds
- e. Sentence making

See the pre and post-test formats in the appendixes chapter.

6.3.2 Class Observations

Merriam (2009) argues that observations are one of the most useful instruments for collecting data in qualitative research. She states that “class observations allow a first-hand account of the situation under analysis and when combined with other instruments, help obtain a holistic interpretation of the phenomenon being investigated” (p.123). Classroom observation assisted me to answer my research question. The advantage of classroom observation is that it will assist me to carry out a close reflection on how this intervention develops and how students react to it. I will use an observation format which is oriented to analyse the fulfilment of the purpose of each stage of the reading cycle as well as to evidence the students’ interactions and reading skills development derived for the intervention. Some sections of the classes will be recorded and observed afterwards to check how the process unfolds. (See Instrument #3: Class observation format)

The class observation format was used during all the 20 hours of class. There was a peer teacher who helped as the observer. The format is divided into the four stages of the reading cycle and within every stage there are some of the most expected outcomes of the class, where both the learning and the teaching process is analyzed, the types of interactions, the skills being developed, among others. The application of those stages is evidenced by marking the three possible choices: Not displayed, displayed and apparent. There is also a space for comments to amplify the information. See the class observation format in the appendixes chapter.

6.3.3 Think-aloud Protocol

Think-aloud as originally developed by Newell and Simon in 1972; regarding this type of data collection instrument, they stated that "One way for teachers to know what reading strategies students are using and help them use effective strategies in their reading is to engage them in think-aloud protocols. With think-aloud protocols, students verbalize, in an interview context, how they are processing the text they are reading" (Baumann, 1993).

A thinking aloud protocol was applied in order to identify the students' thinking processes while every stage of the genre cycle unfolds. (See Instrument # 4: Think aloud protocol format), while using the different cognitive strategies during the intervention. The comments are Spanish, as they were given when they were asked in each stage of the cycle. See the think aloud protocol format in the appendixes chapter.

7. Course Design

The following is the course design with the corresponding lesson plans that will be used to tackle the research problems identified in my educational context, in order to analyse the influence of this intervention in the students' decoding and reading comprehension skills. The next chart shows the course goals and objectives:

Course Goals and Objectives

Course Goals

Target: (content, skills) Development of decoding and reading comprehension skills

Learning: (personal attitudes) Development of autonomy through the use of reading comprehension strategies

Human: (Social) Encouragement of cooperative work

Course Objectives

By the end of the intervention, students should be able to:

- Identify basic vocabulary used in short stories, such as nouns to refer to characters and adjectives to describe them
 - Identify grammar items particular to short stories, such as past tense to narrate events
 - Decode, spell and pronounce correctly, words used in short stories
 - Read and comprehend literal details in short stories
 - Identify the structure of short stories: orientation, complication, resolution.

 - Identify and describe the elements of short stories: characters, setting, events.
 - Apply some reading comprehension strategies such as predicting, activating schema, sequencing and scanning in an autonomous way.
 - Organize words to create a sentence

 - Participate in the reading activities in a cooperative way.
-

Table # 3: Course Goals and Objectives

7.1 Matrix of the Course

The following is the matrix of the course where the syllabus is outlined. This syllabus was tailored for the purpose of this research, taking into consideration the stages of narrative texts, especially considering the type of texts used during the intervention (Short stories), as

well as the lexicon-grammar items we identified as particular of this type of texts. The specific cognitive strategies chosen to be used during the intervention are outlined, and the level of comprehension (literal) expected to be developed is specified.

<u>SYLLABUS MATRIX</u>				
<u>GENRE:</u> Narrative.		<u>TYPE OF TEXT:</u> Short story – Fiction.		
<u>Stages</u>	<u>Vocabulary Grammar</u>	<u>Decoding Skills</u>	<u>Reading cognitive strategies</u>	<u>Levels of Comprehension</u>
<ul style="list-style-type: none"> - Orientation - Complication - Resolution 	<ul style="list-style-type: none"> - Past action verbs that refer to narration of events - Adjectives that describe characters and setting - Key words to identify setting and main characters and events in the plot. - Nouns that refer to characters 	<ul style="list-style-type: none"> -Word formation -Word sounds -Spelling -Sentence construction 	<p>Before reading:</p> <ul style="list-style-type: none"> -Predicting -Activating schema -Sequencing <p>-----</p> <p>While reading:</p> <ul style="list-style-type: none"> -Scanning to identify literal information 	- Literal

Table # 4: Syllabus Matrix: Own creation

7.2 Lesson Plans

During the intervention, 3 weekly lesson plans will be applied for a total of 20 hours of class, with the purpose of completing the stages of the reading to learn, learning to read cycle which aims to develop decoding and reading comprehension skills. The following are the lesson plans used for the intervention:

<u>WEEKLY LESSON PLAN 1</u>
Name of the teacher: Aura Milena Rincón Martínez

Class / grade: 1st grade Number of students: 25 Average ages of students: 6 - 8 Unit/Topic: Short stories Text: “The wolf in sheep’s clothing” Date /Allotted time: October 15th to 18th (6 hours)		
Goals: <ol style="list-style-type: none"> 1. Development of decoding and reading comprehension skills 2. Development of autonomy through the use of reading comprehension strategies 3. Encouragement of cooperative work 		
At the end of this lesson, students will be able to: <ul style="list-style-type: none"> • Identify basic vocabulary used in short stories, such as nouns to refer to characters and adjectives to describe them • Identify the structure of short stories: orientation, complication, resolution. • Identify and describe the elements of short stories: characters, setting, events. • Apply some reading comprehension strategies such as predicting, sequencing, scanning and making inferences in an autonomous way. • Participate in the reading activities in a cooperative way. 		
Class Stage	Teacher’s procedures and activities	Allotted time
1. Prepare before reading	-The teacher activates students’ previous knowledge by showing them pictures of famous short stories (See Class Material #1) and asking them the titles of those stories, as well as socializing the characteristics of short stories. (Explicit strategy instruction / Activating schema) -The teacher helps the students to predict what the story will be about by showing them the title and pictures with a sequence of events that will happen in the story. (See Class Material #2) (Explicit strategy instruction / Making predictions and sequencing) - The teacher reads the story aloud to model correct pronunciation and to provide the first input for comprehension (See Class Material #3). Here, the teacher reads the story aloud helping students understand what the story is about by giving them some clues, asking basic comprehension questions and clarifying key aspects. Students	

- Read and comprehend literal details in short stories
- Apply some reading comprehension strategies such as predicting, sequencing, scanning and making inferences in an autonomous way.
- Participate in the reading activities in a cooperative way.

Class Stage	Teacher's procedures and activities	Allotted time
2. Detailed reading	<p>- Teacher helps students identify grammar patterns particular for short stories. For this case the conjugations of verbs in the past tense are spotted in the text. Here the same short story is used showing the past tenses of verbs circled on the first paragraph. On the second paragraph the students practice the verbs identification by circling the verbs by themselves. (See Class Material #6). Then, students work to complete a grid with the list of verbs in the past relating them to their present and their meanings.</p> <p>-Teacher helps students to spot nouns and adjectives used in the text to describe characters and setting. Teacher makes a list of nouns to refer to story characters and adjectives that describe them in order to work on meanings and correct pronunciation (See Class Material #7). Then the uses flash cards with nouns and adjectives from the text so students connect each noun with its corresponding adjective.</p> <p>-Teacher models how to scan the text to look for specific details (Explicit strategy instruction). Then asks literal questions about the text. The students answer the questions guided by the teacher. The teacher also guides the students to identify the specific line (s) where the scanned word is (See Class Material #8). (Explicit strategy instruction / Scanning for literal information)</p>	

	worksheet. Spelling is revised once the students have written all the words from the dictation. (See Class Material #12).	
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8. Analysis of Results

Along this study and its implementation, several findings emerged from the analysis of data. In this chapter the data is analyzed considering each instrument in order to evidence the fulfilment of all the objectives of the study. The three instruments to be interpreted are the pre and post reading tests, the class observations during the intervention, and the think aloud protocol applied to the students.

This section is focused on the findings derived from the analysis of the data collected within a reading intervention throughout the implementation of the “Short Stories Unit” developed following the reading to learn cycle, consisting of three weekly lessons for a total of twenty hours.

The following table outlines the main findings that arouse from the instruments application and how they are connected to each of the objectives of this study:

Instrument	Associated Objective	Main Findings
Reading Pre and Post- Test	<ul style="list-style-type: none"> • To analyze and describe how genre pedagogy cycle influences students’ literacy skills such as word recognition, spelling and word formation, as well as basic reading comprehension skills at the literal level 	The results in terms of both decoding skills and reading comprehension of the contrast of the pre-test and the post-test in the experimental group were higher than in the control group. It may be concluded that the intervention based on the genre pedagogy

		cycle helped the students improve their reading skills.
Class Observations	<ul style="list-style-type: none"> • To analyze and describe how teachers and students benefit from the application of the genre pedagogy cycle for reading 	During class observations, the fulfilment of the genre cycle was evidenced in most cases. During each stage, students demonstrated an important improvement of reading skills derived from the scaffolding process carried out in the intervention.
Think aloud protocol	<ul style="list-style-type: none"> • To analyze and describe how the explicit instruction of cognitive strategies help students become more autonomous learners 	In most of the stages of the reading process, students mentioned the acquisition of concepts through the top down instruction. There were clear evidences of the development of different cognitive processes which allowed them to become more efficient and independent readers.

Table # 5. Main findings.

8.1 Instruments analysis

The following are the results of the three instruments that were applied before, during and after the intervention in order to analyze the influence of the genre pedagogy cycle in students reading comprehension and decoding skills:

8.2 Analysis of results of pre- and post- tests

An aleatory sample of 10 students was taken to compare the results of the reading pre and post-test within the group in which the intervention was applied (experimental group) and 10 students within the group in which the intervention was not applied (control group).

The results of each category are compared in the pre and post-tests to determine the percentage of improvement per category and in the overall test.

The categories that were compared are the ones included in both the pre and post-test.

