

Worksheets Based on Deep Cultural Issues for Reading Comprehension in Eleventh Graders

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Abstract

This research study describes the development and implementation of six worksheets based on deep cultural issues to enhance the reading comprehension process in eleventh graders. Due to the nature of this study in terms of observation, problem identification, description, analysis, intervention and assessment, the action research was the approach that covers this inquiry which took place at Tecnico Domingo Faustino Sarmiento school, a public institution in Rionegro, Bogota, Colombia. This study involved twelve students from eleventh grade, noon shift. After the intervention, I used the grounded approach to analyse the data gathered through the three instruments: students' artefacts (worksheets), field notes and a survey at the end of the process. As a result, I obtained that innovative materials with challenging activities, attractive presentation, appealing content, and the appropriate methodology that for this study was CLIL, are effective sources to improve not only reading skill but also writing and speaking skills. Regarding deep cultural issues, it is important to mention how relevant they were for the students who developed unconscious processes such as critical thinking, cultural awareness and problem-solving. Finally, the use of prior knowledge and several reading strategies (analysing the vocabulary, mapping, skimming and scanning) were precise to achieve the comprehension of texts.

Keywords: materials development, deep cultural issues, reading comprehension, critical thinking, cultural awareness, problem-solving and CLIL

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Resumen

Este proyecto de investigación describe el desarrollo e implementación de seis guías basadas en problemas culturales profundos para mejorar el proceso de comprensión lectora en estudiantes de grado once. Debido a la naturaleza de este estudio en términos de observación, identificación de un problema, descripción, análisis, intervención y evaluación, la investigación acción fue el enfoque que cubrió esta investigación, la cual tomo lugar en la institución educativa distrital colegio Técnico Domingo Faustino Sarmiento, en Rionegro, Bogotá, Colombia. Este estudio involucro doce estudiantes de grado once, jornada tarde. Luego de la intervención pedagógica, use el enfoque basado en la teoría fundamentada en datos para analizar la información recolectada a través de tres instrumentos: trabajo de los estudiantes (guías), notas de campo y una encuesta al final del proceso. Como resultado, obtuve que materiales innovativos con actividades estimulantes, presentación atractiva, contenido interesante y una apropiada metodología que para este estudio fue CLIL, son recursos efectivos para mejorar no solo la habilidad de lectura sino también las habilidades de escritura y oralidad. En relación a los problemas culturales, es importante mencionar cuan relevantes ellos fueron para los estudiantes quienes desarrollaron inconscientemente procesos de pensamiento crítico, conciencia cultural y resolución de problemas. Finalmente, el uso del conocimiento previo y varias estrategias de lectura (analizar el vocabulario, mapas de ideas y escaneo) fueron precisas para lograr la comprensión de textos.

Palabras clave: desarrollo de materiales, problemas culturales profundos, comprensión de lectura, pensamiento crítico, conciencia cultural, resolución de problemas y CLIL

Resumen Analítico en Educación - RAE

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1. Información General	
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2. Descripción
<p>This action research study describes the development and implementation of six worksheets based on deep cultural issues to enhance the reading comprehension process in eleventh graders at Domingo Faustino Sarmiento school, a public institution located in Bogota, Colombia. This study involved twelve students from eleventh grade, noon shift. After the intervention, I used the grounded approach to analyse the data gathered through the three data collection instruments: students' artefacts (worksheets), field notes and a survey at the end of the process. I concluded that innovative materials with challenging activities, attractive presentation, appealing content, and appropriate methodology-</p>

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CLIL, in this case - are effective sources to improve not only the reading skill but also writing and speaking. Regarding deep cultural issues, it is important to mention that they were essential for the students to develop unconscious processes such as critical thinking, cultural awareness and problem-solving. Finally, the use of prior knowledge and several reading strategies (analysing the vocabulary, mapping, skimming and scanning) were precise to achieve the comprehension of texts.

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4. Contenidos

Chapter I

Research Problem

Research Problem

This study was carried out at Domingo Faustino Sarmiento school, a public institution located in the north of Bogota, with a group of eleventh graders. Although most of the students knew how to read in English, they did not comprehend all the information presented in the texts. This difficulty was not evident only in the English classes, but also in other subjects such as social studies, science, and history, among others. Therefore, I conducted a needs analysis and a diagnostic evaluation to identify and reaffirm that the majority of the students had serious weaknesses in reading comprehension, grammar, and vocabulary. In light of this, I decided to conduct a research study to improve the students' reading skill because this ability helps learners to gain vocabulary and contributes to the development of their writing and speaking skills. Additionally, the needs assessment displayed that eleventh graders were interested in working some cultural issues. Hence, I considered fundamental to

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develop worksheets based on students' preferences (deep cultural issues) to foster their reading comprehension.

Research Question

How do the development and implementation of worksheets based on deep cultural issues contribute to develop the reading comprehension process in eleventh graders at a public school?

General Objective. To analyze how the development and implementation of worksheets based on deep-cultural issues contribute to the reading comprehension process in eleventh graders at a public school.

Specific Objectives. (a) To assess the effectiveness and suitability of implementing and developing materials based on deep-cultural issues to foster eleventh graders' reading comprehension; (b) to describe how deep cultural issues enhance students' reading comprehension; and (c) to analyze the students' reading comprehension before and after implementing the worksheets.

Chapter II**Literature Review**

This chapter explains the three main constructs of this research study: Materials development, deep cultural issues and reading comprehension.

Materials Development (MD)

The main authors that framed this construct were Tomlinson (2011) and Núñez and Téllez (2009) who attested that MD entails the production of suitable and effective teaching sources to foster learning. Similarly, Núñez (2010) claimed that teachers can combine authentic and non-authentic materials to make the resources meaningful and relevant for the students. For this pedagogical intervention, I designed a set of worksheets that, according to Núñez (2017) and Lee (2014), are contextualized sources to improve a language skill, which in this case was reading.

Deep cultural issues

In this second construct, culture was defined by ATA (2003), Hanley (1999), Shaules (2007), and UNESCO (1982) as a system that comprises beliefs, thoughts, identities, behaviors and features of a group or a society. By the same token, Hanley (1999), Meraji and Zamanian (2014), and Sapir (1970) stated that culture makes part of the language that is taught and that language learning involves culture learning. Following these insights, I selected deep culture as a content rather than as a superficial aspect. In this regard, Shaules (2007) defined deep culture as hidden features that can shape behaviors and awareness.

Reading comprehension

According to McCullough (1974), reading is a skill that allows the individuals to interpret symbols. Additionally, Doake (1974) and Hirsch (2003) mentioned that reading comprehension is a continuous process in which the reader carries out a dialogue with the written information, linking prior experiences to what it has been read. Finally, scholars such as Brown (2007), Hammer (2007) and Macnamara (2006) argued that, to achieve effective comprehension, it is necessary to use appropriate reading strategies.

Chapter III**Methodological Design****Research Design**

This section presents the approach and type of study that frame this enquiry. It also deals with the participants, context, and data gathering instruments.

Instructional Design

The instructional design is centered on the pedagogical intervention and its phases to enhance students' reading comprehension. It presents the intervention as innovation, the pedagogical

dimensions, the theoretical foundations on the theory of language and language learning, and the relation of the pedagogical strategy with the research question. Similarly, it describes the features of the methodological approach, the instructional phases, the topic selection, the design of the reading worksheets based on deep cultural issues and the use of some reading strategies to improve students' comprehension. Finally, it covers the implementation process.

Chapter IV

Data Analysis

This chapter explores the data analysis and the categories and subcategories that emerged after analyzing the information obtained with the three instruments: students' artefacts, field notes and survey.

Category 1: Innovating through contextualized materials for language use.

Catching attention and interest through attractive pictures and nice layout. (1) Attractive, meaningful, colorful, and enjoyable worksheets caught students' attention (Núñez, Pineda & Téllez, 2004; Tomlinson, 2003). (2) Students were motivated and showed permanent interest in the worksheets due to their presentation and layout (Jolly and Bolitho, 1998).

Varied and challenging activities through an appealing content. (1) Students developed challenging activities that promoted learning (Núñez, Téllez, Castellanos & Ramos, 2009). (2) Eleventh graders were interested in working on the varied content included in the six worksheets and broadened their knowledge of deep cultural issues. (Harwood, 2010; Marsh, 2012; Misshan & Timmis, 2015).

Confidence in using the language naturally. (1) The reading practice promoted the development of other skills such as writing. The students increased their confidence to solve questions and develop different reading tasks (Christopher & Masuhara, 2013; Tomlinson, 2003). (2) Students expressed

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their opinions, answered questions, and completed dialogues by using the language in a natural way (Mehisto, 2012; Tomlinson, 2003). (3) The application of some learning strategies helped students to solve tasks, thereby generating confidence (Oxford, 1996).

Category 2: Deep cultural issues foster learning

Reflection on cultural issues fosters learning. (1) Students learnt useful information from the content offered. This content helped eleventh graders to shape their own thoughts about cultural issues (Sapir, 1958; Shaules, 2007). (2) Students reflected on the issues that they normally experience and gave solutions to solve them (Shaules, 2010).

Rising cultural awareness by using critical thinking. (1) The students developed their critical thinking and cultural awareness when conveying their opinions and answering questions (Bolitho, 2003; Byram, 1987; Gaston, 1984; Nieto, 2010). (2) The learners shaped their perception of cultural issues and adopted a strong posture, which demonstrated their cultural awareness and critical thinking. (3) Students worked on problem solving when proposing solutions to the issues presented in the worksheets (Shaules, 2010).

Category 3: Fostering reading comprehension

Gaining comprehension by being a strategic reader. (1) Students recognized and analyzed new vocabulary. Then, they used the new words to interpret the readings and make new assumptions (Grabe, 2014; Islam & Mares, 2014; Junca, 2012). (2) Eleventh graders became strategic readers because they could understand and comprehend key information from the texts by using reading strategies.

Gaining new information by using background knowledge. (1) Students established connections between their previous knowledge and the new concepts they read (Cummins, 1996; Pearson, 2009;

Tawalbeh & Al-zuoud, 2013). (2) Students presented relevant information in which it was possible to observe that they enjoyed reading and learning new vocabulary.

Chapter V

Conclusions and Pedagogical Implications

This chapter displayed the most relevant information in regard to the findings of this research study. Likewise, it showed the pedagogical implications for me as a teacher-researcher and materials developer, for the students, for the institution where this study took place, and for the English language teaching community. This chapter also presented the limitations of the study and some further questions that may be considered in further research.

5. Metodología

Research design

Research approach

Due to the characteristics of this study, I adopted the qualitative research that, according to scholars such as Sherman and Webb (1988), Marshall and Rossman (1999), and Lankshear and Knobel (2004), permits the researchers to experience, feel, live, participate, interpret, and understand social and cultural phenomena that occur in natural and real contexts by observing, collecting data, describing and stating a possible intervention.

Type of Study

The type of study that meets the features of my inquiry is action research that, in Burns' words (2010), allows to improve a social situation which connects the educational practice with the triple role of the teacher (teacher-researcher and materials developer).

Participants

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Students. Eleventh grade had 30 students aged from 16 to 19. I selected 12 of these students due to their low results in an English proficiency test that I applied at the beginning of this research. Besides, they expressed their interest in improving their reading comprehension. The students were selected by means of the convenience sampling technique, which allows the researchers to choose the participants in accordance with their interests, likes or benefits.

Teacher as researcher and materials developer. Burns (2010) stated that “a teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time being one of the participants in it” (p. 2). In this sense, I performed a triple role along the implementation of this pedagogical intervention. As a teacher researcher, I constantly visualized, analyzed, and interpreted the situations that occurred in the classroom. As a materials developer, I designed six reading worksheets based on the students’ needs to improve their reading comprehension. Finally, as a teacher, I guided the activities and supported the eleventh graders’ learning process.

Data Gathering Instruments:

Artifacts. Hubbard and Power (1999) and Lankshear and Knobel (2004) stated that artefacts are relevant evidence of what students do in the classroom. Hence, the worksheets that I designed served the purpose of artifacts.

Field notes. Wallace (1998), Hubbard and Power (1999), and Lankshear and Knobel (2004) claimed that field notes represent effective tools to collect detailed and precise information regarding the subject matter. For this pedagogical intervention, I used the field notes when students were working on the worksheets.

Survey. Burns (2010) and Hubbard and Power (1999) attested that if a large group of people is desired to be interviewed, time becomes a constraint; thus, the survey becomes an appropriate instrument to obtain responses from several individuals. I selected this instrument to prioritize time

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and resources, and to get solid and valid data concerning the students' reading comprehension process.

I administered an entrance survey and a final digital survey.

Analysis Process

Analyzing and interpreting the information implied the use of the grounded approach, which Charmaz (2008) and Bryant (2017) explained as collecting data to generate theory. This approach entails naming, grouping, finding relationships, and displaying. I used the color coding technique to highlight key words, similarities and commonalities. Then, I organized and reduced the data into categories and subcategories (Bergaus, Gorra & Stottok, 2011; Burns, 1998; Miles & Huberman (1994); Saldaña, 2011).

Triangulation

I used the theoretical and methodological triangulation approach, which implies the use of different sources of information to facilitate the validation of the analysis. Therefore, I supported my analysis with data from the field notes, surveys and artefacts (Denzin, 1989; Freeman, 1998).

Instructional design**Pedagogical intervention**

The pedagogical intervention of this study embraced the development and implementation of six worksheets based on deep culture to enhance the eleventh graders' reading comprehension process.

Instructional objectives

Main Objective: To design and implement six reading worksheets based on deep cultural issues to improve the reading comprehension process in eleventh graders at a public school.

Specific Objectives: (a) to assess the effectiveness of worksheets based on cultural issues to enhance students' reading comprehension; (b) to orientate the students' prior knowledge about deep cultural issues; (c) to generate a learning environment where students improve their reading

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comprehension process; (d) to help students become aware of the reading strategies worked on the worksheets.

Second Language Acquisition Principles

For the purpose of this intervention, the worksheets had to be appealing and relevant, comprising useful content and challenging but attainable activities that encouraged students to use the foreign language naturally in daily situations. Likewise, the worksheets included varied activities that considered the students' learning styles, offered diverse options in which the participants could make decisions and discover rules by themselves; and finally, they provided reading tasks so that eleventh graders had the opportunity to express their opinions and feel at ease (Tomlinson, 2003).

Methodological Approach Underlying Pedagogical Intervention

The methodological approach that supports this pedagogical intervention was Content and Language Integrated Learning (CLIL hereafter). Dalton (2011) defined CLIL "as an educational model for contexts where the classroom provides the only site for learners' interaction in the target language" (p. 182). This approach allowed me to integrate culture, language learning, and contents from different subject matters (Lin, 2016; Nunan, 1989; Pokrivcáková & Malá, 2004; Widdowson, 1978).

Intervention as innovation

The fact of implementing worksheets based on deep culture to improve reading comprehension was new in DOFASA school because it transformed the previous practices. For students this intervention marked a change in their language learning process. It was also innovative for me as a teacher because it inspired me to develop effective, meaningful and appealing materials (Karavas, 1998; Nicholls, 1983; Núñez, Téllez & Castellanos, 2017).

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Theory of language and language learning. Tudor (2001) affirmed that there are several perspectives regarding the nature of language. The vision of language that better suits this intervention is the linguistic perspective because reading comprehension is a skill in which elements such as vocabulary, grammar, discourse and phonology need to be worked. I also kept in mind the culture and ideology perspective because the language itself entails characteristics of the sociocultural dimension. Moreover, the vision of language learning underlying this pedagogical intervention was the analytical view, which is related to the linguistic perspective. To this respect, Tudor (2001) mentioned that the analytical view is focused on how “explicit attention to the regularities of language and language use can play a positive role in learning” (p. 86) Thus, this view takes into account elements such as grammar, lexis and phonology.

Bearing in mind that this pedagogical intervention attempts to improve the students’ reading comprehension, the analytical learning vision guided the students’ language learning process by using analytical skills and reflecting on their own advances.

Connection of the pedagogical intervention with the research question. The implementation of six reading worksheets was a strategy for improving the eleventh graders’ reading comprehension. The benefits of enhancing the reading skill are noticeable because it allows the students to not only improve their EFL performance, but also to construct meanings. Besides, it is pertinent to bear in mind that when a language is taught, part of its culture is transmitted too. Brown (2007) claimed that “whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting” (p. 74). Thus, the materials implemented provided features of the students’ culture. Finally, the pedagogical intervention promoted the use of reading strategies that helped eleventh graders to improve their reading comprehension.

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Suggested instructional phases. In this section I stated the seven phases I followed to develop the worksheets:

Students` informed consent. I designed two consent letters: The first one for the principal of the institution asking for permission to conduct the study; and the second one for the parents and students. These letters clarified that the data gathered would be used exclusively for research purposes and that the students` information would be confidential.

Proposed framework for materials development. I created my own MD framework based on the ones suggested by Graves (1996), Masuhara (1998), Jolly and Bolitho (1998), Núñez et al., (2004), Núñez and Téllez (2009), Núñez et al., (2009) and Núñez et al., (2012). In this sense, I stated the following phases: establishing students` needs, setting objectives and informing the participants about the purpose of the study, selecting the content, developing materials and activities; and making adjustments if it is required. Finally, I considered pertinent to include one more stage focused on adapting the approach –CLI– because it was new in the public institution where this study took place.

Observation and identification students` profile. I implemented a diagnosis activity to explore the eleventh graders` abilities in the English class. Then, I administered a survey to identify the students` profile by asking them about their English proficiency level, their experience with reading, the types of texts they liked to read, and the common problems they faced when working on reading activities. The data collected showed that the students had some difficulties with grammar, vocabulary and reading comprehension.

Topic selection for reading comprehension. As I mentioned in the first phase, I conducted a survey to explore the topics in which students were interested in. This allowed me to organize both a sequence of diverse deep cultural issues that students experienced in their everyday life, and some topics from other subjects at school.

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Approach context adaptation. Considering the context where the study took place and the characteristics of the students, this phase sought to adapt the CLIL approach to transform the traditional teaching methodology. This phase integrated the content from different subjects and allowed the students to learn without being centered on grammar.

Sensitization of reading comprehension. During this phase, I presented my students the objectives of this intervention and the characteristics of the reading comprehension process. I also explained the participants that the worksheets I designed were based on their needs and interests.

Reconnaissance of the reading comprehension process. In this phase, I presented the students some strategies to develop reading comprehension exercises: recognizing grammatical word classes and rules, interpreting word order, skimming and scanning information, identifying the purpose of a text, among others (Brown, 2007). Moreover, the students identified some learning strategies suggested by Oxford (1996), which were included in the activities that followed the sequence of pre, while, and post- reading.

6. Conclusiones

Conclusions

- When developing materials, it is necessary to start by systematizing the information so that teachers are able to make decisions about the content, the language and learning necessities, and the activities that need to be included in the materials (Graves, 1996; Núñez, Téllez & Castellanos, 2017).
- Effective materials are all those sources with appealing content, attractive presentation, diverse and challenging activities, reading sequences, and learning and reading strategies that lead

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students to improve their reading comprehension process (Jolly & Bolitho, 1998; Núñez et al., 2004; Núñez & Téllez, 2009; Núñez et al., 2012; Tomlinson, 1998).

- CLIL was an adequate approach to enhance the reading skill because it promoted not only the content and language learning, but also the development of other abilities such as comprehension, conceptualization and appreciation of experiences (Mehisto, 2012).
- When students are not focused on learning grammar, the use a foreign language becomes a natural activity that promotes content learning and language practice (Mehisto, 2012; Tomlinson, 2003).
- The use of reading strategies allowed the eleventh graders to understand main ideas and specific details, link new concepts and meanings to their previous knowledge, and create the habit of reading for pleasure (Derewianka, 2003; McDonough, Shaw & Masuhara, 2013).

Pedagogical Implications

- Designing and creating materials was a great experience because it permitted me to grow professionally, incorporate the research practice in my daily classes, and become aware of the importance of developing innovative materials to promote meaningful and effective teaching sessions.
- The implementation of materials with a specific learning methodology (CLIL), generated a change in the EFL classroom since the school did not have an appropriate methodological approach to teach English or foster the students' reading competence, which is necessary for the eleventh graders to answer national examinations like the ICFES.
- This study may be useful for the EFL community as it presents key information to boost the reading comprehension process through innovative materials based on deep cultural issues and reading strategies.

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Limitations of the study

- Lack of time for implementing the worksheets
- Different extra-curricular activities

Further research

- What is the role of deep culture in learning processes that foster critical thinking and problem-solving?
- How do materials focused on CLIL benefit the writing process in English at a non-bilingual context?

Elaborado por:	
Revisado por:	

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Introduction

Working as an English Teacher I have observed that students have many difficulties in different English skills such as reading, speaking and writing. Moreover, the National policies ordered by National Ministry of Education (2004) (henceforth MEN) implemented the Bilingual Education program with the objective of having in 2019 students that finish their studies in Secondary and leave the school with an intermediate English Level (B1).

In 2017, the objective of the Bilingual Program in Colombia was far from being achieved. According to the last English proficiency test conducted by Education First, and published in EF English Proficiency Index in 2016, showed that Colombia had a very low English level. Indeed, these results are negative for Colombia, and they are a sample of our students' English low level.

In this regard, I devised a plan to implement a new pedagogical strategy to enhance the English level of my students. Thus, I decided to observe my class sessions by using a teachers' journal and analysing the results of a needs assessment conducted at the beginning of the research process and I found that students needed to enhance reading comprehension. Likewise, I decided to develop and implement worksheets based on deep culture to enhance such a skill in 11th graders at Técnico Domingo Faustino Sarmiento school, located in Bogotá, Colombia.

This paper is divided into five chapters. In the first chapter, I present the statement of the problem, the related studies, the setting and rationale and the research question with its general and specific objectives. The second one shows the literature review which supports the theoretical constructs. The third chapter explains the methodological design that frames the research design and the instructional design. The fourth one shows the findings analysed from theoretical insights. To conclude, the fifth chapter refers to the conclusions, pedagogical implications, limitations and questions for further researchers.

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Chapter I

Statement of the Problem

The learning of English as a Foreign Language (EFL) in Colombia is a complex endeavour, especially in the public sector. We, as teachers, need to deal with several deep cultural issues which affect students' performance. For instance, the stereotypes of beauty, discrimination, gender differences, poverty, children and women rights, media manipulation, and racial differences, among others. Moreover, it is also important to mention that students face these issues and they also struggle with a system which constantly wants to obtain results without taking into account the process and real learning.

Although most of the students knew how to read, they did not comprehend what they had read. Their difficulty in reading was not only exclusively for English subject but also for other subject matters such as social studies, science, and history, among others. Thus, fostering reading comprehension represented a possibility to know about other topics as local and global issues, considering that reading enhances other language skills such as writing.

