Universidad Pedagógica Nacional

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Vicerrectoría de Investigación y Postgrado

Dirección de Postgrado

Master in the Teaching of Languages

Topic:

"Incorporating Reading of Literature in the English Language Program for Improving Writing Competence: Blanca Adriana Ponce Ponce High School in Tegucigalpa"

Tesista: Clara Elizabeth Chávez Suazo

Asesora de Tesis: **PhD. Jenny Margoth Zelaya Matamoros**

Tegucigalpa M. D. C. 30 de abril de 2013

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Finally, the greatest debt that I owe is to God.The King David said in Psalm 18:1-3 “1 I love you, O Lord, my strength.2 The Lord is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge.He is my shield and the horn of my salvation, my stronghold.3 I call to my Lord, who is worthy of praise,...”I can´t find the right word for telling you thanks a lot dad.

INTRODUCTION

This action research study was focused on applying a new methodology which was a teaching tool for improving the writing competence in Blanca Adriana Ponce Ponce public school in Tegucigalpa, Honduras. There is a belief that literature is difficult to teach for teacher and difficult to learn for students. In order to do this study were chosen two groups; the control group and the experimental group. So through this study students from the experimental group were exposed to original literary texts for a complete year. Beside this, they were using the learner journal to promote their writing skill making comments on it about the readings that they have already read in the classroom from the text book, the literary texts, and also about the high school´s celebrations. In addition to that students also used the story map and did the different exercises for improving reading, and writing skills in the target language. Beside this, the four main skills were measured as well as their attitude toward the English language at the beginning and at the end of the pedagogical treatment.

At the end of the study, the results showed that the experimental group encourages their writing performance as it is seen in the journal comments. Their attitude and motivation influenced in their reading, and writing performance because of the tone in which students wrote their comments in the questionnaire. In these comments they felt positive and confident when they read and write in the target language. The conclusion drawn from this study that this methodology in which literary texts were used with EFL learners can be

positively applied among the textbook used in the English class in a public high school. To sum up, literature is without any doubt a powerful tool for teaching English no matter if students have the most deficient or the most adequate English background knowledge because this tool allows learners to give the perfect input from the target language before teaching them how grammar structures works when the language is used.

Finally, through literature students are exposed to a great and rich variety of vocabulary as well as idiomatic expressions that they could not find in a textbook. In addition to this, students are moved to develop the fifth skill which is their imagination. That is seen in the way in which students made their journal comments, because through the writing skill students might express their thoughts, ideas, feelings, likes and dislikes that sometimes they are not able to say orally. However, they can feel confident writing on a piece of paper and themselves.

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9. ACRONYM INDEX

LIST OF ACRONYMS

OEI=Organizacion de Estados Iberoamericanos

CNB= Curriculum Nacional Basico

EFL= English as A Foreign Language

PPP= Presentation, Practice and Product

CLT= Communicative Language Teaching

TBL= Task-Based Learning

ESL= English as A Second Language

SM= Semantic Mapping

WM= Word Mapping

CM= Concept Mapping

STM= Story Mapping

L1= Mother Tongue

L2= Second Language

CEFR= Common European Framework

ONG= Organismos No Guvernamentales

FONAC= Foro Nacional De Convergencia

UNESCO =United Nations Educational, Scientific and Cultural Organization

IBE = International Bureau Of Education

UNICEF=United Nations Children´s Fund

ESCALAFON = Human Teachers Resources Office

UPNFM = Universidad Pedagogica Nacional Francisco Morazán

AR= Action Research

EG=Experimental Group

CG= Control Group

SS= Student

T=Teacher

CHAPTER I

RESEARCH PROPOSAL AND PROBLEMATIC SITUATION

"Incorporating Reading of Literature in the English Language Program for Improving Writing Competence: Blanca Adriana Ponce Ponce High School in Tegucigalpa"

1.1. Stating the Research Problem

Honduras, like any other countries in Central America, has worked in the last two decades in a Curriculum that could train or prepare the future professionals according to National, Regional, and International demands. There are many educational studies that show the following claims:

> The challenge that Honduran education has at the end of the millennium is big which is unemployment that daily increases because of the lack of academic or training requirements that the vacancy requires Honduras unemployment is part of the national reality and at the same time is an impact of an educational problem. Then and now the education system has been characterized by a high centralized organization. This organization moves very slowly. So that, it has not been able to produce no other relevant curriculum change, related to the national needs and the world dynamic transformations. (OEI Magazine No.8)[1]

In 2003, The Secretary of Education worked in the Basic National Curriculum (C.N.B. in Spanish) which is considered the teaching standards that have to be taught in public schools in order to develop in the students competencies requested in the professional market. Concerning this issue, the CNB (2003) expresses the following:

> The basic differences that separate Honduras from the other Central America countries in human development issues are based on a low income per inhabitant measured by the graduates' index in public institutions where students are not trained on the new technologies related to productive processes in the country. The curriculum disassembles into practice; make graduates have difficulties for integrating them in the work force and, university studies. (2003, pp.7-8)[2]

[1] Retrived on March, 2011.http://www.rieoei.org/oeivirt/rie08a08.htm
[2] Translated by researcher from the CNB of Honduras

This means that students are not been taught in order to develop skills or to work with new technologies related to the production process of the country. (CNB, 2003, p.8)

The C.N.B. is not applied in the whole educational system because only the schools named “Centros Basicos” have been using this curriculum since 2004.[3]On the other hand, Elementary and High School levels work according to the old curriculum programs established by the Secretary of Education. As a result it is difficult for new graduates to get a job or take university studies. Honduras has had a National Curriculum that does not give any answer to students´ needs, Honduran families,community and, the country.In general new graduates are not able to face current demands in the immediate future, (CNB, pp.7-9) because they do not have the necessary skills.

Through the CNB the educational system is supposed to provide the country with professionals, who will respond to all necessary requirements from the labor market. Consequently, the CNB states that graduates can have the opportunity to go to the university because they are supposed to have acquired all the knowledge or basic skills in specific areas of knowledge.The CNB also shows that “the national education is integrated in a coherent system in which learners can be capable to the university level requirements” (CNB, 2003,p.14).

On the other hand, the CNB is the ideal curriculum which promotes high school graduates profile in such a way; they become critical thinkers, decoders, and evaluators of critical messages so they can build new messages to communicate functionally through a foreign language. The language performance plays an important role in teenagers. It makes them get an integral development of the target language, because language is a knowledge that bridges culture and life in societ” (CNB, 2003, pp.47-49).Beside this, the communication goal in the CNB (2003), states that **“**this area develops the *oral competence* and the *writing communication*, in other words to teach learners how to receive and give messages; make comments, evaluate and produce speech, literary and artistic texts”It may be that students develop these skills but not more important is to know what teachers do to make sure students not only

[3] CNB :Presentation page

develop but also acquire communicative skills.This is one of the main reasons to do this study,which foused on the relevance that writing *competence* linked to the reading competence. Contrary to the educational goals in the English class mentioned in the CNB, students in public high school level are taught through the grammar translation method mostly. So that; they are not able to write a paragraph in order to express their ideas, feelings or thoughts about real life.

In the last three decades in Honduran public schools, English as a foreign language (EFL) has been taught as a *Referential Language*. In other words, it is taught for informative purposes or in a very basic level. However, this research focuses on another phase of teaching English; that is as a *"Representational Language*", which becomes the first aspect the researcher considered for relating the development of the writing competence to reading literature.

McRae states that"*Representational Language*"opens up, calls upon, stimulates and uses areas of the mind from imagination to emotion, from pleasure to pain, that *Referential Language* does not reach. Where Referential Language informs, Representational Language involves" (Quoted by Muñoz, 2003, p.19).

The second aspect that was considered in this study is the use of a literary text in order to develop the writing competence in the teaching of English as a foreign language. As it was mentioned before, Representational L*anguage* involves other abilities in the learning language process and those abilities must be developed through different strategies.One of those strategies is the use of literary texts.Therefore, the use of English literature is considered an authentic resource for teaching the language. Then, English Literature stimulates and promotes the use of the *imagination* and *emotions which* are not considered in *Referential Language*. Also, there is a wide range of types of literary texts that can be used in secondary level which would provide a variety of experiences to students.

Third, it is also important to consider authentic material availability because in Honduras, bookstores that sell short stories and any sort of English literature charge great amounts of money not only to students but also, for public high schools.

Therefore, it means that to integrate English Literature as a teaching tool in the English class; seems quite challenging to do.Beside this, many learners do not have the chance to work with English literature when they are studying in high school. Maybe they are going to have access to work with literature if they study English as an area of expertise in the university level.

1.2. GENERAL OBJECTIVE

To analyze the Literature imapact in the development of writing competence in an EFL classroom in Blanca Adriana High school in Tegucigalpa.

1.3. SPECIFIC OBJECTIVES

1- To identify lexical and grammatical student's level before and after exposing students to Literature.
2- To determine the students´ writing level before and after exposing them to literature.
3- To describe the students attitude toward English Literature in the development of the writing competence.
4- To elaborate and validate the Reading of Literature Program for improving writing in a public school classroom.

1.4. QUESTIONS RESEARCH

This research tries to answer the following questions:

1) What is the student lexical and grammatical level before and after Literature exposure?
2) What is the student's writing level before and after exposing them to literature?
3) What is the student's attitude toward English Literature in the development of the writing competence?
4) Is the elaborated and validated Reading Literature Program for improving writing in a public school classroom effective?

1.5. JUSTIFICATION

In Honduras, the English class has often been downgraded in relation to other school subjects. Nevertheless, in the whole world people learn English as a foreign language because English is considered the business language. This is one of the most important reasons why teaching and learning English is more important than it seems.There are several methods to teach English. One of these methods is the use of English literature or English literary texts. Since this method is not commonly used in public schools in Honduras, the researcher figured a way to develop the writing competence in 10th grade students through the use of it in order to be aligned with the CNB and the development of the writing competence.

At present, to perform the main four skills in English as a foreign language has become part of any job requirement. Therefore, the educational system has created programs like National Basic Curriculum in order to develop these language skills from fourth to ten grade level.The CNB (2003) states that:

> The inclusion of English as a foreign language in the CNB from the second cycle to the Basic Education,responde,therefore,to the social interest showed for learning that language,the state is concerned to give to the mayority population the chance, and to train the citizens that the country needs for facing the XXI century´s challenges.This opening toward the English teaching in the Basic Education comes to contribute to the Communication Area general purpose that is the streghtness of the communication ability,in an integrated way with none verbal languages,and other natural languages current in the curriculum(Spanish,and other mother tongues,in its case),from its specific purpose of developing in the Hondurans the communicative competences in the Foreign Language,that complements their improvement for interacting in a successfully way in a globalize world.Together with the communicative competences,the access to the other languages different to the mother languages,belongs to another important component from the predominant social vision of the languages;languages like community concept,some of them are also displays or symbolic representation of the cultures close to them (etnocultural communities).For that reason,the English curriculum will be a privileged environment for working the intercultural perspective that impregnates the whole curriculum,not only through the contents of sensibilization toward other languages and cultures –that are common for all areas of study-,with special attention to the English speaking community from Bay Island in the national context.The achievement of these purposes from the meaningful-communicative approach to enable children not only for speaking in an effective way,but also,it helps them as a vehicle for accessing the culture goods,to appreciate themselves,their environment,and the possibility to get better their life quality in a meaningful way,making effective the future isertion to

> the productive processes,possessing the communiticative,and academic competences that the nation development demands. [4] (p.60)

Beside this, global community forces companies to hire qualified personnel.According to a Business dictionary " to qualify" denotes fitness for purpose through fulfillment of necessary conditions (qualifying criteria) such as attainment of certain age, taking of an oath, completion of required schooling or training, or acquisition of a degree or diploma.[5]

For instance, it is important to know what are the perceptions that Honduran investors have about people´s workforce as well as if public high school are following the CNB standards in order to train the new graduates according to companies' demands.Thus, it is pertinent to be concern about the studies done by Toru George (2010) concerning this issue:

> Both Guatemala and Honduras have good labor pools, but not deep ones. This means that small problems finding qualified labor today could turn into sustainability issues in the future. It's on the minds of virtually every buyer who has long-term visions of outsourcing to Latin America -will there be enough qualified people to go around? This is acutely true when we consider the contact center industry, by which it takes years to build English competency.

This is an idea about what important is to pay attention to the National Basic Curriculum requirements for graduating students.Until now in Honduras, there is not any study that could be used as a guide about what is happening in public schools in relation to teaching English as a Foreign Language.The results of this study might contribute in public education because there is not a starting point in Honduras.The researcher decided to base this study on a research done in Granada, Spain from 2001 to 2002 by Dr.Sacramento Muñoz.[6]

Through her study, Dr. Muñoz tried to show English Literature benefits when is used in public school classrooms.

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[4] B) English:10.4.1 Definicion y fundamentacion del campo de conocimiento,CNB

[5] . Retrieved from: http://www.businessdictionary.com/definition/technique.html

[6] Dr. Sacramento Jáimez Muñoz, Tesis Doctoral: El Uso de Textos Literarios en La Enseñanza de Inglés En La Educación Secundaria, Departamento de Lengua Inglesa,Facultad de Filosofía y letras; Universidad de Granada Granada, 31 de marzo de 2003.

Dr. Muñoz explains how Spain´s experience was when she implemented a literature program in the English class in order to encourage students' English competences.She mentioned that at the beginning, English Literature was not very popular or frequently used in public classrooms. This proposal suggested by Dr.Muñoz which considers English Literature as a teaching tool is based on Widdowson´s theory (1975) "Stylistics and the Teaching of Literature".For instance countries like: Swedish, Germany, Denmark, and Italy propose programs in which literature is integrated in teaching programs for Secondary level.Spain contributes with two articles focused on teaching literature in university level (Onega, 1993 and Alcaraz, 1993)

Dr.Muñoz explains the following reasons for teaching English as a second language through English Literature usage:

> *Linguistic reasons* because these allow students to improve:a)learners reading skills; b) enhance other skills like:oral,expression,and writing comprehension;c)get better the reflection ability about the target language;d)facilitate the language acquisition;e)knowledge enrichment,and the grammar,and vocabulary usage;f)offer great opportunities for promoting reading habits;g) show the importance of the "register" in the language use;h)emphasize about the conversational analysis resources;i)familiarize advance students with a great variety of genres,and style;j)notice the importance of cohesion,and coherence in the text;k)be aware about English dialect varieties;l)help comprehension,and figurative language acquisition.*Beside this,Psychological reason are also important to consider:a)motivation,and interest,appeal to emotion The teaching reasons promote maturity in the different facets:personal,intellectual,moral,and sthestic which are essential in eductation.In addition to that,Literature support the following possibilities:a)To connect people´s experience and learn about them;b)To improve sthetics,and intellectual maturity through the interpretive skills,and critical answers;c)To contribute to the development of the learner´s autonomy;d)To contribute to the appreciation of the language beauty;e)To develop personal creativity;f)To activate,and develop learners´memory;at last Cultural reasons.T*here are three main cultural reasons for teaching literature:a)To give information about the culture of the target language;b)To help students to understand and appreciate the " target" culture;c)To improve their (learners)own culture comprehension.(2003, pp.92-124)[7]

Nevertheless Dr. Muñoz focused her study on using English literature as a teaching tool instead of a matter of study; in other words, students will not study for example "English Literature" or "American Literature" as it is taught in university level in the English career in Honduras.

[7] The researcher translated this quote stated by Dr.Muñoz

According to McRae (1991) a literary text might be used as a teaching tool because it can provide an input in the language learning process.For example those literary texts that might stimulate student´s imagination are; a poem, a short story, a proverb, and a quote among others.

At last, this study in which literature was integrated in the English program was done in a public school located in Granada, Spain. Dr.Muñoz did not choose the biggest or the most famous school for doing it because Spain like any other industrialized country in the world has to face similar situations like any other countries that are dealing against poverty and illiteracy problems. For example, it is interesting that in Spain there is a public high school Instituto Francisco Ayala high school, located in the north zone of Granada´s capital that has a similar context like any public school in Honduras.Also, the student population is middle-lower social status.

Besides, what has been mentioned, another element to consider is parents just have studied primary or secondary level. Because of the institution small size (Instituto Francisco Ayala), it is not well known in the city. Another important aspect is the number of hours for the English class taken by students during the week.It is similar as Honduran 10th graders because they take English three days a week and 11th graders take two hours during the week. According to Dr. Munoz, it was pertinent to develop the reading and writing competence in English as a second language because Francisco Ayala high school graduates showed low proficiency in university admission tests. In order to align with global community demands, Honduran teaching should make changes based on studies about what other countries are doing about the development of English competences in public schools.

CHAPTER 2

LITERATURE REVIEW

2.1. TEACHING LANGUAGE THEORIES, METHODS AND APPROACHES

This chapter presents a general view about theories and theorists that exposed their different perspectives on how Literature has been incorporated in the teaching of EFL school programs.Without doubt, that to incorporate literature as a tool in the 10th level in Honduras will help students to improve not only English skills (speaking, listening, reading, and writing) but also, to encourage the genuine interest about the target language learning aspects such as:culture,style,vocabulary,daily life aspects among others.

First, this study reviews on *philosophies, approaches and teaching methods.* Second, it takes into account the *language acquisition* process and focuses on the *writing competence development*. Third, it shows how *Literature* has been incorporated in *teaching ESL/EFL* classrooms.Fourth; it considers the *importance of teaching English* in public schools in Honduras. Finally, it presents how the *educational system works* because teachers will base the *students' fulfillment on the CNB standards*.In addition to this; through this study it is shown how intensive reading of *literary texts improves the* writing competence by using teaching *techniques* such as the story map and the journal.

2.2. A Teaching Paradigm

Teaching languages is a matter that has been studied for centuries. So that, each new teaching model or approach is based on a Paradigm which is the umbrella under which teaching languages and learning processes lay.First, what is a paradigm? The word paradigm comes from Latin origins and the following are some definitions: " a) One that serves as a pattern or model; b).A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them, especially in an intellectual discipline" (Han,2008)

Second, this study major concern is teaching for that reason the following is a general view about what teaching paradigms are related to this study.In general there are two main paradigms: *the behavioural* and the *cognitive or holistic* paradigms.The *behavioral paradigm* remained the traditional education.Under this paradigm schools curriculum characterized by a rigid discipline and authoritarianism inside the classrooms where children were adapted to the industrial society´s needs.On the other hand,the *congnitive paradigm* is based on recent findings in brain research or neuroscience.This theory is about the natural brain fuction where the learning process is active,and natural.In this teaching process the learner empowered himself/herself of the learning process,and the teacher is a facilitator of the learning.[8]

After has been defined what a teaching paradigm is, and what are those paradigms used in educational matter it is also necessary to link what types of paradigms are related when writing is taught in an EFL class.For instance, this study is focused on teaching writing skill and the theories that it involves.Han (2008) and Breen (1987) categorized four types of syllabi under two paradigms: "*Propositional Paradigm* and *Process Paradigm".* These authors give a clear picture about language, learning and teaching in both paradigms as follows: the *Propositional Paradigm* is the base for the following approaches: Grammar-Structural Approach, the Functional-Notional Approach, and the Structural Approach. On the other hand, the *Process Paradigm* is the framework for Communicative Approaches; Task/Content-Based, the Process/ Product Approach**,** and the Language Teaching Curriculum. The following chart shows the aspects of each one of the paradigms:

Table No.1 Summary of Writing Paradigms

Propositional Paradigm	Process Paradigm
Grammar-Structural Approaches **GMT** **Functional Approach** **Structural Approach**	**Communicative Approaches** **Task/Content-Based** **Process /Product** **Language Teaching Curriculum**

[8] http://www.holisticeducator.com/INTRODUCTION.htm

Language **Tacit knowledge and capabilities a systematic plan based on logical formulae, structures,networks, rules or schemas.**	**Language** **Procedural knowledge and underlying operations for learners to communicate within a range of events and situations.**
Learning **Mastering the tacit knowledge, rules and, conventions of language and language Performance by listening to teachers.**	**Learning** **Gaining communicative competence by Undertaken a range of tasks in real social Situations, though self-directed learning.**
Teaching **Transmitting/imparting grammatical rules, structures, vocabulary, phonology, and Morphology to learners; emphasizing correctness or accuracy in four skills of Listening speaking, reading and writing.**	**Teaching** **Communication Organizing/facilitating learners to undertake the tasks and helping them engage in learning autonomy, emphasizing correctness, appropriateness, and meaningfulness in communication.**

Note: Synthesized by Ham H. (2008) from Breen (1987), Yalden (1983),and White (1988)

As it can be seen,there are many differences between both paradigms;for example,in the Propositional Paradigm language is based on logical formulae, structures, and rules emphasizing correctness or accuracy of the four skills: listening, speaking, reading, and writing.On the other hand, Process Paradigm is focused on improving learners to communicate in real social situations.Also,it emphasizes learners autonomy,and meaningfulness in language communication.Beside this,the most profitable paradigm to use for *teaching literature* is the *Process Paradigm* because of its approaches that are focused on centered learner and teaching language communication.

2.3. Teaching Approach

Once the paradigm has been studied selected it is necessary to define what an approach is in the teaching and learning process. The Process *approach* is applied for addressing the theory in accordance to the nature of Language Learning and it is used as a source in order to choose the ways of teaching in the classroom. In addition, it describes how the learners acquire their knowledge of the language and the conditions which promote the success of the language learning(Harmer,2008, p.62).P*rocess approach* theorists show the strong emphasis of developing communicative language competences instead of focusing on mastering the tacit knowledge, and gaining a set of rules

about the learning of the target language.Beside this, another fact that supports *process approach* is the relationship with communicative approach because the teaching process is centered on learners´ needs.

2.4. Process Approach vs. Product Approach

The *Process Approach* is part of the traditional Product-Oriented Approach Nunan (1999).This a*pproach* emerged with a different teaching view because texts are used as a source for comparing, and providing ideas as a starting point where the reader emphasized in collaborative and a creative process.GIANNAKOPOULOU (2007,p.13**)** states that "Grabe and Kaplan (1996:88) divided the writing process into four stages: a) the expressive;b) the cognitive;c) the social, and d) the discourse community" In addition to this,the writing process theory has been changing since1960s.Beside this, each stage takes into account the following elements; the *writer mental´s processes,the audience*,and *reality and true.*

In this study, the *Process Approach* was mostly considered in the writing competence development because according to Faigley (1986) (quoted by Johns, 1990), there are two groups in the process "the expressivists and the cognitivists" (p.25). According to Johns (1990) *Expressivism*, was developed in the first decades of the twentieth century, reached its zenith in the late 1960´s and early 1970s. At that time, individual expression became popular as well as personal thought in teaching writing. Writing was considered "an art, a creative act in which the process— the discovery of the true self —is as important as the product —the self discovered and expressed" (Berlin, 1988, p.484; quoted by Johns, 1990, p.25).

Besides this, *the expressivist writing approach* facilitates classroom activities which were designed to promote writing fluency and empower the writing act. The textbook´s assignments were designed for encouraging self-discovery such as journal writing and personal essays, through which students can "first write freely and uncritically so that [they] can get some as many words as possible"(Elbow,1981,1b:7;quoted by Johns,1990, p.25).

The second *writing approach is the cognitivist*, or “writing as problem-solving” that has more effect upon ESL research and teaching; however, there are two key words in cognitivist discussion: *thinking* and *process.*

In this view the *“writer´s mental processes* are of central importance” (Johns, 1990).The second component which is *the audience* for cognitivist, who point out that writing is an individual act, a competent writer is who establishes purpose, meaning and form; so the writer “creates” an audience that conforms to the writer´s text and purposes. (Nystrand 1986, p.61; quoted by Johns, 1990, p.160).For *cognitivists,* the issue of audience is more complicated. Johns (1990) points out that:

> The reader is seen as someone who possesses both formal and content schemata (Carrell 1983) which are activated by the text as the reading process begins. Coherence of text is thereby established through the fit between the schemata of the reader (or audience) and the organization, content, and argument of the text. The schema theory literature makes increasingly clear. (p.30)

The third component *Reality and True* for the cognitive approach is focused on the writer´s mind. This view was born or lies on Platonic view, in which “truth is discovered through internal apprehension, a private vision of the world which transcends the physical” (Berlin, 1982, p.771).Likewise, the “internal truth” hypothesis also appears among the expressivists, the most radical of the process groups, for whom “all good writing is personal, whether it is an abstract essay or a private letter” (Miller & Judy, 1978, p.12; quoted by Johns, 1990, p.31).