These are the following:

1. Word sounds
2. Word recognition
3. Spelling
4. Sentence Writing
5. Literal comprehension

The following tables include the data with the specific results per category:

Pre / Post- Test Analysis with Experimental Group

Student	Test	Decoding Skills				Reading Comprehension Skills		
		Word Sounds	Words Recognition	Spelling	Sentence Writing	Literal Comprehension	Total Score	% of Improvement per ss'
S1	Pre-Test	2/4	2/5	4/8	1/3	3/10	12/30	+31%
	Post-Test	3/4	3/5	6/8	2/3	7/10	21/30	
S2	Pre-Test	3/4	1/5	6/8	0/3	5/10	15/30	+19%
	Post-Test	4/4	4/5	7/8	2/3	8/10	25/30	
S3	Pre-Test	1/4	2/5	6/8	0/3	6/10	15/30	+17%
	Post-Test	2/4	3/5	6/8	3/3	10/10	24/30	
S4	Pre-Test	3/4	4/5	5/8	1/3	5/10	18/30	+20%
	Post-Test	3/4	4/5	8/8	2/3	9/10	26/30	
S5	Pre-Test	4/4	3/5	5/8	1/3	4/10	17/30	+24%
	Post-Test	4/4	4/5	7/8	3/3	8/10	26/30	
S6	Pre-Test	0/4	2/5	4/8	2/3	6/10	14/30	+38%
	Post-Test	2/4	3/5	7/8	3/3	9/10	27/30	
S7	Pre-Test	1/4	2/5	5/8	3/3	7/10	18/30	+20%
	Post-Test	3/4	4/5	6/8	3/3	10/10	26/30	
S8	Pre-Test	4/4	4/5	4/8	1/3	6/10	19/30	+13%
	Post-Test	3/4	5/5	5/8	2/3	9/10	24/30	
S9	Pre-Test	2/4	3/5	3/8	2/3	6/10	16/30	+28%
	Post-Test	4/4	3/5	7/8	2/3	10/10	26/30	
S10	Pre-Test	1/4	2/5	6/8	2/3	8/10	19/30	+28%
	Post-Test	4/4	5/5	8/8	3/3	10/10	30/30	
Pre-Test Average		52%	50%	60%	43%	53%	54%	Overall Improvement per student
Post-Test Average		80%	70%	85%	83%	91%	85%	
% of								

Improvement per category	+28%	+20%	+15%	+40%	+38%	+31	+23,8 %
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Table #6. Analysis of students' pre and post- test results with Experimental Group.

Pre / Post- Test Analysis with Control Group

Student	Test	Decoding Skills				Reading Comprehension Skills		
		Word Sounds	Words Recognition	Spelling	Sentence Writing	Literal Comprehension	Total Score	% of Improvement
S1	Pre-Test	2/4	2/5	5/8	2/3	5/10	16/30	+10%
	Post-Test	2/4	3/5	6/8	2/3	6/10	19/30	
S2	Pre-Test	2/4	2/5	7/8	1/3	5/10	17/30	+11%
	Post-Test	3/4	3/5	7/8	2/3	5/10	20/30	
S3	Pre-Test	2/4	2/5	7/8	1/3	7/10	19/30	-18%
	Post-Test	2/4	1/5	6/8	0/3	5/10	14/30	
S4	Pre-Test	2/4	3/5	6/8	2/3	6/10	19/30	+10%
	Post-Test	3/4	4/5	7/8	2/3	7/10	23/30	
S5	Pre-Test	3/4	3/5	4/8	1/3	5/10	16/30	+8%
	Post-Test	2/4	3/5	5/8	2/3	6/10	18/30	
S6	Pre-Test	1/4	3/5	6/8	2/3	4/10	16/30	+4%
	Post-Test	1/4	3/5	7/8	1/3	5/10	17/30	
S7	Pre-Test	2/4	2/5	6/8	1/3	6/10	17/30	+4%
	Post-Test	3/4	3/5	6/8	1/3	5/10	18/30	
S8	Pre-Test	3/4	4/5	5/8	1/3	5/10	18/30	+2%
	Post-Test	3/4	3/5	5/8	2/3	7/10	19/30	
S9	Pre-Test	2/4	4/5	4/8	1/3	7/10	18/30	+5%
	Post-Test	3/4	4/5	6/8	2/3	5/10	20/30	
S10	Pre-Test	2/4	1/5	6/8	2/3	8/10	19/30	+5%
	Post-Test	2/4	3/5	4/8	3/3	9/10	21/30	
Pre-Test Average		52%	52%	70%	46%	58%	58%	Overall Improvement per student
Post-Test Average		60%	60%	74%	56%	60%	63%	
% of Improvement per category		+8%	+8%	+4%	+10%	+2%	5%	

Table #7. Analysis of students' pre and post- test results with Control Group.

The following charts explain the percentage of improvement per category, contrasting the pre and post-tests in both the experimental and the control group:

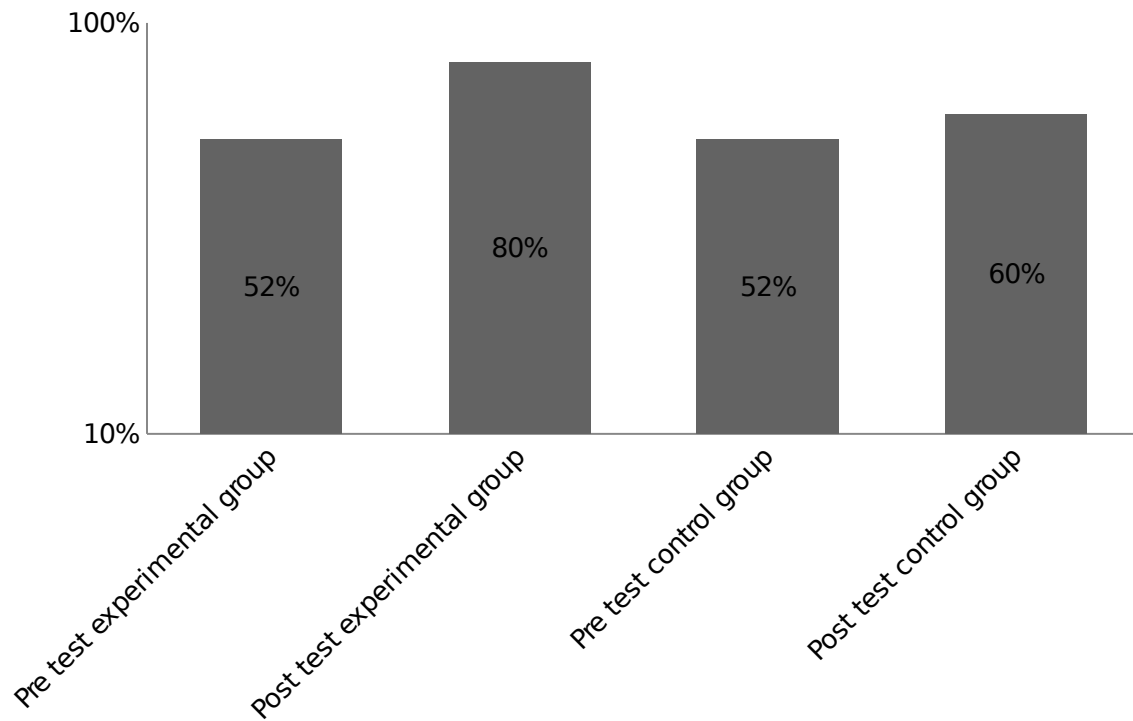


Chart #1: Comparison improvement in word sounds category

In chart #1, it is observed the percentage of improvement of the “word sound” category when comparing the pre- and post-test in both the experimental and the control group. The chart shows how the percentage of improvement is higher in the experimental group (52% - 80% = 28%), in contrast with the percentage of improvement in this category in the control group (52% - 60% = 8%).

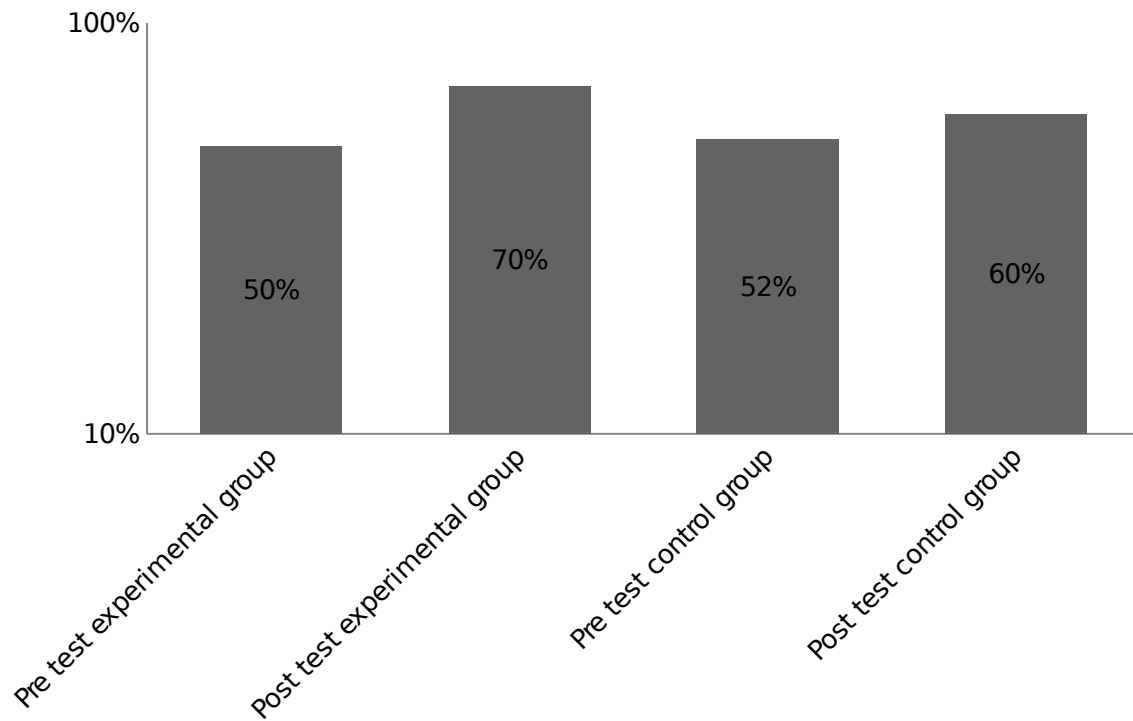


Chart #2: Comparison improvement in word recognition category

In chart #2, it is observed the percentage of improvement of the “words recognition” category when comparing the pre- and post-test in both the experimental and the control group. The chart shows how the percentage of improvement is higher in the experimental group (50% - 60% = 20%), in contrast with the percentage of improvement in this category in the control group (52% - 60% = 8%).