For this reason, I decided to work on improving reading at eleventh graders. Therefore, I conducted a needs analysis (See Appendix A) for needs analysis (Núñez & Téllez, 2008) and a diagnostic evaluation to identify and reaffirm that most of students had serious difficulties in reading comprehension, grammar, and vocabulary. They also displayed problems in their writing process (coherence and cohesiveness) and in their oral interaction. However, I decided to work on reading comprehension because this language skill helps students to gain vocabulary, and contributes to develop their writing and speaking abilities.

Additionally, I asked the students about the type of activities they enjoyed doing in other subjects and they reported that they were motivated on participating in debates about cultural

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issues as inclusion, diversity and environmental issues, among others. Hence, I considered fundamental to motivate students to read and know about deep cultural issues. Once the problem was identified, I proceeded to keep my class observations in a reflective teacher's journal, to make informal interviews, and three loop writing activities as a needs analysis process. Then, I analysed these instruments and drew the research question and stated the general and specific objectives for this study.

Research Question

How do the development and implementation of worksheets based on deep cultural issues contribute to develop reading comprehension process in eleventh graders at a public school?

General Objective. To analyse how the development and implementation of worksheets based on deep-cultural issues contribute to reading comprehension process in eleventh graders at a public school.

Specific Objectives. (a) To assess the effectiveness and suitability of implementing and developing materials based on deep-cultural issues to foster tenth graders' reading comprehension; (b) to describe how deep cultural issues enhance students' reading comprehension.; and (c) to analyse the students' reading comprehension before and after implementing the worksheets.

Related Studies

In accordance with the problem mentioned above, I followed the three theoretical constructs that supported this study: Materials development (worksheets), deep cultural issues and reading comprehension. They allowed me to have a vision of the study direction.

In relation to materials development and reading comprehension Mahecha, Urrego and Lozano (2011) developed an action research study on an innovation project with a group of

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eleventh graders at Policarpa Salavarrieta School I.E.D. which consisted of improving reading comprehension of texts in English. The students liked English class but they had some problems to comprehend texts and questions. The researchers examined the low scores obtained in Instituto Colombiano para el Fomento de la Formación Superior (Henceforth ICFES) exam, for the last three years and implemented a plan using two reading strategies: text coding and double entry organizers. They designed and implemented lessons with two workshops and after teacher's observation notes, the data analysis showed that using these reading strategies took advantage in the students' reading comprehension. Finally, they concluded that the implementation of reading strategies not only improved reading comprehension for ICFES exam but also, helped students to enhance the oral interaction and written production, supporting the idea of my study about the benefits of implementing materials to develop reading comprehension.

Additionally, Jiménez (2010) presented an action research study in a public school called Antonio Garcia School, located in Bogotá, Colombia with eleventh graders. In this research, Jimenez looked for improving the reading comprehension because the students had many difficulties to understand a text and they felt unmotivated. The researcher implemented instruments such as a questionnaire, field notes, and students and teacher's portfolio in which he could observe, describe, and interpret the problem. Jiménez collected and analysed the information and proposed the development and implementation of five lesson plans based on short stories. She applied short stories lessons and the students gained new grammar structures, practiced the vocabulary they knew and improved their reading process. In this aspect, I considered this research as a useful implication to my study because to enhance the reading

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comprehension, the use of diverse sort of texts contribute to achieve this goal and to enrich students with new vocabulary.

Regarding culture and materials, I decided to implement and design materials based on deep cultural issues considering that culture is an important contribution to the intercultural learning in a foreign language. Castañeda (2015) analysed the contribution of a portfolio based on intercultural topics in ninth graders to enhance the writing skill. This action research study was developed at Fernando Soto Aparicio School I.E.D in Bogotá.

In this research, she mentioned that in the English learning and teaching field, the elements of culture are not worked deeply, omitting the real forms of culture. Hence, Castañeda affirmed that it was necessary to provide students with sociocultural interactions that occurred in different and real contexts. Castañeda studied how the content about intercultural topics aided students to develop their abilities to express their feelings and doubts about diverse aspects of the culture through a portfolio which allowed her to have a continuous and reflective feedback of the writing skill. Finally, Castañeda concluded that teachers had to adapt culture in all educational practices, designing materials and activities in which students can recognize each other and understand how to live together in a multicultural world. Thus, I considered this study as a remarkable outcome to my research study because culture include meanings related to a region, a group of people, lifestyles, beliefs, values, norms and ways to see the world.

Similarly, Barrera and Cantor (2007) delved in how to involve the social issues from deep culture with the English teaching developing an action research study. In this inquiry, Barrera and Cantor made an important recognition to several cultural issues such as gender, race, and social class, among others. The researchers developed three workshops where ten grade students learned English by working on different Colombian social issues. Thus, they highlighted the

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importance of using some elements of our own culture instead of working on foreign culture to recognize and understand the diversity of our culture. In this respect, learning a language meant learning to discover and appreciate social and cultural identity. Barrera and Cantor conducted a qualitative study in a public school in Colombia where they concluded to point out the importance of enhancing students' participation in each aspect of Colombian socio-cultural issues and how to enjoy the students' perceptions to promote the social awareness. For this reason, I considered useful this research study to shape my proposal of developing worksheets based on deep cultural issues to foster students' consciousness regarding these issues

Subsequently, reading comprehension as a skill should take into account different theories as part of the reading process. Echeverri and McNulty (2010) presented an action research study that analysed the reading comprehension in eighth graders at public school. They applied different strategies for comprehension, such as prediction, prior knowledge, graphic organizers and questions. This research took place in Envigado, Antioquia in Colombia where the researchers designed a plan to examine students' reading process before, during, and after reading activities. They developed a journal that included students' thoughts, feelings, ideas and experiences and it provided the necessary information for the data collection analysis. The report presented positive students' perceptions in relation to reading and explained why the strategy was useful to understand what they had read.

In summary, they affirmed that reading comprehension exercises praised students to write in English when trying to write their answers and the findings showed that to use reading strategies to activate background knowledge led students to be motivated to read, comprehend better, and learn more. In other words, this inquiry supports my research study to develop

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worksheets to improve reading comprehension skill by using reading strategies and a sequence of activities that favored the comprehension of different texts.

Furthermore, Zabala (2004) developed an action research study on an innovation project with eleventh graders at a public school which consisted of improving reading comprehension competence by using some reading strategies through 13 workshops and deep culture as content. He conducted a survey in which he could find information about students' perceptions in regard to the strategies used to improve the reading comprehension. Zabala used some strategies to read a text in the foreign language such as: passage completion, scrambled stories, cloze tests, hypothesis identification, propositions extraction, argumentative nets construction, and semantic relations, among others. These types of strategies were helpful for students improved their reading comprehension process. Finally, Zabala used some data techniques such as: questionnaires, recordings, diaries and interviews which allowed him to conclude that the use of diverse reading strategies helped students to enhance their reading comprehension process and raise social awareness. That is why, I selected this inquiry as an important contribution to my research study because through the strategies that Zabala mentioned and some others as skimming and scanning my students would be able to improve their reading comprehension process.

Setting and Rationale

This qualitative study was developed in a public institution, called Técnico Domingo Faustino Sarmiento I.E.D School. It is located in the north of Bogotá and it has two shifts, morning and noon. Tenth and eleventh grade students have an emphasis on finances, business and accounting by the Servicio Nacional de Aprendizaje (SENA henceforth) institution, so they have a full shift from morning to noon.

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Likewise, the school's institutional project (PEI) attempts to educate people with human and professional quality, promoting the care of the environment, human rights and a knowledge to serve the community (PEI Domingo Faustino Sarmiento, 2008). Subsequently, it has as mission: educational quality for an integral and labour formation and the objective of obtaining excellent academic results in the ICFES exam.

When I started to analyse the real needs of students they were in tenth grade. I observed they had a low English level and they lacked confidence to work in English. Also, the institution counted with a non-intensive English program (three hours per week) and courses were made up of 45 students with an average age of seventeen years old.

Thus, I decided to conduct an assessment to know the English level in reading and some other skills. The results showed that, in some oral questions the students were lost and did not answer them. Also, they did not have vocabulary to express their ideas, so they spoke Spanglish. On writing part, I found they did not know how to write basic phrases, they made mistakes like "I have 12 years old" and they wrote mixed words in English and Spanish. Likewise, they obtained low results regarding grammar, reading comprehension and vocabulary. Therefore, it was necessary to improve these three aspects because through them, there is a way to enhance language acquisition in the other three skills, listening, writing and speaking.

As Harmer (2007) mentioned, when students read, they go to another universe that could be defined as the words world. This world can be enriched by new words (vocabulary), punctuation (contributes to develop oral and writing speech), grammatical structures in context (grammar), models to re-think knowledge (ways to write and speak), topics to stimulate the discussion (speaking and listening), and the acquisition of imaginative forms which enhance memory processes. That is the reason why I designed a plan to contribute in eleventh graders'

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reading comprehension. I developed six reading worksheets in which through deep cultural issues students increased cultural awareness and improved their reading skills. This contribution was not only for the students but also for the EFL community due to the multiple benefits which reading comprehension can offer to other skills and for the educational aims of MEN (2006).

Finally, the development of six reading worksheets presented a contribution for the research line on Materials Development and Didactics, ascribed to the research group Critical Pedagogies and Didactics for Social Transformation (Núñez, Téllez & Castellanos, 2013), due to them being a novelty and their appealing content. Thus, once the problem was identified, I stated my research question.

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Chapter II Literature Review

The general objective of this study was to explore the contribution made of developing and implementing worksheets based on deep cultural issues to enhance eleventh graders' reading comprehension at a public school. Correspondingly, I included a selection of authors that supported and generated clear appreciations in each construct and addressed the aim of this qualitative action research study.

Materials Development. The use of some materials in English teaching is commonly related to books or textbooks, but they are not enough. Gómez (2010) affirmed that “they do not include enough communicative activities...they give more importance to grammar study and grammar practice” (p. 337). To this respect, through my experience as an English teacher, I have observed that textbooks lack of contextualized facts and deep culture. On this point, it was important to design and create materials which allowed learners to be involved in multicultural contexts and real situations where the grammar study was transformed.

Therefore, the concept of Materials development (MD, henceforth) in Tomlinson's words (1998) is “anything which is done by writers or teachers to provide sources of language input and to exploit these sources in ways which maximize the likelihood of intake” (p.2). Núñez et al., (2013) attested that “it [MD] demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). Thus, MD can be defined as an activity that teachers do to create or to adapt sources to guide students to an effective learning of a language input and output, considering students' interests and needs, and expectations.

Developing materials that meet students' needs demands reflection and action. On this matter, Núñez and Téllez (2015) affirmed that creating materials “is a learning opportunity for

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teachers to ponder learners' needs, language learning and teaching theories, principles of second language acquisition (SLA), syllabus design with meaningful and engaging content and activities, application of learning strategies...and creation of effective learning settings" (p. 56). Thus, developing materials involves a wide field of action and reflection which not only benefits learners but also favors teachers, due to its aim of answering to learners' needs which represents a professional and personal growth.

MD requisites or demands. Materials as a source to improve learning demand teachers' creativity and students' participation. These materials should motivate the students and should be relevant for them. Besides, the materials "must consider a range of factors such as usefulness in attaining the course purpose; suitability of students' age, interests, needs and expectations; availability of use; and plausibility of being adjusted up or down according to students' particular learning styles" (Núñez & Téllez 2009, p.180). In this sense, when materials are developed, they must prioritize the context, the competence in the language, students' needs and capabilities, and what will be the impact on the students, otherwise, it will be a useless activity.

Moreover, we, as teachers-materials developers we have to consider the materials' impact on students, pertinence, content and how clear they are, among others. Nuñez and Tellez (2009) affirmed that materials should contemplate "how meaningful, relevant and motivating they are to the learners" (p.173). Hence, the materials and target learners are involved both in the process of MD, so students' perceptions play an important role in this.

In addition, several scholars also affirmed that we need to observe that the language and vocabulary may be too difficult, the grammar structures may be too complex, the time to prepare the materials may not be the appropriate, the cultural content may seem unknown and the content may become obsolete too quickly (Gilmore 2007; Peacock 1997; Spelleri 2002; Tomlinson

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2012). Thus, the activity of creating or adapting materials should include a set of phases which deal with previous statements to achieve effective materials.

Materials per se. The task of developing materials not only contributes to enhancing students' learning but also to doing a reflection about teachers' procedures. Núñez et al. (2013) stated that "materials . . . are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups" (p. 10). Likewise, Núñez and Téllez (2009) envisioned materials as "teaching resources and strategies used to maximize students' language learning" (p. 172). Hence, materials are didactic tools that facilitate the learning of languages and cultures, and foster the way in which learners encounter the emerging culture from the readings.

Types of materials. Materials in general tend to be a contextualized resource to develop language learning because these materials are commonly adapted or created to the context in which they are used (Tomlinson 2012). However, not all type of materials suit to learners and context needs. Hence, before of adapting or creating materials it is important to explore into students and context's needs to develop or select an appropriate sort of materials.

Thus, if learners have special features or conditions, the materials have to be designed to teach (non-authentic), but on the contrary if the objective is to communicate or practice the language in natural settings, the materials should be real and contextualized (authentic). In this respect, Tomlinson (2012) affirmed that:

an authentic text is one which is produced in order to communicate rather than to teach...the text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication (p. 162)

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While Swaffar (1985) stated that “an authentic text, oral or written, is one whose primary intent is to communicate meaning” (p.17) and finally, Wallace (1992) said that “authentic material or texts are real life texts, not written for pedagogical purposes and they give the reader the opportunity to gain real information and know what is going on in the words around him/her” (p. 61). In other words, authentic materials are produced for a real communication, whether oral or written, rather than to teach a language. In this regard, it is essential to highlight that to enhance the reading skills, authentic materials are useful elements due to their real-life communication nature.

However, teachers should pay attention to the proficiency level of students to know if it is the most appropriate to work with the materials suggested (Thomas, 2014) or, if it is necessary to adapt other type of materials, more clearly, non-authentic materials. Masuhara (2004) stated that adapting materials, “involves changing existing materials in some form so that they become suitable for specific purposes, learners, teachers or situations” (p. 1). Non-authentic materials are designed for academic and pedagogical purposes and these can include adaptations from other materials or resources. Thus, to improve the students’ reading comprehension it is helpful to adapt or create materials considering their level and needs.

Authentic versus non-authentic materials. Depending on the context and student’s needs it is possible to integrate the use of authentic and non-authentic materials because both types of materials offer benefits which learners can take advantage of. Nuñez (2010) affirmed that the integration of authentic and non-authentic materials benefits learners’ process because such combination is meaningful, appropriate and foster learning. Thus, in this case, the use of both types of materials contributes to enhance the reading comprehension skill by working on diverse deep cultural issues from authentic or non-authentic sources.

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Once selected the combination between authentic and non-authentic materials, MD focuses on the sort of materials for reading. Núñez, Téllez and Castellanos (2012) stated that “materials development is a process that entails reasoning and creativity that results in lessons, workshops, units, modules, posters, games, billboards, notice boards, audio-visual materials, etc” (p. 22). Thus, as part of my experience as a teacher and now, as a materials developer, the creation of worksheets was the accurate resource to enhance the reading comprehension in eleventh graders due to its contribution to students’ learning process.

Worksheets for reading comprehension. Worksheets can be a useful resource to enhance the reading comprehension because they are a type of written materials in which students with low reading level can take advantage. Lee (2014) affirmed that:

as written material, worksheets are able to act as agents of teachers to lead students’ attentions and give students opportunities to work independently, so the students can work at their own paces and the teacher can have time to take care of those students who need more help. (p. 96)

This means that worksheets provide us with ways to know students’ real deficiencies and contribute to improving them. Similarly, for Núñez (2017) worksheets belong to the category of contextualized materials and “centre on fostering the development, or refinement of a single language skill” (slide 76). Therefore, the design and implementation of reading worksheets may be successful in the improvement of reading comprehension as the privileged skill in these worksheets. Finally, Krombab and Harms (2008) enounced that these materials use an ensemble of steps where prior knowledge and the new concepts are included. Regarding this, worksheets are a good type of materials to be developed, not only because of their efficacy in language acquisition, but also because of their benefit to teachers’ needs.

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Furthermore, the new century has different characteristics and students as well.

Therefore, we should take into account these characteristics and rethink the way we use the traditional materials and the kinds of materials needed because some materials used in English teaching generate fake images about culture (Rico, 2010). In this regard, the materials should allow the interaction between the culture and learners. Such interaction should lead students to use the language in natural practices, to include aspects of real culture in which students are involved without modifications, and to mediate with the features of culture and learners' perceptions.

Culture. In language teaching and MD, culture is essential because it embraces the context in which learners are, and the world in which they make part of. In this respect, the concept of culture could be defined as a set of features, attitudes or behaviours that compose the human being's education. Nonetheless, the definition of culture adopted in the World Conference on Cultural Policies (UNESCO, Mexico, 1982) stated that:

Culture... is... the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or a social group. It includes not only arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs. (para. 3)

This means culture contains facts and meaningful information which is transmitted to different people with diverse objectives, and it makes part of language.

Similarly, culture as some scholars have defined, is a system of beliefs, attitudes, customs and behaviours that are characteristic of a group. Likewise, culture can determine thoughts, actions and social conducts (ATA, 2003). Thus, culture reflects an ensemble of features from

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human beings which can structure and modify their behaviour in a society, and it can be possible through the language.

Culture and language. As it has been said previously, culture and language are tied up each other. It has been transmitted through language, and nowadays through different materials such as textbooks, flash cards, videos, and narratives, etc. Sapir (1970) mentioned that “language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives” (p. 207). That is why, learning a language is not only to learn a symbols system but also to learn a cultural system which has shaped the humankind.

For that reason, the relationship between culture and language is a historical connection that allowed people to communicate and expand along the world. Wardhaugh (2002) claimed that:

the culture of people finds reflection in the language they employ: because they value certain things and do them in a certain way, they come to use their language in ways that reflect what they value and what they do. (p. 219)

That is, people’s language is a reflection of the culture, countries or places where they are from and activities they do. Aspects of culture influence language learning because, without them, the things we know would not have the value they do.

Culture and learning. Once I have defined the concept of culture and its relationship with language, I proceed to explain that in learning processes, culture forms part of the information that is transmitted. Learning and culture, both are linked to human characteristics. Hanley (1999) mentioned that “one of the most valuable skills we can have is cultural competence” (p. 1). Thus, learning can be determined by the culture in which a person is

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involved, and his/her interactions with the world, in the same way, this can be related to shape identity.

Culture and learning provide ways to develop a sense of identity, thoughts and ways of living. As it was mentioned by Education Alliance, Brown University (2006), “Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals” (p. 1). Therefore, we as teachers must select the most accurate cultural topics to work in class, being careful with the intention and impact that information will have on students because we are also contributing to the shaping of their identities and ways of thinking.

However, when we select relevant cultural topics such as customs, holidays, places and traditions, we are giving our students a short view of the context that surrounds them. For this reason, it is important to generate opportunities for the students to engage in critical thinking and cross-cultural visions by working deep culture topics, as Thomas (2014) stated.

EFL teaching and MD must consider deep culture as an important element in all process because it provides a meaningful number of topics which can benefit students to understand the reality they are involved, instead of using superficial culture. Meraji and Zamanian (2014) affirmed, “learning the second language culture is part of learning the second language itself. The culture is reflected in the materials prepared for the learners, is practiced in the language classes and is acquired by the learners” (p. 1129). For these reasons, it is vital to consider the culture of the language that is going to be taught, and the own-culture to generate cultural meanings, outcomes and relationships.

Deep cultural issues. Through deep culture it is possible to discuss a number of topics. Therefore, I decided to work with it because as Shaules (2007) argued:

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1) deep culture provides an interpretive framework which unifies cultural communities in spite of variation in individual behaviour or cultural identity, 2) it functions primarily out of awareness and 3) it contains hidden cultural logics that reflect varying orientations to human-relation dilemmas (which can be understood in systematic ways). (p. 123)

In other words, deep culture provides contents related to behaviours, values, norms and cultural identities. As a result, I considered delving in problems and facts in which students were involved instead of repeating the same model of culture that had been offered in the school textbooks and as Shunnarah (2008) affirmed, “the children that come into my classroom each year have such a variety of life paths” (para. 4). That is, students have a piece of culture that we can include in our materials. On the same line of thought, these materials can complement students’ perceptions and can give answers to students’ questions about culture.

Thus, cultural issues are related to cultural attitudes in different societies, and they are based commonly on gender, equality problems or economic difficulties. But most of them have a variety of features depending on the context. This fact is a consequence that Vraken (n.d) mentioned, from globalisation phenomena that increased the mobility of people, identities, capital, ideologies, policies and images, among others. As a result, the greatest developments have caused some issues in societies such as the racism, the xenophobic, the social classism and the lack of opportunities to everyone.

Hence, children must deal with these issues every day, and these features of culture become child raising beliefs and go deeper than that. Shunnarah (2008) stated that “Children bring to the classroom rich cultural life experiences” (n.d). In this sense, the students are who know the issues that surround them and who can understand the hidden culture that is inside those issues. More

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clearly, students recognize deep cultural issues and this fact contributes to implement materials based on these topics, which are contextualized and lively.

To conclude, native and non-native culture should be included in MD; thus, as Meraji and Zamanian (2014) suggested that “incorporate L1 culture into L2 learning materials facilitate the learning process and at the same time familiarize learners with the necessary and interesting aspects of the L2 culture increasing their motivation” (p. 1132). For this reason, deep cultural issues were a useful part of the culture which fostered the development of reading comprehension skills through some materials designed for this purpose.

Reading is an essential part of the culture. It allows people to become members of a literate society; and it offers some opportunities for accessing knowledge. Hence, I explain the concept of literacy as a base of the reading skill; second, I define the conception about reading and its participation in EFL; and finally, I clarify what reading comprehension process is.

Literacy. In teaching activities, the concept of literacy is fundamental to describe the kind of population schools have. Students come from different contexts in which the language skills present some difficulties. One of them may be the illiteracy, that is reflected when students do not know how to read or write. Blake and Hanley (1995) stated that “the attribute of literacy is generally recognised as one of the key educational objectives of compulsory schooling. It refers to the ability to read and write to an appropriate level of fluency” (p. 89). Thus, being a literate refers to developing the ability to read and write, a laborious process which enables a person to understand and communicate with others through the written format.

However, literacy is not only a process in which a person is able to read or write, but also a tool that allows people to be part of a social group and to deal with some difficulties than illiterate people cannot deal with. In words of Olson (1989) claimed that “literacy is a resource

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that is particularly appropriate to some forms of discourse, to solving a certain range of problems and to functioning in contemporary social institutions” (p. 13). On these terms, literacy plays an essential role in all life fields because through this is possible to participate in all activities of the society and to acquire knowledge for academic purposes; and for comprehending the world that surrounds people.

That being said, literacy per se does not limit just the knowing of how to read or write, instead this offers a wide set of benefits which help people to survive in a society. Some authors as Freire (1975), Cummins (1985) and Luke (2004) mentioned that literacy should also help students to understand and analyse the discourse of the dominant class to raise the social consciousness and to participate in society in an active way. These aspects must be included in all teaching activities.