In the expressivist and cognitivist views, which focus upon the writer and the writing process “form and language come from content– and are a result of what the reader wants to say” (Miller &Judy, 1978, p.15; quoted by Johns, 1990).In the second writing approach (Congnitivist), there are interactivity language principles which draw form of the content schemata where both reader and writer are appropriated. Johns (1990) states that; “ writers must make concessions to the language of the reader, and likewise, the reader must concede the writer his or her language, or L2 language limitations, and previous background, employing these to instantiate and modify the reader´s content schemata” (p.32).

2.5. Teaching EFL Methods

According to Harmer (2007) a *method* is the practical realization of an approach:

> In other words the method shows how to apply certain methodology according to the skill that the teacher is going to work with; the teacher´s role; the learner´s role and the type of the material and activities that will be useful according to the suggested model of syllabus. There are many methods used in the EFL teaching for example: *Grammar-translation method*, *The Direct method, Presentation, Practice and Production (PPP), Four Methods, Communicative Language Teaching (CLT), Task-based learning (TBL),* The *Lexical Approach and Teachers and students* in dialogue together. In order to understand what an approach, method, procedure and techniques are, David Valentine provides a cooking metaphor:*the approach is our belief about cooking, the method is the recipe book, the procedures are actions such as mixing, chopping, marinating, etc. and the techniques are how mix and chop*.(p.79)

2.6. Teaching EFLTechniques

In addition to the method, teachers choose an appropriate teaching technique based on the skill that will be developed in the classroom. A technique is a very specific, concrete stratagem designed to accomplish an immediate objective.This is derived from the controlling method, and less-directly, from the approach. Also according to Angelo & Cross (1993), " the techniques are mostly simple, non-graded, anonymous, in-class activities that give both you and your students useful feedback on the teaching-learning process" Beside this,an online business dictionary defines the technique as " A systematic procedure, formula, or routine by which a task is accomplished".[9]

According to the ability to work on the target language, teachers must select the techniques they want to use. When focusing on writing, teachers can choose two techniques; one of them is oriented on *reading short stories* and analyzing them through a story map, the other one is the *Learning Log Journal.*

[9] http://www.businessdictionary.com/definition/technique.html

A. Short Story

There are many reading techniques that might be used in an EFL classroom. In this study, the *short story was chosen* as a reading technique.It is necessary to establish the importance of using a *short story* for teaching the reading skill, but how this strategy can also improve the writing competence. Nevertheless, many studies have been done integrating short stories, poems, and proverbs in EFL programs. As a result *literature* is applied in EFL/ESL teaching in many countries around the world for example in China, Japan, Singapore, Malaysia, and the U.S.A among others. In these countries, literature has had an important role in the classrooms in order to encourage writing English learning.

Short stories are used for developing English language skills in many ways. They enrich learners vocabulary "motivate reading by making language intimate joyful and meaningful…they stir imagination and strengthen attention and memory" On the other hand, Tsou & Wan restate what Lazar (1993) considerered:

> Literature may be more absorbing for students than the pseudo narratives frequently found in course books; it provides access to cultural background, encourages language acquisition, expands students´ language awareness, develops students´ interpretative abilities; and it stimulates the imagination of students, develops their critical abilities and increases their emotional awareness.(Tsou,2006 and Wan,2005,p.32)

Consequently, r*eading* improves the *writing* production. To encourage the reading skill in EFL students is not an easy task. Teachers should consider the level of difficulty that this activity implies for students.EFL students can feel sad because the literary text vocabulary is difficult and it makes students feel bored and frustrated. For that reason teachers might know how to struggle with students' difficulties before starting reading and writing activities. Teachers should discuss with students the different activities planned for developing the reading skill first followed by the writing. One of the main teacher´s learning goals is that students might feel confident and friendly with this new methodology.

According to Al-Gader (n/d), there are several types of mapping which might be used for analyzing a short story: **1) Semantic mapping (SM):** It is a visual strategy which shows the major ideas of a certain topic and how they are related (Raymond C.Jones, 2006);" (Sokmen, 1997: p. 250). Johnson, Pittelman, and Heimlich describe it as "categorical structuring of information in graphic form" (1986, p. 779). Generally, SM has been used in the following ways: **a)** for general vocabulary development, **b)** for pre and post reading, **c)** for the teaching of a study skill, **d)** to link reading and writing instructions, and **e)** as an assessment technique.**2) Word Mapping (WM)**: An effective method, by which students enhance their understanding of key words by graphically mapping them.**3) Concept mapping (CM)**: It is a way to organize information about a problem or subject.

It consists of nodes and labeled lines. Nodes are usually depicted with circles drawn around the term or concept. And the lines between nodes show which concepts are related.**4) Story Mapping (STM)**: it is a visual representation of the logic sequence of events in narrative text, for example the elements of characters, setting, major events problem, and theme.

In this study the interest is on pointing out the strengths of th**e story mapping technique.** A story map could be viewed as a visual depiction of the settings or the sequence of major events and actions of story characters with the aim of enabling students to relate story events and to perceive structure in literary selections. Li (2007, p.182) noted that a story map is a graphic organizer used to identify the main elements of the story and categorized the main events in sequential order.So that, story-mapping technique could be used to enhance students´ interpretative abilities by enabling them to visualize story characters, events and setting. Moreover, this technique could be used to increase students´ awareness about story characters and events that are interrelated.

For instance, the following is an example of the story map used in this study which will help students to organize the story elements in order to facilitate reading comprehension about the story given them a visual map of the reading.

STORY MAP

TITLE:_____**AUTHOR:**_____

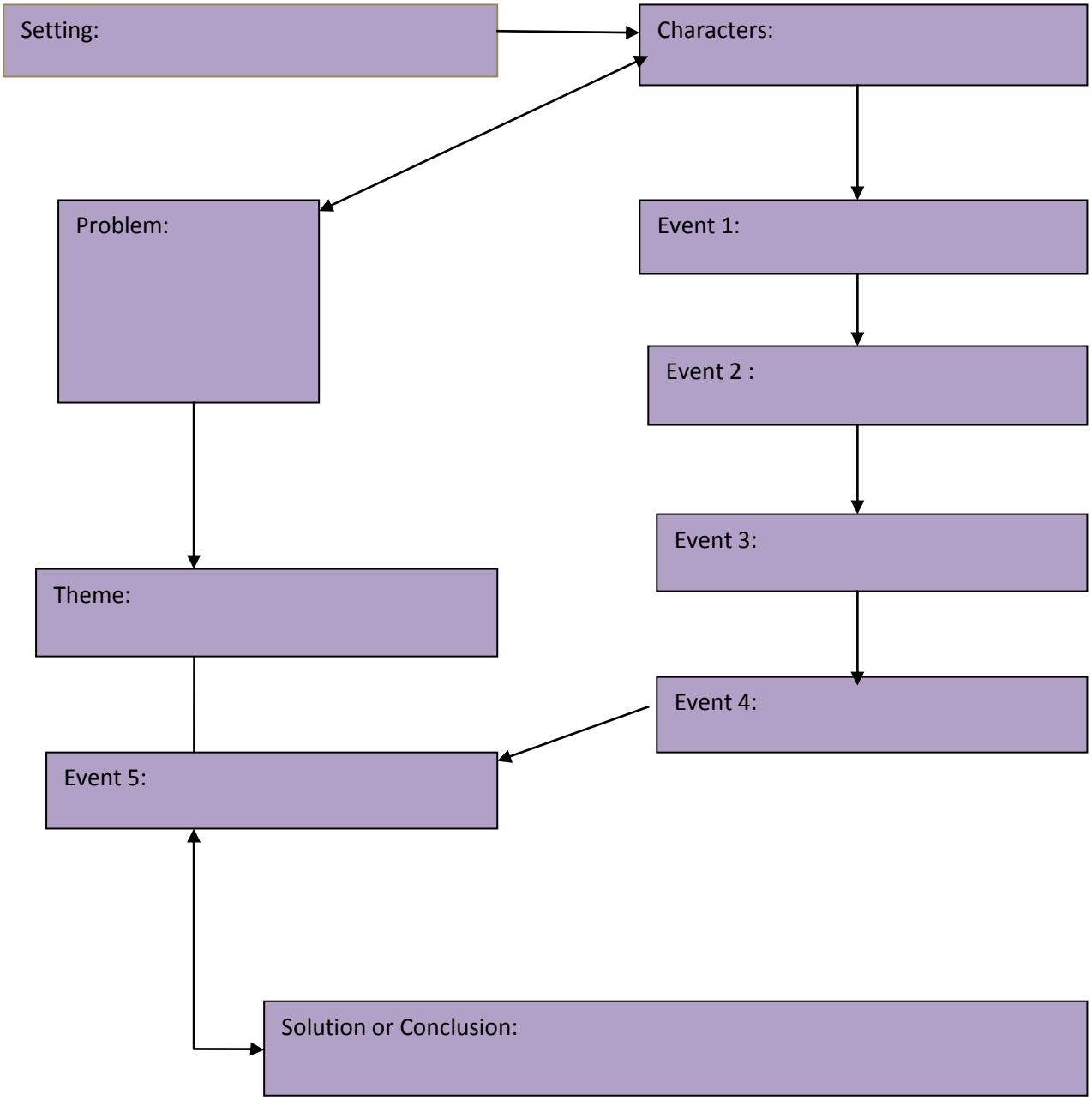


Figure No.1 Graphic organizer taken from: Aardema, Verna: Why Mosquitoes Buzz in People ears.

Additionally, *the story map has the following components*: **a) Settings:** where and when the story takes place**; b) Main characters**: Three to five characters essential to the story; **c) Side characters**:Secondary characters;**d) Initiating event(s):**

The beginning of the story; what sets up the processing events; **e) Conflicts/Goals:** The problems faced by the characters; their achievements; **f) Main events**: Three to five of the story's main events;**g) Resolution:** The ending/conclusion of the conflict and **h) Theme/Morals**: The point of the story; the author's message to the reader.(See figure No. 1.Story map) However, the story map is not enough for improving the writing skill.The learner Journal is considered an important tool that complements the story map.The main goal in the EFL teaching and learning process is to encourage the writing competence.

B. Learner Journal

Finch (1998) restates that a **Learner journal** is a mean of approaching a task, helping the learners to reflect on the learning process, and to make sense of their experiences, engaging students in routine and ongoing self-assessment, so that they develop a critical awareness of their language learning process.

In addition to this, the following are journal´s activities that can help students: **1)** identify their strengths and weaknesses in English; **2**)document their progress; **3)** identify effective language learning strategies and materials;**4)** become aware of the language learning contexts that work best for them, and **5**) establish goals for future independent learning"(McNamara and Deane 1995, p.17).

McNamara (1995) suggests that the **Learner Journal** should be considered as a teaching tool for improving the writing competence and student's autonomy. In sum the journal allows students to improve their writing performance because they can write comments about the literary text that they have read in class or about the different activities done in the high school. Also, this writing assignment on the story map might help students to put into words their ideas, and analyze each element of the story improving their high level of thinking skills.

2.7. Teaching Language through Literature

This teaching approach has been studied and applied by many teachers and researchers in many countries in which EFL is taught because of its usefulness as well as an answer to the target language learning. Since English language became part of the countries teaching standards, teachers and researchers have been studying different ways of teaching EFL methodology was based on the demand of learning the language around the world.This has been taken by many researchers in order to study the most positive and meaningful of the theory in order to improve English skills on their students. Some researchers have been struggling about this theory as Cook (2002) who states:

> Implicit in many communicative materials, is the message that spoken language is more basic and important than reading and writing. The assumption in early Communicative textbooks was that every English language learner had no more pressing need than to buy a cup of coffee without drawing attention to themselves as a foreigner. (Quoted by Dr.Muñoz, 2002, p.22)

On the other hand, the defenders, like Widdowson (1983) state its goodness:

> The difference between conventional discurse and literature is that in conventional discourse you can anticipate and take short cuts.This is a natural procedure...you can´t do that with literature, you´ve got to find the evidence, as it were, which is representative of some new reality.So with literary discourse the actual procedures for making sense are much more in evidence. (Quoted by Dr.Muñoz, 2002:92)

In addition to this, McRae (1991), points out that “Representational language opens up, calls upon, stimulates and uses areas of the mind from imagination to emotion, from pleasure to pain, which referential language does not reach” (quoted by Dr.Muñoz, 2003, p.19).When a language approach or methodology is applied for improving certain skill, it might be studied from all possible angles that have certain connections with the EFL learning process.

2.8. Language Acquisition and Linguistic Skills

It is important to establish the theoretical background which describes the relationship between learning language acquisition and the role of literature in that process. As Halbach and García (2001) stated it is necessary to define what learning a language is.Pinker (1989) defines “language as the instinct that allows us to interact with the environment, the tool that we use – as an inner sense- to learn form life and to cope with it” (quoted by Halbach and Garcia, 2001). These are some useful considerations about literature as an aim of language learning. Also, literature is an imitation of real life because through literature people can find rituals, customs or cultural values that are not presented in the language used in textbooks.

Literature might not be replaced by language textbooks. Besides this, according to Halbach and García (2001) literary texts stimulate a creative response in students who have to provide their own interpretation of the texts. Also literature provides authentic and relevant material. In addition, there are theoretical bases for teaching through literature.Lock Raj Regmi (2004, p.37) states that “literature and language need to be placed side-by-side and taught in integration”. Furthermore, Long (1991) gave a significant reason for which literature has been applied in the learning language (Quoted by Halbach and Garcia, 2001).

2.9. Language Acquisition´s claims

Language Acquisition theory presents many notable linguistics theorists such as: Krashen, Chomsky, Felix, Schumman, Dulay, and Burt among others. At the same time, it is fundamental to define *what language acquisition is.* The Glossary of Primary and Second Language Acquisition define these terms as follows” Acquisition and learning are two separate *processes*”.[10]Learning knows about a *language* (formal knowledge).It occurs in formal instruction and it involves a conscious *process*, which results in meaningful knowledge about language.

[10] First (Primary) Language Acquisitionhttp://earthrenewal.org/secondlang.htm

"*Acquisition* is the unconscious process that occurs when language is used in real conversation".It requires a meaningful interaction where speakers do not pay attention to the form of their utterances, but in act of communication. In addition to this, the following is the general view about Krashen (1982) *Language Acquisition Theory:*

> The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." (Stephen Krashen.1982; quoted by Schütz R., 2007)

Language AcquisitionTheory embodies the following hypotheses:

A. The acquisition-Learning hypothesis

B. Natural Order

C.Monitor Hypothesis

D. Input hypothesis

E. Affective Filter hypothesis

A. The acquisition-Learning hypothesis. According to Krashen there are two independent systems of second language performance: *the acquired system* and *the learned system*. The acquired system or acquisition **i**s the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language – natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The *learned system* or learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than '*acquisition'*.

B. Natural Order: Natural progression/order of language development exhibited by infants/young children and/or second language learners (child or adult**)**.For example, this theory suggested that a*cquisition* of grammatical structures follows a natural order which is *predictable* for a given *language*, and some grammatical structures tend to be acquired early while others late.[11]

C. Monitor Hyphothesis: Learning (as opposed to acquisition) serves to develop a monitor an error detecting mechanism that scans utterances for accuracy in order to make corrections. According to Schutz (2007) "The monitoring function is the practical result of the learned grammar."For Krashen there are three types of learners: over-users, under-users and, optimal users.The first ones are those who use the motor all the time, the second ones those who have not learned and do not prefer to use their conscious knowledge and, those who use the monitor appropriately. As a corollary to the Monitor Hypothesis, *language acquisition instruction* should avoid emphasis on error correction and grammar. Such an emphasis might inhibit *language acquisition*, particularly at the early stages of language development.

D. Input Hyphothesis: About this language acquisition hypothesis Krashen (1982) states:

> The Input hypothesis is only concerned with 'acquisition', not 'learning". the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence". Also, learners develop their linguistic competence in different rates of time. (Quoted by Schutz, 2007)

E. Affective Filter Hypothesis: in the process of the language acquisition: about this aspect Krashen (1982) points out that, optimal input occurs when the "affective filter" is low. The affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious.Moreover, the **Affective Filter** hypothesis embodies Krashen's view that "a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition.

[11] The **Natural Order** hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 quoted in Krashen, 1987).

These variables include: motivation, self-confidence and anxiety."In other words, second language learners are better equipped when they have a high motivation, a good self-image and, self-confidence.

In addition, the main four linguistic skills that are involved in the teaching language process are *speaking, listening, reading, and writing*. The focus of this study is the *writing skill*. The following are teaching proposal models which involve many different views and theoretical assumptions about how writing.The *first consideration* is related to the pertinence of the *writing competence development*, the *second is difficulties that students struggle* when they *write* in the target language, and the *third one* is about how the *writing process occurs and the models* involved in this process.

2.10. Writing Skill

There are many theories that support the importance of the development of the writing skill. One of these theorists is Alister Cumming (2010) who states that " Writing develops primarily through education and specialized activities, codifies aspects of discourse seldom silent in spoken interactions, and serves as an indicator of individual knowledge, identity, and status"Beside this, it is important to consider learner´s characteristics, composing processes and written texts.

The first consideration about the pertinence of the writing competence development was studied by Cantero (2008) who says that the writing competence involves many cognitive aspects as socio *cultural*, *affective* and *personal aspects* as well. Through this competence, students value their own culture and know the richness from the target culture.Writing competence allows writers to internalize, and interact by themselves; reader and text. The writing competence could be developed by the student with the literature use in the EFL classroom. According to Langer (1997) literature allows students to reflect on their lives, learning, and language.

In addition to this, Tse and Shun (2000), states that *creativity is an important aspect of writing*. Tse and Shun pointed out that creativity is *considered one of the six levels of language skills*. Lin (1998) thinks that " writing is the way to promote creativity of students. Also stimulating creativity and idea generation is the most effective way of teaching writing".

As a matter of fact, this study considers the pertinence that the writing competence development had been for many English teachers. For example Cantero (2008) says that the writing competence involves many cognitive aspects as socio cultural, affective and personal aspects too. Through this competence, the students value their own culture and know the richness from the other cultures.

Beside this, Ibnian (2010), states that, in order to promote the writing skill, it has to be considered as one of the most important tasks that the EFL learners need to develop during their schooling.Banar (2007) said "writing is invaluable for helping students to communicate and understand how the parts of language go together"(quoted by Ibnian, 2010). In addition Conley (1995, p.181) noted that writing makes our thoughts and experiences vivid and long lasting and helps us learn things in every subject area. "*In many ways, writing is the way we make sense of our world*" (quoted by Ibnian, 2010).

Moreover, Bello (1997) suggests the following: "one of the major failing in the Traditional Curriculum could be attributed to lack of attention given to writing, which is an important avenue for thinking" In other words through the writing competence students can apply or show the language acquisition when they can communicate their ideas and, thoughts because language is more than words, phrases or chunks of writings.Furthere more, *Creative writing* is the writing in which individuals express their feelings, opinions, reactions, and ideas to the reader in a distinguished literary style. This kind of writing includes several genres such as writing short stories, poems, plays, novels, essays, and descriptions.

The second consideration is related to some *difficulties that EFL writers* face when they *write in the target language*.

> To get more insight into the transfer from L1 writing processes to L2 writing situations.There are studies in which L1 writers are compared with L2 writers and studies in which students write in L1 as well as in L2. Some studies focus on comparing the process itself; few include the relationship between process and text quality. Ridjlaarsdam (2009)

Further more, "writing in ESL/EFL settings has also gained much attention to the recent years. Scholars and researchers are trying to find ways of teaching writing to grow a large number of EFL students' world wide" Jiajia (2009). In additions to this, the cognitive skill transference from L1 to L2 is common according to Piedehierro who expresses:

> For solving the communicative problem, Cumming said, the writers who have developed the skill to produce texts with certain L1 characteristics it is mean that they just have to acquire the superficial features that let them to write those texts in the L2.Because the cognitive/academic basic dominium of a level let the writer to transfer their literary skills since their native language to other languages. (2009; p.55)

Likewise, Cantero & Piedehierro, Herrera (1997) state**:**

> If to write, is mainly a metacognitive control exercise, the pattern of the language written usage from the subjects will be the same in L1 than in L2, with the obvious difficulties that is added to the fact that writing in the target language is different from the mother tongue.

Also, Herrera not only mentions transference problem from the mother tongue toward English language, she also suggests that teachers should be aware of the challenges that the writing process involves when students write in a Foreign Language.

The *third consideration* is about how *writing process occurs.* Kroll (1990) exposed Tony Silva's theory about *second writing instruction* in terms of how writing has been viewed within English as second language (ESL) curriculum from 1940s to 1990s Silva provides a proposed model within which to view the relationship between theory, research, and practice by focusing on

several “givens” of many typical second language classroom: the L2 writer, the L1 reader, the L2 text, and the L1 context (pp.11-21).Silva’s analysis about writing process involves these aspects because second language teachers need to understand teaching ESL writing process toward L1 writing process, he also provides the linear and cyclical models that are coherent to the teaching of L2 writing.In addition to that, Delaney (2008) suggests the following methodology in order to develop the writing skill:

> The writing approach as a process which consist of basically as a guide of the learning process as a long of the stages of the writing process (*planning, translation, revision and edition*) for helping to produce a text that shows the writing and communication goals, that be appropriate in shape and style of the audience that is going to read it (Delaney, 2008, p.13).

Finally, there are many writing models which are suitable, but it will depend on the writing sub-skill that will be developed in the EFL classroom. The approach developed in this study was the process approach.Moreover, for teaching writing there are two suggested models the *Linear Model* and the Cyclical *Model.*In this *study* the cyclical model was used in order to see students writing performance because it is clear that writing is a process in which students see their own writing process, can correct their mistakes, and improve little by little this target language skill.Both models have different apporcahes to study the writing process.In the Linear Model Walling (1987) suggests that it has three phases: stimulus, process and product. These three phases will tell how writing occurs. This conceptualization can help teachers for getting a better understanding and empowering them and their learners get into the process itself.

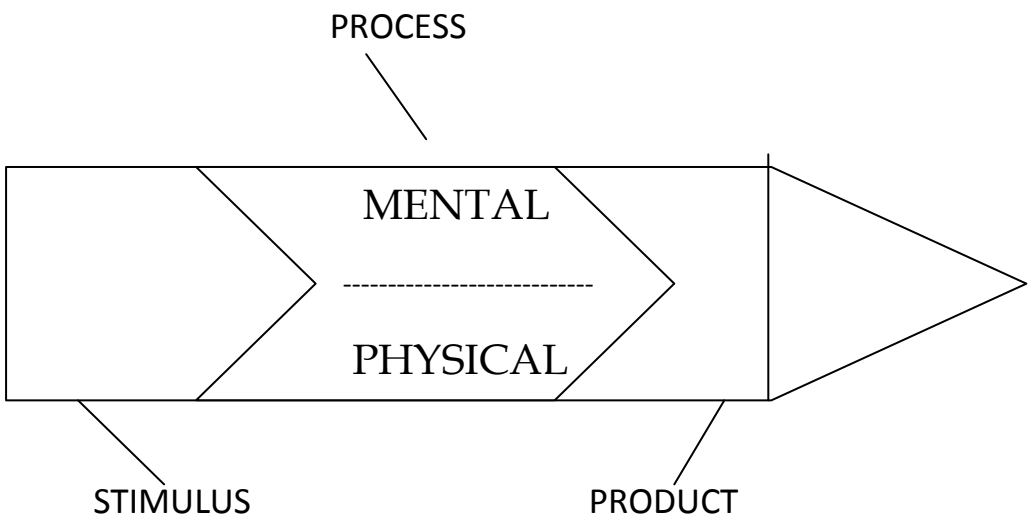
2.10.1. Writing Process Linear Model

The Linear Writing Model shows how the writers move through each phase. It also it reflects that the writer works consciously and unconsciously.The **process phase of writing** can be divided into mental and physical components (See figure No.2.The Linear Model).The **mental component** includes such activities as brainstorming, analyzing, rehearsing, organizing, and evaluating.