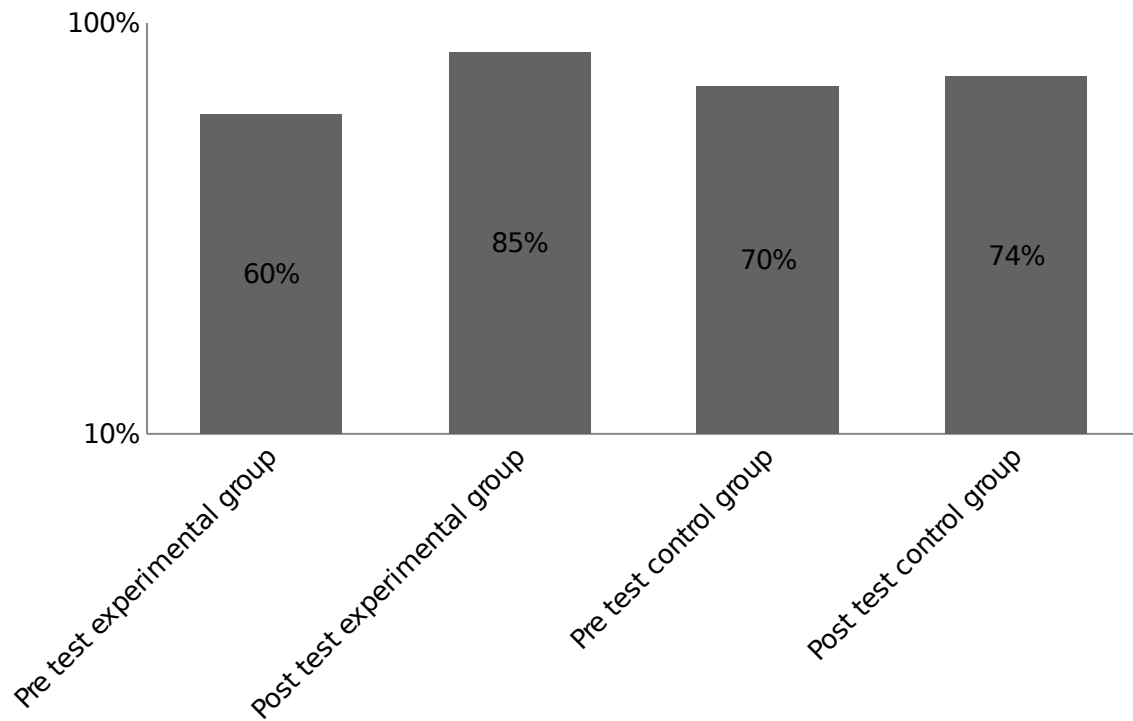


Chart #3: Comparison improvement in spelling category

In chart #3, it is observed the percentage of improvement of the “spelling” category when comparing the pre- and post-test in both the experimental and the control group. The chart shows how the percentage of improvement is higher in the experimental group (60% - 85% = 15%), in contrast with the percentage of improvement in this category in the control group (70% - 74% = 4%).

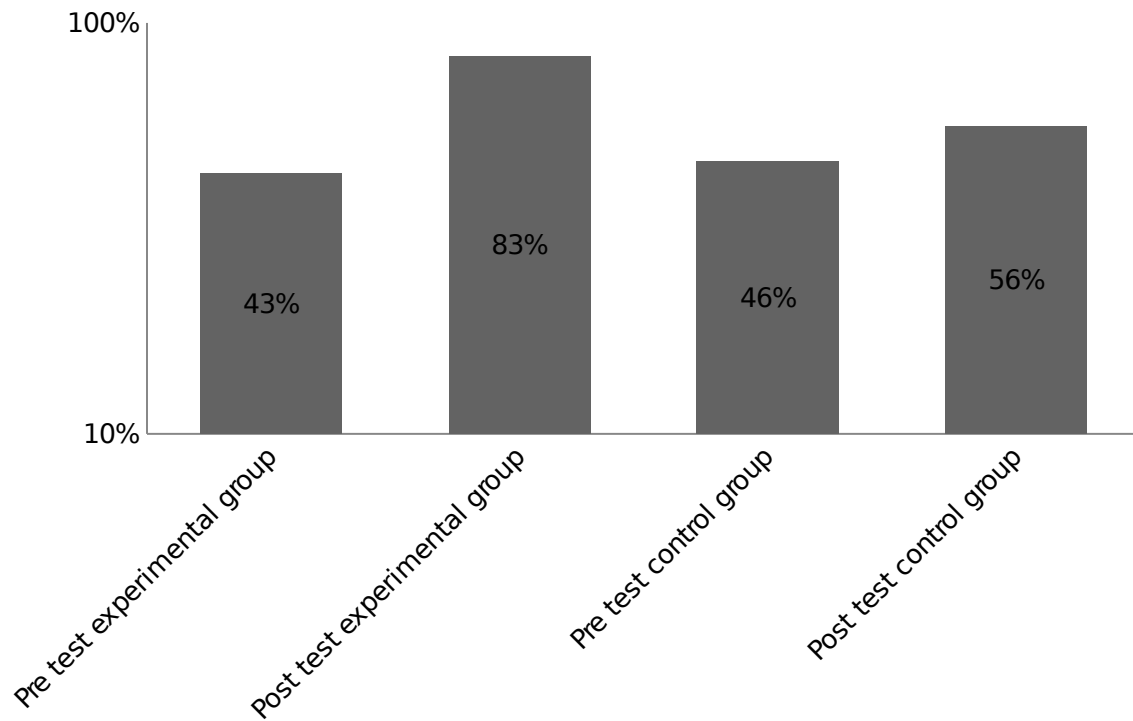


Chart #4: Comparison improvement in sentence writing category

In chart #4, it is observed the percentage of improvement of the “sentence writing” category when comparing the pre- and post-test in both the experimental and the control group. The chart shows how the percentage of improvement is higher in the experimental group (43% - 83% = 40%), in contrast with the percentage of improvement in this category in the control group (46% - 56% = 10%).

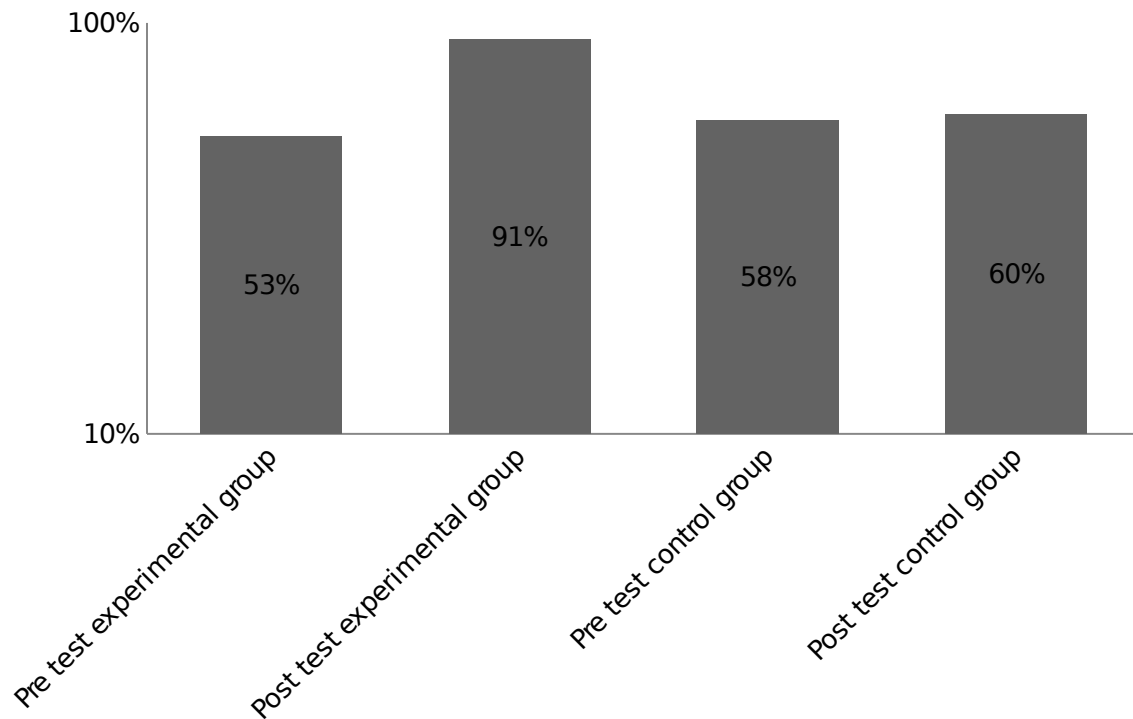


Chart #5: Comparison improvement in literal comprehension category

In chart #5, it is observed the percentage of improvement of the “literal comprehension” category when comparing the pre- and post-test in both the experimental and the control group. The chart shows how the percentage of improvement is higher in the experimental group ($53\% - 91\% = 38\%$), in contrast with the percentage of improvement in this category in the control group ($58\% - 60\% = 2\%$).

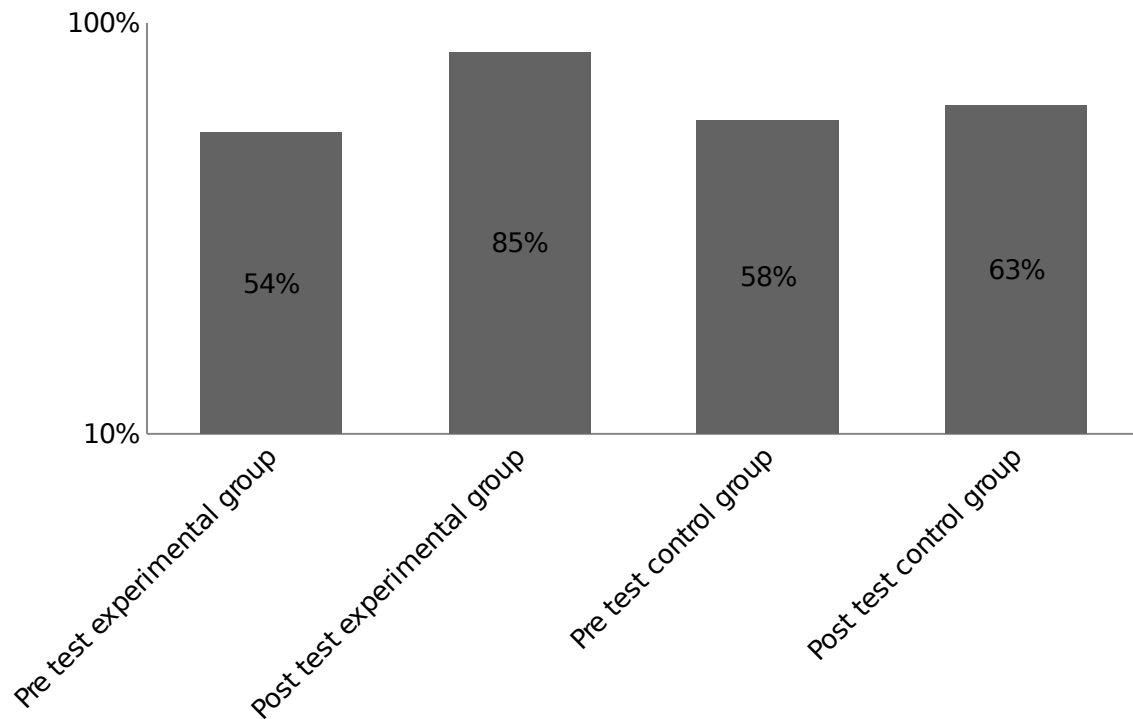


Chart #6: Comparison improvement in the total score

In chart #6, it is observed the percentage of improvement of the “total score” category when comparing the pre- and post-test in both the experimental and the control group. The chart shows how the percentage of improvement is higher in the experimental group (54% - 85% = 31%), in contrast with the percentage of improvement in this category in the control group (58% - 63% = 5%).