In this respect, literate students can develop different skills in EFL to understand the written language and to be critical. Gunderson (2009) affirmed that “in critical literacy, readers attempt to understand the power relationships between their ideas and the ideas presented by the author of the text” (p. 237). Thus, being a literate person opens the opportunity to describe and read realities; also, it offers the way of questioning the truth through reading interpretation.

Reading as a skill. Reading is a skill in which students can extract information from texts, or different written documents for a specific objective. McCullough (1974) mentioned that “reading is to teach symbols which represent the sounds or ideas of the language” (p. 14). Thus, reading means to interpret the representations of sounds that human beings use to communicate themselves. However, McCullough (1974) stated that reading cannot be assumed as a simple interpretation and learning of symbols; on the contrary, reading should be used instead of being

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taught, once the symbols are learned, because reading is a skill which is developed through experience, and which only literate people can do.

Reading as a process. Knowing how to read is a process that not only involves decoding symbols or interpreting words, but also it is a process in which readers link their experiences to what is reading. Weaver (2009) claimed that “reading is a process very much determined by what the reader’s brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it” (p. 13). Clearly, reading entails a connection between students’ experience and information a text offers. That is the reason why the materials must consider learners’ insights and information about the world to build a bridge between them.

Consequently, when reading passes to the comprehension, it becomes a process to develop meaning through reading. During this activity, as Montes, Botero and Pechthalt (2010) stated, “a reader’s understanding of the text is influenced by background knowledge, expectation to make sense out of the text, and the meaning the student seeks to unravel” (p. 56). On this point, when students read, they go through a comprehension process to understand concepts or ideas, and bring prior knowledge to generate meanings.

Reading comprehension. Reading comprehension is a process of decoding symbols in which the reader can extract not only words but also ideas, discourses, and information. Hirsch (2003) mentioned three principles which are useful for reading comprehension: “1. Fluency allows the mind to concentrate on comprehension; 2. Breadth of vocabulary increases comprehension and facilitates further learning; and 3. Domain knowledge... increases fluency, broadens vocabulary, and enables deeper comprehension” (p.12). It means, fluency refers to how fast a reader can comprehend and decode a text, breadth of vocabulary relates to increasing the

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words and knowledge, and control knowledge refers to knowing what to do with the vocabulary to understand the multiple meanings of the words.

Likewise, reading comprehension in Doake's words (1974) is the process "in which the reader carries out a continuous, thoughtful dialogue with the information, ideas, opinions, or feelings expressed by the author. As he reads, the reader is constantly challenging, accepting, rejecting, weighing, and integrating the views expressed by the author" (p. 135). In this regard, the reader is conscious about what he is reading, and if he can read he must comprehend, otherwise he is not reading.

In this regard, reading must include a sequence to obtain the comprehension. Brown (2007) stated the following phases: before you read: the topic is introduced and students predict, scan, and awake prior knowledge; while you read, students recognise new aspects, increase the vocabulary and complement their own ideas; and, after you read: students analyse the author's ideas, the grammar structures, and discuss about author's conceptions.

In sum, reading comprehension opens the possibilities to grasp multiple meanings and interpretations of a text; who can read a written text, can comprehend its sense. Moreover, for the EFL learning the implementation of authentic materials is useful which will provide students with real communicative situations, where they will have to comprehend the meanings of the world and their own meanings.

Reading in EFL. Reading in L1 is a process that entails students' background knowledge, the interpretation of written information, and the creation of meanings, while in a Foreign Language (FL, henceforth) is a process that tends to be focused on vocabulary and grammar acquisition. Some authors as Krashen (1982), Chomsky (2006) and Kuhl (2004) showed that L2 is acquired, and it is a subconscious process in which the language is developed

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from implicit learning, informal and natural learning; while, a FL is learnt, and it is a conscious process. That is, the FL is developed from formal and explicit learning, and it is a language that students learn at school, and reading in a FL is not the exception; it is an activity which takes place at the classroom, and it is sometimes a tedious task for students who read by obligation.

Likewise, reading in FL involves a development of some abilities of word decoding and comprehension. Nonetheless, vocabulary is essential to gain such abilities. Verhoeven (2011) stated that “for L2 learners, the limited size of their L2 vocabularies may place their text reading at risk...and the smaller vocabularies of L2 learners may seriously impede their L2 reading” (p. 672). On this view, before placing students to text readings, we must offer them vocabulary activities in which they can revise their background knowledge, set the new one and establish connections between L1 and FL, and so on.

In addition, the absence of vocabulary is not the only problem that a student can face in EFL reading, but also the lack of relevant cultural schemata which may not be familiar to students. In this respect, Kuhl (2004) affirmed that students who are learning a FL should have a real interaction with the language and its culture, otherwise the activity could be wasted. Hence, it is accurate to make sure that reading materials cover aspects of culture in which students can participate and acquire knowledge; they should also set an activities sequence in which new vocabulary has a transition between the reading processes (before-while-after); and, finally reading materials must lead students to comprehension of written language by asking them some questions at different levels.

Reading approaches. It has said that reading is understood as a process which takes place in the practice instead of being learned, and in this commonly lies the use of the interactive reading approach: the bottom-up and the top-down. According to Brown (2007), “In bottom-up

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processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals” (p. 299). This process requires an advanced language knowledge of the students because they have to decide which signals make more sense, coherence and meaning. In other words, the reader is the person who defines what is important to retain, modify and move on, and what meanings can be inferred or perceived, being the bottom-up processing a possible strategy to enhance the comprehension.

Similarly, when the reader has decided what written information to retain, he/she is giving entrance to the top-down processing. Brown (2007) defined this process “in which we draw on our own intelligence and experience to understand a text” (p. 299). Therefore, top-down process is the way as the readers consult their prior knowledge; and, the way as the reader creates relationships between the experiences and the new knowledge from written texts. Thus, this process might be more efficient to improve the comprehension; however, it is essential that students know the vocabulary they read whether or not the link with the prior knowledge to the new one will be null.

Reading strategies. To achieve the comprehension and overcome any difficulty when reading, it is also important to include some strategies in the worksheets. Macnamara (2006) defined it as “a cognitive and behavioural action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.” (p. 6). Considering her definition, reading strategy is a way to achieve comprehension using different paths, some of them were included in the worksheets.

In fact, when students make connections with their experiences and feelings, the comprehension is the result, thus making reading a useful skill for language acquisition.

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However, this can be possible through the use of some strategies that some authors as Cummins (1991), Brown (2007) and Hammer (2007) mentioned should be taken into account when the reader reads; for instance, identify the purpose in reading, in which the teachers have to make sure students know the objective of the text; the skimming technique, that consists of identifying the topic and the general ideas from a text; scan the text quickly for specific information; and, analyse the vocabulary to distinguish literal or implied meanings.

Considering the strategies above stated my six reading worksheets included some of them in the activities to help students to achieve the comprehension of written texts. Nonetheless, the size and type of readings were important. Brown (2007), and Hammer (2007) agree with teachers have to select intensive or extensive reading activities for their materials, depending on students' proficiency. Extensive readings in Hammer's words (2007) "refers to reading which students do often (but not exclusively) away from the classroom" (p. 99). While intensive reading most of the times takes place in classrooms and it has academic interests; usually this goes attached by study activities. Thus, one can conclude that extensive reading implies reading for pleasure and intensive reading is an imposed academic task.

To summarize the abovementioned information, it is recommended to implement a mixture of these types of reading, taking into account that students read novels, web pages, lyrics, newspapers, images and graffiti, among others. The six reading worksheets considered all the theory presented above to enhance the reading comprehension processes in eleventh graders. The following chapter presents the pedagogical design to achieve that goal.

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Chapter III

Methodological Design

This chapter shows the components of both the research and the instructional designs.

Research Design

This section presents the approach and the type of study according to theoretical insights. Second, it displays the participants, the context, and the data gathering instruments.

Approach and type of study. Due to the nature of this study in terms of observation, problem identification, characterization, and interpretation this pedagogical intervention followed the qualitative approach. Many scholars such as Sherman and Webb (1988), Marshall and Rossman (1999), and Lankshear and Knobel (2004) defined it as: how people experience, feel, live, participate, interpret, and understand social and cultural phenomena which occur in natural and real contexts by observing, collecting data, describing and stating a possible intervention. This means that the qualitative approach is a continuous process that searches to interpret, analyse and describe people's reality and behaviours in different contexts. Thus, this study was focused on the students' reading comprehension process.

Moreover, as the nature of the qualitative approach is to be inductive and descriptive in words rather than being supported by numbers, data was gathered in natural settings as the action happened. Mills (2011) suggested to develop a plan of action that consists of observing, identifying, collecting, analysing, and interpreting data regarding the reality. This process is the result of the action research cycle that for this study was evidenced by observing, collecting and reflecting data upon an issue that took place in the classroom.

In this regard, the type of the study for this intervention was action research that in Burns' (2010) words "is related to the ideas of 'reflective practice' 'and the teacher as researcher'" (p. 2). This means that action research is a tool to study and improve a social situation which

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connects the educational practice with the triple role of the teacher (teacher-researcher and materials developer) to generate changes.

In addition, Elliot (1991), Atweh, Kemmis, and Weeks (1998) and Mertler (2013) proposed similar action research definitions: as a systematic practice process conducted by teachers and researchers to help people to interpret, understand, and change their social realities by gathering information about particular situations where a plan of changing has been set. Taking into account the scholars definitions, this research study gathered, analysed and interpreted data about students' English reading comprehension, to improve it.

Participants. The school Técnico Domingo Faustino Sarmiento is a public institution which is focused on technique education. The school has the objective of improving the results in the ICFES exam and this implies to enhance the reading comprehension process.

Likewise, the SENA program of Finances, Business and Accounting which is exclusively targeting for tenth and eleventh graders expects of their students a medium English level to read, interpret and solve different tasks from written documents. In other words, for both cases (school and SENA) English is a subject matter in which the reading comprehension skill plays an important role.

In this regard, the tenth graders were the participants at the beginning of this pedagogical intervention; progressively they moved to eleventh grade. They were selected by convenience sampling technique that Stevens (1996) defined as how the researcher select their participants by interests, likes or benefits. Eleventh grade had 30 students aged from 16 to 19, thus, 12 of them were selected due to their low results in a proficiency English test which was conducted at the beginning of the research. Likewise, they were also chosen due to their interest in enhancing their reading comprehension.

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Teacher's role. The second participant was the teacher-researcher and materials developer who played a triple role by observing and describing a particular situation that took place in the classroom. In Burns' (2010) words "a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it" (p. 2). It means that teachers are researchers by nature because we constantly visualize, analyse, deduce and interpret situations that occur in the classroom and we look for solutions to the issues which we observe. Also, teachers propose some resources to solve such difficulties, which is what makes a teacher a materials developer. For this study the plan of action was to develop six reading worksheets to improve students' reading comprehension, considering students' needs.

Data gathering instruments. In this section, I mention the instruments to collect the necessary information to answer the research question and their piloting. I selected students' artefacts, field notes, and surveys because they were the most appropriate instruments to have evidence of students' performance in the reading comprehension skill.

Students' artefacts. Students developed different activities which were a clear sample of their performance in the English class, and these materials were an evidence of students' work in which many aspects such as their likes, perceptions, and behaviours, among others could be analysed. Hubbard and Power (1999) stated that students' artefacts are a "tangible evidence of what kids are able to do and of the range of responses kids make to different learning tasks" (p. 102). In other words, students' artefacts were a tool to analyse and prove what students' needs were, what they were able to do and how they learned through tasks. Likewise, Lankshear and Knobel (2004) affirmed that "artefacts are physical 'props' people use to get things done within the contexts of their daily lives" (p. 235). Accordingly, materials were designed to enhance

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students' reading comprehension process. This instrument allowed me to gather data to do with the content, learning strategies, learning approach and reading needs.

Field notes. To gather all the observations and perceptions about my students' English performance, I registered in a format (see Appendix B) how the students developed different exercises of reading comprehension in class by taking notes and analysing their behaviours. Wallace (1998), Hubbard and Power (1999), and Lankshear and Knobel (2004) agree that field notes represent effective tools to collect detailed, precise and experienced information about what was observed. Thus, the field notes were a helpful tool to register a particular aspect of students' teaching and learning processes because the experiences lived in the classroom were written as they happened. For this pedagogical intervention, the field notes were taken when students were working on the worksheets.

Survey. To know students' interests, preferences and likes about materials, the most appropriate content and how they felt working on the worksheets; the survey was the instrument to obtain this precise information. Hubbard and Power (1999), and Burns (2010) agree with the idea that if a large group of people is desired to be interviewed, time becomes a constraint; thus, the survey becomes an appropriate instrument to obtain responses from several people. For that reason, I selected this instrument to prioritize time and resources, and to obtain solid and valid data, conducting an entrance survey and a final digital survey.

Instructional design

The instructional design centres on a pedagogical intervention and its steps to enhance students' reading comprehension. It presented the general and specific objectives of the pedagogical strategy, the concept of the intervention as innovation, the pedagogical dimensions, the theoretical supports on the theory of language and language learning, and the relation of the pedagogical strategy with the research question. Similarly, it focused on the instructional phases,

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the topic selection, the design of reading worksheets based on deep cultural issues and the use of some reading strategies to improve students' comprehension. Finally, it described the implementation process.

Pedagogical Intervention. The pedagogical intervention of this study embraced the development and implementation of six worksheets to enhance reading comprehension process in eleventh graders. Regarding reading materials, some of them do not achieve learners and teachers' satisfaction because they lacked contextualized content, meaningful activities, learning strategies and a well-designed presentation. In this sense, Masuhara (2003) mentioned that "reading materials should offer activities that help the learners focus on the content of the text and achieve personal experience of it..." (p. 354). Thus, the worksheets contributed to achieve students' learning by selecting appropriate content; also, these materials offered a variety of tasks that promoted students' learning and reading in the FL in terms of vocabulary, grammar structures and communicative skills.

Likewise, when materials were developed the design, presentation, content and clear instructions were essential. That is why, Jolly and Bolitho (1998) mentioned that a good physical appearance of materials fosters students' motivation and an effective learning. They also stated that "the most effective materials are those which are based on a thorough understanding of learners' needs, i.e. their language difficulties, their learning objectives, their styles of learning etc." (p. 111). Thus, worksheets were designed to generate students' motivation and create the experience of reading in which the students established connections between prior and new knowledge.

Moreover, worksheets should be well-elaborated materials that maintain the students' attention and consider needs, feelings, behaviours and prior knowledge. Núñez, Pineda and

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Téllez (2004) affirmed that “They must be designed so that they tap our learners’ feelings and background, and they should enhance learning acquisition by promoting autonomy” (p. 131). Hence, taking into consideration learners’ necessities and deficiencies, it is a starting point to making effective materials to achieve autonomous learning and foster motivation.

However, the type of materials plays an important role when they are designed. Thus, it is vital to define if they will be authentic or non-authentic materials. Gilmore (2007) affirmed that the term of authenticity “refers to cultural artefacts like books, newspapers & magazines, radio & TV broadcasts, web sites, advertising, music and so on...” (p. 47). In the same line of thought, Tomlinson (2003) stated that authentic materials are “texts not written especially for language teaching” (p. 5). Hence, worksheets incorporated some authentic sources such as newspaper articles, interviews and book passages, among others based on deep cultural issues as content. These materials were not created for pedagogical purposes but they have a communicative intention which was adapted to enhance reading comprehension.

Nevertheless, I considered important to mention that adapted readings were another option to design materials. Islam and Mares (2003) pointed out that, “adapting materials (as well as of current approaches and procedures) can be beneficial when considering how best to use the materials adopted for the classroom” (p. 86). In other words, teachers know and understand their own students so they can select or design suitable materials considering learners and classroom requirements. Therefore, worksheets based on deep culture included some readings that were modified for students’ necessities and interests.

Additionally, learning based on authentic or non-authentic texts implies the use of diverse learning strategies that facilitates the completion of learning activities. In O’Malley and Chamot (1990) words, “learning strategies are special ways of processing information that enhance

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comprehension, learning, or retention of the information” (p. 1). Some of these strategies for reading comprehension were inferring information from a text, memorizing new vocabulary, and associating new information with existing information, among others. Thus, the learning strategies implemented in the worksheets intended to enhance the reading comprehension process in eleventh graders.

Similarly, Oxford (1996) attested that learning strategies are a sequence of events that students constantly use in their language and are not isolated from the culture. Hence, for the content I decided to work with cultural issues because they allowed me to see students’ real culture. Oxford (1996) stated that “in the foreign or second language classroom, the activities and cultural influences cannot be separated from what is learned. Language learning is fully situated within a given cultural context” (p. 10). In this regard, reading worksheets took into account contextualized contents through deep cultural issues.

On the other hand, before developing materials the developers should respond some questions that Núñez et al. (2012) proposed:

First, do I have to cling to the language approach and goals of the institution where I work? Second, Will I be able to incorporate, enrich or complement the teaching-learning materials assuming an eclectic view of language teaching-learning process? Third, will I have to develop new material for the existing courses? (p. 20)

These questions led me to denote that the institution did not have a specific language approach. Therefore, the intervention for enhancing reading comprehension process could be implemented freely and a set of six reading worksheets were developed.

These new materials included diverse learning strategies and followed six SLA principles to develop materials proposed by Tomlinson (2003). For the purpose of this intervention, the

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worksheets had to be impactful with an appealing, relevant, and useful content mainly about deep culture, with activities in which the students could use the language in natural situations, and with diverse challenging, but attainable, tasks that learners could solve confidently.

Likewise, the worksheets had varied activities which considered students' different learning styles, offered diverse options in which students could make decisions and discover rules by themselves, and finally, they provided reading tasks in which students could give their voice and opinions, feeling at ease as Tomlinson (2003) suggested.

General and Specific Objectives. The principal objective of the pedagogical intervention was to design and implement six reading worksheets based on deep cultural issues to improve reading comprehension process in eleventh graders at a public school. Likewise, this instructional design stated four specific objectives: (a) to assess the effectiveness of worksheets based on cultural issues to enhance students' reading comprehension; (b) to orientate students' prior knowledge about deep cultural issues; (c) to generate a learning environment where students improve their reading comprehension process; (d) to help students become aware of reading strategies worked on the worksheets.

Intervention as Innovation. The task of designing and adapting materials for students' needs makes this study an innovative intervention because nobody at school had implemented a research in this scope before; also, it was a new experience for my students and for me as a teacher who designed new materials and adapted new ways of working.

Having mentioned that the term "new" implies changes on traditional behaviours, practices, beliefs, materials and approaches, these changes must consider certain aspects to be carried out. According to Karavas-Doukas (1998) some of them are: the institutional philosophy, students' features, teachers' training and attitudes, the effectiveness of the innovation and the

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clarity of population's necessities. Hence, when teachers introduce new pedagogical activities into the classroom some changes take place, but there are some factors that may affect the implementation such as the lack of time, resources and school support.

In this sense, Nicholls (1983) stated that "an innovation is an idea, object or practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives" (p. 4). In other words, innovation is the practice of implementing new ideas into the pre-existent concepts about any subject or praxis.

Following the author's definitions, the fact of implementing worksheets to improve reading comprehension was new in DOFASA school because it transformed previous practices, and the teacher was an innovator by designing and developing those materials. Núñez, Téllez and Castellanos (2017b) affirmed that "materials development offers in-service teachers the possibility to discover more innovative, creative and satisfactory slants on their teaching practice" (p. 21). That means, developing contextualized worksheets is an activity in which teachers can explore their capabilities to do something new and go beyond, promoting a change as it was seen at school.

In this regard, the development and implementation of contextualized reading worksheets established an effective innovation in the EFL classroom due to their appealing content, presentation, and variety in activities which rose curiosity, motivation and confidence as Nuñez, et al. (2009) considered. Hence, this pedagogical intervention had diverse exercises, delightful designs, and clear instructions that fostered the motivation, interest, and like for the reading by working deep cultural issues as content.

The theory of the nature of language and language learning. Defining the nature of a language is perhaps a complex task, regarding English, the nature of language is related to look

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for more effective methods of teaching it as a second or foreign language. Tudor (2001) affirmed that there are several perspectives on the nature of language. He claimed that “they are present and influence how the language is presented to students and which aspects of it are selected for study” (p. 49). In this regard, the purpose of this study is to select some aspects of the language for students can enhance their reading skill. Thus, the vision of the language that better suits this intention is the linguistic perspective because reading comprehension is a skill in which elements such as vocabulary, grammar, discourse and phonology can be worked as well.

In other words, reading comprehension is not an isolated skill; on the contrary, it is a skill that is composed by some other essential pieces of the language. Cunningsworth (1995); Johnson and Johnson (1998); and Lewis (1993), affirmed that for an effective communication the basis of the language is the lexis, grammar and other patterns of the language system. Thus, the integration of these elements into the worksheets was relevant to achieve the improvement of comprehension through deep cultural issues such as content.

This intervention also includes the culture and ideology perspective because the language in fact expresses details and characteristics of the sociocultural dimension. Tudor (2001) stated that it “intervenes significantly in language use, and thus has a real influence on students’ ability to use the language in an effective and contextually appropriate manner” (p. 71). This means that the use of some features of the context, details of the region and other elements of the culture intervene meaningfully in the language acquisition.

In addition, the materials, the teacher’s action and the activities proposed in class play an essential role in language learning. For this reason, the vision of the language learning for this intervention was the analytical learning that is related to the linguistic perspective. Tudor (2001) mentioned that:

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An analytical view of learning posits that according explicit attention to the regularities of language and language use can play a positive role in learning. Each language manifests a number of structural regularities in areas such as grammar, lexis and phonology also with respect to the ways in which these elements are combined to communicate messages. (p. 86).

Bearing in mind that this pedagogical intervention attempts to improve the students' reading comprehension, the analytical learning vision guides my student's language learning process by using analytical skills, reflecting on their own advances. Thus, the worksheets had different activities focused on the deduction and induction by working through deep culture.

Methodological approach underlying the pedagogical intervention. The methodological approach that supports this pedagogical intervention is Content and Language Integrated Learning (CLIL hereafter). Dalton (2011) defined CLIL "as an educational model for contexts where the classroom provides the only site for learners' interaction in the target language" (p. 182). In this respect, English learning will be found in the school instead of being used in students' daily context because it does not correspond to the language spoken in the country, being CLIL a useful approach for this intervention

Due to this fact, the purpose of implementing worksheets focused on reading was not only to integrate language learning but also to link the knowledge from other subject matters. In this perspective, Widdowson (1978) stated that:

a foreign language can be associated with those areas of use which are represented by the other subjects on the school curriculum and that this not only helps to ensure the link with the reality and the pupil's own experience but also provides us with the most certain means we have of teaching the language as communication. (p. 16)

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Hence, the use of deep cultural issues as content entails the integration of some subject matters such as social studies, geography, history and science, among others. Likewise, working topics such as drugs, environment, discrimination, gender and civil war makes a link to cross-curriculum subjects and opens the possibility to learn in English class.