The **physical component** is not limited to the mechanical task of writing or typing; it might include acting out, talking to oneself or others, moving about, drawing, or other activities, which may or may not be closely related to the accompanying mental processes. Out of this dual-track of the process phase eventually emerges a product.The following are the three linear model phases:

> Visualizes these components as a kind of highway divided into lanes.The driver on this highway, the writer, proceeds from stimulus toward product(a piece of writing) by way of either lane, crossing from one to the other at will and even straddling the line, as in “stream of consciousness” writing where thoughts are recorded as they occur. (Walling, 1987, p.10)

Figure No.2. Writing Process Linear Model



Taken from Walling, D.R. (1987, p.9)

Beside this model, there is another important aspect to consider in relation to teaching writing well which suggested the following misconceptions: 1) writing is a deliberate, linear process, and 2) therefore, it is essential for teachers to teach students to write in a deliberate linear fashion.According to Walling (1987, p.7), “the *traditional linear steps of prewriting, writing/drafting, editing/revision.*The following is an explanation about each stage that the linear model follows:

1. Prewriting: This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece.

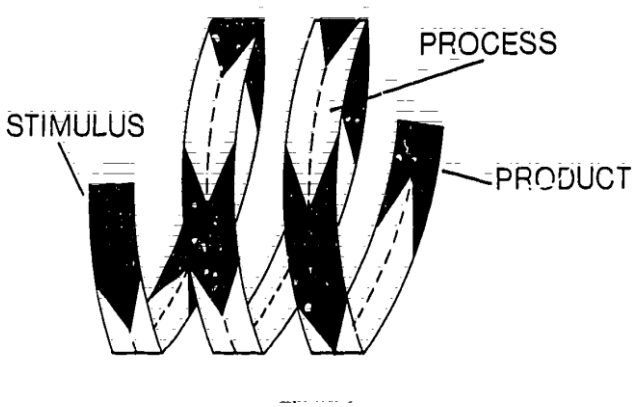
2. Drafting: Have students work independently at this stage. Confer with students individually as they write, offering praise and suggestions while observing areas with which students might be struggling and which might warrant separate conference time or minilessons.

3. Revising and editing: show students how to revise specific aspects of their writing to make it more coherent and clear during minilessons. You can model reading your own writing and do a think aloud about how you could add more details and make it clearer.[12]

2.10.2 Writing Process Cyclic Model

On the other hand, there is another model suggested by Walling because it can grab another point of view about how the *writing process occurs*, as it is shown in the figure No.3.This writing model is *cyclic* than *linear.* The mental process that it is used to create a written product is more reciprocal and interactive. Walling points out that, "the elements of the process are more likely to get all mixed up than to run in neat, parallel courses toward a product finish line" (Walling, 1987, p.8).As a result the writing process is not skillfully performed most of the time.

Figure No. 3.Writing Process Cyclic Model



Taken from Walling, D.R. (1987, p.9)

[12] http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html

The argument about this *cyclic model* is that the product is merely a set of notes or random jottings; also it may be a list of ideas or an outline as well as a diagram or a word map.

> This response then recycles and becomes part of the stimulus— Along with continued thinking, external comment or criticism, more observation or reading—for traditional processing. Thus, the cyclic nature of the model is established. Only after a series of cycles do most writers reach the final product of a written composition. (Walling, 1987, p.10)

For instance the process phase consist of the following perspectives:1) consciousness,2)speed and elaboration, and 3)mental/ physical interaction.

2.10.2.1 Consciousness. Graham Wallas (1926) characterized thinking as occurring in four stages: 1) preparation, 2) incubation, 3) illumination, and 4) verification. These four stages are useful for understanding the process phase of writing.In the *preparation stage* of the process a writer prepares him/herself to write by gathering ideas and information about the matter of study, develops a plan in which is established the limits of the writing project.This process involves both mental and physical processes(quoted by Walling ,1987, p.12).

The first stage in the consciousness phase is the **preparation stage:** the learner moves into the incubation stage, because in that moment the mental process is stopped at the conscious level but it continuous in the writer´s subconscious level. Then**, Incubation** serves as a catalyst for thinking about the writing purpose. In the writer´s mind emerges new elements of ideas and this allows teachers to understand them more clearly, to see patterns and relationships, which are used in a systematic way (Wallas, 1926, pp.12-13).

In addition, Wallas pointed out that, “[w]hen we emerge from a stage of incubation, we sometimes say that we have “seen the light.” Wallas (1926, p.13) called this stage, appropriately, illumination” (quoted by Walling, 1987, p.9). In the second model stage, the writer moves into the **physical process phase of verification**, or “trying out” the idea. In the physical process the draft becomes a product that, unless it is judged to be in final form, serves to stimulate another cycle of the process phase.

In this stage, the writer walks through the ideas or talk to someone about it. Teachers frequently advise students who have written a first draft of a paper to “rest”.It can become another incubation stage in which the initial stimulus-process-product cycle leads to further **illumination** (Wallas, 1926, p.13).

2.10.2.2. Speed and elaboration phase.The rate at which writers pass through Wallas´ four stages, the extent of elaboration within the stages, and the number of cycles necessary to move from initial stimulus to final product vary greatly among writers (Wallas, 1926, p.13).

2.10.2.3 Mental/physical interaction. Interaction between the mental and physical dimensions of the process phase is a factor contributing to the individuality of writing.Benjamin Bloom (1986) talks about “automacity” as the mastery of any skill to the extent that it can be performed unconsciously with speed and accuracy while consciously carrying on the other brain functions. Automaticity is also a factor in the mental dimension of process when the selection and organization of ideas occur quickly, seemingly without much delibertation. Just as mental process instructs physical process, so too does physical process modify mental process (Wallas, 1926, p.14).

2.10.3. Implications for Writing Instruction

Walling recommended that for teaching writing, it is necessary “encouraging students to write using their natural manner of processing” (Walling.1987, p.16).The writing process development is individual and there is not any prescription for getting the final product.because the writing process approach can be imperfect:

> It is effective to do prewriting activities and then to begin drafting; but sometimes a writer needs to go back to some prewriting activity during the drafting stage. Editing, to be effective, often requires a return to drafting, maybe even to prewriting. And so on. The steps simply cannot be neatly boxed and ordered into a product assembly line. And, of course, the *process* is and must be different from one type of writing assignment to the next and from one writer to the next. (Walling, 1987, p.17)

2.11. Reading-Writing Connections

Ferris and Hedgcook, (1998,pp.21-23) quotes some theories about how reading has a close connection to writing.Reading is understood not only as a cognitive activity, but as a social process that is vital to the success of academic L2 writers (Eskey,1993;McKay,1993). Numerous studies have indicated that extensive reading correlates highly with improving writing performance in L1(Belanger,1987;Stosk,1983) and L2 (Krashen,1984,1993).For improving the writing skill, teachers should study about the connection between reading and. writing as well as the implication and social educational dimension in order to improve the writing competence in the EFL learners.

According to Barfield, A. (n/d), reading has traditionally been divided into two types*: intensive* and *extensive*. In broad terms, *intensive* reading may be described as the practice of particular reading skills and the close linguistic study of a text.Extensive reading on the other hand, can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized.

For instance, Alyousef (2005) shows a contrast between both *intensive* and *extensive* reading process. First, in the **Intensive Reading** students usually read a page to explore the meaning and to be acquainted with writing mechanisms. He quotes what Hedge argues “only through more *extensive reading* is that learners can gain substantial practice in operating these strategies more independently on a range of materials” (*ibid*, p. 202). These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive.

Also, Alyousef (2005) quotes Hafiz and Tudor (1989) who contrast extensive and *intensive* reading as follows: in *intensive reading* “learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2 or to provide the basis for targeted reading strategy practice”.

On the other hand, the goal of extensive reading is to ‘flood’ learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material (Alyousef, 2005, pp. 146-147).

Without doubt,the reading strategy used for developing the reading competence has a close relationship with the writing competence because reading strategies might encourage students to express in a written text, what they think about the readings.Yao (2003) states that one of the reading strategies for ESL reading training to be adopted in this study is story mapping, which involves a brainstorming session in which students draw associations about a topic or some key concepts.Because the story map helps students trying to draw the story using their imagination (Quoted by Kuo, 2005,pp.11-12).It helps students encourage their interest in writing Coby (1986) suggested the following six teaching tips for writing teachers’ references:

> (1) assist students build their confidence in writing, (2) encourage students to write,(3) shift students´attention from the mechanical accuracy of words to the logical expansion of ideas,(4)sharpen students’ ability to understand writing problems and elements of good writing,(5)teach students the way to be their own editors, and (6) minimize the teacher´s role as a proofreader.(Kuo, 2005, p.12).

According to Shen (n/d) readers and writers are actively involved when they *construct* and *interpret meaning* from texts. “That is, a reader has to bring meaning to the text and make inferences on the basis of the prior knowledge and background experience” (p.26) Likewise, for generating ideas and constructing meaning the writer use his/her own background experience. Nelson and Calfee (1998) suggested that while constructing meaning for the whole text, the writer has to specify "the functional aspects of language to readers for organizing, selecting and connecting content" (Quoted by Shen, n/d, p.26). A writer also uses a text structure to plan out what they want to express (Gleason, 1995).In this constructive process it seems that reading is less obvious than writing. Nevertheless, this process is recursive. “A writer has to be immersed in the texts that can serve as a model for writing” (Shen, n/d).

For instance, Schema theory emphasizes the close relationship between reading and writing. In order to build meaning and get the most comprehension, the existing schema is activated by the reader for interacting with the text information and teachers can also activate it for getting better results in comprehension. Noryce and Christie (1989) show how schemata work in writing process:

> In particular, indicate that a writer utilizes the same schemata that are used for reading comprehension. In order to write a topic, a writer needs to have an access to the prior knowledge (schemata) of that topic. Thus, these schemata serve as resources for the content of writing. (Quoted by Shen: n/d, p.26)

Reading and writing share the schemata view; that reading can play a role in the writing process by providing schemata (ideas) to write about.Conversely, writing a prediction during the pre-reading activity activates the learner's schemata about the topic and thus facilitates reading comprehension Shen (n/d).Also reading and writing have similar processes, so Shen points out that:

> Tierney and Pearson (1983) developed "a composing model" of reading that explains how reading and writing share similar process of meaning construction. According to Tierney and Pearson, reading and writing share the similar characteristics as follows: planning (goal-setting to approach a text), aligning (decision making for how), drafting (meaning refining), monitoring (evaluating), and revising (reflecting). Those aspects are continuous and recursive during the reading and writing processes (Shen, n/d).

2.11.1. Reading Comprehension:

Alyousef (2005) suggests the following reading definition. ”Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency)” in this process both the reader and text interact dynamically.According to Chen (2006) reading comprehension involves the following models: Bottom-up reading model; Top-down reading model, and Interactive reading model.

The reader uses bottom-up model, which is used as a systematic knowledge because of the processing act involved at the beginning of the reading

comprehension skills as well as the schematic knowledge through top-down processing.

2.11.2. Teaching Reading Models

2.11.2.1 Bottom- Up Reading Model: “In reading, readers first decode words, narrow down the choice of the meanings of words to interpret phrases, then sentences, and finally, construct the meaning of the text as a whole so Nassaji (2003)(quoted by Chen,2006,p.22).In this model the textual meaning and reading text are built by the reader who decodes from the smallest linguistic units to the larger units Carrell,(1988) and Gove (1983)(quoted by Chen,2006,p.23).Also,Barnett (1989) who stated that “in the bottom-up reading model, the reader begins with the written text (the bottom),and construct meaning from the letters, words, phrases, and sentences found within and then processes the text as a series of discrete stages in a linear fashion”(quoted by Chen,2006,pp.12-13).

This reading model shows what the reader does for understanding a text. Readers apply a wide variety of reading strategies for example decoding, word recognition, and syntactic feature recognition, or “translate specific words, phrases, or passages” (Paesani, p.17; quoted by Chen, 2006, p.23).

2.11.2.2. Top-Down Reading Model: this model suggests that comprehension lies in the knowledge because this knowledge has already existed in the reader’s knowledge bank in order to execute it for processing information of the printed text.What is important for the Top-Down perspective is the readers-schemata such as background knowledge, experience, and concept; all these aspects are important part in the reading process for reaching comprehension. Aebersold and Field (1997) conclude about top-down model:

> Given the principles of the top-down model, readers do not necessarily have the mastery of series of word-recognition skills. Instead, their general knowledge of the world provides them with the ability to “predict” the meaning of the printed text, confirm or refuse the previous guesses, and finally, comprehend the reading text. In consequence, readers gain new information through an inferential and constructive process of reading. (Quoted by Chen, 2006)

2.11.2.3. Interactive Reading Model: Bottom-up and top-down reading models can be viewed as a compromise because in this view both processing models work together. Readers, following the interactive model, obtain information in texts through different levels such as the processing system and the independent work which operates in a parallel manner. In other words, data driven processing level as well as syntactic and semantic processing level are simultaneously manipulated by readers who perform visual analysis and operate for generating hypothesis about the visual information interpretation. The passages evoke "accumulated information" such as phonic, graphic, syntactic, lexical, semantic, and pragmatic information because visual information is an important resource. (Barnett, 1989)

Moreover,Chen(2006)states that; "When the readers" background knowledge, experience, and concepts are integrated with the "selective use" of the accumulated information in passage, the outcome of each level of processing system is transferred to hypotheses that can be agreed or rejected.(p.24).Then,**Comprehension,** emerges from the combination and integration of all messages stored in the individual message center (Nassaji, 2003).In sum, the interactive model suggests that reading comprehension is facilitated when the lower level of information processing (word identification),and higher level processing (meaning) work independently but interact actively with each other (Chen, 2006,pp.24-27).[13]

As it is defined by Partnership for Reading (2005), reading comprehension is understanding a text that is being read, or the process of "*constructing meaning"* from a text. Comprehension is a "*construction process*" because it involves all the elements of the reading process working together as a text is to read and, create a representation of the text in the reader's mind. In this study, it is necessary that students can comprehend the interrelationships between the ideas presented in the reading comprehension texts by the story

[13] The interactive model features are often discussed and have highly influenced on ESL/EFL reading research in the past decades (Chern, 2003; Carrell & Eisterhold, 1989; Grabe, 1991, 2001; Nassaji, 2003; Rumelhart, 1980).

mapping, strategy that also makes students create similar maps as those made by the researcher.

Grabe(1991) argues that reading involves a set of components skills and the following six general component skills and knowledge areas are suggested:**1)** Automatic recognition skills;**2)** Vocabulary and structural knowledge;**3)** Formal discourse structure knowledge;**4)** Content/world background knowledge,and **5)** Synthesis and evaluation skills/strategies(quoted by Alyousef , 2005).

Reading is connected to the writing competence and researches have studied the different ways in which one competence reinforces another one. For example, Kim (2006) pointed out the importance that teaching reading has in the process of teaching writing. So that, Kim gives some similarities between reading in L1 and L2, because readers use the same techniques like;skim, guess in the context,and match in both languages.

Kim (2006) suggests some strategies based on Krashen (1990) in order to improve the reading skill. There are five stages in thinking and creating new ideas: 1) Gathering ideas; 2) Preparing ideas; 3) Incubating:4) Illuminating; and 5) Verification. As it was mentioned before, in order to use the story mapping; after reading the story is necessary to apply these stages in the reading process to facilitate the use of this organizer. Besides this, Kim (2006) said that “reading is not a passive, it is a receptive activity”. There is an interaction between the text and reader. Teachers should consider the following three steps when teaching reading: pre-reading, during reading, and post-reading.

2.11.3. Pre-reading

This strategy activates prior knowledge, thus teachers help students to be in context before they begin to read. A useful technique suggested is previewing reading. It allows students to focus on the topic and activate the necessary vocabulary, and information related to the studied topic (student’s prior knowledge), asking them rhetorical questions, making statements and introducing the information about the topic.

In addition, in this the stage teacher might teach students how they can lead with a variety of situations according to the reading purposes so the following strategies will be improved for students:

- **Previewing**: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.
- **Skimming and scanning**: using a quick survey of the text to get the main idea, identify text structure, confirm, or question predictions.
- **Guessing from context**: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text.[14]

2.11.4. During-reading

During this stage the comprehension process is involved, to anticipate and predict outcomes, to organize and integrate information (Kim, 2006).On this point, Kim suggests two reading techniques: thinking aloud and reciprocal teaching. The former one (thinking aloud) involves the following strategies: making predictions, connections and analogies, comparing, contracting, reflecting, and summarizing. The advantage of this technique is that it allows students to answer questions at the moment they come up, help to solve problems, and avoid ambiguity in understanding the meaning. The latter technique (Reciprocal teaching) has four incorporated techniques: summarizing, questioning, clarifying, and predicting. It is in this stage that the use of story mapping is a recommended technique for organizing the main points of the

[14] Strategies for Developing Reading Skills;http://www.bnkst.edu/americareads/strategies.html

story.Students can identify the chronological events and to understand the meaning of the story.

2.11.5. Post-reading

This strategy provides students the opportunity after reading to make a reflection about the reading, summarize, seek information, and evaluate what they have learned through the reading. Another important aspect about this strategy is that students can work in groups, in pairs, or individually in orally and written tasks. However, these suggested activities can help students to improve their reading and writing skills as well as oral and listening skills. So far, this is explained by the experts emphasizing that *"proficiency in a second language takes a long time to develop*" (Kim, 2006).

2.12. LITERATURE USE IN TEACHING EFL

2.12.1. Brief history about the use of Literature to teach EFL

2.12.1.1. What is literature?

Literature has many definitions depending on the theorist view.For instance Williams (1976, p.183), pointed out that:

> Literature is a difficult word, in part because its conventional contemporary meaning appears, at first sight, so simple. By the late twentieth century, 'literature' as a concept and as a term, has become problematic, either through ideological symbol of the high culture 'Canon', or, conversely, through demystification by radical critical theory" (Quoted by Ainy, 2008).

In addition to that, Widdowson (1999) stated that "Literature with an upper-case 'L' and within inverted commas signifies the idea of that global body of literary writing". There is a distinction that is shown about literature with upper –case "L" and the definite article is put in front of the word, but when it is refered about literary writings, the definite article is left out. At this point Widdowson (1999), also states that:

> Literature' with small 'l' and no inverted commas is used either in a neutral discursive capacity, or to represent the writings which are 'literary' in the sense that they identify themselves quite self-consciously as belonging to the artificial

> discursive realm of 'creative' or 'imaginative' writing as opposed to the other, more quotidian forms of written communication (Quoted by Ainy,2008).

Widdowson (1999:8) elaborated literature definitions, he was, for example, one of the pioneers making encyclopaedias and references entries. The entry on 'literature' in *The New Encyclopaedia Britannica: Micropaedia* reads: “a body of written works. The name is often applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the excellence of their execution” (Quoted by Ainy, 2008).

Miller (2002) states that the word literature:

> [C]omes from a Latin stem and cannot be detached from its Roman-Christian-European roots. Literature in a modern sense, however, appeared in the European West and began in the late seventeenth century, at the earliest. Even a definition of 'literature' as including memoirs, history, collections of letters, learned treatises, etc., as well as poems, printed plays, and novels, comes after the time of Samuel Johnson's dictionary (1755). The restricted sense of literature as just poems, plays, and novels is even more recent (quoted by Ainy, 2008).

According to Clandfield (2009), “[m]any authors, critics and linguists have puzzled over what literature is. One broader explanation of literature says that literary texts are products that reflect different aspects of society” Literature was initially the main source of input for teaching in language classes in the era of Grammar Translation Method but since then it has been dropped down the pedestal. In the era of Communicative Language Teaching (CLT), literature was neglected and teaching was focused on dialogues and conversations because they were practical and visible in real situations (Khatib, Tabataba, and Derakhshan, 2011). In addition, Maley´s assumption about this issue is that “in the middle of the 1980s some practitioners and language scholars resurrected literature as a language learning material after a long period of being neglected”, Duff & Maley (1991) (quoted by Khatib, Tabataba, and Derakhshan, 2011).

Literature was eliminated since the middle of the 20th century from the curriculum design in University levels in countries where English was taught as Second Language (SL), (Muñóz,2003,p.21) because the "*communicative approach emerged* "(Hymes,1971).For that reason,English textbooks have been designed based on this approach Muñóz(2003, p.25). For Muñóz, the presence of literature might encourage the four language skills as well as the fifth skill:"thinking".In other words, those imaginative aspects which are involved in teaching literature .On the other hand,literature and language make the two faces of a coin; because they complement each other. However, it was in the 90s that literature integration in the language class increased.

In addition, authors like Muñóz (2003), emphasize that literature is an axle in the teaching of a foreign language. "The literature used in the teaching of English as a foreign language, seems, in general, to offer an extraordinary source of authentic materials...for reading, reflecting, interacting, interpreting, and enjoying ,at the same time the learning of that language is acquired and improved" (p.22).[15] Literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore" (Khatib, Tabataba, and Derakhshan, 2011).

According to, Fernández, D.T.M.T& Torellas, E.L.H. (2008), EFL teachers should facilitate the literary materials from the target language, because literature is effective to provide language, culture, and personal growing to the students of a Foreign Language (p.35).[16]

2.12.1.2. Why to use literature?

According to Clandfield (2009), there are many reasons for using literature in the classroom:

1-*Literature is authentic material*. First this source has unmodified language so learners will be exposed to it, then they will be able to apply the learned skills in and, out of the classroom.

[15] This translation was done by the researcher.

[16] Idem

2. *Literature encourages interaction*. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions.

3. *Literature expands language awareness*: Asking learners or non standards examples of language (which can occur in literary texts) makes them more aware of the norms of language use.

4. *Literature educates the whole person*. By examining values in literary texts, teachers encourage learners to develop attitudes toward them.These values and attitudes relate to the world outside the classroom.

5. *Literature is motivating*. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books.

Moreover, Chen (2006) states that for reading and writing instruction, literature has been recognized as a valuable resource. Also researchers point out that " the use of literature has been acknowledged as conductive to academic, intellectual, cultural, and linguistic learning(McKay,1982;Oster,1989; Sage,1987; Spack,1985)."In addition to this Sage (1987) argues that:

> Literature represents various uses of the language, conventional and literary displays a broader range of communication strategies than any other single language teaching component, and extends linguistic knowledge on the levels of usage and use. When students read literature, they learn the target language in a whole context rather than memorizing words and rules (Chen, 2006, p.67)

Beside this, Chen quotes Krashen´s proposal (1976) about literature benefits: "Literature provides an informal but supportive environment for students to naturally develop their linguistic system" (p.).This is another way for getting knowledge about language which implies the subconscious process of language acquisition proposed by Krashen.Also, Chen (2006) states that "[l]iterature also serves as a valuable source of language input in the EFL context. Nuttall (1982) says that" [t]his best way to improve your knowledge of a foreign language is to go and live among its speakers" (quoted by Chen, 2006, p.168).

In addition, the input that a reader receives from literature is doubtless meaningful as it is suggested by Gajdusek (1988) who argued that:

> Literature is a more satisfying input than other reading sources.It is impossible to teach English in EFL context taking apart literature from the target language. Abulhaija (1987) literature is a vehicle through which we can get contact of all roots with other cultures, people, and societies, (and) language is the means to carry that out" Abulhaija (1987, p.3). (Quoted by Chen, 2006, p.168)

Not only researchers notice that literature is a valuable source of language input in the EFL context. But also many teachers see literature´s benefit as Chen quotes some experts' arguments as follow:

> Through literature, student readers will have the opportunity to develop their and understandings of cultures and people of the world; to develop their imaginary and visualization abilities; and to gain new perspectives by testing their ideas with those found in books (Rudman, 1993; Smallwood,1996),Palardy (1997)(quoted by Chen, 2006,p.167)

Literature benefits in the EFL classroom have been dsicussesd and searched. Many experts have pointed out the use of this tool in the teaching and learning process of EFL language acquisition. Once teachers know the benefits of literature, the next feature to seek is what type of literary texts are the best to teach. Nowadays, publishers offer some of options like: novels, fiction, biographies, adventures, historical science fiction, myths, legends, poetry, cartoons, comics, mystery, and movies which are adapted for young and adult readers providing a CD and written exercises. However, according to Chen (2006) these types of literary texts do not provide the same input as comprehensible stories written for children.