8.3 Observations Analysis

The objectives of class observations were to identify the influence of the application of the genre-based pedagogy using the reading to learn cycle, for the development of decoding and reading comprehension skills, and evidence the characteristics of the methodology as implemented in the context of the target institution. During the observation process, extracts of the three lessons were recorded and analyzed based upon an observation format which was aimed to identify the completion of the stages of this methodology and to analyze the students' outcomes in each stage.

The following are the high and low points observed in the observations according to each of the stages of the class:

Stage of the reading cycle	High Points	Low Points
1. Prepare before reading	Using pictures of stories, the students already know helped them activate their schema.	At the beginning the attention was addressed towards the other stories on the pictures so it took time an effort to get their attention to the new story
	From the very beginning of the cycle students showed interest to know what the story was about regarding the prediction strategy	
	Organizing the sequence of events using pictures allowed different interpretations of the story and helped them image what could have happened in the story.	
2. Detailed reading	The read aloud stage helped building a context where general comprehension arose and helped them understand the	Some students were struggling with an initial understanding of the story

	story	
	Focusing on target vocabulary from the same texts allowed the students to find a connection among the words and find them more meaningful than when vocabulary words are learnt in isolation	Some the target vocabulary words needed to be explained more than once. A few students struggled understanding their meanings and resorted to Spanish
	Understanding the structure of this type o texts and identifying characteristics of the text such as the use of past tenses allowed a more consistent instruction of the reading skills	
	The explicit instruction of cognitive strategies such as the scanning of specific details allowed the students identify literal information more effectively	
3. Preparing for writing	The explicit and repeated instruction on the parts of the speech allowed the students to understand the complete idea in the sentence	None
	Reconstructing the sentences was one of the most successful activities since it was evidenced an unconscious cognitive process to build sentences easily	
	The scaffolding process where we worked from the text to the word made more meaningful the word formation and spelling tasks	
4. Joint rewriting	Students were partially able to reproduce the words learnt in the process	Some students still have difficulties to write both in Spanish and English

Table # 8. Observation Analysis

8.4 Analysis of think aloud protocols

During the application of the think aloud protocols, different cognitive processes of the students were analyzed. The following table explains them according to every stage of the reading to learn cycle:

STAGE	MAIN FINDINGS
<u>Stage 1:</u> Preparing before Reading	<ul style="list-style-type: none"> - The students evidenced that previous knowledge activation is necessary to make the reading more meaningful - The students evidenced that making predictions activated their interest and imagination by guessing what is happening in the story. - The students evidenced that the task where they were organizing the sequence of events helped them think of different versions of the story which was fun which increased their previous interest towards reading the story and finally find out what really happened
<u>Stage 2:</u> <u>Detailed</u> <u>Reading</u>	<ul style="list-style-type: none"> -The students evidenced an active listening while the reading aloud stage which opened a space for general ideas understanding and pronunciation modelling and correction -Students struggled to identify the text structure at the beginning since it implied a detailed understanding of every paragraph. Once the vocabulary was clear the understanding of the text structure was a valuable tool to create a clearer context of the story -Students showed that grammar items identification is also a valuable resource to achieve a better understanding of the text. This clarity will allow them approach similar texts more easily. -Students showed themselves very motivated in deconstruction of sentences. the Sentence structure identification helped them build a schema for a more effective understanding of complete ideas within texts in English -Scanning to identify literal information allowed to students identify specific information and become more autonomous readers
Stage 3: Joint Construction / Sentence Making	<ul style="list-style-type: none"> -Sentence order identification task was a very successful activity. Students were very engaged and very successful at organizing the sentences in a correct way -Cooperative work allowed students to be confident during the tasks and peer feedback created an environment of community of learning

Stage 4: Joint Writing	<p>-Words identification, words sound identification and spelling seemed to be more coherent within the top down process. Students seemed to find them more meaningful once they had read and used in the previous stages of the cycle.</p> <p>-Autonomous words writing seems to be a good starting point for students in this stage of their literacy emergence process.</p>
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Table # 9. Analysis of think aloud protocols

9. Discussion

Once the analysis of results has been done; some implications may be drawn that may derive in concrete recommendations to solve the research problem of this study regarding how a reading intervention based on genre pedagogy influence students' literacy skills.

One of the key implications of this study was how the explicit instruction on cognitive strategies helped the students become more efficient and autonomous readers.

Aligned with the previous implication, another important aspect to highlight was that having a consistent and coherent methodology to teach reading based on the top down processing approach, structuring the reading process from the text to the sentence, and from the sentence to the word, as opposed to more traditional approaches where the words are taught as a previous stage before reading, demonstrated how students feel the activities more meaningful and were also more efficient readers by reaching higher levels of comprehension of the texts they were exposed to.

In the same order of ideas, the instruction of vocabulary within the context of a text rather than isolated vocabulary instruction helped students identify the role and meanings of such words as part of a whole text, which also helped them, improve their comprehension skills.

Regarding the reading to learn method, it was demonstrated that it provides learners of early ages, the possibility to be exposed to different types of texts and help them control different genres, as well as the deconstruction of the type of text allowed them to be able to identify its structure and characteristics thinking of exposing them to writing tasks where they would need to write the same type of texts they read, highlighting then a meaningful

connection in the instruction of both reading and writing skills. This could be mentioned as the main unexpected finding of this study.

On the other hand, it was also demonstrated that an instruction where decoding skills are taught connected with tasks to develop reading comprehension skills made the activities more appealing to students and suggested that having a meaningful context where the words come from, within a detailed scaffolding process, gives both the students and the teacher the possibility of more meaningful interactions.

10. Conclusions

After analyzing all the data collected, and revisiting the research question, this study offers positive effects in the use of genre pedagogy through the application of the reading to learn cycle to develop decoding and reading comprehension skills with primary students in an EFL context. The following are the conclusions of this research according to each objective:

Objective 1: In relation to objective 1: “To analyze and describe how genre pedagogy cycle influences students’ literacy skills such as word recognition, spelling and word formation, as well as basic reading comprehension skills”, it was evidenced that the students in the experimental group improved their reading and decoding skills more than the students in the control group. The scaffolding process through the top down cycle shows better results in terms of reading skills development in early ages when compared to traditional bottom up reading methods.

Objective 2: In relation to objective 2: “To analyze and describe how teachers and students benefit from the application of the genre pedagogy cycle to teach reading”, it was also evident that the teacher benefits from a consistent method to instruct the reading process where the aspects to analyze a text are included in a coherent order with clear purposes.

Objective 3: In relation to objective 3: “To analyze and describe how the explicit instruction on reading cognitive strategies help students become more autonomous learners”, students showed how they became more efficient readers once they were explicitly taught cognitive strategies throughout the different stages of the reading cycle and that I this

strategy instruction would be taught consistently, students would become more autonomous when reading in English.

This study becomes significant in the way it contributed to understand how students in early ages start their process of reading in a foreign language and how they benefit from the application of a consistent method to teach reading. It can be said that this paper and the obtained results might be taken as a pedagogical insight to improve what it has been done in this area and rethink the way literacy skills in a foreign language are taught in bilingual institutions.

Regarding the limitations of the study, it is necessary to mention time was a constraint, regarding the fact that the intervention somehow needed to be incorporated in the course curriculum.

As for further research on this field, it may be taken into account the opportunity to explore how the GBP can be worked in other levels. On the other hand, it would be important to do research on the extent of GBP focused on the writing skills and how they connect with reading skills development.

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12. Appendixes

12.1 Instruments Formats

The following are the formats of the instruments applied before, during and after the intervention:

Instrument # 1: Reading Pre Test format

Reading Comprehension and Decoding Pre-Test (Total 30 points)

Read the story and answer the questions below:



Pipe woke up at home feeling sick with spots all over his face, and his back. The spots were red and itchy. Pipe showed his mom the rash. “It looks you have the chickenpox”, Pipe. “You have to stay home from school for five days.” Pipe’s mom called the doctor and the doctor came home and gave her a special lotion to help Pipe with the itching. Pipe had to stay home until he felt better and the rash was gone. Then he got better and finally he went back to school. All his friend were happy to see him again.

Literal comprehension (10 points / 1 each)

1. How does Pipe feel?

- a. Sad
- b. Happy
- c. Sick

3. What color were the spots?

- a) blue
- b) black
- c) red

2. Where did Pipe have the spots?

- a. On his legs and arms
- b. On his face and back
- c. On his eyes and nose

4. How many days did Pipe have to stay home?

- a) 2 days

- b) 5 days
- c) 3 days

c) His brother

5. Who helped Pipe with the chickenpox?

- a) His father
- b) The doctor

6. What did the doctor give Pipe to help him with the rash?

- a) A pill
- b) A lotion
- c) A cream

7. Who are the characters of the story?

8. What is the setting of the story?

9. What is the title of the story?

10. At the end of the story, Pipe's friends felt_____ to see him again

- a. happy b. worried c. sad

Word recognition (5 points)

Match the word with the corresponding picture:

a. Chickenpox

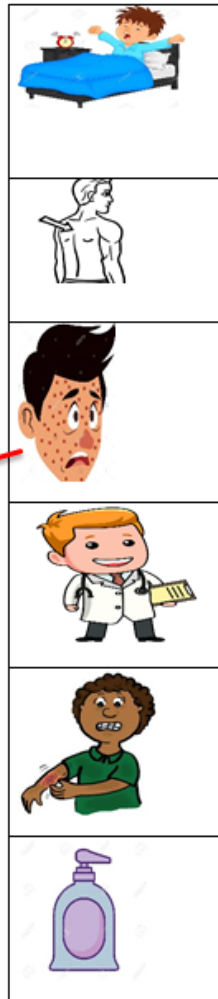
b. Lotion

c. Rash

d. Back

e. Woke up

f. Doctor



Spelling section (8 points)

Fill in the blanks with the missing letters: (Vowel sounds)	Unscramble the words
<p>Example: Ch <u>i</u> ckenp <u>o</u> _ x</p> <p>R _ _ sh B _ _ ck H _ _ me Sp _ _ t</p>	<p>Example: roctod: <u>Doctor</u></p> <p>xchpiokne: _____ tops: _____ omm: _____ cefa: _____</p>

Word sounds (4 points)

Dictation: Write the words you hear:

- a. _____ b. _____ c. _____
- d. _____

Sentence Making (3 points)

Organize the sentences:

- a. stay - Pipe had to - home

- b. to his mom - Pipe showed - the rash.

c. Pipe - to school. - went back

Instrument # 2: Reading Post -Test format

THE FARMER AND HIS TWO SONS



A farmer had two sons, Peter and Carl who lived in a small village called Greenville. Peter was 11 and Carl was 9. They were very strong and liked to fight over their toys. The farmer wanted his sons to stop fighting and be united. One day he found an answer to the problem, so he called his sons and showed them a group of sticks and said, “I want you to break these five sticks without separating them from the group.” They tried with all their strength but they couldn’t. Then their father separated the sticks and gave each of them just one stick to break. They broke the stick easily.