Thus, the variety of content involves the union of some subjects which allowed students to use the foreign language by working contextualized tasks to develop their communicative skills in natural settings. Pokrivčáková and Malá (2004) stated that CLIL “provides students with meaningful input; communicated content that encourages learners to communicate; and, tasks which generate the use of language in a natural way through giving and receiving information” (p. 122). In this sense, when students read an authentic text, grammar and lexis are implicit, and the language learning is happening by acquiring information, showing up that CLIL is an accurate approach in terms of effectiveness.

CLIL is an approach used in bilingual or immersion teaching processes mainly, but it also offers the opportunity of English learning for those other contexts where the lessons are not completely in a foreign language. Lin (2016) stated that CLIL is “being re/interpreted, adapted and extended in different contexts in recent years. This is particularly so in English as an additional language (EAL) contexts, where English is not the most familiar language of the students” (p. 2). This means that for a public context where the pedagogical intervention took place the characteristics fit properly and the approach was the most appropriate one.

Furthermore, CLIL is characterized by its integration of tasks, objectives and approaches. Nunan (1989) defined task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or integrating in the target language while their attention is principally focused on meaning rather than form” (p. 10). Thus, CLIL offers chances

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for input and output, which are essential procedures in language acquisition as Richards and Rogers (2001) mentioned. That is the reason why, the activities I proposed were focused on the process rather than the outcome. In other words, the task allowed the learner to do a productive input and output process, contributing to the language acquisition.

In brief, there are several benefits that CLIL offers due to its multi-variant teaching and learning objectives which are based on appropriate content. Pokrivcáková and Malá (2004) stated that CLIL can “improve overall target language; increasing learner motivation for language learning through creating realistic, educational circumstances in the language classroom; developing intercultural communication skills; and, learning how to live in a wider cultural context” (p. 123). Following authors` appreciations, CLIL fosters the practice of a language in natural settings, making meaningful situations in which learners can increase their vocabulary, lexis and knowledge about the content. Facts that prove CLIL effectiveness.

Connection of the pedagogical strategy with the research enquiry. After an English proficiency test was administrated to tenth graders I found they had difficulties in reading, they lacked vocabulary and grammar structures. Hence, I decided to conduct a research study focused on implementing worksheets to enhance the reading comprehension process by working deep cultural issues as content related to different subjects such as social studies, history and science, among others.

The pedagogical intervention of implementing six reading worksheets was a strategy for improving the comprehension that Duke and Carlisle (2011) defined “as the act of constructing meaning with oral or written text. This is truly a constructive process” (p. 200). That means, students have the opportunity of learning different meanings through readings and to obtain a higher level of comprehension following a process that will be evident in the worksheets. In this

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sense, the benefits of enhancing the reading skill are huge because the students not only will improve their EFL performance, but will also construct meanings.

Furthermore, when a language is taught, part of its culture is also transmitted. Brown (2007) claimed that “whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting” (p. 74). However, the deep culture that worksheets display to the students is not only English cultural aspects, but also the contextualized culture of students’ daily life. Thus, the designed materials provided features of students’ culture and content from subject matters following the CLIL approach.

Accordingly, the worksheets based on deep cultural issues as content generated a way for students to develop their reading comprehension in the EFL classroom. To this respect, the pedagogical intervention focused on setting a range of reading strategies and activities which improved eleventh graders’ comprehension and followed the line of the MD emphasis.

Suggested instructional phases. In this section I stated the seven phases I followed to develop the worksheets to enhance student’s reading comprehension.

Students’ informed consent. After recognizing the students’ needs and set my plan of action which was to enhance the reading comprehension skill I designed two consent letters (see appendixes C and D) one for the principal of the institution, asking for permission to conduct the study and another for parents and students to be informed too. These information letters clarified that the data gathered was used exclusively for research purposes and also highlighted the fact that the process kept students’ confidentiality.

Proposed framework for materials development. To select the phases, I took into account the frameworks proposed by these scholars who agree on implementing a needs assessment, setting goals and objectives, choosing the content, selecting and developing the

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materials, and evaluating the process. Graves (1996); Jolly and Bolitho (1998); Masuhara (1998); Núñez et al., (2004); Núñez and Téllez (2009); Núñez et al., (2009); and Núñez et al., (2012). I considered relevant these phases because they concrete the process of this pedagogical intervention by summarising the most important aspects of the research.

However, the scholars differed in some aspects as well. Graves (1996) and Núñez and Téllez (2009) highlight the resources and constraints; Masuhara (1998) considers the design of a syllabus; Jolly and Bolitho (1998) propose the identification of a problem and the creation of contextualized new materials; Núñez et al., (2004) mention bearing in mind learning/teaching activities; and, Núñez et al., (2009), Núñez et al., (2012) and Núñez et al. (2017b) incorporate the point of making adjustments.

Hence, taking into account all these authors and elements, for my own MD rationale, I incorporated the following aspects: to establish students' needs; to set objectives and to inform participants about the purpose of the study; to select content; to develop materials and activities; and to make adjustments if it is required. These phases differ in some respects from authors. Due to this, I considered it pertinent to focus on adapting the approach because CLIL was new in the public institution and on so was the use of worksheets, being these innovative characteristics of the framework, I proposed.

Observation and identification students` profile. I conducted a diagnosis activity to explore the students' abilities in English subject. Then, I administered a survey (see, Appendix A) to identify students' profile by asking them about their English level proficiency, their experience with reading, their preferences regarding sort of texts they like reading and their common problems when they read. The data collected showed students had some difficulties in grammar, vocabulary and reading.

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Topic selection for reading comprehension. As I stated in the first phase a survey was conducted to explore the topics in which students were interested in. This allowed me to organize a sequence of diverse deep cultural issues which students had experienced in their everyday life and with other subject matters at school.

Approach context adaptation. Considering the context where the study took place and the characteristics of the students, this phase sought to adapt the CLIL approach to transform the traditional teaching methodology. This phase integrated the content from different subject matters which allowed students to learn without being focused on grammar.

Sensitization of reading comprehension. During this phase, I set and explained to my students the objectives of this intervention for them to recognize the definitions and characteristics about the reading comprehension process. I considered their interests and needs, and I gave them all the information about their processes during the whole study.

Reconnaissance of reading comprehension process. This phase led students to some strategies to develop reading comprehension such as: recognizing grammatical word classes and rules, interpret word order, skimming and scanning information and identifying the purpose in a text, among others (Brown, 2007). Moreover, the students identified some learning strategies selected from Oxford (1996) which were presented in the activities that followed the sequence of pre, while, and post- reading.

Having stated instructional phases, the six reading worksheets were developed, including different learning and reading strategies to interpret and analyse texts, using deep cultural issues such as content, and achieving a level of comprehension as it can be seen in the sample.

Sample of worksheet:



Reading worksheet 1

Being unique is not a synonym of discrimination, isn't it?

Image taken from <https://r2d2mon82.wordpress.com/category/naruto/page/2/>



Learning strategy:

Relating new language information to concepts in memory by using images or imagery

1. Complete the chart by filling each picture with a word or two. Follow the example:



- | | | | | | |
|-----------------------|------------|-----------|---------------|--------------------|------------------|
| race | oppression | diversity | human rights | unfair | social isolation |
| segregation | equality | culture | disability | sexual orientation | social class |
| fear | respect | religion | poverty | society | difference |
| depression | violence | crime | bad treatment | hatred | age |

<p>depression</p>			

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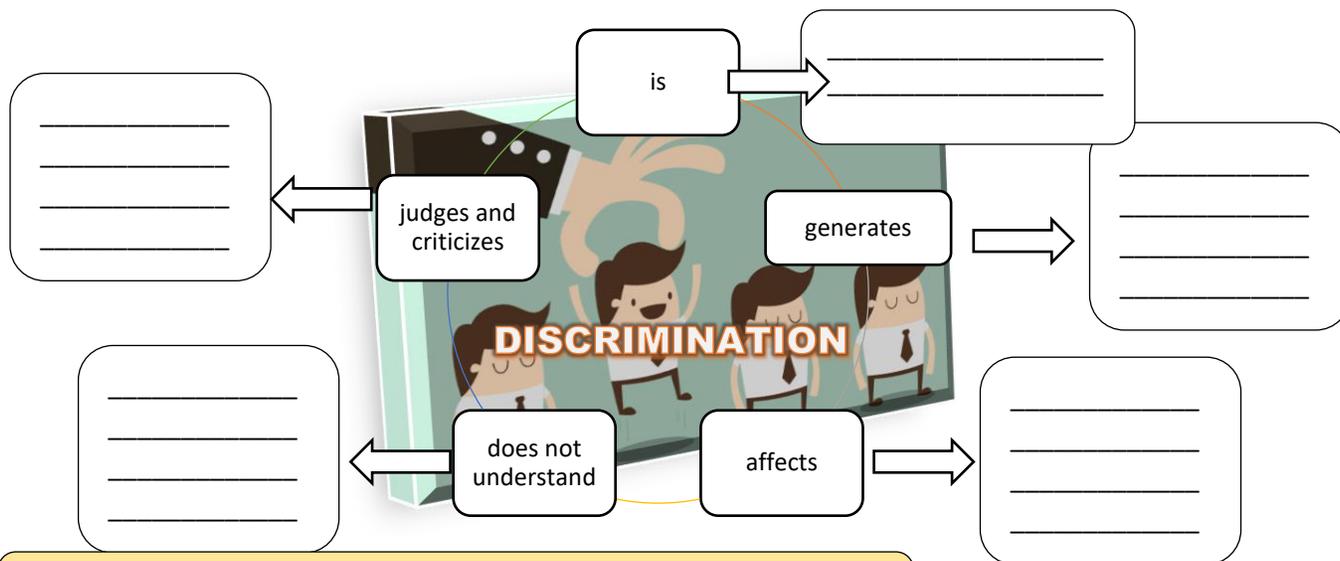
Learning strategy:

Making an arrangement of words into a picture, which has a key concept at the centre and related words to the key concept.

2. Place the words in the corresponding position



- | | | | | | |
|-------------|------------|-----------|---------------|--------------------|------------------|
| race | oppression | diversity | human rights | unfair | social isolation |
| segregation | equality | culture | disability | sexual orientation | social class |
| fear | respect | religion | poverty | society | difference |
| depression | violence | crime | bad treatment | hatred | age |



Learning strategy:

Placing a word to describe a context in a meaningful way.

3. Read each social problem and fill in the gaps with one of word from the box. Follow the example:



- | | | | | |
|--------------|-----------|------------|--------------|----------|
| human rights | prejudice | terrorism | racism | bullying |
| poverty | diversity | inequality | social class | |

_____	Poverty	_____	_____
Action of intimidating and affecting smaller or weaker people.	state of having little or no money.	an unfavorable opinion or feeling formed beforehand or without knowledge.	the use of violence and threats to intimidate especially for political reasons.
_____	Discrimination and social issues		_____
a belief that one's race is superior (better) and therefore, has a right to control the other.	Guaranties for human beings.	Conditions that benefit ones while others can 't obtain them.	Variety in different aspects in a societv.
			difference by having a high, medium or low economy status.

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**Learning strategy:**

Relating new Language information to concepts that are in memory.

4. Match the words with the corresponding definition. Follow the example:

Discrimination		the state or condition of having little or no money, goods, or means of support; condition of being poor.
Social status		the state or condition of being apart, separated, or restricted to one group.
Sexual orientation		the state or fact of being diverse; difference; unlikeness.
Racism		a belief or idea that one's own race is superior and has the right to dominate others racial group.
Diversity		the state or quality of being equal; correspondence in quantity, degree, value, rank, or ability.
Oppression		the position in a society according to economic or social factors.
Segregation		one's natural preference in sexual partners; predilection for homosexuality, heterosexuality, or bisexuality.
Equality		lack of adequate power, strength, or physical or mental ability; incapacity.
Disability		state or condition of judge, criticize or attack people because they are different in several senses.
Poverty		the exercise of authority or power in a burdensome, cruel, or unjust manner.

**Learning strategy:**

Using skimming to identify the main ideas.

5. Read the passage and underline the main ideas. Follow the example:

Naruto's discrimination

Naruto Uzumaki is a ninja of Konohagakure village. He is the container of the Nine-Tails monster. Naruto was born the night of October 10th. That night the monster which is now interior his body killed many people and destroy the village. For this reason, he was isolated, discriminated and hated by most of village people during his childhood.



Naruto grew up alone, observing how people loved each other while he was rejected of everything. So, he tried to call people attention doing different things such as disturbing the village and painting the monuments, among others.

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Naruto grew up as an orphan, suffering years of hatred and social isolation by Konoha's people. Naruto did not know who his parents were, this made him vulnerable to critics and constant bullying at school, but Naruto never gave up because he had a dream: Be the Hokage (leader) of Konoha village.



After many prejudices, bad treatments, social isolation and unfair words, Naruto continued to believe on his dreams and goals until he was accepted little by little. That is why, Naruto worked so hard to come true his dream and on his road to be an excellent ninja, Naruto met several people who recognized him as a human being instead of a monster.

Finally, Naruto faced different fights, challenges, risks and wars where he demonstrated that being different is not a synonym of discrimination.

He proved that after all the damage people made him it is possible to forget and go on, also that the equality is a right of everybody, it does not matter if you come from other villages or places, if you are black or white or if your likes are rare.

Naruto showed that the love, the effort and the conviction of being who you are can destroy the discrimination.



Learning strategy:

Using scanning to find specific details.

6. Read the text again and write (T) true or (F) to each sentence. Follow the example:



- a. Naruto is a ninja from Konoha village.
- b. People treated Naruto well after knowing he had a beast inside
- c. Naruto grew up being happy because of Konoha people's love.
- d. People from Kohoha discriminated Naruto unfairly.
- e. Naruto knew who his parents were in his childhood.
- f. Naruto showed that the effort and dedication can dreams come true.
- g. The discrimination can affect to anybody, however is our decision to accept it or not.
- h. Being different could be a characteristic to be discriminated.

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Learning strategy:
Classifying English language
grammatical rules

7. Organize the words to form sentences.
Write PR to present, PA to past or FT to
future. Follow the example



Example: in some countries/ many women/ affected/ by the discrimination/ are
Many women in some countries are affected by the discrimination

PR

a. actually/ schools/ a variety of/ presents/ discrimination cases.

b. a huge issue/ social difficulties/ during the last decade/ increased/ generating/ in societies

c. will cause/ a lot of damage/ the racism/ is not stopped/ if it

d. the discrimination/ to grow up/ if the diversity/ will continue/ is not accepted

e. cultural issues/ from past to present/ Colombia/ as discrimination/ lived and lives

f. some problems/ the discrimination/ as the bullying/ brought

g. discrimination/ acceptance/ are the clue/ and/ to defeat/ understanding



Learning strategy:
Reasoning deductively.

**8. Read the article and answer
the questions below.**



Breaking News

VOL.XI - no.4350

NEW ISSUE

BOGOTA still racist!

Racism, discrimination and segregation are still plaguing the Colombian capital of **Bogota**, according to the newspaper El Espectador reported on its edition on Saturday April 11 2011.

In the International Year of African Descendants, the news comes as a blow to a country whose African population have suffered centuries of discrimination since colonization.

There are almost 10,000 people of African or indigenous descent living in Bogota, constituting the poorest sector of the population in terms of education,

Direct racism is also evident in the city. A sign in a window read "Apartment for rent: but not for a black". An Afrocolombian girl in Bogota recalled ringing up about an apartment, "When you say you are black, they respond, we don't rent to blacks."

Politically, only three out of 184 municipal mayors are black, there are only two black city councilors and in Congress only two seats are held by black people until 2012, which could be even less if not for a Constitutional mandate.

The District Institution for Participation and Community Action (IDPAC) are working to change the reality by the development of a public policy for the rights of the Afrocolombian population.

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“The reality is stubborn, there are still racist practices in Bogota, blacks are discriminated against in labor and socially,” said the director of IDPAC, Victor Mosquera.

Mosquera believes education programs about black culture need to be expanded to forge a better understanding of Afrocolombian culture. One of the main obstacles preventing progress is that Bogota does not have center for the collection of complaints, said Mosquera.



He proposed undertaking an observation to detect and quantify the presence of racism in the city. It is however, difficult to prove the existence of racism because those who have suffered prefer to suffer in silence to avoid further discrimination, or because it is camouflaged (for example, bars that have restricted access without saying why).

Taken from <http://colombiareports.com/racism-rife-in-bogota/>

African and indigenous people represent

- a. the richest part of the population
- b. the poorest part of the population
- c. the most normal part of the population

Discrimination is still a serious problem in Bogota because

- a. people love each other
- b. people don't accept the difference
- c. people like being racist

Mosquera in the text can be considered as

- a. a person who criticizes the life.
- b. a person who fights for people's rights.
- c. a person who participates in campaigns to preserve life.

Many education programs can be designed to fight against the discrimination but

- a. people must change their lives to transform their future.
- b. people should learn more about social problems.
- c. people must accept themselves to accept the difference.

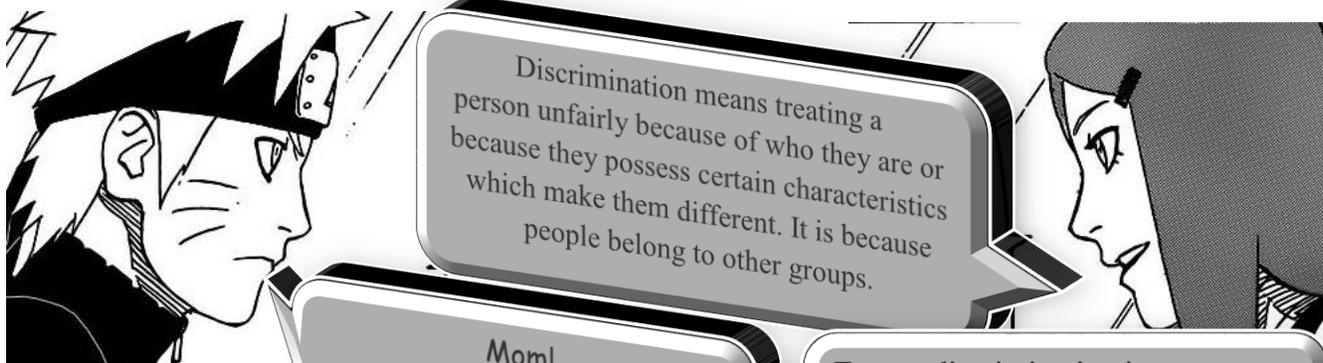
The article presents the following idea

- a. Bogota is a discriminatory city.
- b. some people in Bogota are racist.
- c. Colombia is still a dominated place.



Learning strategy:
Practicing the new language in natural settings.

9. Read and reflect on what is discrimination for you.



Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics which make them different. It is because people belong to other groups.

Mom!
What is discrimination?

For me discrimination is _____

Images taken from <https://r2d2mon82.wordpress.com/category/naruto/page/2/>



As Kushina mentioned discrimination is characterized by judging, criticizing or attacking people because they are different in age, gender, race, religion, sexual orientation, or simply because they have some disability, different ideas and different social status.

Do you think it is correct to judge, criticize or attack people because they are different from you? Explain your answer.

Because _____

Finally, why do you consider the discrimination is a deep cultural issue?



Self-Assessment

My worksheet... Mi guía...	It works Funciona 	It can be better Puede ser mejorado 
offers a variety of reading comprehension tasks. <i>ofrece una variedad de tareas de comprensión lectora.</i>		
has an attractive presentation which catches the attention. <i>tiene una presentación atractiva que capta la atención.</i>		
has an appealing and helpful content. <i>tiene un contenido útil y atractivo.</i>		
attends my needs, preferences and learning styles. <i>atiende mis necesidades, preferencias y estilos de aprendizaje.</i>		

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Promotes an exposure to the language in real tasks. <i>Promueve al contacto con el lenguaje en tareas reales.</i>		
promotes the application of learning strategies that help me do or solve the tasks. <i>promueve la aplicación de estrategias que me ayudan a hacer y resolver tareas.</i>		
Being unique is not a synonym of discrimination... Ser único no es sinónimo de discriminación...	It does Lo hace 	It can be better Puede ser mejorado 
helps me to use and recognize vocabulary related to facts and situations where the discrimination takes place. <i>me ayuda a usar y reconocer el vocabulario relacionado a hechos y situaciones donde la discriminación toma lugar.</i>		
allows me to express perceptions and ideas about the discrimination in my society. <i>me permite expresar ideas y percepciones acerca de la discriminación en mi sociedad.</i>		
helps me to identify factors and consequences of the discrimination. <i>me ayuda a identificar factores y consecuencias de la discriminación.</i>		
allows me to have a clear vision of identity and diversity. <i>me permite tener una visión clara de identidad y diversidad.</i>		
To develop my reading comprehension... Para desarrollar mi comprensión lectora...	I do Lo hago 	I can improve Puedo mejorar 
I achieve to understand the proposed topic and authors' intention and ideas, following some steps to comprehend the readings. <i>logro entender el tema propuesto y las ideas e intención del autor, siguiendo algunos pasos para comprender las lecturas.</i>		
I use reading strategies such as scanning, skimming and analyzing the vocabulary to identify main ideas, specific details and new info. <i>uso estrategias de lectura como el escaneo, lectura global y el analizar vocabulario para identificar ideas principales, detalles específicos y nueva información.</i>		
I practice the new vocabulary to understand new texts, making the reading an activity for pleasure instead of being imposed. <i>Practico el nuevo vocabulario para entender nuevos textos, haciendo de la lectura una actividad por gusto en vez de ser impuesta.</i>		
The Content Language and Integrated Learning approach... El enfoque de contenido de lenguaje y aprendizaje integrado...	It does Lo hace 	It can be better Puede ser mejorado 
promotes an environment where I can use the foreign language <i>promueve un ambiente en donde puedo usar la lengua extranjera</i>		
is clearly identified in the materials (worksheets) by offering authentic tasks and diverse content from different subjects <i>Es claramente identificado en los materiales (guías) pues ofrece tareas auténticas y contenido diverso de diferentes materias como</i>		
Helps me to identify causes and consequences about discrimination. <i>Me ayuda a identificar causas y consecuencias de la discriminación.</i>		

Table adapted from Munévar (2017)

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Chapter IV

Data Analysis

This chapter shows the data analysis of the implementation of six worksheets on 11th graders that were developed to enhance the reading comprehension based on working deep cultural issues such as content. Having described the methodological and the instructional design of this study in chapter III, I will explain the data interpretation and the emerging categories that I obtained during the data analysis of three instruments which gathered the information (students' artefacts (the worksheets), field notes and the survey).

Data Analysis Procedure

The task of analysing and interpreting the information implied the use of an approach that for his study was the grounded approach that Charmaz (2008) defined as “a systematic, inductive approach to collecting and analysing data to develop theoretical analyses. The method also includes checking emergent categories that emerge from successive levels of analysis through hypothetical and deductive reasoning (p. 155).” Considering Charmaz' statement I gathered the data through three instruments (students' artefacts, field notes and surveys) for proceeding to read and re-read the data to find similarities and common patterns.