2.12.2. Purpose of Literature for Teaching English

There are many reasons for teaching English by using literature as a tool because *reading and writing* are strongly related. Then, according to Muñoz (2003), the following aspects must be considered: linguistics, psychological, teaching, and cultural reasons. First, the *linguistics reasons* are focused on the global learning of the language so this teaching proposal has arose through the pedagogy professionals in order to help students in the development of their

competences. Second, *psychological reasons* are pointed out in the students´ needs. In other words, this approach takes into consideration also their expectations, feelings, desires, and interests. Third, one of the teaching reasons for using literature is that it encourages student's maturity in its different areas: personal, intellectual, moral, and esthetics.

Muñóz emphasizes that literary texts are mostly related to emotions and feelings so, they allow students to learn about them. Beside this, the author restates what Stern already said (1987:47) about literature offering "a unique aesthetic and intellectual experience that provides perceptive insight into man´s existence within the artistic and intellectual boundaries of a framework" (Muñoz, 2002, p. 111). In the same way, Lin and Guey (2004) quoted Hess´ point of view (Derewianka, 1990; Carter and Nash, 1990; Hess, 2003) related to the same issue:[17]

> Entering a literary text, under the guidance of appropriate teaching, brings about the kind of participation almost no other text can produce. When we read, under-stand, and interpret a poem we learn through the expansion of our experience with a larger human reality. Through a poem, we can grapple with the problems of a parallel life. (p. 20).

There is not doubt, that the teacher´s role is fundamental in this teaching stage because students need a guide in order to understand and going beyond the learning or understanding of the target language. This is to make students intimate and reflect on what they have read.

The purpose of reading a literary text is the students' interaction within the literature. The educator is responsible to encourage this ability. The common barrier that students face is "meaning and vocabulary" (Blake, 1983, p.131; quoted by Lin and Guey 2004). In other words Lin & Guey establish that teaching EFL is focused on the learner centered instead of teacher centered as Scrivener (n/d) said:

> The enabled teacher shares the control with his/her learners...is a guide or a counselor or a resource of information when needed...this teacher knows about the subject matter and about methodology, but also has

[17] In order to support this point Muñoz cited the following authors :(Arnold & Brwn, 1999; Brown, 1994; Madrid, 1999 & McLaren, 1995; Oxford, 1997; Tudor, 1996; Nunan, 2000) p: 106.

> an awareness of how the individuals and groups are thinking and feeling within his/her class (p.25).

The *Cultural reason* is the third one for teaching English through literature, because Muñóz showed through this view point how important it is to expose students to original texts. Here is exposed what important it is to know some conventions, values, and sociolinguistic behaviors in the target language. In addition," literature provides learners with a truly cultural competence, in the target culture"also, "enhance the effectiveness with which they participate in that culture" (Muñoz, 2003). In other words the literary text couldn´t be substituted by any well elaborated textbook because it cannot transmit to the reader the richness and originality a literary text.In addition Widdowson (1975:p.1) claims that "students learn not only language per se, but they also learn through language" (quoted by Muñoz, 2003).

2.12.3. Why Children´s Literature?

What is decisive highlighted about children´s literature is what it offers than other literary texts do not. First, according to Chen (2006) "like all good literature, "first-rate children´s literature offers the same benefits that any high quality literature and art offer, including the pleasure of a good story, the experience of knowing other people and places, and the opportunity to reflect or examine ideas and values" (Bloem and Padak,1996:p.49)(quoted by Chen,2006).Second, Chen also quotes Smallwood(1996) who arguments that;" high quality children´s literature characterized by and economy of words, stunning illustrations, captivating and quickly moving plots"(p.1) can help adults as well as children in developing language and literacy skills and content knowledge" (p.169)

Third, children stories are often shorter, or at least seem shorter when the language of the text does not hinder so much readers' comprehension as adult literature. Fourth, children´s literature offers simple language style, surrounds cultural information, and its length is comfortable for learners. These aspects stimulate students´ interests and feelings. Fifth, according to Aoife, Garcia Bermejo, and Fleta (2007), "stories in general and story books and fairy tales in particular can be used with all kind of students for language teaching, from children to adults and from beginners to advanced level students" (p.42).

The four language skills (listening, speaking, reading, and writing) are developed by using literature as an excellent teaching tool. Sixth, “stories are an important source of vocabulary, intonation, grammatical structures, and patters in real context. Language in storybooks is not referential like in textbooks but representational and characters in storybooks think, talk, cry, or shout just like in real life”(Aoife ,Garcia Bermejo and Fleta;2007:p.43).

This section is concluded with the following assumptions; the first assumption focuses on Aoife, Garcia Bermejo and Fleta (2007) who state that: stories are ideal tools for teaching and learning English in class and many techniques used by teachers are valid; as Wright (2000) points out “stories are the cornflakes of the classroom; they contain a wide range of nutritional elements. A plate of cornflakes a day provides a good basic set of the elements we need” (quoted by Aoife, Garcia Bermejo and Fleta, 2007, p.44)

The second assumption refers on how the learning approach changes its teaching view; “[u]sing literature versus a communicative textbook changes the learning approach from learning *how to say* into learning *how to mean* (grammar and creative thinking)”[18]

2.12.4. Teaching Literature Approaches

For teaching literature it is essential that teachers, learners have an understanding of the following approaches suggested by Allameh (2010).

2.12.4.1. The critical literary approach: This approach mainly focuses on what Maley calls “the literariness of the texts we study” (p.10), i.e. motivation, characterization, background. Maley believes this approach assumes a reasonable level of language proficiency and familiarity with literary terms and conventions. Allameh (2010)

2.12.4.2 The stylistic approach: This approach is aimed at making textual discoveries and interpretations by describing and analyzing the language of a literary text. Maley goes on to state that to be used in the EFL classroom, the

[18] Retrieved 12/11/2009 Michael G. Hines,http://ezinearticle.com/literature-in-an-ESL-TEFL-TESOL-Classroom---Teaching-Lite

critical literary approach demands a great amount of linguistic preparation, and that the stylistic approach might better serve language learning and teaching purposes, but it, too, is largely contingent on linguistic competence in the target language and cannot deservedly further language learning.A more *comprehensive classification of approaches* to literary analysis is offered by Van (2009).

2.12.5. Literary Analysis Approaches according to Van (2009)

2.12.5.1. New criticism. Within this approach, literature is conceived of as a self-contained whole, independent of the author's intention, the reader's response, and the social, political and historical background of the text. Activities mainly involve the study of literary devices and formal elements of the piece with no regard for its beauty and value. Moreover, the literary texts to work on are generally selected from among the *traditional canon,* which are too long, difficult, unfamiliar and irrelevant to students' lives. As such, they might border on the banal for learners and create a negative attitude toward literature.

2.12.5.2. Structuralism. Leaving no room for subjective meaning and the reader's response, this model approaches a literary text scientifically by focusing on processes, themes, structures and mechanical formal relationships that are involved in the production of meaning and that place the work into a meaningful hierarchical system. It follows that because of its overemphasis on the linguistic code, it is less relevant than New Criticism for the teaching of literature.

2.12.5.3. Stylistics. This model approaches literature by analyzing the features of literary language, for example its unconventionality and non-grammaticality, to develop students' sensitivity to literature, and to have them make aesthetic judgments and interpretations of the text based upon their linguistic knowledge. An example of such an approach is the comparative technique in which learners compare literary and non-literary registers to work out the various ways language is used to accomplish things. However, though aesthetically relevant, the stylistics approach poses challenges to the learners' communicative competence and teachers' knowledge of literary language.

2.12.5.4. Reader-Response. This model predicates on a commitment to the transactional relationship between the reader's personal experiences, opinions and feelings on the one hand and the text on the other. As such, it goes hand-in-hand with theories of top-down reading and readers' schemata. In the EFL classroom, this approach has much to offer as it:

A. makes literature more accessible by activating students' background knowledge;

B. harnesses emotional reactions for classroom instruction;

C increases students' individual and group participation and motivation since it personalizes the learning experience;

D. provides for a student-centered and process-oriented classroom; however, there are some problems, too, as:

E. students' responses may deviate from the work;

F. considering the learners' language proficiency and culture, selecting appropriate materials may be problematic;

2.12.5.5. Language-based. On top of emphasis on literary language, this approach facilitates student responses and experience with literature, through a variety of activities as cloze procedures, brainstorming, summarizing, jigsaw reading, etc. which enhance collaboration, independence, interaction, peer teaching, and motivation. Accordingly, it meets the students' needs in both reading literature, and learning a language as it results in four-skill English language development.The teacher's role is not to impose interpretation, but to clarify technical terms, offer appropriate classroom procedures and intervene to provide stimuli and prompts.

2.12.5.6. Critical Literacy. Stemming from such theories as critical language studies, feminism and educational sociology, this model focuses on the relationship between language use and social power. It is aimed at facilitating students' critical awareness about the role of language in establishing social relations, and encouraging learners to explore how social and political factors shape the language they are learning. These are the tenets of 'Transformative Pedagogy'. To employ such an approach, teachers must consider the degree of openness of their students' society and culture so as to create a safe atmosphere. It is important to point out that this classification is an improvement

over Maley's, and formalizes reasons behind the prevailing favor with the use of literature in the language classroom. Having shed light on all these approaches, Van goes on to point to the general consensus that *Reader-Response* and *Language-based* seem to be best suited for EFL learners while conceding that other approaches are not without their merits.(pp.4-5).

2.12.6. Teaching Literature Models

In addition to the methods previously presented, the following models are used for teaching literature according to Carter and Long (1991) (quoted by Hines, n/d)[19]

2.12.6.1. Cultural model:

- Based on the notion that literature is the expression of Socio-cultural attitudes. It presents aspirations of individual societies.It shows mythic and universal values.
- Text is regarded as a finished product.
- Associated with teacher-centered approach.

2.12.6.2. Language model

- Literature is taught for the promotion of vocabulary structure language manipulation.
- Puts students in touch with the subtle and varied creative uses of language.
- Emphasizes language observation.
- Student-centered methodology.

2.12.6.3. Personal Growth model

- Concerned more with student's maturity as individuals progress as individuals through reading.
- "Literature for life´ approach.
- Promotes individual evaluation and judgment.
- Learner-centered approach.

[19] Retrieved 12/11/2009Michael G. Hines,http://ezinearticle.com/literature-in-an-ESL-TEFL-TESOL-Classroom---Teaching-Lite

2.12.7. Reasons and Benefits for Teaching Literature

There are many different view points in favor and against the use of literature in the EFL classroom; however, there are many reasons for doing so. Some **reasons and benefits** about the usage of literature in teaching EFL classroom which were suggested by experts like Parkinson and Reid Thomas, 2000, 9-11(quoted by Sell, 2005) are:[20]

1. **Cultural enrichment**. Reading literature promotes cultural understanding and awareness.

2. **Linguistic model**. Literature provides examples of "good" writing, linguistic diversity, expressive ranges, and so on.

3. **Mental training**. Better than any other discipline, literature trains the mind and sensibility.

4. **Extension of linguistic competence**. Literature stretches the competences of learners who have mastered the linguistic rudiments.

5. **Authenticity**. Literature is genuine linguistic material, not a linguistically contrived textbook (Duff and Maley 1990).

6. **Memorability.** Because literature, especially poetry and songs, is memorable, it can be a memorized archive of linguistic usage (Maley and Moulding 1985).

7. **Rhythmic resource**. Poems assist the learner in assimilating the rhythms of a language (Maley and Moulding 1985).

8. **Motivating material**. Literature is more likely to engage with and motivate a learner than artificial teaching inputs because it is generated by some genuine impulse on the part of the writer and deals with subjects and themes which may be of interest to the learner (Duff and Maley 1990).

[20] (See also Collie and Slater 1987; Schewe 1998; Sell (ed.) 1995; Silberstein 1994).

9. **Open to interpretation**. Because literature is open to interpretation, it can serve as a basis for “genuine interaction” between learners (Duff and Maley 1990).

10. **Convenience**. Literature is a handy (photocopiable) resource.

In addition to these, there is other wide rage of reasons for teaching literature according to Van (2009) (quoted by Bagherkazemi, 2010) who believes that studying literature in the EFL classroom is *advantageous* for a number of reasons:

- It provides meaningful contexts;
- It involves a profound range of vocabulary, dialogues and prose;
- It appeals to imagination and enhances creativity;
- It develops cultural awareness;
- It encourages critical thinking;
- It is in line with CLT (Communicative Language Teaching) principles.

Van elaborates this last point by specifying the ways in which literary exploration of the language classroom may go hand by hand with the main tenets of CLT:

- *Meaning* is the outcome of the interaction between the reader’s experience on the one hand, and the text’s language, the reading context and the ideological assumptions underlying the text on the other. Accordingly, literature can enhance meaning.
- Learning is facilitated through *involvement and joy*, which can be created by literary style. Moreover, reading literature makes for more *active and critical thinking* and learning.
- Learning is facilitated through *authentic communication* and active involvement. As such, literature can be particularly useful as it provides opportunities for student-centered activities and collaborative group work.
- The *role of learners* as active and autonomous participants is emphasized in CLT, and as literature reading creates individual meanings, this goal is achieved.

- The *role of teachers* as facilitators, guides and active planners is embodied in the process of literary work and analysis.

It can be realized that those features for which literature in the EFL classroom has been criticized because of its cultural load, structural complexity and non-normative use of language, are exactly what can be employed to enrich language teaching and learning experiences. For one, Zoreda and Lima (2008) state that given the significance of connecting culture to the language learning process, “literature modules would be a great way to incorporate U.S. and British cultural elements while strengthening English reading abilities” (p.22). Zoreda and Vivaldo-Lima, bring up some other reasons to justify the use of literature in the language classroom:

- It helps language teachers foster their own cultural, linguistic and interpretive skills.
- It involves students overcome negative attitudes, if any, toward the target culture.
- It introduces variety into the language classroom.

Along the same lines, upon browsing the literature, Gajdusek (1988) adds some other advantages:

- It serves as a stimulus for composition.
- It is a perfect means for constituting content for content-based classes.
- It encourages talking.
- It helps generate purposeful referential questions.
- It provides for highly motivated small group work.
- It makes for dramatic vocabulary growth and the contextualized teaching of complex sentence grammar.

To these, Arthur (1968) adds the fact that certain syntactic patterns, including passive, subordinate clauses and syntactic word order inversions are more frequently encountered in literary texts. In addition, he believes, the vocabulary growth brought about by reading literature is attributable to the greater range of vocabulary used in written English and in literary texts.

Nasr (2001) reviews and makes some additional points in favor of literary exploration in EFL/ESL classes:

- It has the potential to consolidate the four language skills: reading, writing, speaking and listening.
- It requires learners to think out and put into practice special reading strategies to deal with the idiosyncratic characteristics of verse and prose.
- It broadens intellectual perspectives, and boosts cognitive maturation.
- It helps learners develop feelings for the language they are learning.

Ladousse-Porter (2001) postulates that on top of its appeal to creativity and imagination, reading a work of literature activates and enhances the reader's emotional intelligence (EQ), and this makes literature particularly suited to the language classroom where the constituents of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy and social skills (Goleman, 1998), all contribute to more effective language learning.It needs to be reiterated that the current consensus of opinion regarding to the integration of literature in language programs is overwhelming, and by far exceeds the points of controversy. This consensus holds great promises as it is informed by current research in psychology, teaching and learning language acquisition

2.12.8. View points against the use of literature in teaching EFL classroom:

McKay (1982) contends, "It is easy to view any attention to literature as unnecessary" (p.529) and enumerates three of the most common counterarguments regarding the payoffs of using literature in the language classroom:

1. Literature's structural complexity, unique and sometimes nonstandard use of language precludes the teaching of grammar which is one of the main goals of language teachers. This point is also recapitulated by Savvidou (2004) who states that "the creative use of language linguistic in poetry and prose often deviates from the conventions and rules which govern standard.Non-literary discourse" (p.2)

2. Literature has nothing to offer to EAP (English for Academic Purposes) and ESP (English for Specific Purposes) courses where the focus is on meeting the students' academic and professional goals.

3. Literature is highly culturally charged, hence its conceptual difficulty and its hindrance, rather than facilitate the target language learning.

Nevertheless these arguments that show the disadvantages of literature usage in language classrooms, there is a wide margin exceeded by those positive arguments which have defended and proved the benefits that have got EFL students through literature within the learning and teaching process.

2.13. AN OVERVIEW OF TEACHING ENGLISH IN HONDURAS

2.13.1. INTRODUCTION

The purpose of this section is to show how the National Educational System works in Honduras. From the beginning of the 21st century this system faces, two main goals, to implement English as a second language within the creation of Centros de Educación Básica and the incorporation of TICS in the educational system. For the first goal, students are to be taught English from fourth to ninth grade. As a result, the teaching standards in the CNB will be gotten at the end of scholar education; by then students must have developed the four main target language skills; listening, reading, writing and speaking in the foreign language (English).

2.13.2 Importance of EFL in the Global Village

Doubtless it is to say that speaking English is fundamental, nowadays, because from the 60´s in other countries the importance of the teaching English as a second language increased. Later in the 90´s, through different programs like the European Framework and TUNING it was shown that for a country to be part of the global village it was a synonym of speaking many languages, mainly English for business language. In the nearest future for living in the global village, universities have to comply with the following requirements or

competences to fit in the international context according to TUNING[21] (Van Der Hijden, 2006):

- The ability to communicate in a second language
- The capability to work in international contexts.
- To manage technology information skills.

2.13.3. Common European Framework

Common European Framework (CEFR) describes its structure based on the communicative competence; the term "communicative language activity" is defined in the CEFR as a description of what a language user or learner is “able to do with a language” (CEFR, p. 43; quoted by Hodel H.P.; 2004-2007, p.2). A competence is a set of areas of knowledge, or aptitudes and skills and of attitudes and existential competences (savoir-être) (CEFR 2.1, p. 9). The proportion of knowledge, skill and savoir être will, of course, vary from one competence to another (Hodel H.P., 2004-2007, p.2).These competences are composed of Linguistics, Sociolinguistics, and Pragmatic competences. These competences are composed by the following features:

- **Linguistic Competences:** include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system.
- **Sociolinguistic Competences:** refer to the socio cultural conditions of language use. conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community)
- **Pragmatic *competences*** are concerned with the functional use of linguistic resources (production of language functions, speech acts), It also concerns the mastery of discourse, cohesion and coherence, identification of text types and forms, irony, and parody. Through the communicative exchanges.

[21] It is an independent project which is coordinated by different universities as well from Latin-America as European countries.http://tunning.unideusto.org/tuningal/

2.13.4. The General Competences of an Individual-CEFR

The ***general competences*** of language learners or users consist of, in particular, their *knowledge, skills* and *existential competence* and also their *ability to learn*: ***Knowledge.***

- **Declarative Knowledge** (Savoir): is understood as knowledge resulting from experience (empirical knowledge) and from more formal learning (academic knowledge).
- ***Skills*** and ***know-how*** (*savoir-faire)* depend more on the ability to carry out procedures.It initially requires an explicit break-down of conscious and verbalize operations, in the acquisition of certain facts. In language some skills have been mastered. (Pronunciation and some parts of grammar, such as a morphology inflexion).
- ***Existential competence*** *(savoir-etre)* may be considered as the sum of the individual characteristics, personality traits, and attitudes which concern, for example, self-image.
- ***Ability to learn*** (*savoir apprendre*,) mobilizes existential competence, declarative knowledge and skills, and draws on various types of competence. Ability to learn may also be conceived as 'knowing how, or being disposed, to discover "otherness"' – whether the other is another language, another culture, other people, or new areas of knowledge.

Without doubt, Honduras Educational System started these educational changes through the **National Basic Curriculum** as an answer to the country´s needs in order to lead with the international demands.

2.13.5. National Basic Curriculum Teaching Curricular Areas

The CNB (2003, pp.23-25) is composed by the following curricular areas**:**[22]

1. Pre-Basic Education: It is composed by two cycles; first cycle (1 to 3 years of age) daycares(maternales), public kindergardens that some of them are supported by ONGS,and private institutions,and the second cycle (3-6 years of age) grade "0", and pre-basic centers.

[22] The information related to the CNB was translated by the researcher.

2. Basic Edcuation: it is divided in three cycles; the first cycle (first, second, and third grade comprises the age of 6-9 años); the second cycle (fourth, fifth, and sixth grade comprises the age of 9-12 years), and the third cycle (seventh, eighth, and ninth grade comprises the age of 12-15 years old). This Cycle trains students to move into High school level. Basic Education areas of study are:**a)** Communication;**b)** Mathematics; **c)** Social Science;**d)** Natural Science;**e)** Physical Education,and **f)** Technology.

3. Educacion Media (High School Level): This level is divided in two careers: Bachillerato Cientifico Humanista, which focuses on academic matter; its goal is to have access to university level only. The second career is Bachillerato Técnico Profesional, which allows students to study in a university level. Beside this, graduates might have access to the work force.[23] The CNB is composed of different curricular areas; however this study will focus on the communication area because of the nature of the study, which is English as a foreign language in tenth grade.

2.13.6. National Basic Curriculum and English Skills

Through the CNB proposal, the communicative competences are proposed in the section which refers to the *communication area* as was mentioned in the previous section.

Communication Area

The Communication area organizes, builds, and develops the communicative competences. The official language (Spanish) component focuses on the conceptual contents, mental, and attitudinal procedures from the articulated integral perspectives. It makes students able to develop adequately in their social contexts, local, national, and international. This area of study is composed by the following fields; Spanish, Artistic education and English as a foreign language. The Communication area ensures that students can use adequately ways to communicate in different situations.

[23] See (CNB,2004:pp.37-45)

The following are the Reading and writing expected standards for ninth grade according to the CNB (2004):

A.READING:

- Apply cognitive and linguistic strategies of reading comprehension related to each situation.
- Summarize short and easy stories also, appraise and critique its message.
- Summarize, in a coherent and structured way informative and argumentative short and easy texts.
- Interpret and use instrumental, informative of literary texts applying reading strategies according to the reading objective.
- Read in an autonomous way for enjoying them, and appreciate in a critical way the readings.
- Identify main ideas in contextualized articles, interviews, and news taken from newspapers and magazines.

B.WRITING

- Plan, write and check autonomously, different types of easy and short texts according to the characteristics of the communicative situation.
- Produce autonomously, easy and brief written texts of diverse types.
- Produce autonomously, diverse types of brief and easy literary texts, showing creativity and enjoyment.

C.LANGUAGE REFLECTION:

- Apply, short and easy texts production using knowledge and grammar rules acquired in the learning process. (CBN Tercer Ciclo, pp.:245-259).
- Interpret in autonomous way diverse types of short texts: tales, poems, cartoons, printed or virtual informative texts, instructions, letters, invitations, menus, posters etc. (Tercer Ciclo, CBN, pp.66).

2.13.7. Teaching Levels in EFL Public Schools

English as EFL is taught from 4th grade in the Centros de Educación Básica; however, students in secondary public schools start learning EFL process from 7th grade to 11th grade. So, there is incongruence in the graduate student's performance because Public High Schools do not take into account the CNB standards when English is taught as a Foreign Language.The CNB is only applied in Centros de Educación Básica because English standards are not elaborated for 10th and 11th grades. However, 9th grade English standards were taken for doing this study.

2.13.8. National Basic Curriculum Principles

The National Basic Curriculum proposal has the following *basic Principles*: quality, equity, identity, autonomy, unity, participation, integrity, interdiscipline, flexiblility, relevance, and inclusiveness. Likewise, it is based on the following *policies*: intersectional correlation, attention to the diversity, gender equity, poverty reduction, professional teacher development, and high fulfillment.