The farmer said, “A single stick by itself is weak. It is strong if it stays in a group. Likewise, you are strong when you are united. ”Peter and Carl felt embarrassed and never fought again.

Literal Comprehension (10 points / 1 each)

1. **What is the name of the village?**

- a. Blueville
- b. Greenville
- c. Yellowville

2. **How old were Peter and Carl?**

- a. 12 and 9
- b. 11 and 8
- c. 11 and 8

3. **How were Peter and Carl?**

- a. Strong
- b. Weak
- c. Happy

4. **What was the problem with Peter and Carl?**

- a. liked to fight over their food
- b. liked to fight over their toys
- c. liked to fight over their clothes

5. **What happened when Peter and Carl tried to break the 5 sticks together?**

- a. They could break them
- b. They couldn't break them

- c. Nothing happened

6. **What happened when Peter and Carl tried to break only one stick?**

- a. They could break it
- b. They couldn't break it
- c. Nothing happened

7. **Who are the characters of the story?**

8. **What is the setting of the story?**

9. **What is the title of the story?**

10. **At the end of the story, Peter and Carl felt...**

- b. happy
- b. embarrassed
- c. sad

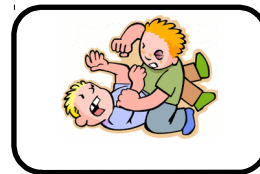
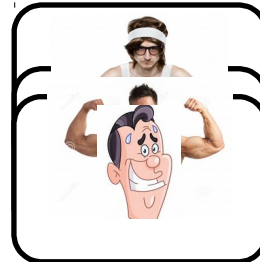
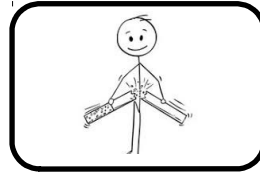
Word recognition (5 points)

Match the word with the corresponding picture:

Example: weak



- a. Farm
- b. Strong
- c. fight
- d. embarrassed
- e. break



Spelling section (8 points)

<p>Fill in the blanks with the missing letters: (Vowel sounds)</p>	<p>Unscramble the words</p>
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Example: p-r-o-b-l-e-m V__ll__ge F__ght Un__t__d __mb__rr__ss__d	Example: keaw : <u>weak</u> remraf : _____ sksits: _____ kaerb: _____ gnorts: _____
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Word sounds (4 points)

Dictation: Write the words you hear:

- a. _____
- b. _____
- c. _____
- d. _____

Sentence Making (3 points)

Organize the sentences:

- a. A - two - farmer - sons - had

- b. very - They - strong - were

- c. embarrassed - Peter - and - felt - Carl

Instrument # 3: Observation Format				
Stage 1: Prepare before Reading	1. Not displayed	2. Apparent	3. Strong	Comments
The teacher explains what a short story is about and its parts			X	The teacher used a model to explain the characteristics of short stories. The students were a little confused at the beginning. Some vocabulary hindered an initial comprehension.
The teacher activates students' previous knowledge			X	Students immediately remembered other short stories and were engaged from the very beginning
Students can predict what the story will be about.			X	The students liked to guess different options of what the story was about
The teacher helps students get involved in the reading task			X	The teacher seems very helpful with students and created an environment which fostered the students' engagement
Students participate actively during the task.		X		Students were shy to participate at the beginning of the analysis of the story. Once they achieved a deeper understanding, they were motivated to participate
The teacher reads the story aloud making emphasis on target vocabulary			X	This was very helpful for the students to get involved in the story
Students are able to identify the meanings of target vocabulary taught		X		Students needed a lot of guidance to discover the meanings of target vocabulary.
The teacher checks students' basic understanding of the text			X	The teacher took the time to check comprehension of the text with weaker students
Stage 2: Detailed Reading	1. Not displayed	2. Apparent	3. Strong	Comments
The teacher clearly models the text by explaining the purpose and content of each part		X		The text was modelled in detail. The purpose and content of the text was poorly analyzed
Students show a basic comprehension of the text parts		X		The students struggled to understand the text. A lot of guidance was needed
Teacher helps students identify grammar patterns			X	Grammar was worked sufficiently

Students show a basic comprehension of grammar patterns			X	Students grasped grammar successfully
The teacher guides students to cut out each word of the sentences from the text in order to identify the parts of the speech			X	The teacher took the time to explain and practice the parts of speech
Students show a basic comprehension of parts of the speech			X	This process helped the students understand the parts of speech
Teacher asks literal questions about the text			X	This process needed constant vocabulary clarifications
Students show a basic comprehension of the text by answering literal			X	Students were able to comprehend the text. Some weak students needed extra support
Stage 3: Joint Construction / Sentence Making	1. Not displayed	2. Apparent	3. Strong	Comments
The teacher explains sentence structure by cutting the sentences into group words			X	This was effective
The teacher models the sentence construction by organizing the words			X	This activity seemed very organized
Students show an understanding of sentence construction by organizing the scrambled sentences			X	Students seemed motivated to participate in this activity
The teacher provides appropriate scaffolding during the sentence construction process.			X	The activity was very well planned. It seemed very coherent
The teacher provides students opportunities to practice and to work cooperatively while organizing the sentences			X	Cooperative work allowed peer correction and an environment of co-construction
Stage 4: Joint Writing	1. Not displayed	2. Apparent	3. Strong	Comments
The teacher guides students to practice the words formation and spelling patterns by cutting the words into letter patterns.			X	This activity took more time than expected, but it helped the students a lot.

Students show an understanding of word formation and spelling rules		X		Definitely although constant correction was needed
The teacher explains word sounds patterns while making the sentences Students show an understanding of word sounds patterns and are able to reproduce them		X		Word sounds patterns were not explained. Word sound were explained only based on target words.
The teacher encourages students to write whole sentences using those words.	X			This stage was not evidenced in the cycle
The teacher guides students to practice writing vocabulary words autonomously.		X		This was very clear. Some students still struggle to write some words.

Instrument # 4: Think Aloud Protocol Format

STAGE	COGNITIVE PROCESS	ITEM (QUESTION)	COMMENTS FROM STUDENTS
Stage 1: Preparing before Reading	Making predictions	How can you predict what the story is about?	S3: “la foto del lobo y me imagino que le pasó” S5: “la foto del lobo disfrazado”
Stage 1: Preparing before Reading	Organizing the sequence of events	How do you recognize the sequence of events in the story?	S1: “Yo creo que al lobo se lo comen porque es malo” S9: “El lobo primero está vivo y después se muere”
Stage 1: Preparing before Reading	Previous knowledge activation	What help you understand the story? Do you know anything about this topic from before?	S3: “La historias a mí me gustan, así como el libro de la selva” S1: “porque ya yo me sé esas historias”

Stage 1: Preparing before Reading	Active listening while reading	How does listening to the story while the teacher reads it aloud help you understand it better?	S6: “Porque la miss cuenta la historia chévere y yo me la imagino” S4: “porque si la escucho la entiendo mejor”
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STAGE	COGNITIVE PROCESS	ITEM (QUESTION)	COMMENTS FROM STUDENTS
Stage 2: Detailed Reading	Text structure identification	Why is it helpful to understand the parts of a short story?	S8: “Porque ahora ya se las partes de las historias” S7: “Porque ya voy a saber las partes de otras historias”
Stage 2: Detailed Reading	Grammar items identification	What grammar patterns can you identify in short stories?	S2: “los pasados de los verbos” S3: “El pasado de las historias”
Stage 2: Detailed Reading	Sentence structure identification	How can you organize a sentence?	S5: “El sujeto, el verbo y el predicado” S10: “ El subject, verb... y el complement”
Stage 2: Detailed Reading	Scanning literal information	How can you identify specific information in the text?	S1: “Yo la busco en la lectura... más rapido escaneando” S9: “leo las preguntas y después las busco...”

STAGE	COGNITIVE PROCESS	ITEM (QUESTION)	COMMENTS FROM STUDENTS
Stage 3: Joint Construction / Sentence Making	Sentence order identification	How do you know the order of the sentence?	S10: “Miss tu nos enseñaste el orden...” S2: “Porque lo practicamos con las carticas...”

Stage 3: Joint Construction / Sentence Making	Scaffolding	How does the teacher help you construct the sentences?	S4: “cuando las organizamos en grupos...tu nos ayudabas también” S8: “Nos explicaste... y practicamos también”
Stage 3: Joint Construction / Sentence Making	Cooperative work	Why is it helpful that your classmates help you construct the sentences?	S1: “Si mis compañeros también me ayudaron” S3: “Si porque yo ayudaba a mis compañeros”

STAGE	COGNITIVE PROCESS	ITEM (QUESTION)	COMMENTS FROM STUDENTS
Stage 4: Joint Writing	Words identification	How can you recognize words formation and spelling patterns? (give examples)	S9: “porque me acuerdo cuando las practicamos...” S2: “Ya me las aprendí... practicando, y recordando las flashcards”
Stage 4: Joint Writing	Words sounds identification	How can you recognize words sounds? (give examples)	S3: “repitiendolas varias veces” S7: “Yo me doy cuenta cuando mis compañeros las pronuncian mal...”
Stage 4: Joint Writing	Autonomous words writing	How did you feel writing the words by yourself?	S1: “Bien, ya me parecen fáciles...” S10: “Ya las escribo bien... pero a veces me equivoco”

12.2 Class Materials

The following are the materials that support the intervention, such as worksheets, links, and others:

Class Material #1

PRE-READING ACTIVITY

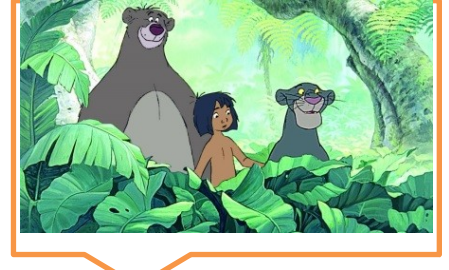


Reading Strategy:

Activating Schema: This strategy helps you to think about and use what you already know and make associations.

Activating Previous Knowledge:

What are the names of these stories?



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What is particular in short stories?

Use animals as
characters

Have a moral

Narrate events
in the past

Are for
entertainment

Class Material #2

PRE-READING ACTIVITY

Making Predictions

Short story: THE WOLF IN SHEEP'S CLOTHES

BEFORE READING


Reading Strategy:



Predicting

Good readers think about what's going to happen and make predictions

Story prediction chart

What does the title tell you about the story?	What does the front picture tell you?
<i>THE WOLF IN SHEEP'S CLOTHING</i>	

Directions: Look at the pictures.

Can you order the sequence of the pictures?

What do you think will happen?