Similarly, Bryant (2017) gave a clear definition about grounded theory and he affirmed that it “comprises a systematic, inductive and comparative approach for conducting inquiry for the purpose of constructing theory” (p. 89). Following his definition, the analysis of data gathered from my three instruments allowed me to construct a new theory about how innovative materials based on deep cultural issues improved the reading comprehension.

To reach that goal, I used some procedures that Freeman (1998) called “essential items” from grounded theory. He claimed that grounded theory entails the application of “four elements in data analysis (naming, grouping, finding relationships, and displaying.) (p. 101). Having in

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mind the four elements mentioned by Freeman, I worked on the patterns which were found and I proceeded to analyse the information to, then, write new theory.

Once the information was collected as I mentioned before I read the data and found key words I called patterns or commonalities. Miles and Huberman (1994) stated that exist two kinds of patterns, which are “patterns of variables involving similarities and differences among categories, and patterns of processes involving connections in time and space within a context” (p. 246). Following authors’ perspective, I used patterns of variables because I found similarities and coincidences among the instruments.

Following the grounded theory method, I highlighted those patterns by using the colour coding technique to then classify them into categories. In Bergaus, Gorra and Stottok’ s words (2011), the colour coding technique is to use “coloured fonts to assign certain codes, concepts and categories to the text, with codes being keywords or short sentences, concepts being interrelationships of codes, and categories being interrelationships of concepts” (p.1). Through this technique, I labelled keywords and short sentences I found relevant in the three instruments to give them meaning, and I grouped them into subcategories considering the constructs of materials, deep cultural issues and reading comprehension.

Having named, grouped and found similarities of the data from the instruments, categorizing was the next procedure. Charmaz (2006) said that “coding means categorizing segments of data with a short name that simultaneously summarizes and accounts for each piece of data” (p. 43). That is the reason why I grouped particularities and commonalities from data in different categories that I named according to the theory of my literature review.

In addition, Saldaña (2011) stated that “Categorizing is organizing and ordering the vast array of data from a study because it is from these larger and meaning-rich units that we can

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better grasp the particular features of each one” (p. 91). Thus, I agree with Saldaña’s statement because categorizing allowed me to reduce the data to subcategories and later to categories facilitating its analysis and interpretation.

Likewise, for reducing the data into categories and subcategories I triangulated the data from my three instruments. Burns (1998) defined it as “including multiple sources of information or points of view on the phenomenon or question you are investigating” (p. 96). Following her statement, I took a view from three angles; the first one from students’ artefacts: the outcome of students’ work; the second one was the field notes in which I reported students’ observations during the implementation; and, finally the survey that was divided into two, the needs analysis and the final survey which gave students’ perceptions

about the materials, deep cultural issues and reading comprehension.

Bearing in mind Burns’ words the triangulation process was the final part of the grounded method because through this analysis I proceeded to construct theory. Nonetheless, the type of triangulation used for this study was the theoretical triangulation that in Denzin’s perspective (1989) is “approaching data with multiple perspectives and hypotheses in mindVarious theoretical points of view could be placed side by side to assess their utility and power” (pp. 239-240). And the methodological triangulation approach, which implies the use of assorted sources of information, to facilitate the validation of the concepts emerged, Freeman (1998). Thus, I evaluated the data to state my categories and subcategories considering the pertinence, relevance and importance of the information.

As I stated, this research project bore in mind the grounded approach and through it I established three research categories, as follows: the first category consists of three categories;

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the second category embraces two subcategories; and, the third category covers three subcategories respectively.

Research Categories

Having named the categories and subcategories, I will display the analysis of the results gathered in the data instruments that progressively allowed me to answer my research question based on theory and samples as it can be seen in table 1:

Table 1.

Research study categories and subcategories

Main question	Categories	Subcategories
How do the development and implementation of worksheets based on deep cultural issues contribute to develop reading comprehension process in tenth graders at a public school?	Innovating through contextualized materials for language use.	Catching attention and interest through attractive pictures and nice layout
		Varied and challenging activities through an appealing content.
		Confidence in using the language naturally.
	Deep cultural issues foster learning.	Reflection on cultural issues fosters learning.
		Rising cultural awareness by using critical thinking
	Fostering reading comprehension.	Gaining comprehension by being a strategic reader
		Gaining new information by using background knowledge.

Innovating through contextualized materials for language use. This category displays the importance of developing innovative materials that respond to students and school's needs, foster the learning of English as a foreign language, and offer diverse reading and learning strategies. Xiaotang's (2004) stated that "materials are not just tools; they represent the aims, values, and methods in teaching a foreign language. Materials are the most powerful device in

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spreading new methodological ideas and in shaping language teaching and learning practice” (p 1). Following this statement, I selected the topics based on the students’ needs analysis, I designed new activities in which language practice had relevance, and I adapted some texts into six reading worksheets, bearing in mind that these innovative materials would complement the use of the textbook students used to work on.

Progressively, I followed some theory to state the SLA and MD teaching principles based on some theorist such as Tomlinson (1988), Graves (1996), and Núñez, Pineda and Téllez (2004). Likewise, the latter authors stated that materials “should explore students’ personalities, learning styles, language development expectations, likes, dislikes, needs and...promote exposure to the target language and opportunities to recycle the grammar and vocabulary points to be learned.” (p. 132). Thus, I considered these researchers’ contributions to develop the worksheets which presented diverse activities with visuals aids and in which students used the language in natural settings practicing the new vocabulary.

Thus, through the aspects previously mentioned I designed my worksheets for the pedagogical intervention, and once I triangulated the data collected by the instruments, three subcategories emerged: *catching attention and interest through attractive pictures and layout, varied and challenging activities through an appealing content, confidence in using the language naturally.*

Catching attention and interest through attractive pictures and nice layout. This first subcategory appeared from students’ opinions and perceptions regarding the materials presentation, layout and novelty. I called “*Catching attention and interest through attractive pictures and layout*” because of its relation to the SLA principle surrounding the development of materials. Tomlinson (2003) stated that “‘materials should achieve impact’ (through novelty,

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variety, attractive presentation and appealing content)” (p. 21). Taking into consideration Tomlinson’s words, the worksheets were attractive and enjoyable for the students, because through the self-assessment, field notes and the final survey they affirmed to have worked on new materials with such characteristics.

Students were motivated to work on these materials from the very beginning of the implementation. Núñez, Pineda and Téllez (2004) claimed that “we should call and maintain our students’ attention by using meaningful, well-elaborated, updated, challenging, enjoyable and relevant materials” (p. 131). Considering this assumption, my worksheets included visually-attractive layout, nice design and colourful pictures which demonstrated that they caught students’ attention, and this fact was proved in the following excerpt from students’ artefacts where is possible to see above mentioned:

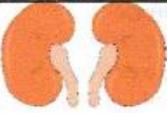
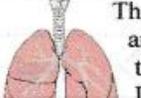
Learning strategy: Placing a word into a context in a meaningful sense.		4. Read and place the words according to each statement. The first letter is given to you.			
bone marrow	bladder	liver	lungs	heart	kidneys
 They filter the urine. <u>Kidneys</u>	 It absorbs and distributes nutrients to body <u>Liver</u>	 It keeps defences in the body and uses nodes and vessels <u>Bone marrow</u>	 it keeps the urine to eliminate it <u>Bladder</u>	 They receive the air and distribute it by the body <u>Lungs</u>	 It bumps blood by the body <u>Heart</u>

Figure 1. Students’ artefacts: worksheet 2

Progressively, from the self-assessment of the students’ artefacts it was possible to see how students agreed that the materials had an attractive presentation which caught their attention and interest, being this an important result of the implementation. Figure number two shows how students assessed the presentation, novelty and layout of the worksheets:

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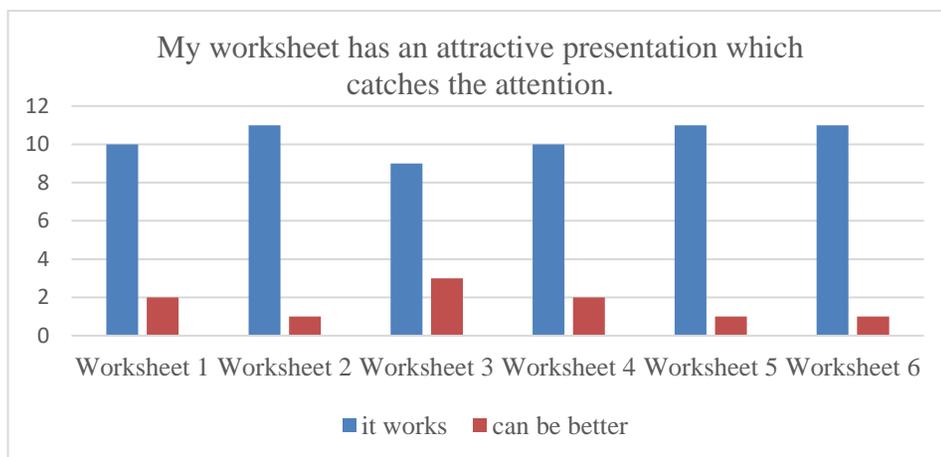


Figure 2. Graph of a self- assessment section from students' artefacts

Likewise, the following excerpts from the field notes displays how impactful the materials were for students due to their colours, layout and presentation:

The first contact that students had to new materials was delightful because of its layout and colorful pages (they affirmed it was the first time they developed a material like this). [sic]
(Field notes 1, worksheet 1)

It is important to mention that its layout and presentation caught students' attention from the beginning of the session. Some students admired the frameworks and colors while some others mentioned that pictures were cool and interesting. [sic]
(Field notes 4, worksheet 4)

Finally, the final survey shows that the materials caught students' attention and interest by their pictures and layout:

Student 7: Me pareció muy interesante los temas que se estaban tratando en las guías y el material llamaba mucho la atención. [sic]

English translation: it was very interesting the topics which were working on the worksheets and the material caught so much the attention.

Student 11: fueron realmente innovadores porque presenta características como; elaboración por el propio maestro, interés en que el contenido sea atractivo visualmente y con temáticas variadas además de tratar de enseñar inglés a través de situaciones cotidianas y hechos relacionados con otros países. [sic]

English translation: they were really innovative because they presented features such as: elaboration by the own teacher, interest about the content being visual-attractive and with varied topics also to try of teaching English through daily life situations and facts related to other countries.

(Survey outcome)

In sum, the six reading worksheets had an attractive presentation, design and layout, including colourful pages and pictures which caught students' attention, promoting motivation, learning interest and the practice of a foreign language. Jolly and Bolitho (1998) mentioned that "physical

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appearance and production of materials are important both for motivation and for classroom effectiveness.” (p. 95). This appreciation supports what I stated previously, and gives an insight about how effective the materials were for the students; however, the presentation not only was vital to achieve such effectiveness, but also was the diversity in activities and content.

Varied and challenging activities through an appealing content. In this second subcategory, the content and activities played an important role because through them students improved the reading comprehension. Harwood (2010) mentioned that the content of materials “is often seen as governed by “needs,” although the meaning of “needs” is far from straightforward (...it refers to any or all of the learners’ “lacks,” “necessities,” and / or “wants,” (p. 9). That is, the content must suit the learners’ necessities. That is why I conducted a needs analysis to see which were the topics and content my students were interested in working; then, I noticed they had some particularities regarding the context and the cultural issues that they lived as well, and I established deep cultural issues as a content.

As it was previously stated, it is relevant to mention that cultural learning is involved in the language learning, both cannot be isolate to each other, and materials are crucial to match them. Thus, the type of culture that materials offer is essential in learning. Misshan and Timmis (2015) stated that there are:

...three types of cultural materials: *target culture materials* that use the culture of a country where English is spoken as the L1, *source culture materials* that draw on the learners’ own culture as content, and *international target culture materials* that use a mixture of cultures in English and non-English-speaking countries. (p. 40)

Having selected deep culture as content agreed with Misshan and Timmis’ statement about the type of materials because for the students I offered “source culture materials”. Due to

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this, I considered their own culture and their context for presenting different topics about deep cultural issues such as discrimination, poverty, drugs, and education, among others.

Bearing in mind that I chose “source culture materials”, each topic was related to a different subject matter such as social studies, science, religion, and history. The incorporation of various themes means that language teaching and the content were integrated in one method called CLIL (Content and Language Integrated Learning) Marsh (2012) affirmed that CLIL is an “approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery” (p. 2). Following his words, I used appealing content from different subject matters with the objective of having natural practices of the language through diverse type of activities, where the language leaning was focused on developing skills as reading instead of being centred on grammar.

Likewise, materials as source of language learning offered tasks in which the students developed confidence by solving challenging activities that allowed to be motivated. Núñez, Téllez, Castellanos and Ramos (2009) considered that “teachers as materials developers should provide enjoyable activities that promote sensory stimulation, raise curiosity, supply clear participation opportunities, provide feedback and build valuable rewards for extrinsic motivation” (p. 23). Thus, the effectiveness of materials depended on the potential activities which were designed. For my worksheets, the selection of activities played an important role because they were varied and challenging, and that was the point students highlighted as an innovative and interesting aspect to emphasize.

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This consideration was evident in the following excerpt from students' artefacts in which was possible to see how learners developed a challenging activity through an appealing content from a subject matter, that for this worksheet was the history. Being this task an enjoyable activity that promoted learning as Núñez et al. (2009) mentioned:

Learning strategy:
Making an arrangement of words into a picture.

6. Read and number each paragraph to create the sequence about the first World War. Follow the example.

Paragraph 4: This provoked France declared war on Germany because it had invaded Belgium and immediately Britain appeared.

Paragraph 2: After the incident, Austria declared war on Serbia. Then, Russia defended its ally Serbia.

Paragraph 7: USA declared the war on Germany and it continued until November 11th in 1918 when all signed peace on the Treaty of Versailles.

Paragraph 8: However, although the excuse of war was the assassination, there were other interests as to obtain the world control.

Paragraph 3: When Germany noticed the intervention of Russia, it decided to attack for protecting Austria.

Paragraph 5: Progressively, others dominated countries such as Australia, India and African colonies who participated in the war by obligation.

Paragraph 1: The first World War started in 1914 after the assassination of the Austrian Duke Franz Ferdinand.

Paragraph 6: In May 1915, a German boat torpedoed a British ship killing 128 Americans who were there. This provoked USA fury.

Figure 3. Students' artefacts: worksheet 5

Likewise, the self-assessment from the students' artefacts displayed how the learners saw the content and the activities in the worksheets:

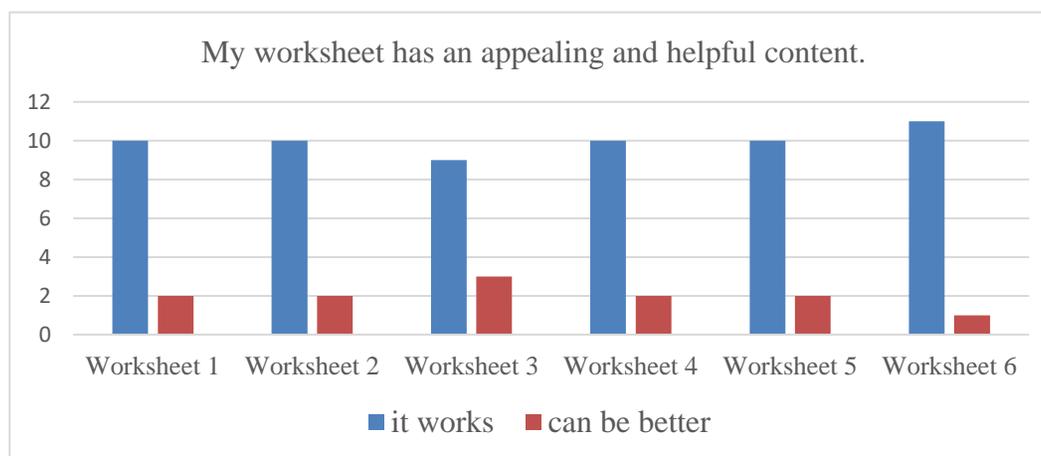


Figure 4. Graph of a self-assessment section from students' artefacts

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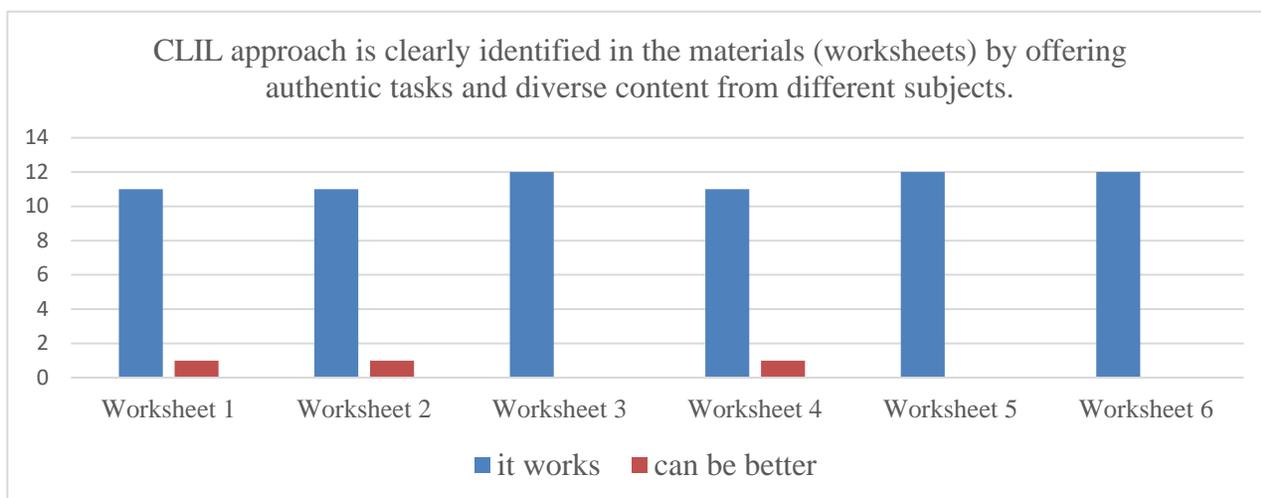


Figure 5. Graph of a self- assessment section from students' artefacts

From these two bar charts' analysis, it was possible to observe that students recognized the content from different subject matters in the worksheets, developed varied and challenging activities, and worked the content according to their needs and interests which resulted in the materials being effective. Likewise, the field notes instrument support the previous statement about how students perceived the varied challenging activities and content. This can be seen in the following excerpts:

The proposed activities were interesting and meaningful because students enjoyed learning and remember some concepts about the body and its different systems. *[sic]*
(Field notes 2, worksheet 2)

In addition, students pointed out that the reading activity of organizing history details to obtain a full text about the First and Second World War was quite challenging and really outstanding because that tested student's capabilities in all senses. *[sic]*
(Field notes 5, worksheet 5)

Materials and activities were also challenging because students demonstrated an effort to solve them. It is also remarkable that activities were useful for students because they manifested to have learnt about the proposed task. *[sic]*
(Field notes 6, worksheet 6)

Similarly, taking into account Misshan and Timmis (2015) words about type of materials I used to work with cultural aspects that were part of students' own culture. From some of their appreciations gathered in the final survey was possible to observe how important the content and activities were for them:

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Student 4: generaron motivación e interés por trabajarlos., promovieron actividades variadas de lectura. *[sic]*

English translation: materials generated motivation and interest for working on them, promoting varied activities of reading.

Student 7: Me pareció muy interesante los temas que se estaban tratando en las guías y el material llamaba mucho la atención. *[sic]*

English translation: it was very interesting the topics which were working on the worksheets and the material caught so much the attention.

Student 10: Fue buena, ya que los textos eran de fácil entendimiento, y las actividades también. *[sic]*

English translation: It was good because the texts were of easy understanding and the activities too. *(Survey outcome)*

From the same final survey in a question of multiple option, students answered that materials worked during the second term, offered them the possibility of dealing with different topics such as discrimination, drugs, poverty, war and education. Being this an important outcome related to the content. McDonough, Christopher and Masuhara (2013) stated that “appropriate and relevant adapted materials are likely to increase learner motivation and therefore contribute to enhanced learning” (p. 65). This statement led me to affirm that the correct selection and adaptation of content from different subject matter with the appropriate activities led students to improve the language learning and use the language naturally.

Confidence in using the language naturally. The final subcategory makes reference to how students felt when they were solving the activities from the materials and how they used the language in natural settings. In this respect, Tomlinson (2003) stated two SLA principles I took into account: “materials should help the learners to develop confidence...by involving them in tasks which are challenging and achievable... and materials should expose the learners to language in authentic use” (p. 21). Following the author’s words, I offered in my six worksheets challenging activities that promoted the students’ learning and real tasks in which they used the EFL (English as a Foreign Language) in an authentic setting.

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To make this possible, as I stated previously, I used CLIL methodology because through it, the use of language in natural ways was achievable. Supporting this statement, Mehisto (2012) highlighted that in CLIL opportunities “for meaningful learning are connected to the use of authentic language in authentic ways which in turn involves the use of well-structured peer cooperative activities and...the development of well-structured opportunities to connect with speakers of the CLIL Language.” (p. 15). That means collective activities and scenarios to use the language are important to achieve a meaningful learning. Following Mehisto’s words I planned activities in which the students integrated the use of the EFL to enhance the reading skill through challenging tasks that students could achieve, fostering confidence in themselves.

Considering the previous information, one can say that when students give opinions, answer questions, complete dialogues or read texts to extract main ideas, they are using the language in a natural way. To this respect, McDonough, Christopher and Masuhara (2013) affirmed that “integrated skills materials are more likely to involve learners in authentic and realistic tasks, their motivation level will increase as they perceive a clear rationale behind what they are being asked to do” (p. 204). Thus, the worksheets I developed were “integrated skill materials” because through them the students not only practiced the reading skill but also developed the writing skill when they were solving questions.

In brief, CLIL as learning methodology benefited students’ processes because it developed student’s content knowledge, fostered critical thinking, and promoted the language skills to comprehend, learn, communicate, and express ideas. To this respect McDonough, Christopher and Masuhara (2013) stated that “materials are often written specifically to get learners to express opinions, to present and defend points of view, and to evaluate arguments for which there is no one objective way of demonstrating the outcome as right or wrong”. (p. 174).

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This affirmation means that if my objective is to check grammar the outcome will be reviewed in such a way, but if the intention is to develop communicative abilities, the attention will be focused on the process instead of the outcome, and this was what I did in my worksheets: developing a material in which students felt confidence and practiced the language naturally.

The previous stated information could be evidenced through the following sample from the students' artefacts. From it, I perceived that the practice of reading skill promoted the development of other skill such a as writing, and students did it naturally fostering their confidence to solve questions and develop different tasks.