2.13.9. Ninth Grade English Standards description:

Table No.2 ENGLISH STANDARDS AND COMPONENTS

BLOCK	**STANDARDS ADDRESSED**	**STANDARD**
1.Comunication	Communicate in another language.	**Standard 1**:Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal) **Standard 2**:Students understand and interpret written and spoken language on a variety of topics(interpretive) **Standard 3**: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational).

2.Culture	Gain knowledge and understanding of other cultures.	**Standard 1**: Students demonstrate and understand the relationship between practices and perspectives of the studied culture. **Standard 2**: Students demonstrate and understand the relationship between products and perspectives of the studied culture.
3.Connections	Connect with other disciplines and acquire information	**Standard 1:** Students reinforce and further their knowledge of other disciplines through the world language. **Standard 2:**Students acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data, and human resources(interdisciplinary)
4.Comparisons	Develop insight into the nature of language and culture	**Standard 1:** Student: demonstrate an understanding of the nature of language through comparisons of the language studied and their own. **Standard 2**: Student: demonstrate an understanding the concept of culture through comparisons of the culture studied and their own.
5.Communities	Participate in multilingual communities at home and around the world	**Standard1:** Students use the world language both written and beyond the school setting. **Standard 2**: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

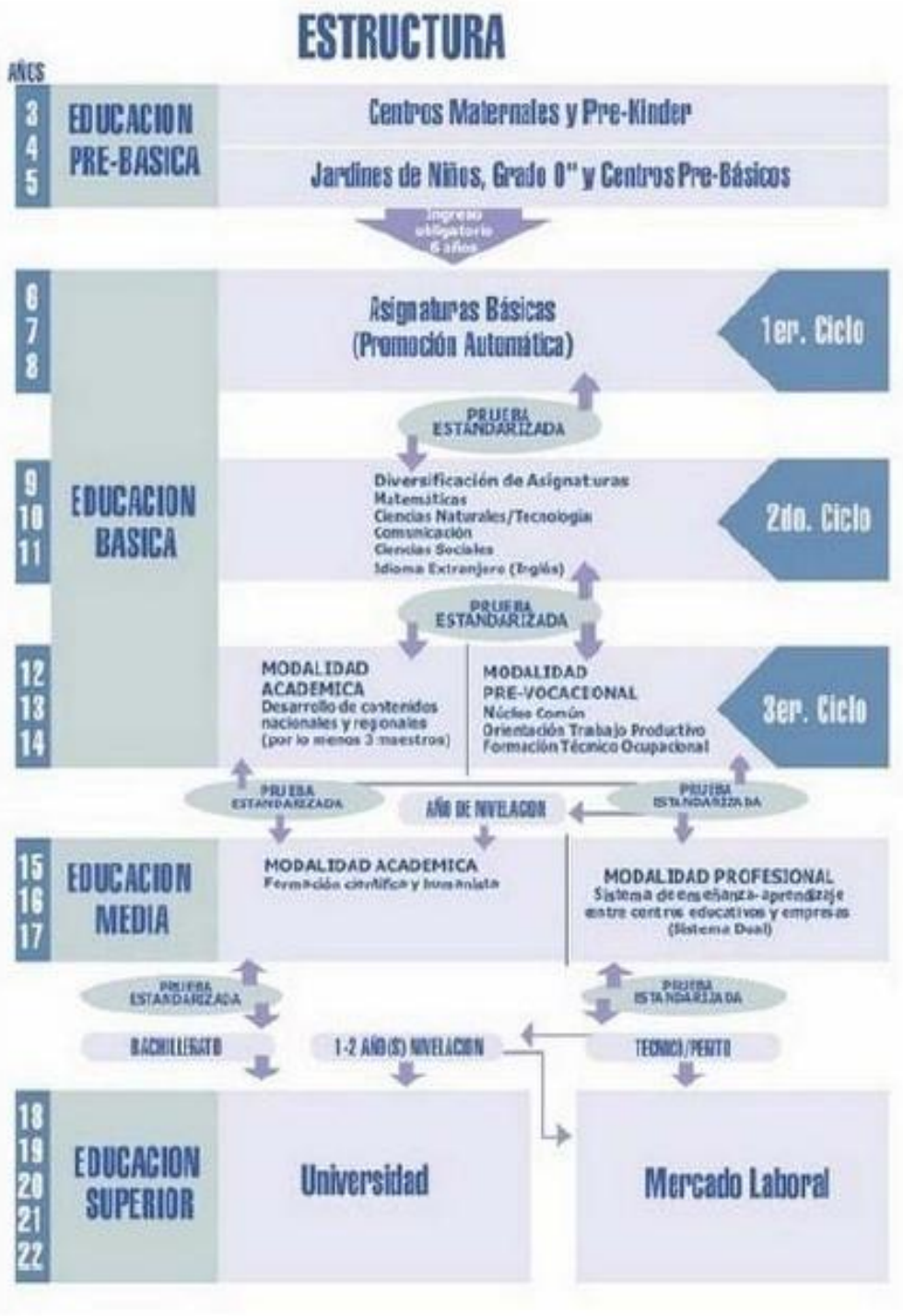
FONAC[24]: Estándares Educativos Nacionales 1st – 9th Level (2011, pp.9-10)

2.13.10. The Educational System Structure

The following chart shows Honduran Educational Structure and the explanation about its different teaching levels and goals.

[24] FONAC: FORO NACIONAL DE CONVERGENCIA

Figure No.4. Honduras Educational System Structure



World Data on Education.6th edition, 2006/07

.2.13.11. The CNB goals

Honduras UNESCO-IBE[25] (2006) shows the following goals:

- To develop the integral formation of the population through curricula development considering concepts, procedures and attitude that encourage the training on science, technology, values and human development.
- To encourage the integration and articulation of the National Educative System.
- To stimulate the innovation of the school pedagogical praxis in the classroom improving the actions that can help the building of the meaningful and relevant learning.
- To encourage and improve the participation of the different participants and the community members in the learning processes.

2.13.12. Secondary Education Level

The Secondary Education Level program is focused on the learning development, and vocational training for adolescent in the period which is comprised between the end of the basic education and the beginning of the tertiary education. High school institutions can be official, semi-official, and private. The first ones are totally financed by the government; the second ones by children´s parents and by the government, and private schools and high schools are totally financed by parents.

Secondary education is composed by the following levels:

- Ciclo Común de Cultura General
- Ciclo Diversificado: Educación Secundaria (bachillerato)
- Educación Diversificada; Educación Magisterial (formación docente)

The goals at this level are: **a)** to follow the integral formation Process that started in primary school; **b)** to encourage creativity and, imagination development, reflexive thought and scientist knowledge the leads the learner to

[25] IBE:International Bureau of Education

achieve goals and have a positive attitude towards reality; **c)** to contribute with efficiency in the economical and social development of the country.It is important to focus on the Diversificado (high school) level, because its main goal is to prepare academically the student for entering tertiary studies (university studies) or working in their professions in the community.

Secondary education has the following careers or orientations:

- Primary Teachers for teaching in primary levels
- Bachillerato en Ciencias Sociales
- Bachillerato en administración de empresas
- Bachillerato en promoción social
- Bachillerato en computación
- Bachillerato en hostelería y turísmo
- Bachillerato en mecanica de aviación
- Bachillerato técnico en mecánica automotríz

2.13.13. Reforms in the National Educational System

The main purpose of the section is to give a general view to the reader establishing how the Honduras government started all these changes and the institutions which have been helping to achieve them. From the last century, Honduran education has been changing according to the nation's and international agreement needs .Moreover, in the Educational Book Bureau(1970) more than 75 countries around the world made changes in their educational system because of the social and economical professional demands, so that many studies have been done and changes began in the 50´s.

Latin American countries have been working in their educational systems since then. Honduras as any other country in Central America has made very slow and few changes because the scholastic schools have predominated in this system. The Technical assistance mission from UNESCO has showed that industrialized countries have been marching faster in their educational systems reforms. In the 70´s, the vocational schools were established and the learning process centered on the students needs.

At the same time in Honduras the reforms were focused on the agricultural and vocational carriers. These reforms were made with international support from UNESCO and UNICEF:

> Since 1969 UNESCO through the international yearbook of education the educational reforms go ahead in many countries as Japan,Sweden,Kenya,Ghana among others in which the Education Ministry worked on the use of textbook in the teaching process this reforms offered to the schools to enroll in the reforms as other countries in order to solve the social demands.In the 70s another challenge appeared in the educational curricula " technology" and "speak another language"this is product of the educational progress improvement in the educational system.The main porpuse of this chapter is to give a general view to the reader stablishing in somehow when the Honduras government started all these changes and the institutions which have been helping to achieve them.(UNESCO,1970)

2.13.14. Honduras Teacher´s Profile

As it was mentioned before, the Honduran government has been doing different changes in the Educational System, so that these changes affect not only the curricula proposed but also, the teacher´s requirements. Consequently if one of the goals is teaching English from fourth grade to eleventh grade, teachers will be trained appropriately in the new approach (Communicative Approach) and its implications in the EFL classroom. The CNB gives what teacher´s profile needs for achieving the standards proposed.

According to the CNB (2004), "[t] teachers will take annually some training program in which they will be updated in a specific professional competence; in accordance to what is established in the Honduran's Teacher Statute"(p.65).In addition, the CNB considers that " teachers are responsible to make efficient pedagogical changes and, curricular improvements in relation to social context, science advances, technology, renewing approaches and pedagogical techniques which are based on pedagogical and curricular transformation" (CNB,2004,p.15).

The Honduran teacher Statute also states that:[26]

> The Honduran Teacher Statute is in charge of recruiting, qualifying, registering, classifying, and proposing to get a teacher position. These teachers should have a university degree, acquired in a superior

[26] This information was translated by the researcher.

> education institution or from abroad legally recognized. Teachers´ personnel evaluation will have as a purpose to determine quality, efficiency in the work performance focuses on keeping the worthy and corrections.[27]

According to Vaillant (2006), the new demands require new knowledge. Teachers should have the following qualities: “capable to build their own point of view making innovation in their knowledge, and competences,also to have collaborative spirit” (Fullan, 1993).The training should promote in the teacher new learning, the ability to solve teaching problems, to establish their own goals, showing their own strategies. These qualities are needed in order to develop the students integral formation like; values, communicative competences, technology advances, and research competence.

Beside this, according to Yearbook, UNESCO (1970)” education requires that teachers should be creative. It is known that in Latin America teachers are trained as guides, tutors, counselors, and occupational teachers that transfer to the apprentices or learners how to perform well in their work of place” Nowadays, teachers show the traditional model in the classrooms. This is an obstacle for improving another teaching method like Communicative Approach (Schiefelbein and Schiefelbein, 1998, pp.11-12).

As it is shown before, the National Basic Curriculum does not have in its proposal any teacher´s profile only what is pointed out by Human Teachers Resources office known as ESCALAFON and the teachers´characteristics metioned by the UNESCO´s Yearbook .However, it is relevant to notice that the National Pedagogic University Francisco Morazán offers the English teacher´s profile for the graduates from that Program. According to the University, this English teachers graduating from the UPNFM have acquired those languistics competences required for teaching in Centros de Educación Básica as well as in Public High schools.

[27] World Data on Education.6th dition,2006/07:Honduras,Prinicipios y objetivos generals de la educacion,mayo 2006 Compiled by UNESCO-IBE(http://www.ibe.unesco.org)

2.13.15. English Teacher´s Profile:

According to the professional profile, graduates from the English Teaching Career at the National Pedagogic University Francisco Morazán, will be trained in the following competences:[28]

1. Show communicative competence through academic situations of academical, socio or cultural interest using strategic, discursive, sociolinguistic, and grammatical elements.
2. Know the linguistics English aspect, to recognize the language changing nature for satisfying the restlessness given in this process through his/ her own learning.
3. Recognize the literary text role and value using them for interpreting, and reflecting about our culture and others perpectives.
4. Understand the development of the language acquisition, and to use that knowledge for making a protective environment in the classroom which includes meaningful interaction of opportunities for negociating the meaning.
5. Apply curricular goals for evaluating, selecting, designing, and adapting pedagogical resources.
6. Keep interchange and collaborative relationships doing the English language use in thematic situations in different contexts.(pp.34-35)[29]

Therefore the National Pedagogic University Francisco Morazán instructs academically the future English teachers taking into account that they have acquired those linguistic competences for teaching in Honduras´Centros de Educación Básica, and public high schools. What is happening in Centros de Educación Basica nowadays it is the fact that the person who is teaching the English class does not know how to teach it or what type of methodologies should be applied for achieving the CNB language standards. (Bulnes, 2012, p.79).

[28] The graduate students´profile from the UPMFM was translated by the researcher because the document was written in Spanish.
[29] Plan De Estudio De La Carrera De Profesorado En La Enseñanza Del Inglés (2008) Universidad Pedagógica Nacional Francisco Morazán

As a result,at the end of the five years of school students will not have acquired any linguistic competence in the target language as Bulnes (2012,p.99) states: “The written tests applied by teachers are focused on vocabulary knowledge,written texts translation,and language grammar structures”.

2.13.16. Graduating Students’ Requirements

Graduating students’ requirements are joined to the *teacher profile* and the *CNB proposal (English Standards)*. Are these three elements converging for getting the same goal through the teaching and learning process?The government tries to graduate students who show an acceptable English performance in the four main skills which are; speaking, listening, reading, and writing.

Consequently, this study focuses on 10th grade level because it is necessary to analyze if this group of students have acquired a strong English base in High School before continuing their studies in the university level. The following is the graduating profile for Bachillerato Cientifico Humanista according to the CNB: [30]

a) To be concerned with the knowledge and the context’s problematic solution, the integral prevention and the praxis of the promotion of health, and psychological and social defense of a Honduran people.

b) To accept challenges, take decisions, perform with autonomy in a responsible way, agree and converge with other people, in order to get the common good.

c) To develop critical thinking, be a decoder and evaluator of the cultural messages that enables them the generatation of new knowledge.

d) To show positive self-esteem and be respectful, tolerant, optimistic and open to consider others ideas, be able to debate and construct actions with their peers.

[30] The researcher translated this information from the CNB.

e) To show good attitude, values and standards that allow them be critical, flexible, cooperative, and careful with nature that values social recovery of the advances of science as a collective task.

f) To be aware of the need for rational and sustainable exploitation of the natural resources of the country, environmental protection and comprehensive preventions of the dangers of natural, economic and, socio cultural disasters.

g) To be able to communicate functionally through a foreign language.[31]

[31] See CBN,2003;p.47

CHAPTER 3

METHODOLOGY

3.1. ACTION RESEARCH THEORETICAL FRAMEWORK

The main purpose of this research is to describe the Action Research (AR) criteria through the Literature Incorporation in the English Language Program for 10th graders students in a public high school. In this study the strategies, methodologies and theories are based on action research foundations. First, a short description is given *about (AR) origins***,** main exponents of this theory. Then, some *AR definitions* are exposed as well as the *advantages and disadvantages* of doing *Action Research* (AR).

Moreover, in the *research framework,* the following elements are described; *place* and *population size**,** data collection,instruments* applied,and their *description.*The *data analysis* was done in a public EFL classroom (Blanca Adriana Ponce Ponce high school) , in which some *qualitative and quantitative* aspects were considered in order to answer this study´s objectives. Also, achievements, and limitations were shown when the new methodology was applied.Finally, the researcher shows *findings* and *conclusions* about this action research study.

3.2. Action Research Origins

According to O'Brien (1998), the origin and creator of the action research studies was Kurt Lewin who is generally considered the *"father" of action research".* A German social and experimental *psychologist,* and one of the founders of the *Gestalt school*, who was concerned with social problems, and focused on *participative group processes* for addressing conflict, crises, and change, generally within organizations. Initially, Lewin was associated with the Center for Group Dynamics at MIT in Boston, but soon he went on to establish his own *National Training Laboratories*.

This construction of action research theory by Lewin made action research a method of acceptable inquiry (McKeman, 1991, p. 9; quoted by Masters.n/d).

Lewin first coined the term *"action research"* in his 1946 paper "*Action Research and Minority Problems*" characterizing Action Research as "a comparative research on the conditions and effects of various forms of social action and research leading to social action", using a process of "a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action" (O´Brein, 1998, p.11). Eric Trist was another major contributor to the field from that immediate post-war era.Trist was a social psychiatrist whose group at the Tavistock Institute of Human Relations in London engaged in applied social research, initially for the civil repatriation of German prisoners of war. He and his colleagues tended to focus more on large-scale, multi-organizational problems.

Despite these opinions about the action research movements Lewin in the 1940 gave a theory of action research in which he argued that in order to "understand change and certain social practices, social scientists have to include practitioners from the social world in all phases of inquiry" (McKeman, 1941, p.10).

3.3. Types of Action Research

According to O´Brein (1998, pp.13-14), there are four main types of action research and this division began in the mid-1970s:

a) Traditional Action Research: Lewin´s first theories, concepts and practices were applied on, Field Theory, Group Dynamics, T-Groups, and Clinical Model.

b) Contextual Action Research (Action Learning); this approach was taken from Trish´s work also related to organizations:

> Reconstituting the structural relations among actors in a social environment; domain-based, in that it tries to involve all affected parties and stakeholders...each participant understands the working as a whole; and it stresses that participant's act as project designers and co-researchers. The concept of organizational ecology and the use of research conferences come out of contextual action research (Quoted by O´Brein 1998, p.13)

c) Radical Action Research; this theory come from Marxian "dialectical materialism" and praxis orientations of Antonio Gramsci; some examples of this branch is the Feminist Action Research based on the Participatory Action

Research, this theory is related to liberationist movements and international circles.(O´Brien,1998,p.14)

d) Educational Action Research; Thomas Dewey was the founder of this type of Action Research. He was an American educational philosopher of the 1920s and 1930s.”He believed that educators should become involved in community problem-solving” (p.14)

According to Masters (n/d) and Grundy (1988:353**)**, there are three types of action research: technical, practical, and emancipatory. Holter and Schwartz-Barcott (1993, p.301), also discuss *three types of action research*, which are; *technical collaborative approach*, a *mutual collaborative approach* and an *enhancement approach*. McKeman (1991, pp.16-27) also list three types of action research: *the scientist-technical view of problem solving*; *practical-deliberative action research*, and *Critical- emancipatory action research*. McCutcheon and Jurg (1990, pp.145-147) discuss three perspectives of action research: a *positivist perspective*, and *interpretivist perspective,* and a *critical science perspective.*

Though the diverse variety of models provokes the use of more than one.,for the purpose of this study,the educational mosel was selected because of its focus of doing research about educational problems in the classroom.But selecting the model is not enough, it is necessary to know some definitions of different action research perspectives to have a better understanding of the methodology:

3.4. Action Research Definitions:

Dick (2002) restates that “[a]**ction research** is a **flexible spiral process** which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time. The understanding allows more informed change and at the same time is informed by that change”.

Beside this, Carr and Kemmis (1986)(quoted by Benzec,2009, p.162) suggest that, action research is "a form of **self-reflective enquiry** undertaken by participants in social situations in order to *improve*:

- rationality and justice of their own practices,
- their understanding of these practices, and
- The situations in which the practices are carried out"

While Lewin (1946) suggested; “action research involves successive **cycles of *reflecting*** (reviewing teaching & learning), ***planning*** (planning & developing curricular solutions), ***acting*** (Teaching), and ***observing*** (Data-collection),research is conducted *at the same time as* action is being taken into account to improve the practices “Lewin´s perspectives were taken for doing this study.

3.5. What Action Research Is Not

Before, reviewing the different Action Research definitions, now it is important to consider what Action Research is not: (Adapted from Kemmis & McTaggart, 1988).Restated by Stevenson (2003) who stated that: Action research is not simply problem solving;it is not done 'to" other people;it is not hierarchical, but rather is democratic; it is not a way to implement predetermined answers to questions,and finally action research explores, discovers, and works to create contextually specific solutions to organizational and educational problems.In addition, Action research is used in **real situations**, Stevenson (2003) claims that,in the educational context, action research is, according to John Elliott, “concerned with the everyday practical problems experienced by teachers, rather than the 'theoretical problems' defined by pure researchers within a discipline of knowledge"(Elliott quoted by Nixon, 1987.

3.6. Action Research Methods

Consequently, in this type of study people are affected by change .In addition to this, the cycle that involves action research is explained by Bencze (2009) as follows “act -> review -> act -> review”. Action research involves two **outcomes— change** and **understanding—**people are part of the planning and the action should be “flexible and responsive” to the situation and the participants. In brief, **action research** involves many different **activities.**

Bencze (2009), viewed more broadly; action research essentially consists of two main activities; i.e., ***action*** and ***reflection***. Frequently, emphasis on these two alternate, often in the order of: **reflection** --> **action** --> **reflection**". He considerer that teachers should: R*eflect* to identify concerns about teaching and learning (TL); Plan new *actions* (e.g., teaching approaches) that may improve teaching and learning; then, carry out the new *actions* and, again, conduct *research* to determine the effectiveness of their actions.

This point of view is explained by Bencze (1999) through the following diagram:

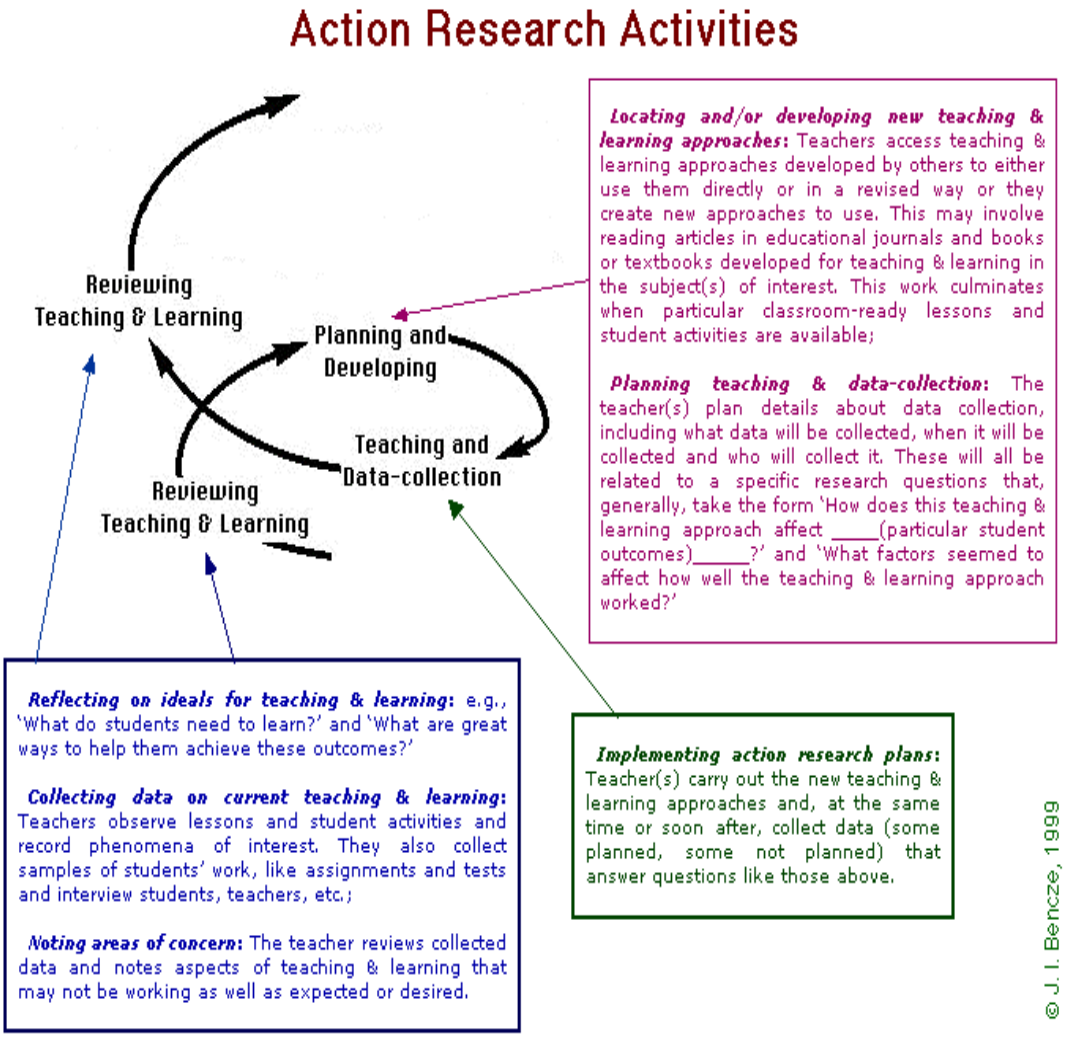


Figure No.5 Action Research Stages.taken from J.L. Bencze, 1999.