#

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Class Material #3

General comprehension. Listen to the story while the teacher reads it aloud:

THE WOLF IN SHEEP'S CLOTHING



One day a clever wolf found a sheepskin on the ground. He covered himself with the sheepskin and got into a flock of sheep that were in a village to fool them. He

thought, “The shepherd is drinking with his servants today and will think I am another sheep in the flock, so I will wait until the sunset and at night I will run away with a fat sheep and eat it.”

All went well as he planned. The drunk shepherd looked and did not notice one of the sheep was the wolf. The wolf waited patiently for the night to advance and become darker. But then something unexpected happened. One of the servants of the shepherd approached to the group of sheep. He had to bring a fat sheep for dinner.

Bad luck, the servant picked up the wolf dressed in the sheepskin. That night the shepherd and his servants ate the wolf for dinner.

See Class Material #4

Target Vocabulary. While reading the text, check the highlighted words and do the exercise below:

THE WOLF IN SHEEP’S CLOTHING



One day a clever wolf found a ¹ sheepskin on the ² ground. He covered himself with the sheepskin and got into a ³ flock of ⁴ sheep that were in a ⁵ village to fool them. He thought, “The ⁶ shepherd is drinking with his ⁷ servants today and will think I am another sheep in the flock, so I will wait until the ⁸ sunset and at ⁹ night I will run away with a fat sheep and eat it.”

All went well as he planned. The drunk shepherd looked and did not notice one of the sheep was the wolf. The wolf waited patiently for the night to advance and become darker. But then something unexpected happened. One of the servants of the shepherd approached to the group of sheep. He had to bring a fat sheep for ¹⁰ dinner.

Bad luck, the servant picked up the wolf dressed in the sheepskin. That night the shepherd and his servants ate the wolf for dinner.

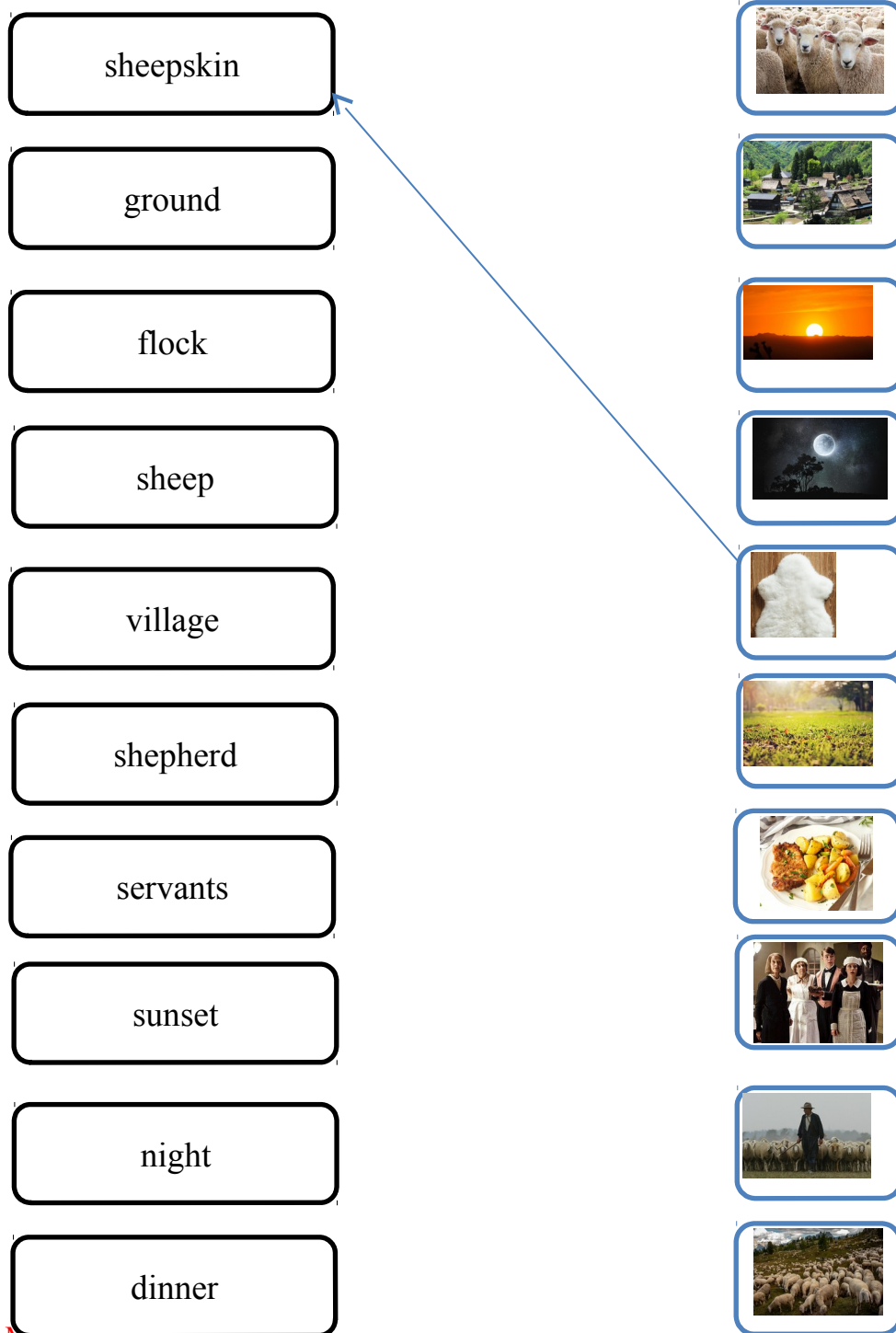
Match the vocabulary words with the pictures. Pictures and words are shown in flash cards:

VOCABUARY WORDS



PICTURES





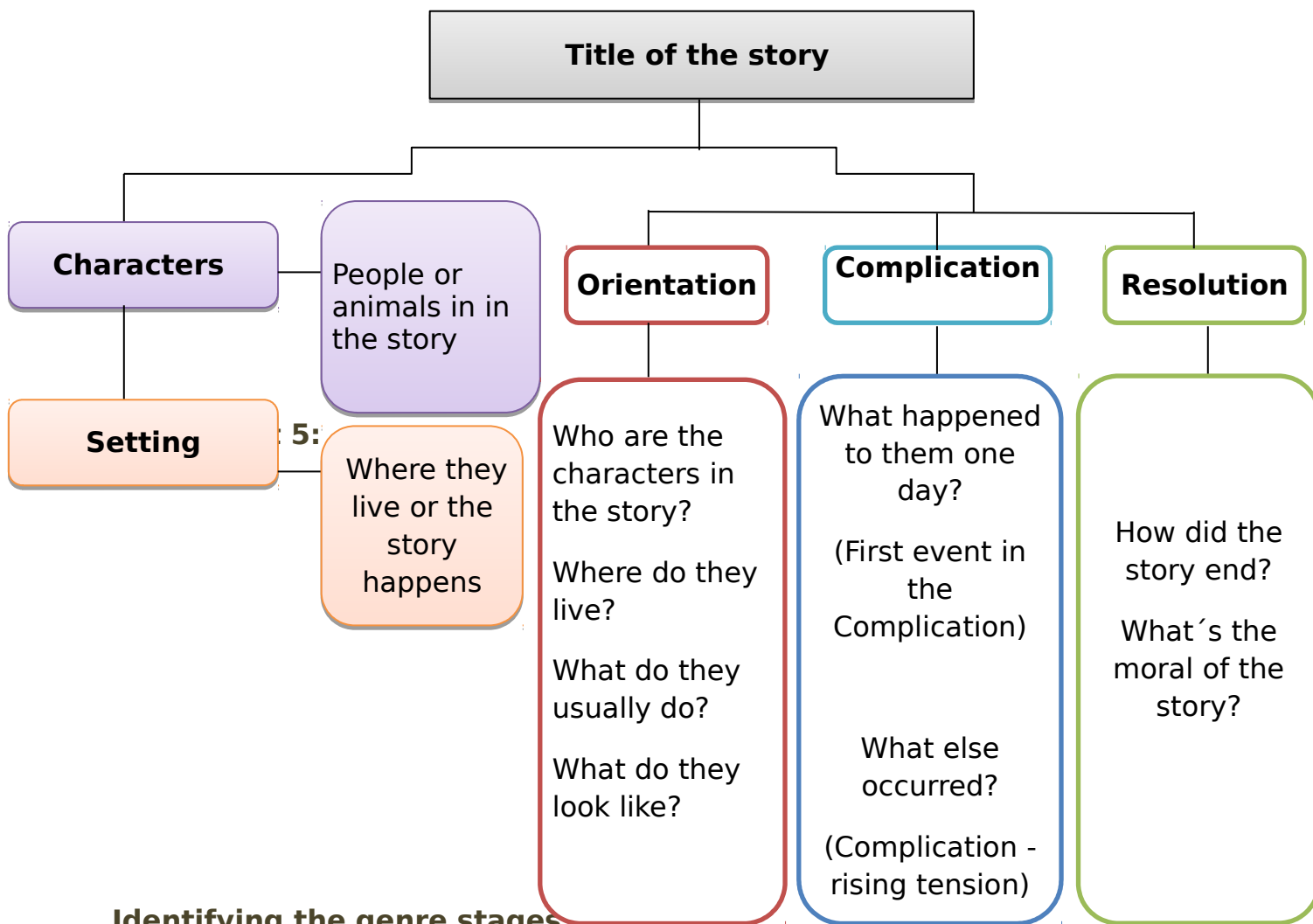
Class Material #5.

Identifying the structure of a short story

STAGES OF A SHORT STORY

Stories have three main stages:

- **Orientation:** Explains **how the story begins**, as well as certain **characteristics** of the **main characters** and the **setting**.
- **Complication:** The **climax** of the story is presented as well as **unexpected events**.
- **Resolution:** Show **how the story ends** and suggests a **moral**.



Identifying the genre stages.

Read the text and check the stages of this short story:

THE WOLF IN SHEEP'S CLOTHING



One day in a big farm a clever wolf found a sheepskin on the ground. He covered himself with the sheepskin and got into a flock of sheep that were in a village to fool them. He thought, “The shepherd is drinking with his servants today and will think I am another sheep in the flock, so I will wait until the sunset and at night I will run away with a fat sheep and eat it.”

All went well as he planned. The drunk shepherd looked and did not notice one of the sheep was the wolf. The wolf waited patiently for the night to advance and become darker. But then something unexpected happened. One of the servants of the shepherd approached to the group of sheep. He had to bring the best sheep for dinner.

Bad luck, the servant picked up the wolf dressed in the sheepskin. That night the shepherd and his servants ate the wolf for dinner.