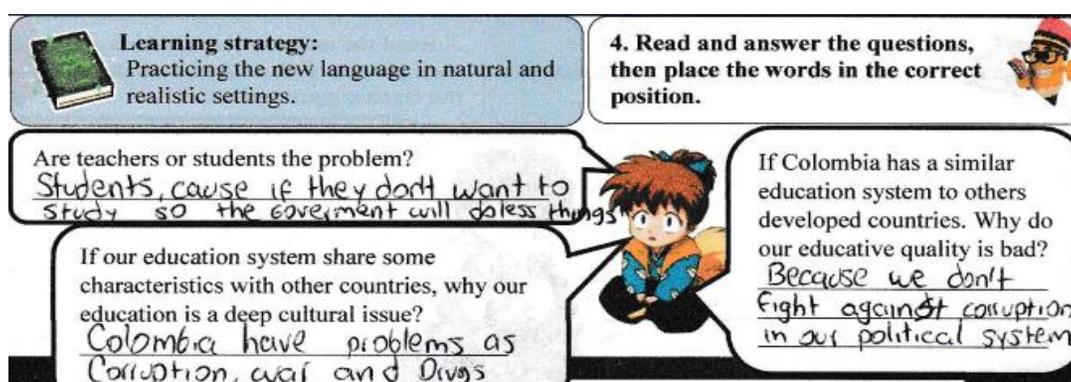


Figure 6. Students' artefacts: worksheet 6

Similarly, the following graphs of a self-assessment section show how the application of some learning strategies helped students to solve tasks, generating confidence; and how evident the use of language in natural setting in the materials was:

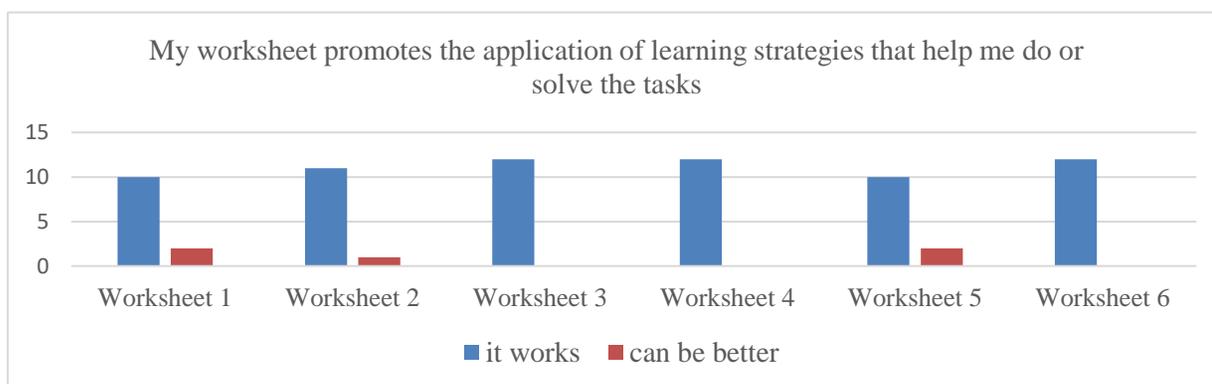


Figure 7. Graph of a self- assessment section from students' artefacts

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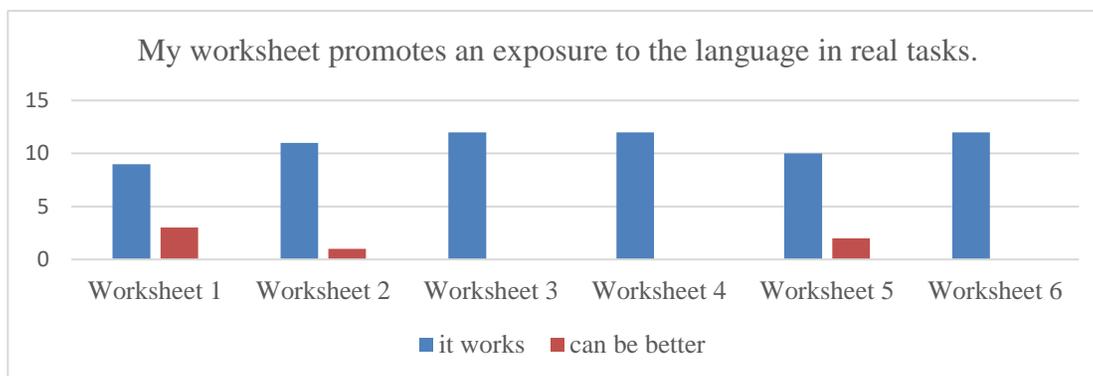


Figure 8. Graph of a self- assessment section from students' artefacts

On the same line of analysis, the field notes demonstrated how meaningful the exposure to language was for my students, and how challenging activities promoted the confidence:

The activities proposed real tasks which exposed students to language in authentic use... Students felt comfortable and sure to talk about the topic, the problem is that doing it in English is a double task which demands a great performance and dedication. *[sic]*

(Field notes 5, worksheet 5)

Some activities were quite challenging but achievable, taking into account students' learning styles and affective attitudes which were referenced on their opinions, visions, perceptions and thoughts, and this generated confidence. *[sic]*

(Field notes 4, worksheet 4)

Materials offered students activities in which they could go beyond their proficiency level by developing challenging and achievable tasks which led students to feel confidence and ease. *[sic]*

(Field notes 6, worksheet 6)

Likewise, from the final survey I obtained that most of students agreed with the statement that materials offered them an opportunity to practice the language while some students said that materials helped them to develop confidence when they read the texts.

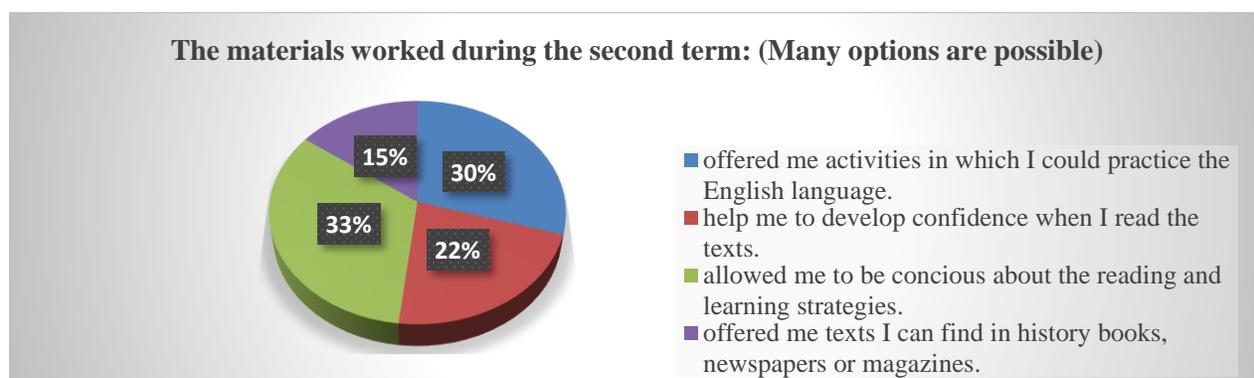


Figure 9. Graph from Final survey

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From the same survey, some students affirmed to have used the language in natural ways and to have developed confidence by working on the worksheets:

Student 8: Fue buena experiencia, la mejor para aprender inglés e incrementar mis habilidades en esta lengua. *[sic]*

English translation: The experience was good and the best for learning English and increasing my skills in this language.

Student 9: Me sentí segura de las actividades que realizaba aprendiendo nuevo vocabulario y poniendo en práctica las explicaciones de mi profesor. *[sic]*

English translation: I felt sure of the activities I did, learning new vocabulary and practicing my teachers' explanations.

(Final survey)

Having analysed the three instruments, it is clear how the materials promoted confidence by offering challenging activities and the practice of language in natural settings.

Finally, having concluded the analysis of this first three subcategories in the “*Innovating through contextualized materials for language use*” category, one can say that some SLA principles for MD were visible. Also, it is important the fact that students recognized that materials gave them opportunities to use the language in natural tasks fulfilling CLIL’s objective and how they felt in confidence by solving challenging tasks using some learning strategies through a new and appealing content. Regarding this, Núñez and Téllez (2009) mentioned that “the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to learners.” (p. 173). This information led me to conclude that achieving effective materials should include activities which motivate, present pictures and layout that impact and afford a content that fosters curiosity and rises critical thinking. However, if one of the objectives is to use the target language in natural ways the learning approach is essential, that is the reason why I selected CLIL. Thus, the integration of conditions I mentioned plus CLIL as a method in my worksheets took me to generate learning.

Deep cultural issues foster learning. This second category deals with deep cultural issues as an opportunity to foster learning. Shaules (2010) stated that “learning to speak a foreign

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language well and using it to function in another society is a powerful deep culture learning experience. Few people achieve a truly high level of deep culture understanding without having learned a foreign language.” (p.151). Based on this view, when a foreign language is used in context, the deep culture is practiced because using the language allows to express and understand perceptions about the aspects of culture which are not superficial. These former words led me to include deep cultural issues, such as the content in my worksheets because through it, the EFL learning would be possible if my students linked their experience to the information which was given in the readings.

Likewise, working on deep culture was not only a way to learn a foreign language, but also it was a way to understand and reflect on their own culture, and the problems students deal with daily. To support my statement Hollins (2008) affirmed that “teaching and learning are more meaningful and productive when curriculum content and instructional processes include culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge” (p. 147). Thus, I presented in my materials cultural and social facts from students’ society, in which they used their experiences to understand the content and could have a cultural and language learning, achieving effective materials and meaningful classes due to the novelty materials I developed for the students.

Taking into consideration that the objective of the research study was to enhance the reading comprehension process through deep cultural issues, the materials were also a source to learn how to read and interpret the students’ own reality. Shaules (2010) claimed that “deep culture learning teaches us that rather than seek absolute answers, we should seek to understand as many perspectives about a problem as possible.” (p. 134). This statement led me to affirm that it is not possible to obtain a unique answer to the problems students experience, instead many

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opinions and perceptions benefit the knowledge of the issue. Therefore, working on deep cultural issues allowed my students to learn how to find different ways to identify, analyse and solve a cultural and social issues. Considering these words and having analysed the three instruments, two subcategories emerged: *Reflection on cultural issues fosters learning*, and *rising cultural awareness by using critical thinking*.

Reflection on cultural issues fosters learning. This subcategory entails identifying the number of students that improved their reading comprehension process and learned deep cultural aspects from their own culture by working with deep cultural issues within the content. The use of their own culture lies within the idea that it is easier to learn from one's own information, instead of drawing up hypothetical situations which are not familiar to the students. Sapir (1958) stated that "no two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached..." (p. 69). Based on this information, I selected deep cultural issues in which the students had some knowledge to achieve a better comprehension and world representation, thus, I displayed the discrimination, drugs abuse, poverty, religion, war and education as topics because these themes fell within students' context and were useful in achieving comprehension.

Progressively, as I have mentioned above the use of innovative materials changed the practices at school and the incorporation of deep cultural issues allowed my students to work on no common topics, taking them to reflect on their own life-situation. Regarding to this aspect, Shaules (2007) pointed out that "becoming aware of the hidden patterns of our own behaviour has important lessons to teach us" (p. 36). It means that when students reflect on the issues that they normally experience, learning is effective because somehow, they are recognizing, gaining

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information, and identifying contexts to face or prevent such issues. Likewise, the previous words were evident in the data which was collected.

For instance, from some of the activities proposed on the worksheets, it was possible to observe how students learnt of the content offered and how that content helped them to shape their own thought about issues they knew. Likewise, it is also relevant to mention that it was possible to see how my students reflected on the issues I stated them, taking into account their reality. They gave some insights about why these issues happen and considering the information I gave them, they offered a new concept of the issue, proving a complete learning process. This information is provable in the following excerpts from students' artefacts:

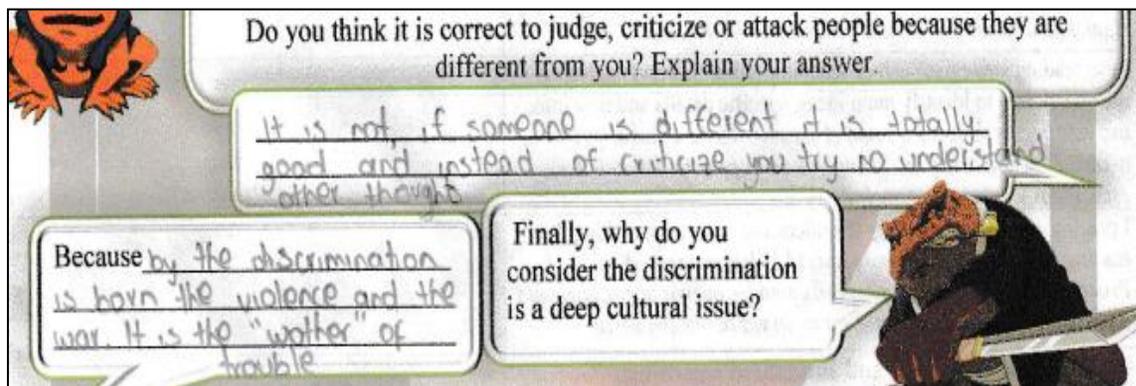


Figure 10. Students' artefacts: worksheet 1

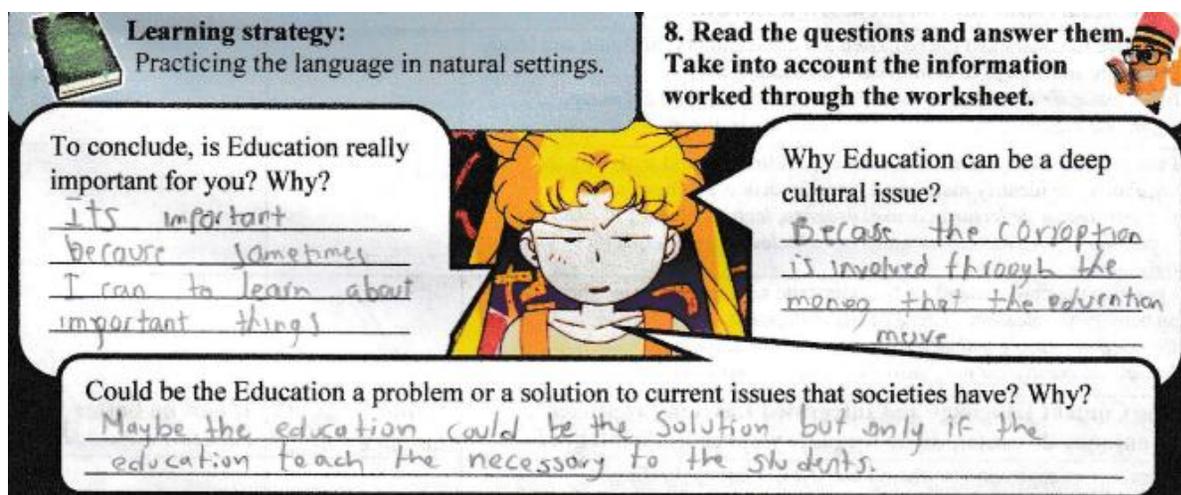


Figure 11. Students' artefacts: worksheet 6

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On the same instrument, from a self-assessment section, it is evident how the learning and analysis of deep cultural issues was possible by identifying the factors and consequences of the different issues as graph number 9 shows:

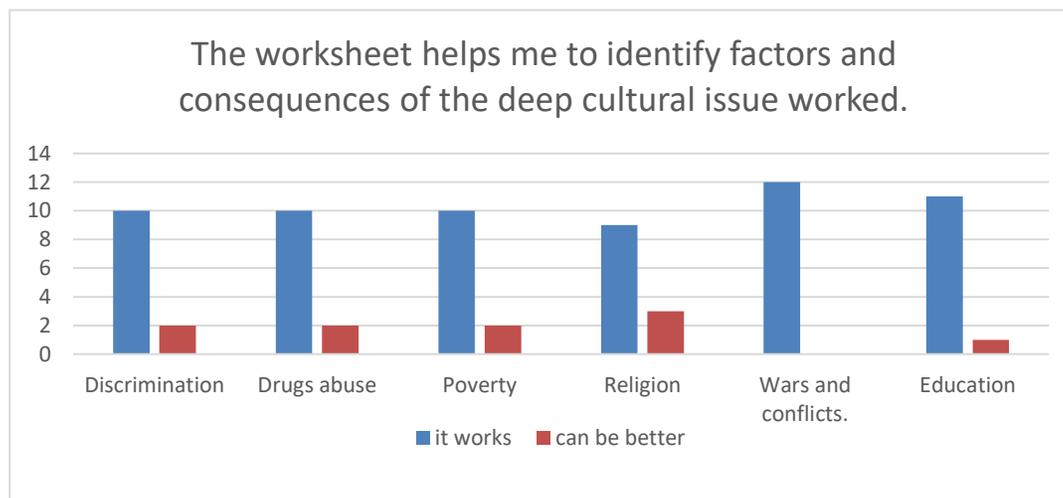


Figure 12. Graph of a self- assessment section from students' artefacts

Similarly, from the data analysed in the field notes instrument I found that students had a meaningful learning and a deep reflection about the cultural issues which were proposed in the materials as we can see in the following samples:

Students recognized clearly what a deep cultural issue the drugs are and how this affects the health. Students showed to have a lot information about the topic suggested on the worksheet, being this a proof that they have lived contexts and experiences in which drugs and alcohol have had participation. [sic] *(Field notes 2, worksheet 2)*

In regard to organizations that control the world, students were excited of learning more about that, this increased the motivation of working different readings and achieved the learning. Finally, poverty as a deep cultural issue was accurately comprehended and identified[sic] *(Field notes 3, worksheet 3)*

Students' perceptions are interesting to develop other type of activities such as forums, debates and presentations. Most of students noted that war is a serious issue, some others affirmed that is a common issue in some countries, while other part of the group stated that this kind of issues are product from people's ignorance[sic] *(Field notes 5, worksheet 5)*

This information led me to confirm that the activities allowed the students to practice the language naturally and that having deep culture as content was a positive match, which contributed to fostering the learning and more specifically to developing awareness, considering

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this aspect was not expected. Shaules (2010) mentioned that “deep culture influences our thinking and values in ways that we generally aren’t aware of. We rely on it everyday life to interact, communicate, and interpret others` actions. It is integrated into our thinking at such a basic level that we it for granted” (p. 5). It means that working on deep culture is a way to raise awareness as an unconscious process because students did not have the intention to do it; indeed, this process was an outcome of their work, but it is an action that they do normally.

Considering Shaules’ words, it is accurate to say that working on deep cultural issues allowed the EFL learning, development of critical thinking and socio-cultural awareness, and the improvement of problem solving. These facts were evident in the next excerpts from the final survey where the students affirmed to have learned from deep culture:

Student 4: Tuve conocimientos reales de los problemas culturales de mi pais, pude comprender muchas cosas de las cuales no estaba muy bien informado.

English translation: I had real knowledge about the cultural issues of my country, I could understand many things which I was not really informed. *[sic]*

Student 6: Pude ver muchos de los problemas que actualmente afectan en el mundo y su lucha desde tiempos antiguos, así mismo pude tomar una posición crítica y estable en la que puedo fomentar soluciones a nivel personal y social. Porque me permitió conocer cosas que no conocía y me ayudo a ampliar mis conocimientos en algunas que ya sabía. *[sic]*

English translation: I could see many issues which affect actually in the world and its struggle from ancient times, likewise I made a critical and stable posture in which I can foster solutions at personal and social level. Because it allowed me to know things I did not know and helped me to increase my knowledge in some I already knew.

Student 12: me informé más acerca de ciertos temas y aprendí a tener un argumento critico acerca de muchas problemáticas por las que está pasando el mundo. *[sic]*

English translation: I informed myself more about certain topics and I learnt to have a critical argument in front many problematics which world is living.
(*Survey outcome*)

In short, students could learn from the content that the worksheets contained in them and they could reflect on the issues our country and world encounters, giving relevant insights regarding how to solve some cultural issues. This conclusion led me to immediately link the next subcategory related to raising their cultural awareness and critical thinking skills, two aspects

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which emerged by working from the innovative materials, deep cultural issues and authentic readings.

Rising cultural awareness by using critical thinking. During the analysis process, it was possible to notice that by giving opinions and answering some questions the students had developed somehow critical thinking and rose a social and cultural awareness which were never expected, that is why I stated this emerged subcategory. Byram (1987) showed that cultural awareness “is the ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries’ (p. 53). These words took me to state that by developing different tasks in which students used some deep cultural issues they could assess that information, generating new data from their opinions and perceptions considering own culture as a starting point.

Consequently, generating cultural awareness is not only to evaluate critically a determined aspect, but also is to develop an internal acceptance about what culture can offer. Regarding this aspect, Gaston (1984) “defines ‘cultural awareness’ as ‘the recognition that culture affects perception and that culture influences values, attitudes and behaviour” (p. 2,4). Thus, developing cultural awareness is to change students` thoughts and perceptions about their vision of the world. Taking into account this interpretation, the deep cultural issues that I presented to my students allowed them to make decisions, give opinions, reflect on what is happening in the country, and have a critical posture in front different aspects, rising an awareness about what occurs in their context.

Likewise, he also mentioned that the process of gaining cultural awareness is composed by four phases: the recognition, acceptance/rejection, integration/ethnocentrism and the transcendence. This process that Gaston mentioned was evident on the worksheets because the

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students first recognized the cultural issues, then, they agreed or disagreed to those and finally, they integrated the new knowledge to prior one for being able to give their own thought or critical posture to what it was presented. Byram (1987) described the critical cultural awareness as “the ability to identify and interpret explicit or implicit values in documents and events in one’s own and other cultures” (p.53). This means that when students worked on the worksheets they interpreted some of their cultural values in the proposed readings and presented different perceptions which demonstrated a critical thought.

Developing cultural awareness involves an improvement in critical thinking because somehow it fosters to change the vision of the world. Nieto (2010) defined critical thinking as “developing sense, a consciousness of oneself as a critical agent in learning and transforming one’s reality” (p. 192). Similarly, Bolitho (2003) stated that working on developing cultural awareness not only will benefit the learners` ability to use the language accurately, but also “it will engage them in thinking critically about how language is used for different purposes, and that it will give a real context to their struggles with language systems. (p. 425). Considering Nieto and Bolitho`s words it is important to mention that critical thinking is a process in which students can enhance the use of the language naturally and it is a way to shape the vision of reality. On this aspect, the materials fostered the development of critical thinking by offering my students some statements, readings and activities, which they had to reflect on and give perceptions and opinions.