Bencze (2009) restates that "action research involves gathering and analyzing "Data" in order to support the "Abstractions." The author points that action research (AR) should be move in both directions simultaneously.

Through "Induction" researchers gather data to *form* abstractions. With **"**Deduction" researchers check data to *support* abstractions.

Moreover, in **action research** studies, some people (teachers, principals, parents) decide what is to be done. On the other hand, (pupils, employees, and children are, then, who are expected to do in the research. So the **deciders** and **doers** are different people. Not always the doers want to participate with enthusiasm. The doers affect directly the way in which the research will be done well because the participation generates commitment. Participation has an important role because it can provide complete information. Dick (2002) shows this process through the following diagram.

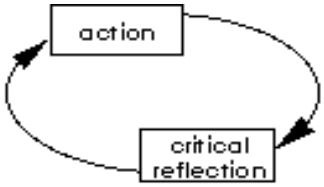


Figure No.6. Action and Critical Reflection

A simple action research spiral

Furthermore, the researcher should consider the following questions when the reflection is done; what worked? What didn't? What was learned? How can it be done differently next time? So this reflection is followed by action.Beside this, the understanding achieved, the conclusions drawn, the plans developed. Also, for this author the cyclic process allows the researcher to learn more from experience. So, the following diagram explains this process.

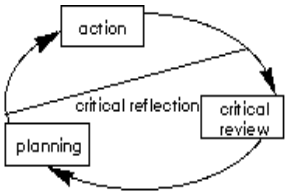


Figure No.7. Action Research Cyclic Process

An alternative way of thinking about the action research spiral

Moreover, there are several **qualities** of **action research** when rigorous understanding is considered, and it is focused on regular critical reflection: Critical reflection in each cycle provides many chances to correct errors. This is especially so when there are cycles within cycles within cycles, and where the critical reflection is characterized by a vigorous search for disconfirming evidence, Dick (2002). The reflection begins with critical review of the situation and of the past actions. It is followed by informed planning of the next action. **The result** can be a very **flexible** and **responsive** process. On the other hand, people affected by the change are involved in the critical reflection. The Dick adds that "**Understanding** *is widely shared, and so is commitment to any planned change"* (2002, p.5)

Also, if the teacher is the person in charge to do the research so, Action Research should be a good way to make changes in public classrooms in which the teacher might be documented his/her actions, and explains them, taking into account the following components: learning conditions;(teaching strategies, availability of sources, availability of equipment, curriculum standards ,students 'cultural backgrounds, students´ cognitive development) and outcomes; (skills e.g. for writing in the target language);attitudes (toward the target language);confidence(using the target language)

In conclusion, there were shown many aspects in which this study was based in order to highlight the Action Research benefits and weaknesses when an educational research is done. Different researchers spread their beliefs and thoughts about the paradigm or approach in which they have based their studies. Researchers made emphasis on what and why they agree when they applied action research (AR) for doing their investigation in universities, and schools in their classrooms. So that, without any doubt that Action research is considered as a teaching tool in education, because it is one way to improve English skills in the EFL classroom.

Likewise, Burns (2009) states the following **purposes on doing Educational Action Research** related with language teaching:

- To address and find solutions to particular problems in a specific teaching or learning situation (Edge, 2001; Hadley, 2003; Wallace, 1998).
- To underpin and investigate curriculum change or innovation and to understand the processes that occur as part of an educational change (A.Burns &Hood, 1995; Lotherington, 2002; Mathew, 1997; Thaine, 2004)
- To acquaint teachers with research skills and to enhance their knowledge of conducting research (A.Burns, 1999; Crookes & Chandler, 2001; Freeman, 1998; Nunan, 1989a).

Hopefully, if educators in public schools become aware about their role many changes will happen in the classroom because teachers, and students are the most important elements for doing action research, and that become part of the teaching methodology in classrooms.

3.7. RESEARCH DESIGN

The research design is based on the **Paradigm of Praxis**: Theory and Practice because according to Smith (1999-2011) "real knowledge while practice is the application of the knowledge to solve problems" This thought came from Aristotle´s main disciplines (theoretical, productive or practical) the basis of the distinction lies in the **"telos**", or purpose.***Praxis***, a term used by Aristotle, is the art of acting upon the conditions one faces in order to change them. That knowledge is derived from practice, and practice informed by knowledge, in an ongoing process, it is a cornerstone of action research. Therefore, this study is focused on **Educational** *Action Research because of the nature of the research which was done in a classroom environement for that reason was considered* Thomas Dewey point of view because he was the founder of this type of Action Research.

3.8. STUDY BACKGROUND

This research consists of showing the results gotten from two similar 10th graders groups; one the control group in the morning shift, and the experimental group in the morning, which received the application of the new methodology These results showed students improvement after applying a literature program during the whole scholar year in 2011.There were many elements considered in this research: work texts used in the classroom,intensive reading exercises, and the students´ journal.In the same way all the assignments related to them.The study focused on the following aspects:1) the affective-psychological,(motivation and attitude); 2) the cognitive-psycholinguistics, (autonomy and the learning progress).

The textbook (and the workbook) chosen was **Everything 3a** by Richmond Publishing for both groups(**Control and Experimental)**.*The Experimental group* worked with both the text book and workbook **Everything**,and the *new program* which included literary texts (proverbs, short stories, poems,) which were part of the intensive reading program and the English usage in class through the variety of tasks that integrated the four skills (listening,speaking,reading,and writing).There was also emphasis on the linguistics reflection and creativity focused on *the writing competence development.* On the other hand*,the control group* worked like some of the public high schools work in the Central District /Tegucigalpa and Comayagüela in Honduras, mainly with the text book and workbook for (**Everything,in this particular school**) most of these texts books follow the *Communicative Approach* eventhought, most teachers (in Blanca Adriana Ponce) focus their teaching on *grammar.*

Also, it is important to notice that in the *experimental group*, the textbook and workbook were part of the teaching-learning process. So students worked with the textbook in the same way as the *control group* worked**.**The experimental group did the grammatical, and vocabulary exercises included in textbook or workbook.

3.9. READING PROGRAM´S DESCRIPTION

This Reading Program was part of a study in order to improve reading**,** and mostly *writing skill* in Blanca Adriana Ponce Ponce public school in Tegucigalpa. The participants were students from 10th grade that in the Honduran educational system is I de Bachillerato en Ciencias y Letras. The topics were related to the students' age, and interests. Through this program the students were exposed to English authentic reading texts.

Moreover the program was based on the fact that learners already have the basic notions of the target language because they have studied English from 7th to 9th grade. The program application was done during the whole scholar year, which began in February, and finished in November 2011. The Program had three units and these units were connected at the same time with the English *textbook Everything 3A* (Units 1, 2, and 3), and the extracurricular activities that the school planned for special dates that are celebrated during the year according to the scholar calendar given by the Departmental office or the District No.5.[32]

Also, students found in each reading unit in the textbook the linguistic support for each unit developed as well as exercises according to the level in which the main major skills (reading,speaking,writing and listening).This Reading Program was combined with the textbook considering the grammar unit aspect so that, it was also necessary to make special emphasis on improving students *reading skills*.The *Reading competence* offers skills, and strategies like skimming, scanning, guessing meaning through the context, mind map, multiple choice and true, or false among others. Also, grammar, and vocabulary appears in the textbook in a contextualized way in order to develop the cognitive, and linguistics competences.

Furthermore, the textbook suggests some writing activities by which students can follow a sample for writing another text using the same

[32] Father´s Day,Amaerica´s Day, Earth´s Day,Spanish Language´s Day,Work´s Day,Mother´s Day, Tree´s Day,Enviroment´s Day, Lempira´s Day,Flag´s Race Day,National Flag´s Day,Indepence´s Day,Arrival to the Indendence Bills

pattern.Beside this, the formative evaluation (assessment) also was presented through the three units of the *writing, and reading program.*[33]

3.10. Population Size and Procedures

A- Sample selection

The study was done with I de Bachillerato en Ciencias y Letras students in Blanca Adriana Ponce Ponce high school located in Tegucigalpa. Their age range was between 16 and 20 years. They are from lower social class.The whole population in Bachillerato en Ciencias y Letras from (both shifts: morning and afternoon) were 135.However, the E*xperimental group* consisted of 34 students; (20 girls and 14 boys) 4 of them were Miskito students.[34] In addition, the Control group had a total of 42 students (20 girls, and 22 boys) 2 of them were Mikito students.The total amount of students participating in this research was 77. The time for the English class was 45 minutes three days a week. It is important to mention that I Bachillerato en Ciencias y Letras was chosen because II de Bachillerato is next to graduating; as a result most of the time they are doing activities related to their professional practicum.In contrast I de Bachillerato en Ciencias y Letras is less stressful for students.

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[33] See the Reading Program in chapter 6,(pp.173-248)

[34] The Honduras Republic is multicultural because from the 7 millions of inhabitants,11% belong to Afrohonduran, and indigenous people.They are distributed in the 15 of the 18 departaments and they are around 9 groups.One of these groups is La Mosquitia,which is located in the department of Gracias a Dios.It is a biological reserve which is difficult to reach because there are not roads, potable water, neither electricity.There are two important towns in that region, one of this is the departamental head, Puerto Lempira with 22.000 inhabitants.The second town is Brus Laguna, which is in the western of Honduras with 10.000 inhabitants.These communities to enlarge from Camaron cape to Gracias a Dios cape, they to spread out lengthwise to the next rivers:Coco,Mocoron,Patuca, and Platano.For getting La Mosquitia, there is a commercial weekly flight from La Ceiba´s Port.Also,people can travel by boat take 5 days because these are fishing boats, so that they go slow.Moravos missionary have contributed on keeping Misquito language because they have translated the Bible in Misquito.p.32.La Mosquitia population has been afected by the cutting forest, and other social-ecomic facts which have made them to migrate toward urbans areas in the country like; Tegucigalpa and San Pedro Sula, or The United States.

B- Place of Research

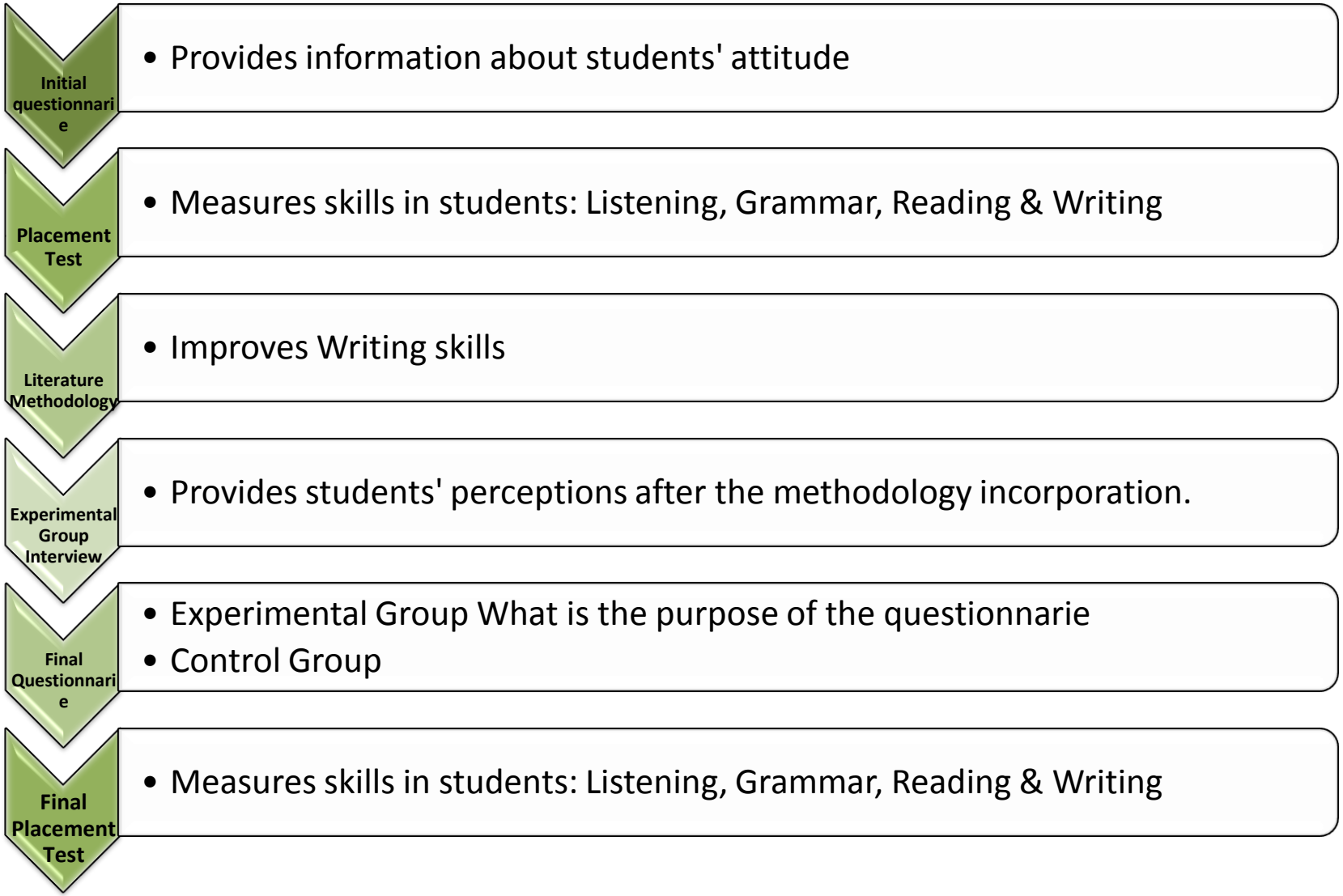
Blanca Adriana Ponce Ponce high school is located in Tegucigalpa. The student's population comes from schools in the neighborhoods nearby.Also, the social status of students is lower class. The student population in 2011 was around 1000.The high school has three shifts: morning, afternoon, and night.The institution has the minimal equipment to be used in the English class (a TV, two tape recorders, three tables, thrity chairs, a blackboard, and a book shelf with five hundred English literature books).To have this small English library made possible to do this research in this public high school.

3.11 Data Collection Procedure and Instruments

In order to make claims about teaching and learning that people might believe, teachers often need to systematically collect relevant data. Such data collection and analysis often occurs several times during an action research project. It might occur, for instance at the beginning in order to determine current conditions for teaching and learning.The data was collected from both groups at two different moments; the initial tests and questionnaires were given the last week of February of 2011, and the final tests and questionnaires were applied the first week of November in the same year.Only the experimental group was interviewed in October 2011 about the use of the new methodology. Besides this, appropriate actions were taken at the beginning.during and at the end of the action research project, in order to get the most reliable data and instruments.Everything was done in the most correct, ethical and a systematical way for the same instruments Dr.Muñoz used in her study in Spain were taken for this study.[35]However, they were modified according to this study need.

[35] Muñoz, S.J (2003), El Uso de Textos Literarios en la Enseñanza de Inglés en la Educación Secundaria. Departamento de Lengua Inglesa Facultad de Filología y Letras. Universidad de Granada, Granada España.

Figure No.8. INSTRUMENT STAGES & PURPOSES



3.12. Instruments Used

A. Initial Questionnaire

This Initial Questionnaire has the purpose of getting information about attitude, motivation and English needs as a Foreign Language class. The students read and answer each question given and marked the punctuation that was the closest to their opinion. The questions have an answer expressed in numbers, so students circle the value they gave from 0 to 3; 0 is none; nothing important; 1 important; 2 quite important; 3 very important. (See attachment 6)

B. Final Questionnaire

At the end of the course students answered anonymously and honestly to a questionnaire similar to the one they look at the beginning of the course. Each part has different aspects that they have to value from 0 to 3; 0 is nothing; 1 little ; 2 a lot; 3 too much. The aspects to evaluate were: Evaluation and methodology used in the class, test´s evaluation, teacher´s evaluation and a personal comment about the English class during the year. (See attachment 7)

C. Student´s Interview

This interview had some questions about the class, text book, literary texts and writing activities.This interview was applied only to the *experimental group* in October of 2011 because they worked with the new methodology.This interview showed the students´perceptions about reading literary texts, and the impact that these texts had in the learning process of English as a foreign language.Also,it was interesting to know if this type of teaching methodology could help them to improve their English competences *(writing* through *reading*) which was the main purpose of this study.(See attachment 5)

D. Pre & Final Test

An initial test was given at the beginning of the academic year during the last week of February of 2011, and the final test was given at the end of the school period the first week of November 2011.The purpose of applying this test was for measuring the student's knowledge of English. It tested the following skills: reading, writing, oral comprehension, grammar, vocabulary, and listening. In this study a standardized test (from Richmond Publishing Editors (**Real Time Placement Test**) was given in order to evaluate the students level in the four main English kills; listening, grammar,reading and writing.[36] (See attachment 1-4)

Through this placement test application the researcher might evaluate the English level that each student had before applying the new methodology and it could encourage students to make an effort in order to improve their proficiency in the English class. On the other hand, the results of the initial test showed the students weakness and strengts of the language and it allowed the researcher to adequate the program to the group. At the end of the application of the new methodology, the students were evaluated by taking the same test in order to know if the Reading of Literature Integration Program helped them in the development of writing English performance. (See pp.173-248)

Part1 Listening

Students listened to nine conversations that became progressively longer and more difficult. Each conversation was followed by two or three multiple-choice questions that tested understanding of the main points, details or inferences of the conversation. Students were given time to read questions before listening to the conversation they heard the conversation once only. They were then given time after listening to the conversation to mark their answers. (Statement 1-15)(See attachment 1)

[36] Axbey,S.(2005);Real Time America.Placement Test;Published by:Richmond Publishing,S.A. de C.V. Av.Universidad 767,03100 Mexico,D.F.

Part 2 Grammar

The grammar section consisted of 15 multiple choices, fill-in-the blank questions that became progressively more difficult. Students were tested on a range of grammatical structures that are taught in **Real Time America** including word order, pronouns, tenses, main and auxiliary verbs and subject/verb agreement.(Statement 1-15)(See attachment 2)

Part 3 Reading

This part of the test consisted of nine reading texts that became progressively longer and more difficult. The texts included a variety of text types and topics that occur in **Real time America**. Each text is followed by two or three multiple-choice questions that tested understanding of different aspects of the text including main points, details, reference markers, vocabulary and inferences. (See attachment 3)

Part 4 Writing

Students had 15 minutes to complete the writing section. They had to write in this section which was provided by a page for writing. All students had to attempt the writing topic suggested by the test.There is a writing guidance assessment on page 11.This guidance helps the researcher to evaluate the students writing performance and level they have. (See attachment 4)

Writing Assessment

Writing assessment could be used with the scores from other sections of the test as an aid to place students in the appropriate level. The assessment should reflect how well the student was able to communicate in writing.So, when students were evaluated; the researcher took into consideration the following factors: punctuation, spelling, vocabulary range, grammatical range, accuracy, organization of content, and task achievement.(See attachment

4).The following sections of the writing assessment allowed the reasercher to check if students had improved their writing performance.

A.Communication

How well can the student communicate information or opinions?

At level 1:	Very little communication takes place; only very general information is communicated; reader has to guess at intended meaning.
At level 5:	Effective communication takes place; general statements are supported with examples and details; opinions are expressed clearly.

B.Punctuation and spelling

How far does the student's punctuation or spelling interfere with communication?

At level 1	Little understanding of punctuation or capitalization; errors in spelling basic words.
At level 1	Good punctuation and spelling; hardly ever causes problems. Vocabulary.

C.Vocabulary

How much vocabulary can the student use?

At level 1	Vocabulary is very limited so that the student can hardly communicate basic.
Al level 5	Vocabulary range is extensive and allows the student to write in detail about the topic.

D.Grammar

How accurately can the student form sentences and communicative meaning?

. At level 1	The student has problems with basic grammatical structures such as word order and subject-verb agreement, which interfere with communication
At level 5	The student can use a wide range of grammatical structures and makes few errors.

D.Organization

How well can the student organize writing?

At level 1	Poor organization makes it difficult for the reader to understand the student's intention.
At level 5	Good uses of looking words and /o r paragraphing allows the student to develop and express ideas clearly.

E.Task achievement

How well does the student fulfill the writing task?

At level 1	Limited writing suggests the student does not understand the task; or the student writes about something other than the topic.
At level 5	The student deals with both parts of the task; shows awareness of what is required for description and expression of opinions.

E. Students Journal

This was the first time that students from the *experimental group* had a journal in an English class.To introduce this tool,it took time for the researcher and students because there were doubts when students wrote something in English trying to write what they thought about certain topics related to the class or about some specific dates that the high school celebrates during the year.The main purpose of having the journal was to improve the writing competence little by little not to make perfect papers because writing is the most

difficult skill to learn from English language.For that reason the journal use was considered for improving this English skill. The journal use also, encourages students´self confidence as well as their work autonomy. In addition, the following are some aspects that the journal helped the researcher to be aware about students´ performance:

a- Identify their strengths and weakness in English
b- Document their progress
c- Identify effective language learning strategies and materials
d- Become aware of the language learning context that works best for them.
e- Establish goals for future independent learning "(McNamara and Deane 1995:17)

Journal writing checklist:

- Date (1 point)
- Neatness / Handwriting (1 point)
- Capitals (1 point)
- Periods (1 point)
- 1-2 sentences (1 point)
- 3-4 sentences (2 points)
- 5 or more sentences (3 points)
- Total (out of 10 points)

F. The Researcher Journal: This was an important tool for the researcher because it allowed her to take notes about those important things regarded to the study and its process.It happened since the beginning until the end of the research process.

3.13. Data Analysis

This research has qualitative data mostly. So it was analyzed according to that requirement, for example some of these data was analysed using the *liker scale (likes and dislikes)*. Also there are qualitative characteristics in the following instruments: the initial questionnaire, the student's attitude and participation in the class, the interview, and the last

questionnaire.These aspects of the data were put together in order to separate those who did agree of disagree in their answers facing them with the theory used in the study.Furthermore, at the moment to transcript the students´ answers in the Spanish interview, the information was kept true to the original. However, the initial test and the final test gave statistics data which were analyzed using the SPSS 15.0 Statistics Program.

3.14. Research Achievements and Limitations

In Honduras, teachers´ strikes are part of the educational problems. So this aspect was considered as a limitation when the test or a research activity was done. Another aspect to consider was the number of participants because of the possible students´absences in the class.This fact made it impossible to do some activities because the researcher had already planned what and when to teach the programmed units, but the strikes happening during the year were so long that it was imposible to teach four units from the text book and three from the Reading program.

Unfortunately, only two units units from the book and reading program were taught. In addition to that, only a total of 40 hours of English classes were worked on. In a normal term, without any problem there are 80 hours of English classes during the academic year.Another limitation for doing all planned lessons was the building´s condition because the windows were broken and cars beeping all the time (the school is located on Kennedy boulevard) it made difficult to do listening exercises, on the other hand the control group did not have an available classroom so that, they received classes in the small science laboratory which did not have appropriate chairs and conditions.

Beside this, cultural interference in the process was also considered as another limitation for there were students from ethnic groups (Miskitoes).The activities done in the classroom were somehow affected because Miskitoes found it quite difficult to grasp English (a third language) for they also have problems for understanding Spanish (their second langiage).It could be inferred that student´s lack of interest in order to do the activities could affect the final results.

CHAPTER 4

FINDINGS AND DATA ANALYSIS

4.1. Introduction

This study lasted the whole academic year in 2011.After collecting the data the analysis began. Three instruments (questionnaire, interview, and placement test) were applied at the beginning and at the end of the year. During the data analysis the general objective, specific objectives and the research questions were taken into account.