Orientation

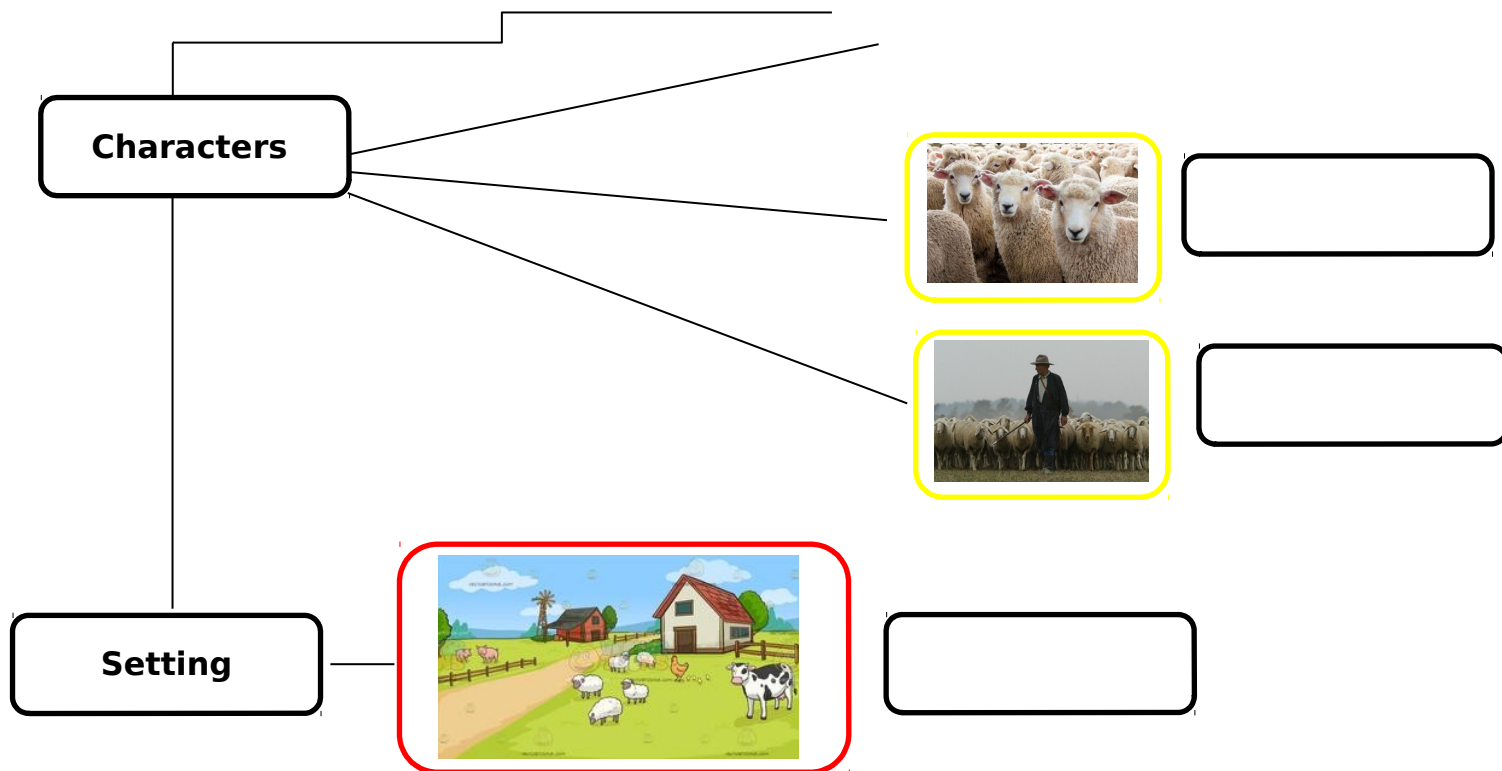
Comp
licati
on

Resolution

Complete the diagram:

Title →





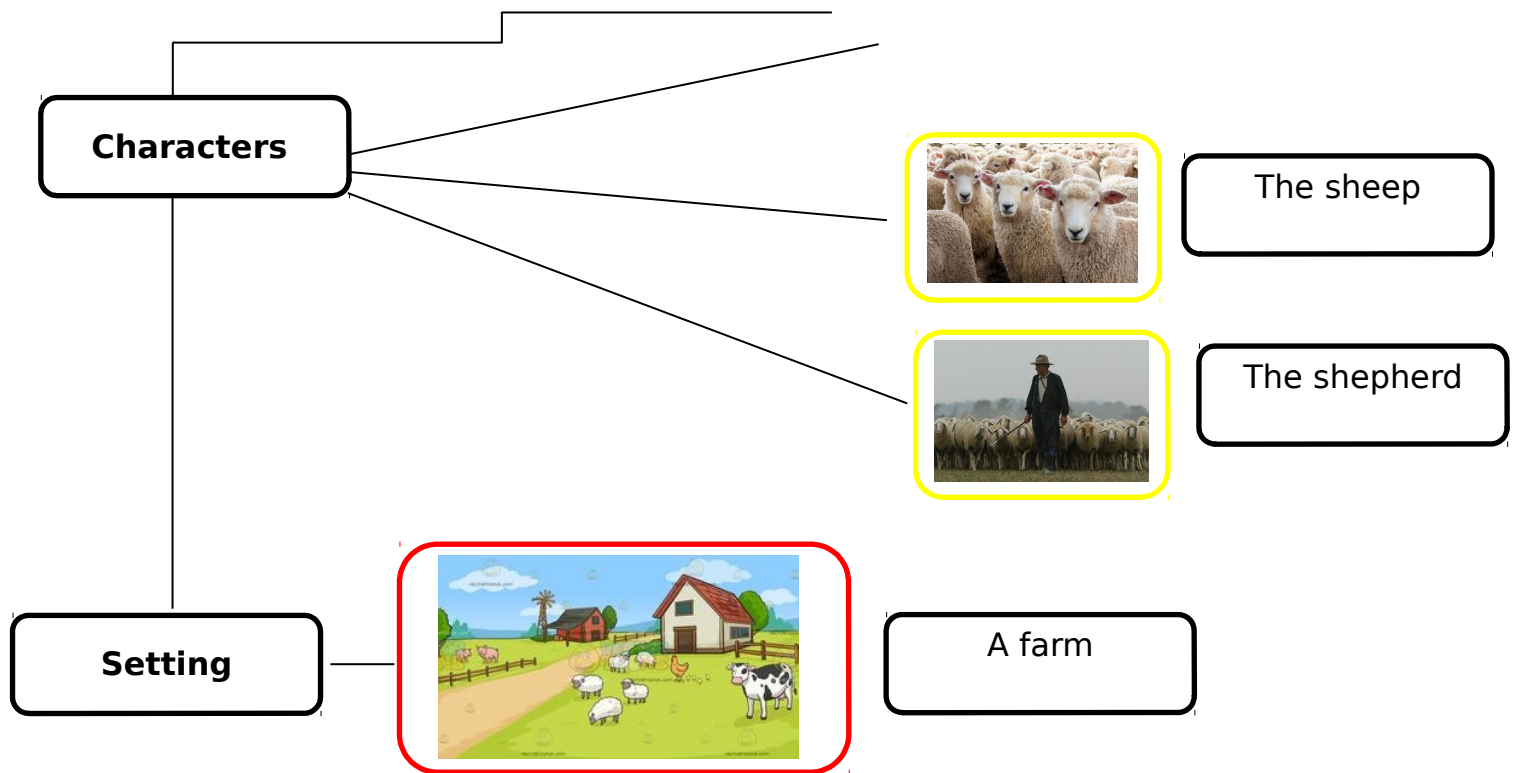
Check your diagram with the one below:

Title →

THE WOLF IN SHEEP'S CLOTHING



The wolf



Class Material #6

Identifying grammar in short stories

While reading the text, check the highlighted words, which are verbs in the past. Then do the exercise below:

THE WOLF IN SHEEP'S CLOTHING



One day in a big farm a clever wolf found a sheepskin on the ground. He covered himself with the sheepskin and got into a flock of sheep that were in a village to fool them. He thought, “The shepherd is drinking with his servants today and will think I am another sheep in the flock, so I will wait until the sunset and at night I will run away with a fat sheep and eat it.”

All went well as he planned. The drunk shepherd looked and did not notice one of the sheep was the wolf. The wolf waited patiently for the night to advance and become darker. But then something unexpected happened. One of the servants of the shepherd approached to the group of sheep. He had to bring the best sheep for dinner.

Bad luck, the servant picked up the wolf dressed in the sheepskin.

That night the shepherd and his servants ate the wolf for dinner.

Short stories usually narrate events in PAST.

Words meanings

PAST TENSE

Complete the grid by writing the past tense of the verbs. Check the verbs highlighted in the text:

<i>PRESENT</i>	<i>PAST</i>	<i>MEANING IN SPANISH</i>
wait		esperar
eat		comer
pick up		recoger
go		ir
look		mirar
happen		suceder
approach		acercarse
find		encontrar
cover		cubrirse
get (into)		meterse
be		estar

Class Material #7

While reading the text, spot nouns and adjectives used. Then do the exercise below:

THE WOLF IN SHEEP'S CLOTHING



One day in a big farm a clever wolf found a sheepskin on the ground. He covered himself with the sheepskin and got into a flock of sheep that were in a village to fool them. He thought, “The shepherd is drinking with his servants today and will think I am another sheep in the flock, so I will wait until the sunset and at night I will run away with a fat sheep and eat it.”

All went well as he planned. The drunk shepherd looked and did not notice one of the sheep was the wolf. The wolf waited patiently for the night to advance and become darker. But then something unexpected happened. One of the servants of the shepherd approached to the group of sheep. He had to bring the best sheep for dinner.

Bad luck, the servant picked up the wolf dressed in the sheepskin. That night the shepherd and his servants ate the wolf for dinner.

Flip the cards and match the nouns with their corresponding adjectives:

ADJECTIVES

BIG

NOUNS

WOLF

ADJECTIVES

DRUNK

NOUNS

SHEEP

ADJECTIVES

CLEVER

NOUNS

FARM

ADJECTIVES

FAT

NOUNS

SHEEP

ADJECTIVES

BEST

NOUNS

SHEPHERD

Class Material #8

Reading Comprehension questions

LITERAL QUESTIONS

Directions: Scan the text and answer the questions that follow. Refer to the text to specify the line where the answers of the questions are.

Circle the Word in the text:

1. Who is the story about?

- a. a cat b. a wolf c. a dog

Line (s) number: _____

2. Where did the wolf find the sheepskin?

- a. On the ground b. in the closet c. in the water

Line(s) number: _____

3. Where were the sheep?

- a. at home b. in the river c. in a village

Line(s) number: _____

Reading strategy: Scanning
is looking through a
passage for information you
need. This saves time
because you only read the
information you want.



1 One day in a big farm a clever wolf found a sheepskin on the floor. 2
He covered himself with the sheepskin and got into a flock of 3
sheep that were in a village to fool them. He thought, “The 4
shepherd is drinking with his servants today and will think I am 5
another sheep in the flock, so I will wait until the sunset and at 6
night I will run away with a fat sheep and eat it.”