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On the following excerpts from students' artefacts, it was possible to observe that students had a vision of the issues and progressively through the work in the materials they shaped that vision to state a strong posture which the theorists called cultural awareness and critical thinking:

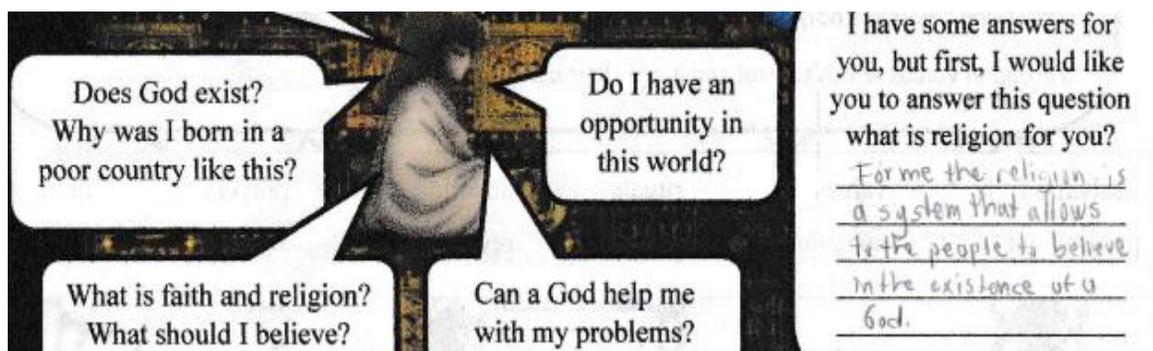


Figure 13. Students' artefacts: worksheet 4

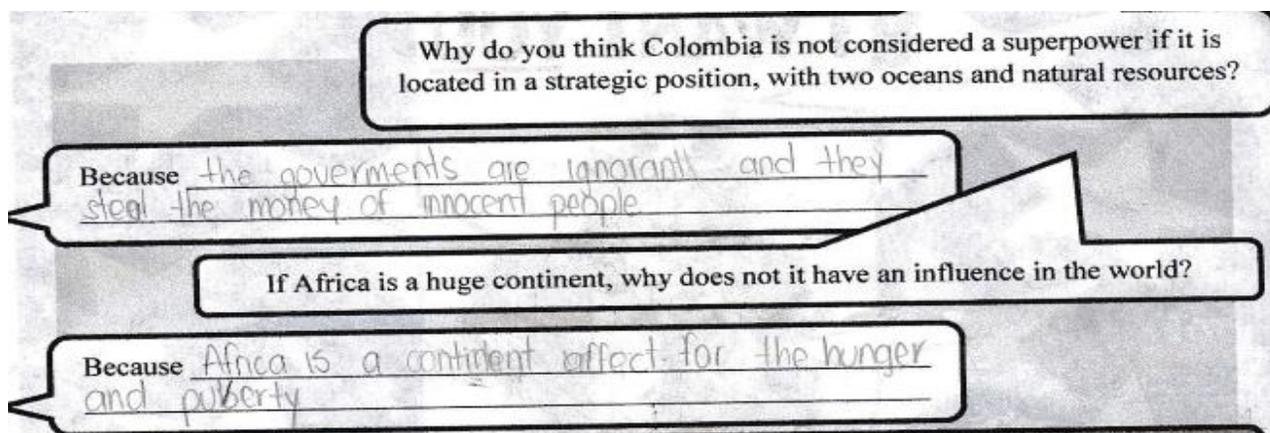


Figure 14. Students' artefacts: worksheet 5

Progressively, from the same instrument, it was visible how students' insights were polished by reading the texts in the worksheet and how this was evident in their answers:

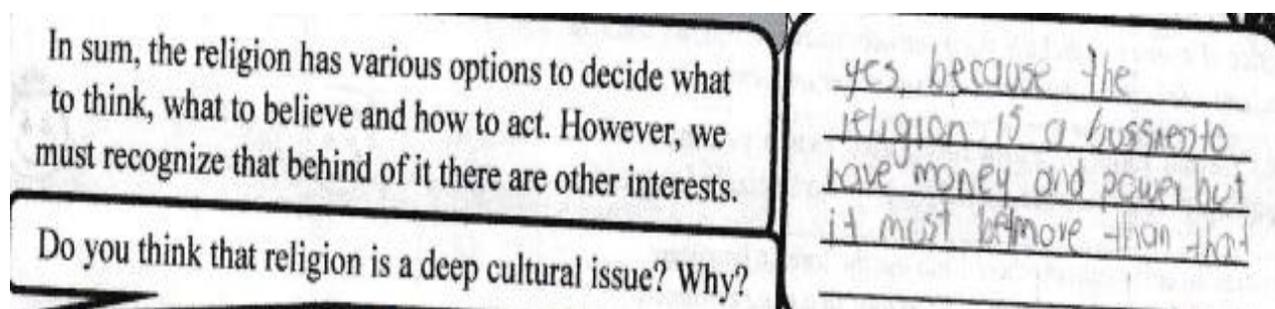


Figure 15. Students' artefacts: worksheet 4

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Following the theory that supported this subcategory it was evident how the cultural awareness and critical thinking were processes that started: recognizing the issue, then, gaining information about it, and finally, generating a new image of the problem, an outcome. It was interesting to see how through this process students developed another unconscious procedure which was problem solving. This last was observed when students offered a way to solve the deep cultural issues which I presented to them, as seen in the following excerpts:

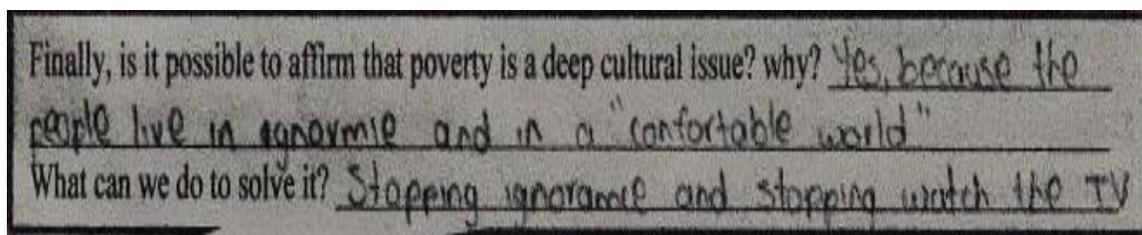


Figure 16. Students' artefacts: worksheet 3

Figure 17. Students' artefacts: worksheet 2

To support all of these findings from students' artefacts I will display what I obtained from the field notes. In this instrument was possible to observe how students developed a cultural awareness to the issues worked in the worksheets. In addition, it was observable how students

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offered important contributions from the content, that represented their critical thinking. Thus, I highlighted the aspects that confirmed this asseveration:

They identified the problem clearly, its causes and consequences. It is vital to announce that some of them offered interesting contributions to prevent this issue... Some students mentioned that is not only teenagers and children`s fault but also must be included what the government is doing to fix this problematic. *[sic]*
(*Field notes 2, worksheet 2*)

Students know that poverty is a serious issue that affects entire societies... They were really committed to solve the map asking themselves: who controls the world? Who has a hierarchic position? Or who is the most important in the society? All of these questions allowed them to have a cultural, political and social awareness by analyzing every single aspect in the society from resources to social classes. *[sic]*
(*Field notes 3, worksheet 3*)

It is also essential to state that as a deep cultural issue, war and different conflicts cover other issues that students have mentioned along the worksheet. These could be issues as poverty, social isolation, discrimination or inequality. This proves students actually recognize what is a deep cultural issue and how it affects different societies. *[sic]*
(*Field notes 5, worksheet 5*)

Finally, from the final survey, it was possible to conclude that students rose a cultural awareness and developed a critical thinking to the content what it was proposed to them. The following excerpts demonstrated my words:

Student 7: Tras entender que en mi país principalmente hay tantos problemas culturales, puedo tomar posturas críticas y opinar acerca de, todo esto con base a las lecturas vistas en clase. *[sic]*
English translation: having understood that my country has many cultural issues, I can make a critical posture and express an opinion about all of this, based on the readings seen in class.

Student 11: porque nos ayudan a ver nuevas formas de pensar y a no encerrarnos en una sola opinión, lo cual hace que no te quedas en la ignorancia. *[sic]*
English translation: Because they help to see new ways of thinking and not to enclose in one opinion, which makes that one does not stay in the ignorance.

Student 12: me informé más acerca de ciertos temas y aprendí a tener un argumento critico acerca de muchas problemáticas por las que está pasando el mundo. *[sic]*
English translation: I informed myself more about certain topics and I learnt to have a critical argument in front many problematics which world is living.
(*Survey outcome*)

In short, working on deep cultural issues allowed students to develop and shape critical thinking by offering them situations in which they gave their perceptions about what it was proposed in the worksheets. Also, it was important that their cultural awareness increased by working on deep culture: and, finally it was evident how from students' solutions to the issues, problem solving was identified. Shaules (2010) stated that problem solving is a cultural

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understanding which “inclines us to seek practical solutions rather than assign blame. It helps us avoid overly simplistic thinking about issues of conflict, prejudice, and war. It prepares us to learn and look at an issue from different points of view” (p. 141). According to Shaules, problem solving is looking for a solution instead of searching for blame, thus achieving deep critical thinking by analysing the possible ways to find a solution.

For this study, problem solving was an outcome that emerged when students gave critical reasons to resolve different issues worked in the reading from the worksheets, having into account that this aspect was not contemplated at the beginning of the implementation, but it was relevant as a final product. In other words, readings bridged the deep culture and learning, fostering the use of the language. This fact links immediately with the third category of this research study that is *Fostering reading comprehension*.

Fostering reading comprehension. This third category refers to how students achieve reading comprehension using some reading strategies and prior knowledge to link the new information they found in the texts. Grabe (2014) stated that “Reading can simply be defined as a complex ability to extract, or build, meaning from a text”, but he affirmed that reading comprehension “involves abilities to recognize words rapidly and efficiently, develop and use a very large recognition vocabulary, process sentences to build comprehension, engage a range of strategic processes and underlying cognitive skills and interpret meaning in relation to background knowledge” (p. 8). It means that the process of reading comprehension is not only decoding symbols or interpreting words, but also recognizing vocabulary, using different strategies for interpreting authors’ ideas and linking the new information with prior knowledge or experiences.

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Being reading comprehension a process that entails such characteristics, I considered them relevant for my research project due to the students made a deep reading, inferring, deducing, proposing information from different texts which were offered in the materials through the use of diverse strategies to foster the comprehension. Brown (2007) stated that “for most of second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures and others enhance the top-down processes” (p. 366). That is, when students are ready to read, before achieving the comprehension, it is important to develop accurate comprehension strategies to reach a precise understanding.

Taking into account, the previous statement, the knowledge of students in regard to the content, and the analysis of the data from the three instruments, two subcategories emerged: *gaining comprehension by being a strategic reader and gaining new information by using background knowledge.*

Gaining comprehension by being a strategic reader. One of the objectives of the study was focused on improving the reading comprehension process. To make this possible the use of diverse reading strategies was necessary. As I stated above and taking Brown’s words into account, before gaining comprehension, it is relevant to master the use of some techniques which allow students to gain an understanding and learn. To promote that practice the principle of autonomy was essential. Islam and Mares (2014) stated that fostering the autonomy is “helping learners acquire language outside the classroom or without the guidance of the teacher... Activities that encourage learners to discover independently rules and conventions about the target language could also have the potential to create autonomous learners” (90). Thus, to become a strategic reader, autonomy plays an important role in this process because if there are

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activities that foster the learning in an indirect way, students will be focused on doing the task instead of using well or not the rules and procedures of the FL.

This appreciation led me to develop materials which offered some reading strategies to achieve the comprehension, using the principle of autonomy. Students read the texts using such strategies, but they were not fully conscious about the techniques until they got main details, specific information or interpreted vocabulary; showing that before fulfilling a rule for reading, they were motivated to read, and finally they discovered the strategy, turning them into strategic readers. Junca (2012) said that a “strategic reader is someone who is able to apply reading strategies during the process of comprehension and interpreting a text” (p. 69). Junca’s statement supports my words that a strategic reader is a person who uses strategies such as skimming, scanning, schemata or vocabulary analysis to comprehend any reading. That was the reason why I included different reading strategies in the activities I proposed for the students.

The reading strategies I mentioned above worked as a bridge to connect learning from written sources, and students’ necessities and questions. Grabe (2014) claimed that those ways of helping learners to comprehend a text “are not simple reading strategies. Rather, they constitute a range of skills and abilities, and represent a range of strategic responses to text difficulties” (p. 10). This affirmation led me to deduce that reading strategies are not only ways to achieve the interpretation of a text, they involve a cognitive process in which students assimilate and afford the information presented in different reading tasks.

Complementing the previous contributions in relation to reading strategies. Duffy (1993) showed those abilities for achieving a good understanding “as plans for solving problems encountering in constructing meaning” (p. 232). In this respect, reading strategies help students to shape knowledge about a specific topic and to find sense about what appears in the written

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language. Considering these words, the activities promoted the use of these strategies in two processes: vocabulary recognition and readings interpretation.

Those processes were established in the worksheets. Students started to analyse and recognize new vocabulary, and they used such new words to interpret the readings and make new assumptions. Mishan and Timmis (2015) stated that reading comprehension embraces:

two sets of processes, one working from the bottom up, the other from the top down. The first involves learners using ‘microskills’ to ‘decode’... (‘word recognition’), expressions, syntax and discourse, and interpreting meaning on this basis. Top-down processes involve using prior knowledge – situational, cultural etc., as well as ‘schemata’ (mental ‘scenarios’ of common experiences) – to...make sense...of the whole text via strategies such as skimming and scanning. (p. 103)

Thus, the task of working on vocabulary at the beginning of the worksheets was to provide students with a basis to interpret long readings, deducing and building meanings of the context as Mishan and Timmis (2015) mentioned. Then, some activities in which students linked the new vocabulary to readings in action, to finally, read the texts that demanded top-down processes such as: predicting, inferring, deducing and making new meanings.

Having in mind the theory previously stated and the triangulation made, I will proceed to show some excerpts from the instruments in which were possible to observe how those reading strategies promoted and fostered the reading comprehension in the eleventh graders. From students’ artefacts, it is relevant to show how they used the skimming and scanning strategies to achieve the comprehension as the scholars mentioned:

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Learning strategy:
Using scanning to find specific details

8. Read the text, highlight the main ideas and answer the questions.



Is this the beginning of the World War III?

During the last years, some countries of the middle east have had some conflicts inside their lands and powerful countries have appeared "to defend, protect and help," or that is what we believe. What do countries as Afghanistan, Iraq, Venezuela, Syria or even Colombia have in particular? The answer can be summarised in three words: the oil, gas and a strategic geographic position. Let us see the case of Syria that shares a characteristic with Colombia. Syria is a strategic point between the West and the East because it connects the Mediterranean with Asia. It also keeps a deep relation with history of human civilization due to it is next to

Figure 18. Students' artefacts: worksheet 5



Learning strategy:
Using skimming to determinate the main Ideas and scanning to find specific details.

7. Read the text, highlight the main ideas and answer the questions.



The traditional schools have failed and nobody cares about this fact

In the following article, some opinions of educators and professional people in education are mentioned as follows:
Traditional schools have lost their impact in the educative field. This is clearly notorious in students who apparently do not want to learn, teachers who do not know how to catch students' attention, school staff who cannot govern the institution and parents who do not share and support their

Figure 19. Students' artefacts: worksheet 6

Similarly, through a section of the self-assessment, it was interesting to see how students affirmed to have developed the reading comprehension by using reading strategies during the implementation:

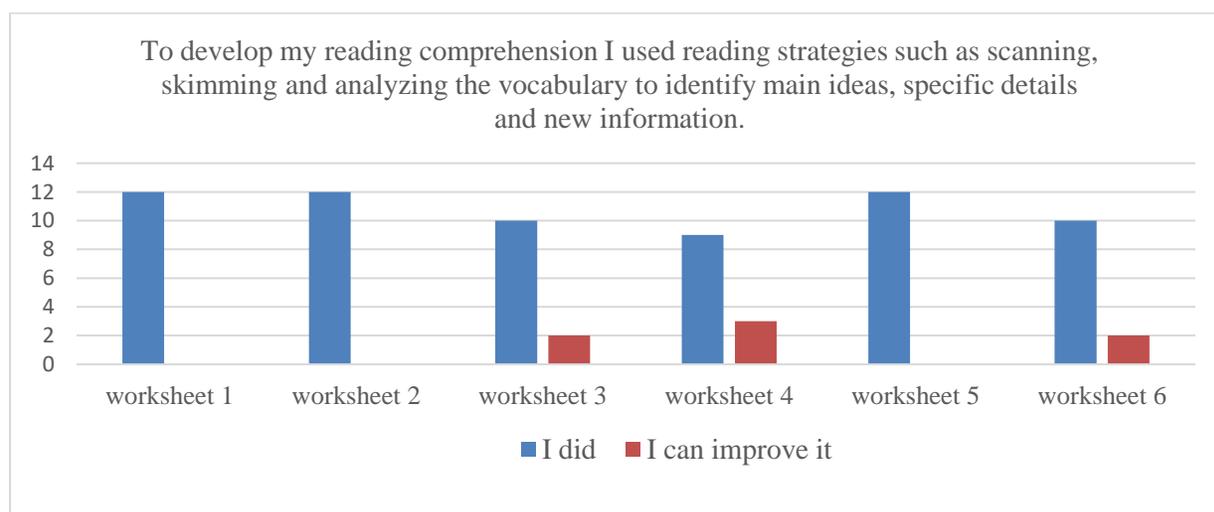


Figure 20. Graph of a self- assessment section from students' artefacts

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To corroborate the information in the other two instruments, I will present the following excerpts from field notes where it is clear that students used reading strategies, fostering their reading comprehension.

Students achieved to identify main ideas from reading, they also made relations with the problem and the context where they are. They interpreted the sense of a text and then they classified the most relevant information to predict, distinguish and build to solve questions. *[sic]*
(Field notes 2, worksheet 2)

On the other hand, students highlighted main ideas which presented clue information to understand the sense of a text, demonstrating that they comprehend what they read. *[sic]*
(Field notes 4, worksheet 4)

On the other hand, skimming strategy shows that is an effective way to find main ideas. This was proved through students' outcome where they selected main ideas by highlighting relevant information along the text. *[sic]*
(Field notes 6, worksheet 6)

This evidence guided me to confirm how effective the reading strategies were for the students and how they achieved to comprehend the texts. To end the triangulation up, I will display what was obtained from survey where students manifested to have learnt and improved their reading comprehension process by using some reading strategies as it is seen:

Student 2: Pude llegar a aprender estrategias útiles las cuales me ayudarían a comprender mejor las lecturas. *[sic]*

English translation: I could learn useful strategies which helped me to comprehend better the readings.

Student 7: Aprendí a usar nuevas estrategias de comprensión lectora, no necesite el uso del diccionario para deducir el significado de las palabras en los textos y mi pronunciación y vocabulario creció tanto en pronunciación como en escritura. *[sic]*

English translation: I learnt how to use new strategies of reading comprehension, I did not need the use of a dictionary to deduce words meaning in the texts and my pronunciation and vocabulary grew a lot in pronunciation and writing.

Student 11: en cada lectura nos ayuda a ganar vocabulario, lo cual es fundamental para poder entender las lecturas y deducir muchas cosas en un texto. *[sic]*

English translation: Each reading helped us to gain vocabulary, which is fundamental to understand the readings and deduce many things in a text.

(Survey outcome)

As it was possible to detail, the use of reading strategies become students into strategic readers because they could understand and comprehend clue information from the readings, but

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the use of these techniques were not the only resource students have, but also the use of prior knowledge was essential to achieve the comprehension.

Gaining new information by using background knowledge. Learning is a process that involves not only the use of new information, but also the use of experiences and prior knowledge, otherwise learning will not be possible. Tawalbeh and Al-zuoud (2013) defined prior knowledge as “the knowledge that stems from previous experience” (p. 159). It could be defined as a previous contact to the knowledge in any matter that could born from the experience or any indirect situation. To this study, before of stating a set of content, I first asked students about interests, likes and preferences through a needs analysis survey. This instrument showed me the prior knowledge related to deep culture, thus, I decided to use it in the readings as content.

This subcategory emerged from students’ relationships made during this study, those relations were related to how they linked the new information to their previous concepts. Cummins (1996) stated that “we learn by integrating new input into our existing cognitive structures or schemata. Our prior experience provides the foundation for interpreting new information. No learner is a blank slate” (p. 17). It means that prior knowledge plays an important role in learning because through this, it is possible to shape and interpret the new information, taking into account the previous conceptualization already in mind, being this statement useful to understand how the comprehension of different reading was achieved.

Following the idea of comprehension by using prior knowledge, it is essential to mention that there are some kinds of knowledge. Pearson (2009) defined them as:

Declarative knowledge, knowing that, includes our knowledge of the world at large and our knowledge of the world of text (prototypical structures and authorial devices).

Procedural knowledge, knowing how, includes all of the strategies we use to become

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aware of, monitor, evaluate, and repair our comprehension...Conditional knowledge, knowing when and why we would call up a particular strategy (in preference to others) to aid our comprehension. (p. 15).

That means, the information of the world that students have regarding texts is declarative knowledge; the techniques students use to get the comprehension is procedural knowledge; and, finally the mastery of some strategies to increase the comprehension is conditional language. It was clear that to achieve the comprehension, it was vital the use of these kinds of knowledge because through their contribution students understood the readings and reached a high level of comprehension.

The students' artefacts presented relevant information in which it was possible to see how students enjoyed the activity of reading and practiced the new vocabulary. In fact, this practice involved the use of prior knowledge because to assimilate the new input as Cummins (1996) stated, the use of prior information was fundamental to shape concepts and meanings; in other words, practicing entails knowing, as it is seen:

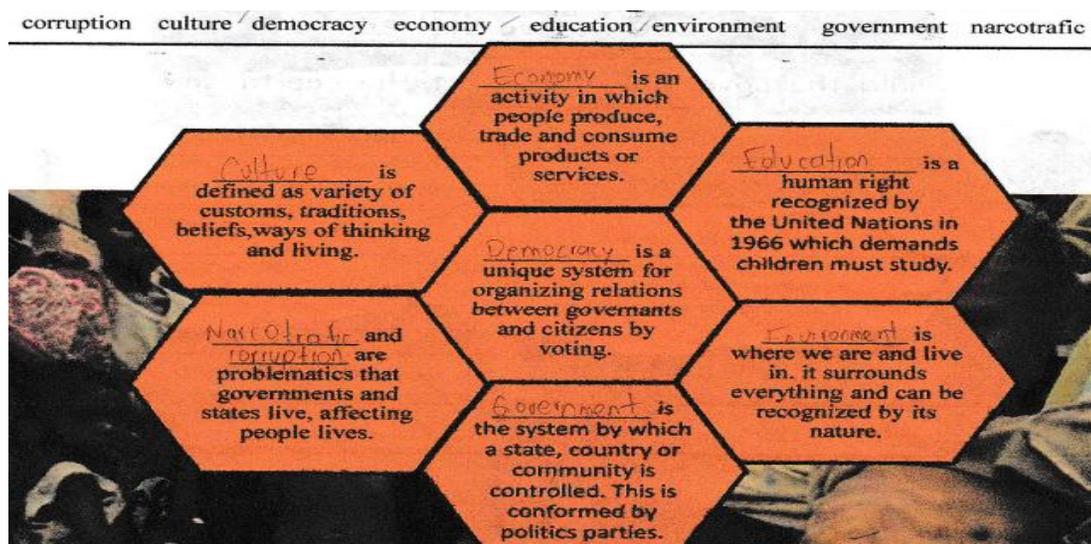


Figure 21. Students' artefacts: worksheet 3

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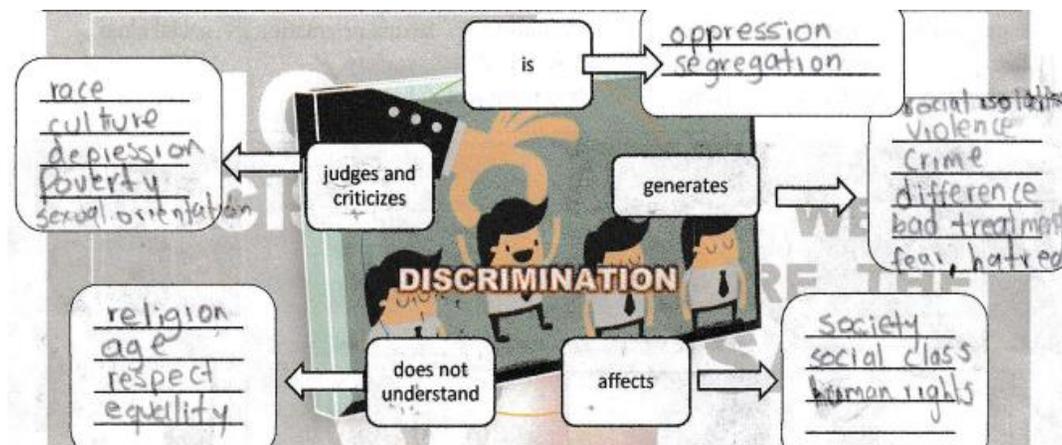


Figure 22. Students' artefacts: worksheet 1

Similarly, in the following graph from self-assessment, most of the students affirmed to have practiced the new vocabulary that supports the idea of using prior knowledge to foster the learning.