4.2. Research Questions

This research tries to answer the following questions:

1) What is the student lexical and grammatical level before and after the Literature exposure?
2) What is the student's writing level before and after exposing them to literature?
3) What is the student's attitude toward English Literature in the improvement of the writing competence?
4) Is the elaborated and validated Literature Program for improving writing in a public school classroom effective?

4.3. Initial Questionnaire, About English as a Foreign Language: Attitude Motivation and Needs

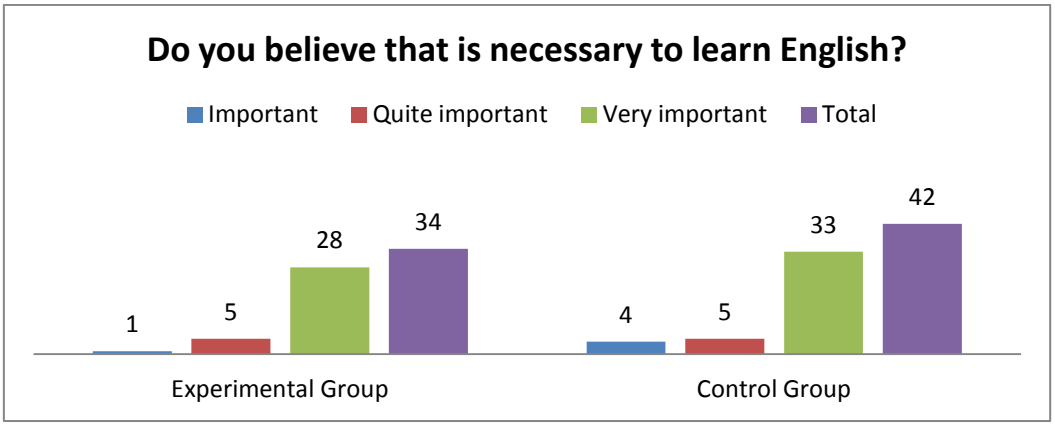
The initial questionnaire was applied in Spanish through which the researcher had the opportunity to know first, if students were motivated some how to learn English as a Foreign Language.The second, aspect to evaluate was if they really liked to learn English. Third, if the English class was as important as the rest of the classes. Fourth, to know which of the four English skills (speaking. listening, reading, and writing) was the most important to learn? Fifth, from the mentioned activities (reading a short story, poem, proverb; working in the story map, and writing comments on their journal) what were the most accepted and meaningful for developing these skills?

Sixth, is the learning process affected in somehow by attitude, and interest (mine and others)? Seventh, what were the most valuable characteristics showed by a good teacher? These answers came from both groups; Experimental Group (EG), and Control Group (CG).

Question No. 1 Do you believe that it is necessary to learn English?

The students´ answers were all very positive because, in the Experimental Group (EG) one (1) student considered learning English "important"; five (5) "Quite important" and twenty-eight (28) "very important" On the other hand, in the Control group (CG) four (4) students considered the class "important"; five (5) students "Quite important" and thirty-three (33) "very important" As it is shown in graphic No.1 "very important" got the highest frequency in both groups; in the E.G. twenty-eight (28), and in the C.G. thirty-three(33).

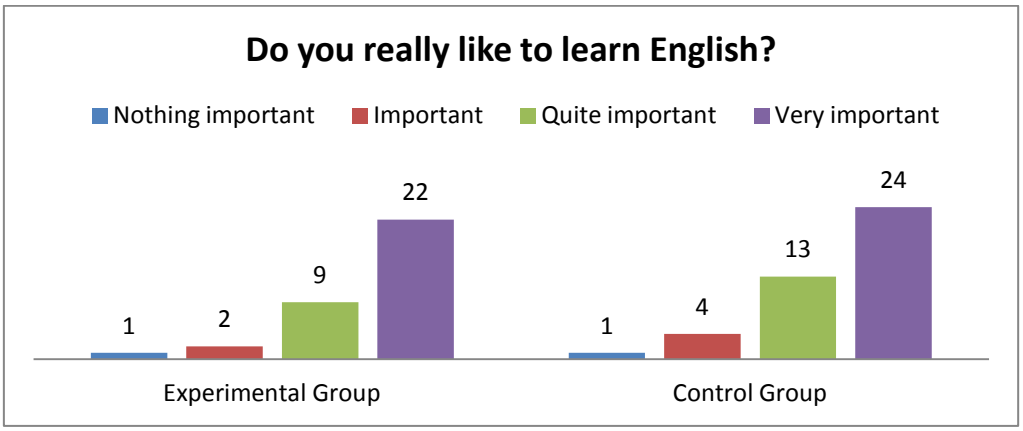
Graphic No.1



Question No.2 Do you really like to learn English?

About this question a total of 67 students, from both groups, considered "very important" and "quite important" the aspect about the desire of learning English only two students ; EG one (1) and CG one (1) considered "nothing important" the liking of learning English. However, one student from the Control Group did not show any interest about learning English.

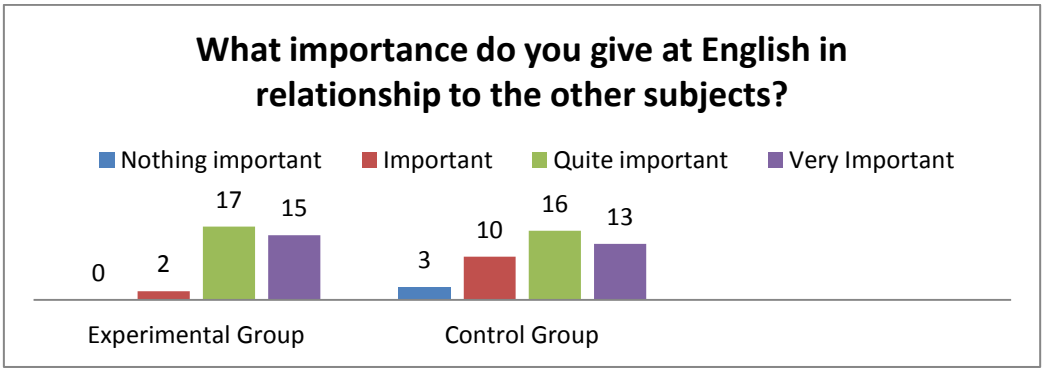
Graphic No.2



Question No.3 What importance do you give at English in relationship to other subjects?

From the total of the students seventy-three (73) believed that English is "important" twelve (12), "quite important" thirty-three (33) and "very important" twenty-eight (28).This states that both groups were very positive on their answers which means that they believe the English class is an important as any other class taken in 10th grade. Contrary to this three (3) students (Control Group) considered the English class "nothing important" the English class in relation to the rest of the classes.

Graphic No.3



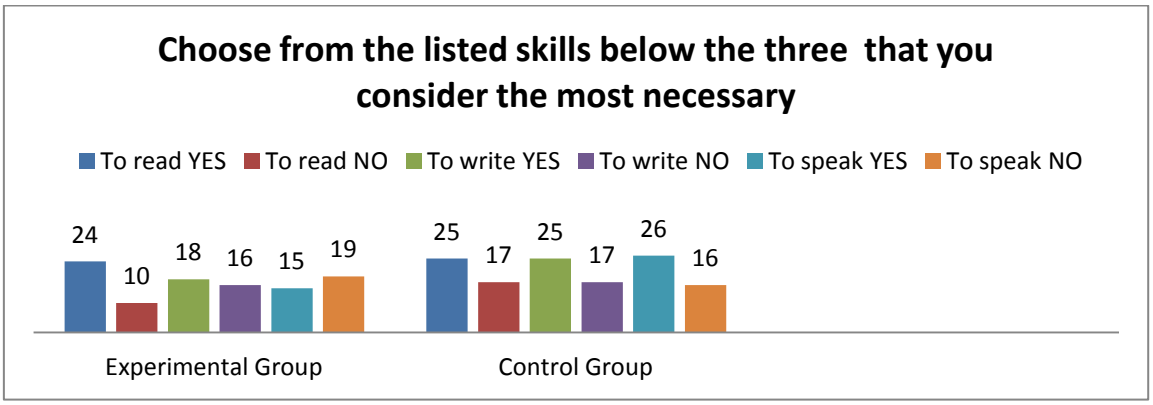
Question No.4. Choose from the listed skills below the three that you consider most necessary

In the **Experimental Group,** the first skill chosen was **reading** twenty-four **(**24) and the second was **writing** eighteen (18).

It is important to notice that, through this study the main goal was encouraging *writing* through *reading* in order to make students to write in the target language. Only fifteen (15) students decided for **speaking.** In the **Experimental Group** Contrary to this, ten (10) students did not choose **reading**, and sixteen (16) **writing,** which was reflected in the writing production (the journal´s comments) as in the reading exercises (reading the short story, do the story map and the booklet exercises).As it will be seen later, these students´ performance was very poor in writing.

In the **Control Group** most of the students chose three skills reading twenty-five (25); **writing** twenty-five (25) and **speaking** twenty-six (26) as the competences considered necessary the English class. On the other hand, an average of seventeen (17) students did not show any interest on developing **reading** seventeen (17**), writing** seventeen (17) and, **speaking** (16) skills.

Graphic No.4

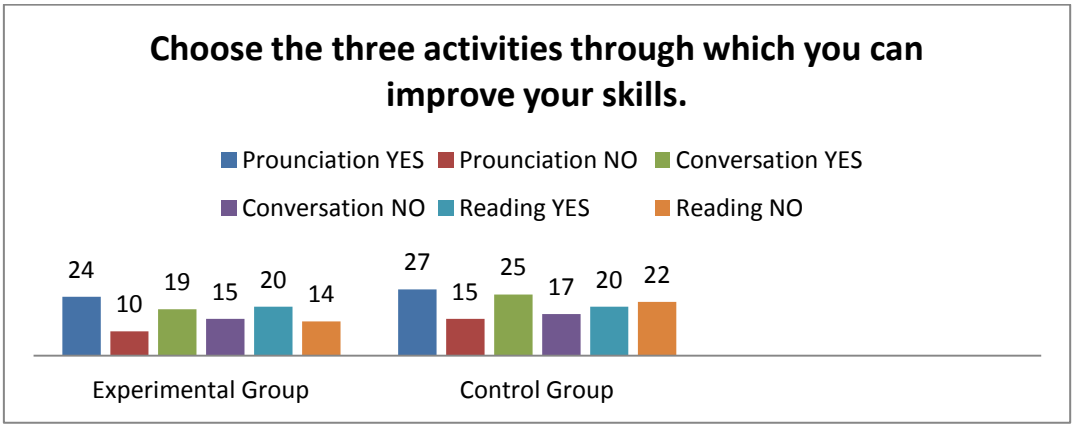


Question No.5. Choose the three activities through which you can improve your English skills.

English activities were related to the skills that the researcher should develop in the classroom.

In this study the activities were planned focused on reading and writing skills.But also was necessary to know students' expectations about the class.So that, they analyzed the suggested activities then which of them might be effective for encouraging a language skill.

Graphic No.5



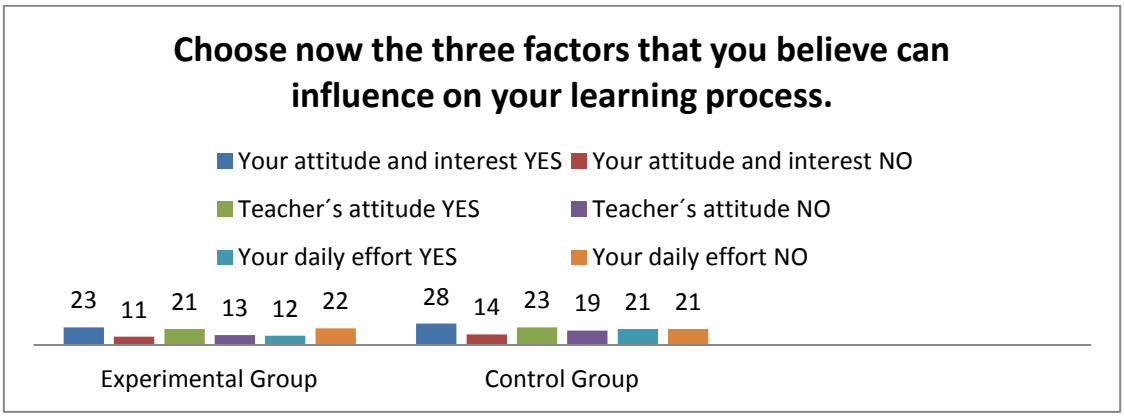
The **pronunciation activity** was chosen as the most important by the students in both groups; EG twenty-four (24) and, CG twenty-seven (27). On the other hand, twenty –five (25) students did not choose this activity; EG ten (10), and CG fifteen (15).The second activity that was chosen by the CG was **conversation;** students were in favor of "conversing" in order to encourage the English skills. Nevertheless, seventeen (17) students disagreed to do this type of activities for developing the target language skills. In the Experimental Group, the second skill chosen was **readin**g twenty (20). Students were interested on **reading** in the target language, and fourteen (14) students did not show any interest on encouraging this skill.

Again these results show that students were opened and positive about reading **activities** because they were really interested in the English class. The third activity chosen by the Control Group was **reading** twenty (20), and twenty-two (22) students disagreed on its importance. On the other hand, in the Experimental group the third activity chosen by students was **conversation** nineteen (19) students were in favor of its improvement and fifteen(15) were not interested about that.

Question No. 6. Choose now the three factors that you believe can influence on your learning process.

Both groups agreed that their own attitude is one the fundamental factors for being successful in the learning process.

Graphic No. 6



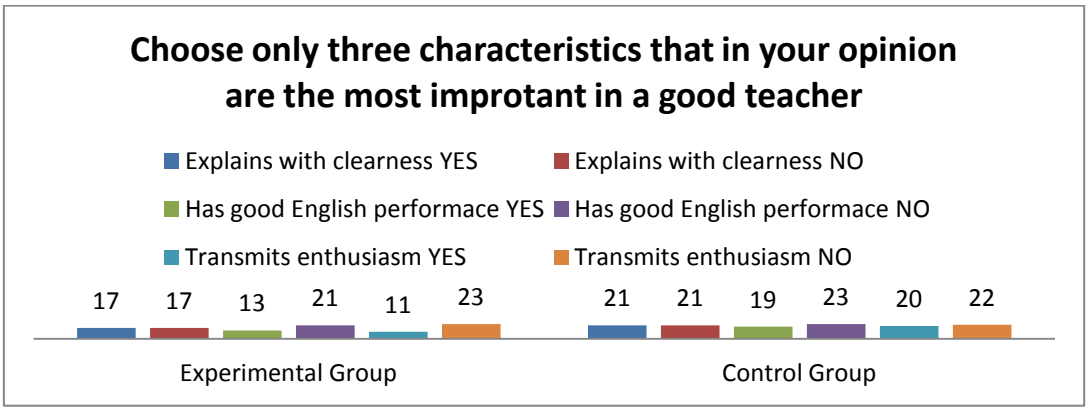
"Attitude and interest" got the highest punctuation in both groups for a total of fifty-one (51) Experimental Group twenty-three (23) and Control Group twenty-eight (28). Students were aware of how important it is to show the right attitude in the classroom. While twenty-five (25) of the students did not choose this option; EG (11), and the CG (14).The second factor selected was "**the teacher´s attitude**" in the classroom. Forty-four students chose this option; EG (21) and the CG (23) pointed out that the teacher´s attitude is very important when the main goal is encouraging a target language skill. Whereas, thirty-two (32) students did not pay attention to this factor in the EG thirteen (13) and in the CG nineteen (19)

The last factor chosen by the students was **"your own daily effort".** Only thirty-three; EG twelve (12) and CG twenty-one (21) students were aware that a class good result should depend on their effort done in the classroom and at home. Although, forty- three students forty-three (43) EG twenty-two (22) and CG twenty-one (21) did not agree that they have to make any effort in order to learn the target language.

Question No.7 Choose only three characteristics that in your opinion are the most important in a good teacher.

For both groups the most important characteristic that a good teacher should have is "to be clear when he/she gives an explanation" because the class was taught in English, instructions and explanation should be understood by students in order to do the different assignments given by the teacher.

Graphic No.7



"To explain with clearness" is very important for students so thirty-eight students; EG seventeen (17) and CG twenty-one (21) agreed at this point. While thirty-eight; EG seventeen (17) and CG twenty-one (21) students did not find this characteristic very important. The second characteristic which they found important was **"to have a good English performance".** At this point thirty-two; EG thirteen (13) and CG nineteen (19) students agreed that the teacher who is teaching them the target language should have good English performance on the four skills.

Even though, forty-four (44) students; EG twenty-one (21) and CG twenty-three (23) did not pay attention to this factor. The last characteristic was **"to transmit enthusiasm".** To teach teenagers, the teacher needs to be an enthusiastic one teacher. To teach another language is not an easy task because the teacher has to make students to participate and feel confident in the classroom with their teacher and peers interacting in the target language.

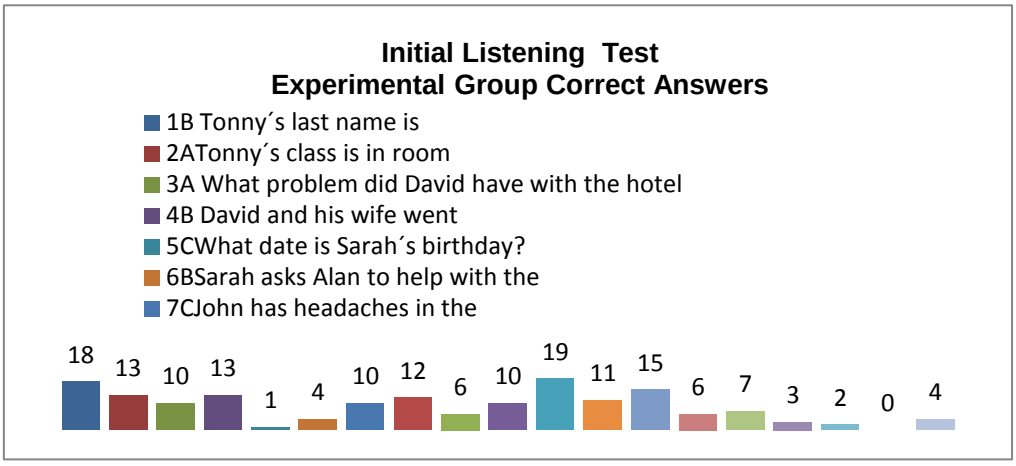
Thirty-one students; EG eleven (11) and CG twenty (20) considered this aspect very important. Though, forty-five; EG twenty-three (23) and CG twenty-two (22) students did not pay attention to this characteristic.

4.4. SUMMARY INITIAL PLACEMENT TESTS

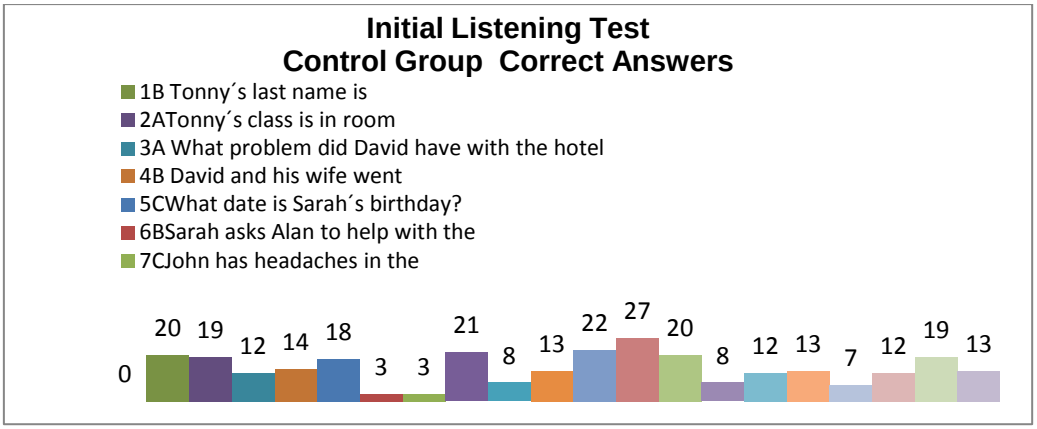
In the following section, there is a summary of the results gotten in the listening, grammar, and reading initial tests applied at the end of February to the Experimental and Control group.[37]

4.4.1. Initial Listening Placement Test

Graphic No.8

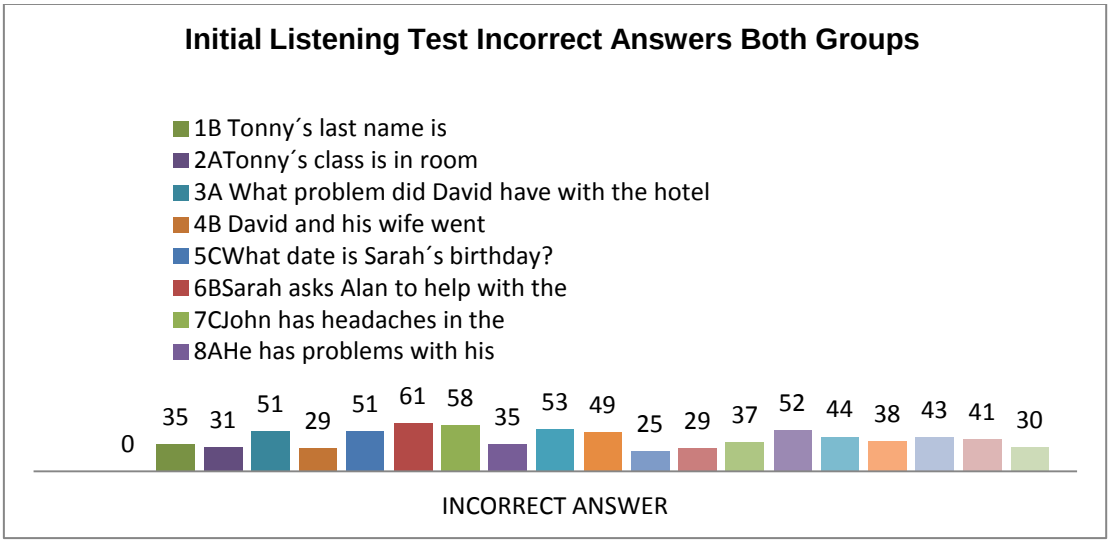


Graphic No.9

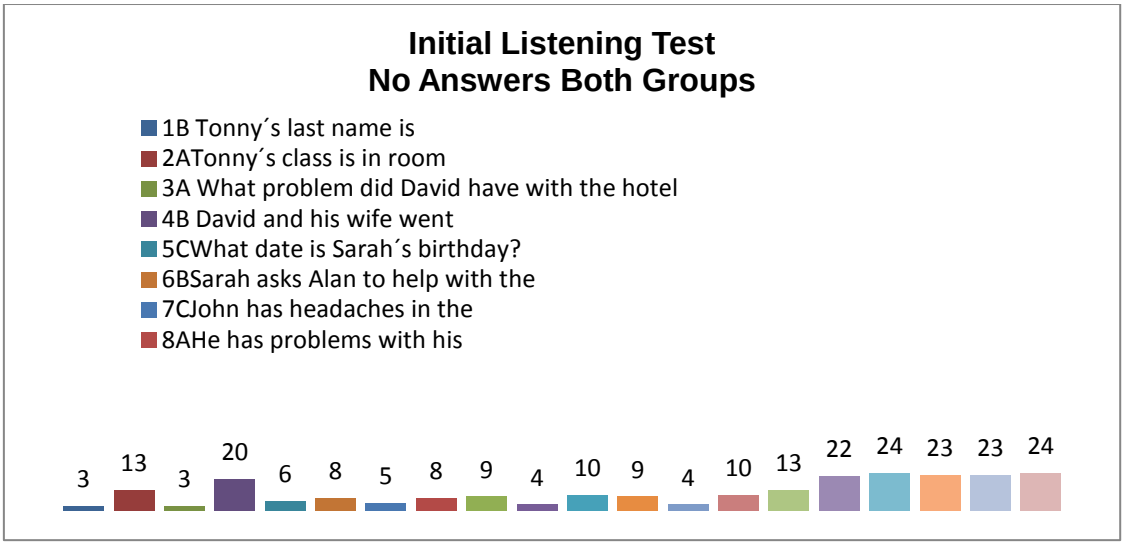


[37] See Axbey,S.(2005);Real Time America.Placement Test;Published by:Richmond Publishing,S.A. de C.V.Av.Universidad 767,03100 Mexico,D.F.