4. How did the shepherd feel?

- a. drunk b. happy c. sad

Line (s) number: _____

5. What did the shepherd and his servants eat?

a. the sheep b. the wolf c. a chicken

Line (s) number: _____

7 All went well as he planned. The drunk shepherd looked and did 8
not notice one of the sheep was the wolf. The wolf waited 9
patiently for the night to advance and become darker. But then 10
something unexpected happened. One of the servants of the 11
shepherd approached to the group of sheep. He had to bring the 12
best sheep for dinner.

13 Bad luck, the servant picked up the wolf dressed in the 14
sheepskin. That night the shepherd and his servants ate the wolf 15
for dinner.

Class Material #9

Sentence Writing (Joint Construction)

Organize the sentences:

Example:

Begin the
sentence with
capital letter

SUBJECT



VERB



COMPLEMEN
T

A clever wolf found a sheepskin on the ground

covered with He himself sheepskin the

a for dinner The servant sheep had to bring fat

picked up The wolf the servant

and The shepherd the wolf ate for dinner his servants

Class Material #10

Look at the highlighted words and do the exercise below:

THE WOLF IN SHEEP'S CLOTHING



One day a clever wolf found a sheepskin on the ground.

He covered himself with the sheepskin and got into a flock of sheep that were in a village to fool them. He

thought, “The shepherd is drinking with his servants today and will think I am another sheep in the flock, so I will wait until the sunset and at night I will run away with a fat sheep and eat it.”

All went well as he planned. The drunk shepherd looked and did not notice one of the sheep was the wolf. The wolf waited patiently for the night to advance and become darker. But then something unexpected happened. One of the servants of the shepherd approached to the group of sheep. He had to bring a fat sheep for dinner.

Bad luck, the servant picked up the wolf dressed in the sheepskin. That night the shepherd and his servants ate the wolf for dinner.

Word Formation.

Unscramble the following words:

peeshniks

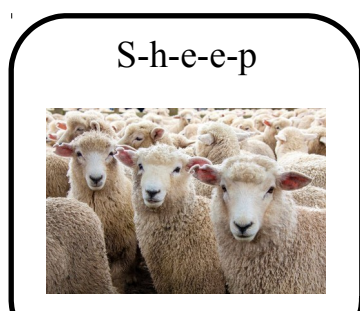


sheepskin

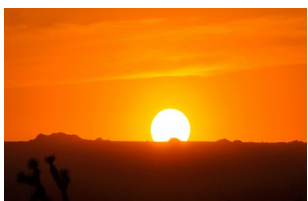
dnougr	→	
coofl	→	
peesh	→	
eagillv	→	
shepherd	→	
estnavrs	→	
tesuss	→	
htgni	→	
erdnin	→	

Class Material #11

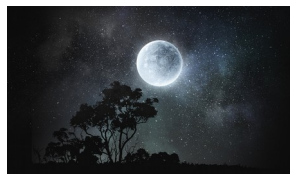
Spelling. Spell the following vocabulary words. Pictures and words are shown in flash cards:



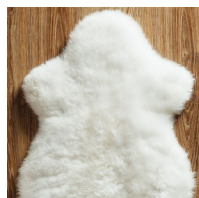
S-u-n-s-e-t



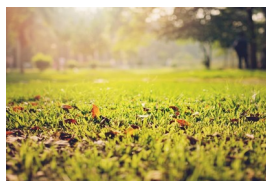
N-i-g-h-t



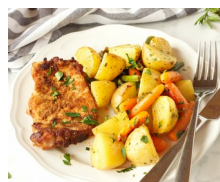
S-h-e-e-p-s-k-i-n



G-r-o-u-n-d



D-i-n-n-e-r



S-e-r-v-a-n-t-s



S-h-e-p-p-e-r-d



F-l-o-c-k



Class M

Word sou

Dictation: Listen to the following words and write them down. (The same target vocabulary)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

12.3 Evidences

The following are the evidences taken during the intervention, in relation to the different activities carried out in class, using the different class materials. These include pictures and links of videos:

Evidences Class Material #1

Pre reading activity / activating previous
Knowledge



Evidences Class Material #2

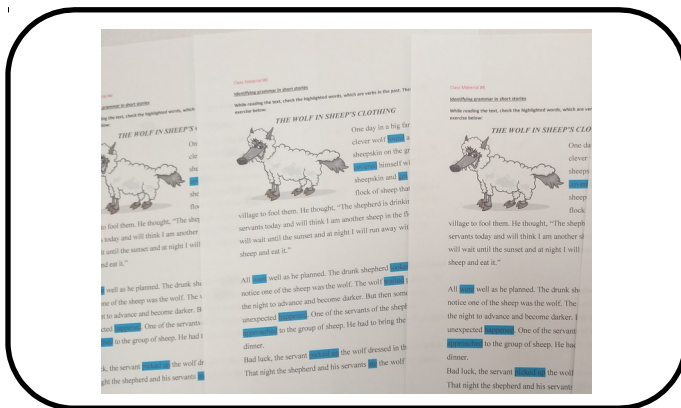
Pre reading activity / Making
predictions and sequencing



Evidences Class Material #3

Reading aloud

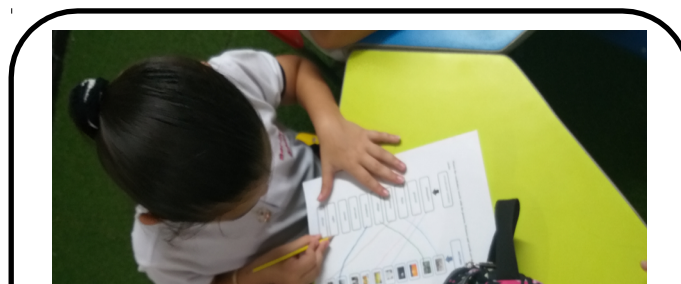
See video material # 3: <https://youtu.be/-VTcxhO0Z4U>



Evidences Class Material #4

Target Vocabulary

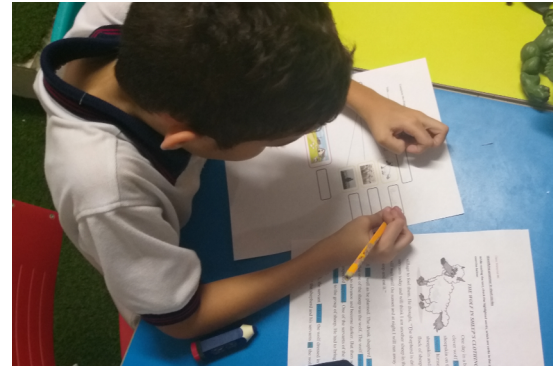
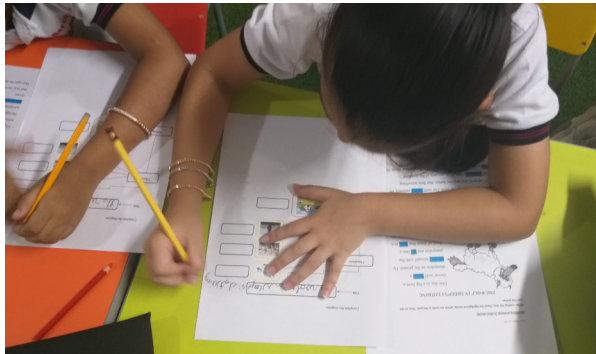
See video for material #4 at: <https://youtu.be/FYM7JKnuV38>





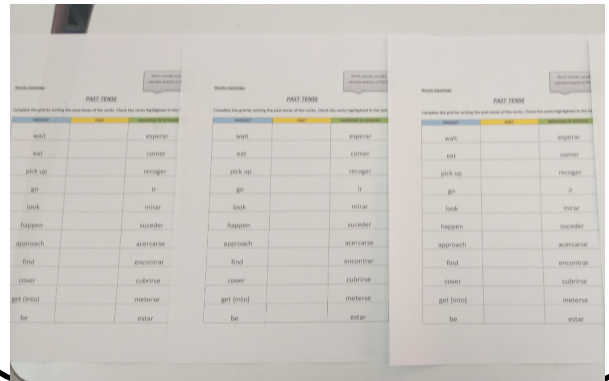
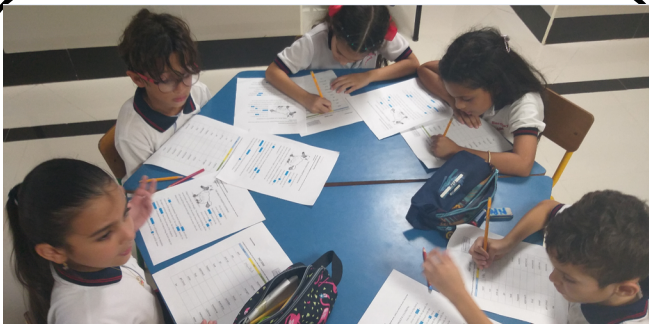
Evidences Class Material #5

Stages of a short story

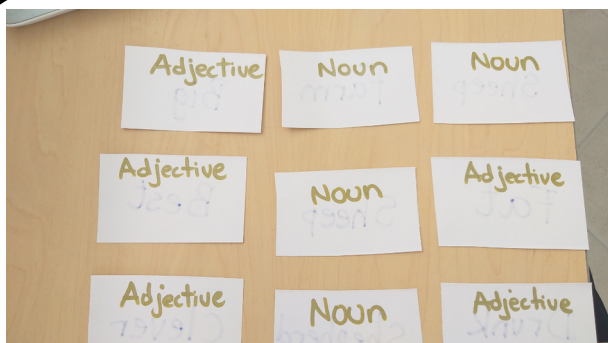


Evidences Class Material #6

Identifying grammar / past tense

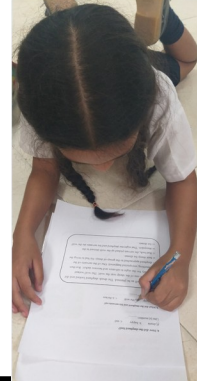
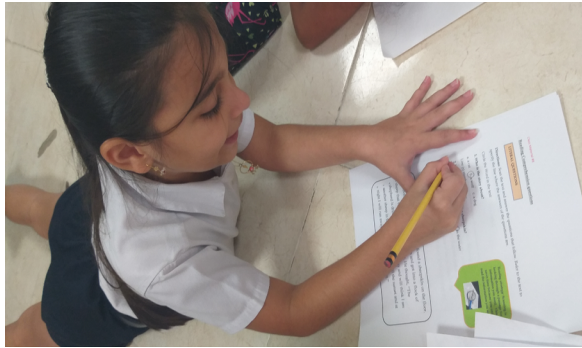


Identifying grammar / Adjectives Vs Nouns



Evidences Class Material #8

Reading for Literal comprehension



Evidences Class Material #9

Sentence writing / Joint construction



Evidences Class Material #10

Word formation, spelling and dictation

See video Material #10 at: <https://youtu.be/xeMwH6LQ-84>