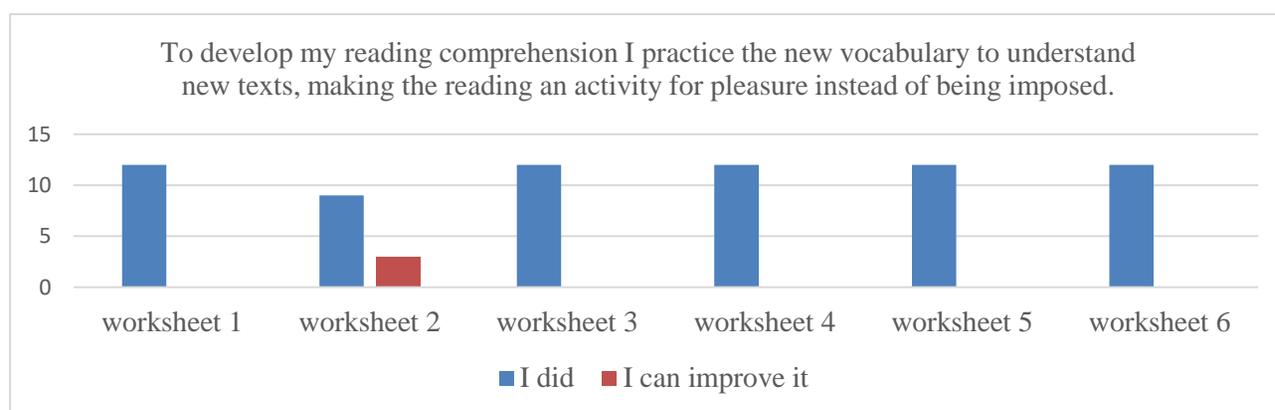


Figure 23. Graph of a self- assessment section from students' artefacts

Progressively, the field notes instrument demonstrated how students made associations to the new information, linking the prior knowledge they had. This process as Cummins (1996) mentioned, allowed a better text interpretation that could be clear in the students' reading comprehension. In the next excerpts, the above-mentioned information is shown:

Students also gave proof about prior knowledge regarding to new terms as involve, contain, reveal; words that they immediately linked with the topic (religion). *[sic]*
(Field notes 4, Worksheet 4)

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During the reading, they make associations and connections to prior knowledge and create relations with words they have heard or seen before. *[sic]*

(Field notes 6, Worksheet 6)

Similarly, the following evidences from the final survey, it was possible to observe how the prior knowledge benefited the learning process and the comprehension of readings:

Student 9: Obtuve nuevos conocimientos teniendo en cuenta distintos aspectos de los problemas de mi país porque es importante que tengamos una postura crítica no sólo para quejarnos si no para generar soluciones. *[sic]*

English translation: I learnt new things considering the different issues that my country has, because it is important to have a critical posture not only to criticize but also to give solutions.

Student 3: No hay otra forma de aprender a hacer algo, más que haciendolo, en este caso leer para interpretar y deducir nuevos conceptos utilizando las herramientas que propone el material, para finalmente llegar a el concepto más acertado. *[sic]*

English translation: There is not another way to learn something more than doing it, in this case reading for interpreting and deducing new concepts using the sources that materials proposes to finally achieve the comprehension.

(Survey outcome)

To conclude the triangulation from a multiple-choice question from the same instrument most of students agreed with the idea that materials and readings allowed them to use prior knowledge to interpret new information and attain comprehension as it is seen:

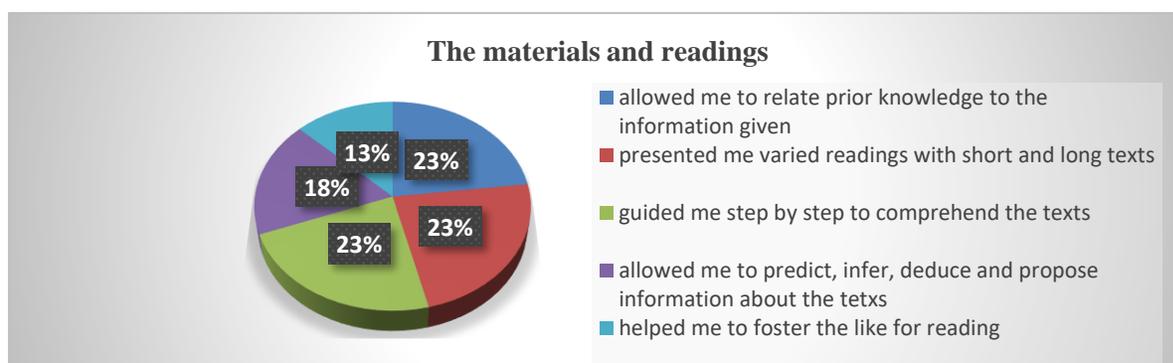


Figure 24. Graph from the final survey

Finally, through this triangulation, the information that it was obtained showed how students enjoyed the activity of reading and practiced the new vocabulary. In fact, this practice involved the use of prior knowledge because to assimilate the new input as Cummins (1996) stated, the use of prior information was fundamental to shape concepts and meanings; in other words, practicing entails knowing.

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In short, prior knowledge is vital in learning, teachers cannot omit it in their practices. Students come to school with some information about the world that must be shaped to conceptualize, interpret, deduce and comprehend contexts, readings, and texts. Prior knowledge and other elements such as: reading strategies, attractive materials, appealing content, and varied activities, are key items to achieve effective materials which improved students' reading comprehension and developed other processes such as critical thinking and problem solving. Having mentioned the research categories and subcategories which emerged from the study, I will present the conclusions and the pedagogical implications that this inquiry had on the EFL community and school.

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Chapter V

Conclusions and Pedagogical Implications

Bearing in mind that the main purpose of this research study was to design and develop reading worksheets based on deep cultural issues such as in the content to enhance eleven graders' comprehension, the data analysis, and the excerpts from the instruments showed how deep culture content, reading strategies and innovative materials were key aspects to help develop students' reading comprehension.

Likewise, the teacher's role as researcher and materials developer had a relevant influence on students' results because through this pedagogical intervention students could foster the reading practices in school, which promoted a change in the teaching procedures.

Regarding the innovation through contextualized materials for language use, the worksheets had a positive and effective impact on students' learning and reading comprehension processes. Based on the results which were obtained from students' needs analysis, they were essential to design and create reading worksheets. Núñez, Téllez and Castellanos (2017) stated that "teachers should bear in mind their peers' particular contexts, unique students' profiles and socio-cultural and economic backgrounds, and language learning needs to develop effective and contextualised materials" (p. 29). That is, when developing materials, a primary task is the use of systematized information that allows teachers to make decisions about the content, language and learning necessities, and activities to create effective materials.

In the same line of thought, Graves (1996) mentioned that a needs assessment is fundamental to develop meaningful and suitable materials because through it, the materials which can be created will help students to focus on their needs and they will allow teachers to know what students already know and lack. She also affirmed that when choosing materials, it is important assess "their effectiveness in achieving the purposes of the course and the

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appropriateness for the students...(comfort and familiarity with the materials, language level, interest and relevance)” (p. 26). Considering her words, the needs analysis was an important aspect to develop the reading worksheets because through them, I could create materials with appealing content, attractive presentation, diverse and challenging activities, reading sequences, and learning and reading strategies that led students to improve their reading comprehension process.

On the other hand, the decision of designing and developing materials based on deep cultural issues as content emerged from students' interests, likes and contexts, as I mentioned before. Taking into consideration that the CLIL approach promotes the language practice in natural ways, I developed the worksheets using this method because learning was not only focused on grammar rules, but also on subject matters content. Mehisto (2012) said that CLIL “seeks to progressively develop students’ content knowledge and language skills so that they are able to comprehend, conceptualise, systematise, appreciate and contemplate facts and experiences, and so that they are able to effectively communicate their own understandings and opinions” (p. 16). This statement was relevant to my study because CLIL was an optimal choice to enhance the reading skill, promote content learning and develop other abilities as Mehisto (2012) mentioned.

That was the reason why, I selected specific content from some subject matters such as history, social studies, science, politics and religion. From those subjects, the work was centred on deep aspects of the culture which allowed students to develop not only the reading comprehension, but also critical thinking, cultural awareness and problem solving, useful processes to interpret, comprehend and propose information from readings. To this respect Mehisto (2012) affirmed that “quality learning materials do more than just communicate

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information. They promote critical and creative thought, discussion and learner autonomy. At the same time... They also promote mutual understanding in social situations in order to contribute to joint problem-solving” (p. 12). This provided strong evidence from the results and findings which were obtained from the data analysis. From those results, I can affirm that when students are not focused on learning grammar, the intention of using a foreign language becomes a natural activity that promotes content learning and language practice, no matter if the use of language is exclusively for the classroom or if the school is not a bilingual institution.

On the matter of reading comprehension, the use of prior knowledge and reading strategies were techniques that allowed students to understand main ideas, specific details, relevant information from the content, link new concepts and meanings to those already in memory, and create the habit of reading for pleasure. Derewianka (2003) argued that “reading is a highly complex activity that plays a critical role in the process of learning another language. The reader operates at many levels at once, integrating a variety of skills and strategies while seeking to construct meaning” (p. 201). It means that reading comprehension is not only a task of decoding and comprehending information, but also it is a task that embraces finding, selecting, evaluating and critically interpreting information, using diverse skills or strategies to build an own interpretation of what was read.

Among the strategies used to achieve the comprehension of texts I must mention that analyse the vocabulary, highlighting, mapping, skimming, scanning, and using context to determine meaning were useful techniques that allowed students to understand and comprehend the readings at different levels turning them into strategic readers. McDonough, Shaw and Masuhara (2013) stated that:

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Efficient readers can access content more easily by changing reading speed according to text, they can select significant features of a text and skim the rest, they can guess or infer meaning from context, they think ahead by predicting outcomes, they use background knowledge to help them understand the meaning, they are motivated to read the text as they see it as a challenge and the text has a purpose, they can switch reading strategy according to the type of text they are reading and so on. (p. 113)

Based on this view, it is relevant to mention that eleventh graders achieved to become efficient readers because by using the reading strategies I mentioned above they could identify texts' purposes, get main ideas, interpret and build meanings, read challenges activities and overall use the prior knowledge to new information. However, it is important to mention that similar words tend to confuse students because they think that those words are similar when they differ in meaning, being this aspect a limitation to achieve the correct comprehension.

Even though, eleventh graders achieved to enhance their reading comprehension processes. It is important to mention that the level of students played an essential role in this procedure; thus, not all students had a proficiency level to encounter long readings, a fact that sometimes slowed their advancement in relation to other students. Lack of time and different school activities were some limitations during the implementation. However, most of the twelve students improved their reading skill while a few group of them (4 students) enhanced their capabilities to read in English, but still need an improvement to reach the level other students achieved. On the same line, the school results in ICFES exam displayed a relevant improvement, being this a clear evidence of how students enhanced their reading comprehension process. This information shows how vital is to take into account students' performance and learning styles,

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because although materials were designed to suit all participants' needs, it is clear that some of them had to deal with advanced readings which challenged them.

Pedagogical Implications

Nonetheless, the general results of this study were positive for me as a teacher- researcher and text developer, the students, the school and EFL community. Designing and creating materials was a great experience because it allowed me to have a professional growth, incorporate in English classes the research practice and be aware of the importance of developing innovative materials to promote meaningful and effective teaching sessions. Besides, it is valuable to mention that the experience of working with colourful materials, appealing and interesting content, and innovative activities motivated students to resolve the activities with interest and comfort, promoting English learning. In relation to the school, the implementation of materials with a specific learning methodology that for this study was CLIL, generated a change in the EFL classroom since the institution did not have an appropriate methodological approach to teach English and did not enhance the reading competence that for the school is important because national exams such as ICFES assesses students' English performance in Colombia through this skill. Finally, this study can be useful for EFL community to develop and enhance the reading comprehension process through innovative materials based on deep cultural issues as content and the use of prior knowledge and reading strategies.

Questions for further research

It would be important to bear in mind these concerns:

What is the role of deep culture in learning processes that fosters critical thinking and problem-solving?

How does materials focused on CLIL benefit the writing process in English at a non-bilingual context?

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Appendices**Appendix A: Needs` analysis survey****Institución Educativa Distrital Colegio Domingo Faustino Sarmiento****Needs` analysis survey**

Target: Tenth graders

Subject: English

Teacher: Edwin Trujillo

Dear student:

The objective of the following survey is to collect information related to your reading comprehension process in English as a foreign language. Please answer each question honestly (In many questions, you can choose more than one option). It is important to remind that this information is confidential and will be employed only for research purposes.

Instructions

This survey is composed by fifteen questions of multiple choice and some of open answer.

Read clearly each question and cross (x) the answer(s) that better suit(s) your opinion.

In some questions you can mark more than one.

1. What is the most common material used in the English class?

a. text books	d. workshops
b. copies from other books	e. worksheets
c. booklets	f. Others _____

2. What characteristics should materials used in class have? (Many or all options are possible)
 - a. They have to be relevant and generate students` motivation.
 - b. They have to include students` interests, be meaningful and not complex terms.
 - c. They have to present variety in content, an attractive presentation and easy understanding.
 - d. They have to help learners to understand, comprehend and learn.
 - e. They have to work the different students` learning styles.
 - f. They have to create a link between the previous knowledge and the new concepts.
 - g. Others, _____

3. For having an easier and interesting reading, the texts or materials to read should include (many or all the options are possible):
 - a. Clear headlines and short instructions
 - b. Key words
 - c. Pictures and images
 - d. Colours and attractive designs
 - e. Short and effective texts
 - f. Long and detailed texts
 - g. Others, _____

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4. What should the materials used in class take into account to work? (Many or all options are possible)
- the native culture
 - other cultures
 - local contexts
 - external contexts
 - the issues in the city
 - the issues in the world
 - the issues in other countries
 - others, _____
5. Why is important to implement the culture in all activities developed in class? (many options are possible)
- because it provides conceptions of identity and customs
 - because it contains important knowledge to learn about it
 - because it makes reflecting about the behaviours people have.
 - because it generates reflexions about human orientations and life dilemmas.
 - because it involves a variety of contents to work in class
 - others, _____
6. Is important to recognize and learn the deep issues that our society has?
- | | |
|------------|----|
| Yes | No |
| Why? _____ | |
7. What kind of deep cultural issues do you know?
- the discrimination
 - the poverty
 - social status
 - the violence and social crisis
 - the environment issues
 - the drugs and vices
 - the religion and ideologies
 - the education
 - others _____
8. What is the best material to read? (Many or all options are possible)
- magazines
 - literature books
 - newspapers
 - worksheets with some text extracts
 - a booklet with topics you like
 - textbooks
 - Others, _____
9. How often do you read in English?
- once per day

WORKSHEETS ON DEEP CULTURE FOR READING COMPREHENSION

- b. twice per week
 - c. once per month
 - d. never
10. You think that reading in English is
- a. very easy
 - b. easy
 - c. difficult
 - d. very difficult
11. Which are the main problems to understand a reading passage?
- a. the lack of vocabulary
 - b. the lack of information about the topics
 - c. the lack of grammatical structures
 - d. others, _____
12. What kind of topics do you prefer to read? (many options are possible)
- a. animals and environment
 - b. history, geography and politics
 - c. culture, religion and beliefs
 - d. science and technology
 - e. algebra, trigonometry and maths
 - f. languages
 - g. o. others, _____
13. To understand a text in English you (many options are possible)
- a. relate the text with your previous knowledge.
 - b. make predictions about the text.
 - c. make concept maps.
 - d. look rapidly through a text to search for specific information.
 - e. look over a reading passage quickly to get general information.
 - f. translate everything into Spanish.
 - g. use the dictionary
14. Would you like to have a designed material to improve your reading comprehension process?
- a. Yes, I would
 - b. No, I wouldn't
- Why?
-
-
15. The materials designed by the teacher should improve
- a. the reading skill
 - b. the listening skill
 - c. the speaking skill

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- d. the writing skill
- e. the four skills

Thank you for your answers.

Appendix B: Field notes format

WORKSHEETS ON DEEP CULTURE FOR READING COMPREHENSION



COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO I.E.D.
 Resolución de reconocimiento oficial N° 7527 de 1998 y 380 de 2007
 PEI: CAUDAD EDUCATIVA PARA LA FORMACION INTEGRAL Y LABORAL



Teacher: Edwin Armando Trujillo Amaya		FIELD NOTES FORMAT	
Topic:	Worksheet #	Date:	Session:
Research Question: How do the development and implementation of worksheets based on deep cultural issues contribute to develop reading comprehension process in tenth graders at a public school?	Research objectives: General Objective. To explore the development and implementation of worksheets based on deep-cultural issues in tenth graders' reading comprehension at a public school. Specific Objectives. To observe the contribution of implementing and developing materials in students' reading comprehension; To describe how deep cultural issues enhance students' reading comprehension.; and to analyse the students' reading comprehension before and after implementing the worksheets.		
Strengths		Weaknesses	
The students:		The students:	Analysis/ Reflection
The material(worksheet) and the activities:		The material(worksheet) and the activities:	
Reading Comprehension:		Reading Comprehension:	
Deep Cultural Issues:		Deep Cultural Issues:	
Content Language Integrated Learning (CLIL):		Content Language Integrated Learning (CLIL):	
Final Analysis/Reflection:			

WORKSHEETS ON DEEP CULTURE FOR READING COMPREHENSION

Appendix C: Informed consent

Bogotá, 1 de Noviembre de 2016

Estimado:

Marco Aurelio Vargas Morales

Rector de Colegio Técnico Domingo Faustino Sarmiento IED

Respetado Rector Marco Aurelio Vargas:

Como es de su conocimiento, vengo realizando mis estudios de Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, desarrollando una investigación titulada bajo el nombre de: Como la Lectura de Problemas Culturales Profundos Contribuye a la Mejora del Proceso de Comprensión Lectora en Inglés como Lengua Extranjera. El objetivo de esta intervención pedagógica es mejorar los procesos de comprensión lectora en los estudiantes con el fin de obtener mejores resultados en pruebas nacionales e internacionales de Inglés como Lengua Extranjera.

Para poder desarrollar la investigación, es mi interés solicitar, de manera atenta, su aprobación para realizarla en los estudiantes de grado décimo quienes poseen las características propias para dicha intervención. De igual forma, deseo comunicarle que las estrategias de investigación que se emplearán incluyen diarios de campo, encuestas, entrevistas, narraciones y observaciones de aula. Asimismo, acogeré y reconoceré la normatividad relacionada con la investigación y su incidencia en los seres humanos respetando el anonimato, integridad y confidencialidad de los participantes.

Adjunto el consentimiento informado que se utilizará para los estudiantes de grado décimo.

Agradezco su colaboración y amabilidad.

Cordialmente,

Edwin Armando Trujillo Amaya

Licenciado en Lengua Castellana, Inglés y Francés

WORKSHEETS ON DEEP CULTURE FOR READING COMPREHENSION

Docente de Inglés en colegio técnico DOFASA

Appendix D: Informed consent

Universidad Externado de Colombia

Maestría en Educación con Énfasis en Didáctica del Inglés

Título de la investigación:

La Lectura de Problemas Culturales Profundos Contribuye a la Mejora del Proceso de Comprensión Lectora en Inglés como Lengua Extranjera.

Investigador: Edwin Armando Trujillo Amaya

Consentimiento Informado

Me dirijo a Usted para comentarle que estoy realizando una investigación relacionada con como la lectura de problemas culturales profundos contribuye a la mejora del proceso de comprensión lectora en inglés como lengua extranjera en los estudiantes de grado décimo del colegio Técnico Domingo Faustino Sarmiento IED, la cual hace parte de mis estudios de tercer semestre en la Maestría en Educación con Énfasis en Didáctica del Inglés de la Universidad Externado de Colombia.

El objetivo de mis estudios pretende implementar una propuesta que beneficie los procesos de lectura en los estudiantes de grado decimo a fin de mejorar los resultados académicos en pruebas nacionales e internacionales de Inglés como lengua extranjera. De igual forma es importante resaltar que su participación es de manera voluntaria y no genera algún inconveniente. De igual forma esta investigación acoge los lineamientos éticos y de confidencial

WORKSHEETS ON DEEP CULTURE FOR READING COMPREHENSION

de la información según las normas constitucionales y legales sobre protección de datos personales (Ley Habeas Data) y Derechos de Autor (Ley 23 de 1982).

Yo, _____ conozco, he leído con detenimiento este consentimiento informado y entiendo con exactitud y claridad la participación de mi hijo en la investigación realizada por el docente Edwin Armando Trujillo Amaya. Asimismo, he sido informado en relación con los beneficios y limitaciones producto de esta investigación. De igual forma, tengo conocimiento acerca de la difusión y publicación de los resultados producto de la investigación y estoy de acuerdo con su socialización en la comunidad académica. Finalmente, acepto mi participación en la investigación y firmo a continuación dando mi aprobación y consintiendo con lo anteriormente estipulado.

Firma del estudiante, cédula y fecha

Firma del acudiente, cédula y fecha

Muchas gracias por su colaboración.