Graphic No.10



Graphic No.11

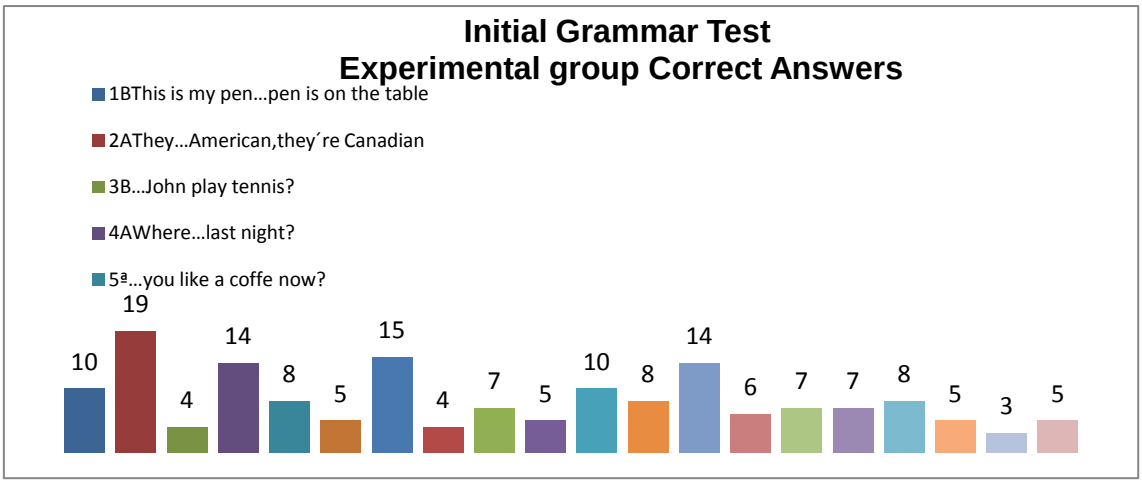


According to the placement test these 10th graders students are under the low level score of what is supposed to be achieved by them in elementary school (Basic level).Many factors might be associated to these low results (neither the EG and nor the CG passed the initial test). For example in the EG the highest score was that 19 students did *correct answers* from the total of 34 students.In the CG the highest score was 27 from a total of 42 students underlighting that both groups are under the score required for this level of knowledge.On the other hand,the *incorrect answers* were higher than the correct ones in both groups.

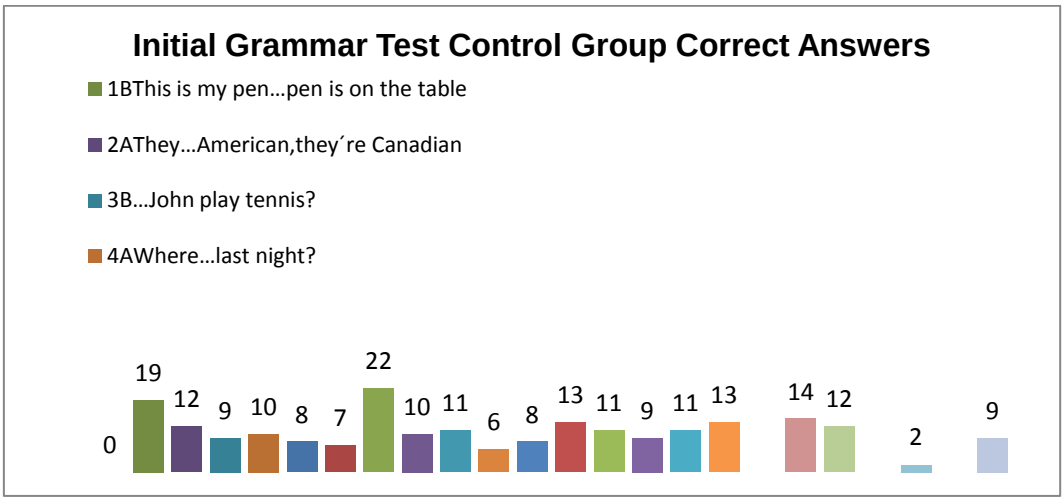
For example the *incorrect answers* were in the range of 25-61.Similarly there were students that did not choose any answer in the test; for that reason they were in the range of 3-24.Consequently, students did not develop the listening competence in those years. Nevertheless, this study is not focused on this skill achievement but, it is part of the study to establish what level of English students have acquired in this competence at the beginning of the study. In sum up, after analyzing these results the researcher might infer that students from the morning shift (Control Group) have different background knowledge than students from the afternoon shift (Experimental Group).Certainly,the researcher could not explain this difference between the EG and the CG and what elements have influenced in the students answers.However,the researcher stated that this difference has moved within the failed test because both groups did not get the level of the knowledge required for 10th grade.

4.4.2. Initial Grammar Test:

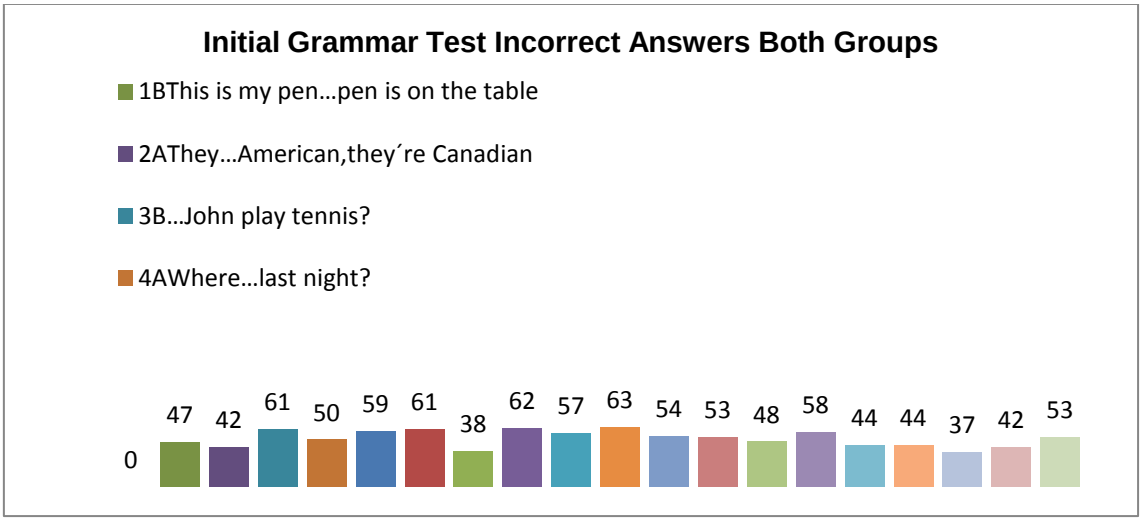
Graphic No.12



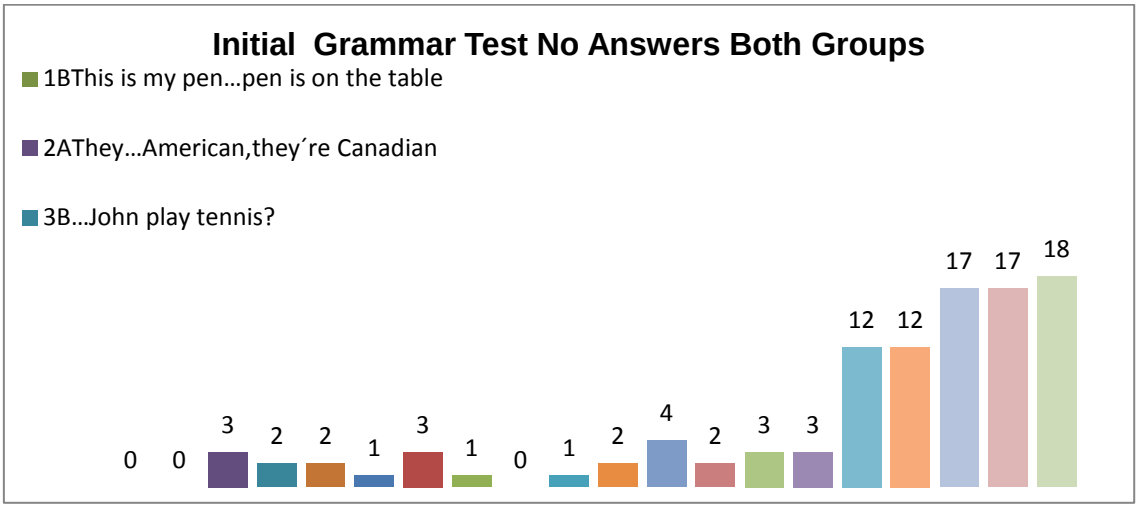
Graphic No.13



Graphic No.14



Graphic No.15

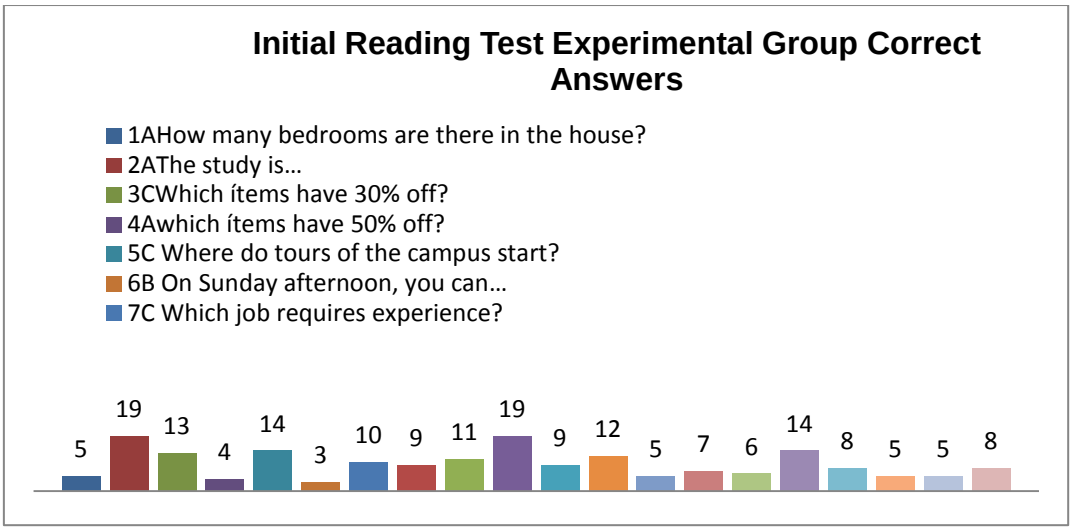


In the initial Grammar test none of the students got a passing grade for example in the Experimental Group the scores ranged from 3-19 correct answers of the total of 34 students; the Control Group ranged from 2-22 of the total of 42 students; the rest of the answers were incorrect (37-63) or no answers (1-18).

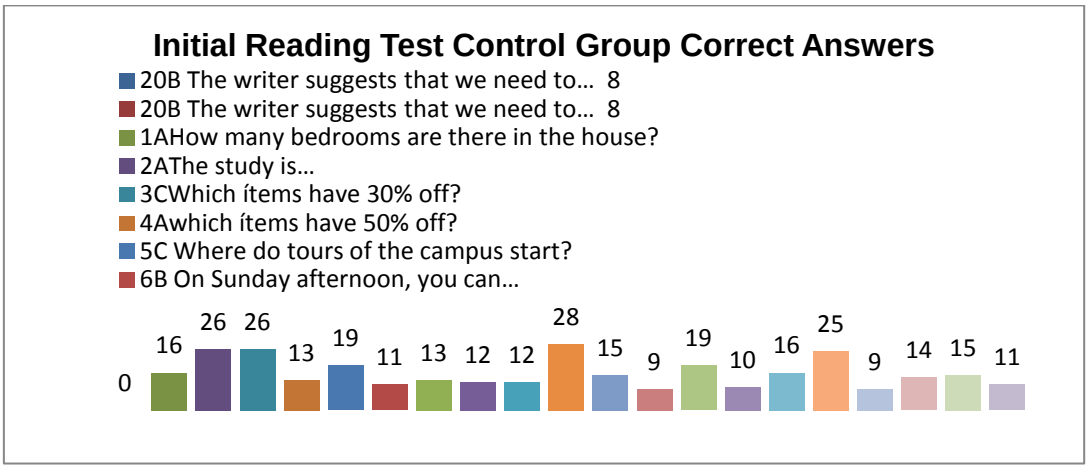
So that, students'grammar performance was very low as it is shown in the graphic the *incorrect answers* were higher than the *correct answers* from both groups the Experimental and the Control group. The test established that these students did not acquire the basic grammar structure which is required for 10th grade according to the CNB English standards. In this educational level students might be applied and recognized the parts of the speech (nouns, verb, adjective, adverb, articles, demonstratives among others), and the basic tenses (verb to be: present and past; simple present, simple past, present, and past continuous, present, and past perfect, future will, and going to, basic modal auxiliaries; can, could, should, might, must) which are established in the grammar structures´ content.

4.4.3. Initial Reading Placement Test

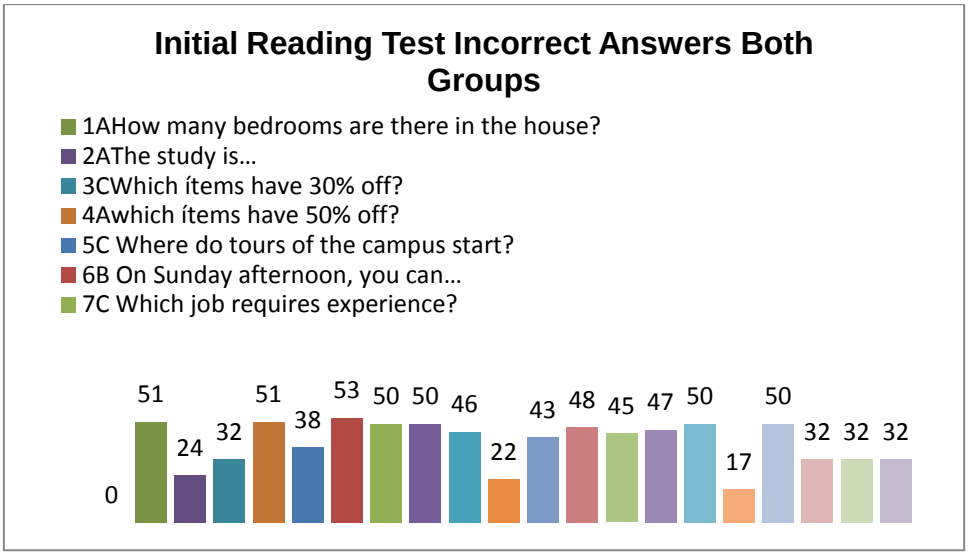
Graphic No.16



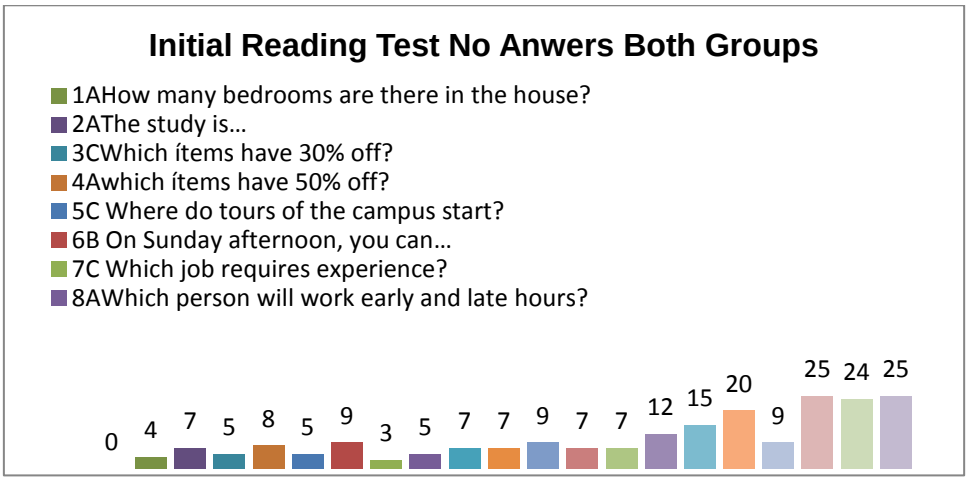
Graphic No.17



Graphic No.18



Graphic No.19



It is necessary to clarify that the main purpose of the test was to search what the reading students' level was. As well as listening, and grammar this reading section the students' performance was under the low level.Likewise, the Experimental group ranged from 5-19 correct answers from a total of the students of 34; the Control Group moved from 2-28 of a total of students of 42 students.Again the incorrect answers gotten from both groups were 17-53 so higher than the correct answers.

In addition to this, the range of the *No answers* moved from 4-25 of the total of students of 76 (EG 34 and CG 42).Beside this, it was the first time in which students did this type of standardized test in a public high school.

However, they applied their reading strategies trying to understand what the texts were about. The reading test was under the low level scores because reading is a competence that needs to might be developed by students who were taught on those skills which are useful for decoding an English written text. Again the results show that students' background on reading competence was definitely not developed by students in both groups. However there is a difference between the Experimental Group and Control Group because the control Group has developed certain reading abilities like skimming.

4.5. INITIAL WRITING PERFORMANCE ANALYSIS

The placement test also included writing performance as a part of the students' diagnostic at the beginning of the study.So that, the first and second specific objective focused on the students´ performance in English as a Foreign language before getting into the 10th grade (I de Bachillerato en Ciencias y Letras).Within this section were taken the following elements were considered: communication; punctuation, and spelling; vocabulary; grammar; organization, and task achievement.

Specific Objectives:

1) What is the student lexical and grammatical level before and after Literature exposure?
2) What is the student's writing level before and after exposing them to reading program?

The first research question to answer is:

1) What is the student *lexical and grammatical level* before and after the Literature program integration?

The student lexical and grammatical level was measured through the placement test. The initial test was applied in February and the final test in November. This study was focused on the Reading incorporation Program for developing the Writing competence. So, the following are some students writing samples of their performance during the beginning of the year. First, these are the **Experimental Group** and **Control Group** initial samples. The students' answers were typed respecting and applying the ethics principles.

4.5.1. WRITING PRFORMANCE EXPERIMENTAL GROUP

The second research question to answer is:

2. *What is the student's writing level before and after exposing them to literature?*

In the initial writing test students wrote a short paragraph in which was shown that sentences were not grammatical structured by students from both groups EG and CG.These problems were for example focused on spelling, grammar, and punctuation problems.In the following writing performance example the researcher used colors for showing students´s mistakes.

Spelling (English)	Spelling (Spànish)	Mother tongue (Spanish)	Miskito language (mother tongue	Verb agreement

A. Communication:

How well can the student communicate information or opinions? Very little communication takes place; only very general information is communicated. At this point the Experimental Group writing performance was very poor. They did not have any idea about what to do in the requested task. For that reason students wrote what came to their minds as it can be seen in the examples below:

SS44 “Your last name? Where do you live?

SS52 “Where is the come Nou words”

SS56 “Helo Good morning ticher”

SS62 “Capital city is the more beautifull is name Tegucigalpa Is the student,

“The school is strong”

Some of them wrote just isolated phrases:

SS 45 “Kiss, love, play.”

B. Punctuation and spelling:

How far does the student´s punctuation or spelling interfere with communication?Little understanding of punctuation or capitalization, errors in spelling basic words.Punctuation and spelling problems are presented in these sentences for example:”Helo”instead of “Hello”;”ticher”instead of “teacher””shildreen” instead of “children”;”inglis”istead of “English”

SS52 “Where is the come Nou words”

SS56 “Helo Good morning ticher”

SS46 “school the school is the shildreen. my brother live teach ei to shildreen

SS74 “School liven you estudy is inglis

C. Vocabulary:

How much vocabulary can the student use? Vocabulary is very limited so that the student can hardly communicate basic information.The lack of vocabulary is manifested in these examples because students only wrote very short sentences as the examples below;beside this students also used Spanish vocabulary in order to write a sentence;”gustar aprender”.

SS50 “Capital city Is Mall”

SS57 “The school is Beautiful The school is big The school is red

SS59 “The school is big “

SS66 “The classe ingles yes a my gustar aprender”

D. Grammar:

How accurately can the student form sentences and communicate meaning? The student has problems with basic grammatical structures such as word order, and subject-verb agreement; it makes interfer with communication, because the idea is not clear enough in the written text.

The lack of grammar structure is displayed in the following sentences because of the verb agreement– “*I student*” instead of “*I am studying*”, article “*an school*” instead of “*the school*”, word order “*The common the good teacher arrive*” problem are shown.

SS60 “The common the good teacher arrive”

SS63 “Capital city Is mall an school in capital city happy he is at the”

SS72 “I student in Blanca

E. Organization:

How well can the student organize writing? Poor organization makes it difficult for the reader to understand the student´s intention.The examples below revealed the difficulty when the sentences are read;

SS64 “My favorit is and school is student My president is and capital city is bad”

SS68 “Student is Blanca Adrian ponce “

SS73 “The school is my four house”

SS51 “School: she is student intelligent”

F. Task achievement:

How well does the student fulfill the writing task? Limited writing suggests the student does not understand the task; or the student writes about something

other than the topic. Some students tried to introduce the topic requested in the test. Other introduce themselves," *My name is Nely Rosado*" and other wrote sentences about the city," *Capital city is Tegucigalpa"*

SS53 "In the school liven you study.

Era muy beauty

My name is NR

Capital city is Tegucigalpa

I´m study in the house;Yo studio en la casa."

SS48 "I m study in the house My name is ISP Am happy

SS69 "The class of inglish is beautiful"

SS 47 "The School The school es muy bonita por what the teacher son muy Buenos y nos enseñan muchos cosas sobre todo the important in ya what aprendemos todo"

SS55 "She is student y soy jappy"

SS66 "The classe ingles yes a my gustar aprender"

SS67 "The school is big"

In both groups there were Miskitoes students for example in the experimental group there were four students, and in the Control Group two students. Some of these students wrote their paragraph in Miskitoe.

SS70 "You it´s may laick is cul.May name is HA

You estudey en escull ceb Lempira you may laick escull dey ingles

Finally, one of the students wrote a paragraph in an acceptable way, according to the placement test paragraph sample this paragraph should be considered that is in level 1 in the writing performance.

SS71 “Hi im, J an I live in a big city the name of my city is Tegucigalpa is a great city. Here place are very dangerous in Tegucigalpa die two people every day one stenler kill for 201.In this place I can live very peaceful my colony is a very funny place.

Here I play whit my friend who have secured. In mi city can funny, play soccer and play slender and policemen. Mi friend live in my citi I can visit then and play word of walceft for hour and hour. In my city have much contamination But I can live whit any problem, my like in Tegucigalpa is vei picefull and happy and boring.” (116 words)

4.5.2. WRITING PERFORMANCE CONTROL GROUP

At the beginning of the year the placement test was applied focusing on measuring the student´s writing proficiency**.** According to the test student were evaluated in the following writing aspects: punctuation and spelling, vocabulary range, grammatical range and accuracy, organization of content and task achievement.

The **Control Group Initial Test´s** answers were brief, ungrammatical, with spelling errors without coherence and cohesion. Ten students started writing their names introducing themselves and writing about their interests rather to write about their **school, neighborhood** or the **capital city**. Nobody wrote 100 words as the test requirements.

A. **Communication**: The following are the colors that show the different mistakes made by the students on their writing performance.

Englishs pelling	Spanish Spelling	Mother tongue	Miskito language	Verb agreement

How well can the student communicate information or opinions? Very little communication takes place; only very general information is communicated; In this part of the writing evaluation it is shown that it is difficult

to understand what students want to say because the ideas are incomplete so the reader can follow the ideas..In addition, there are many misspelled words in

English for example*;"listeng","studing*" the correct verbs are*;"***listening***" and **"studying**" both are in this case nouns ending with –ing form; in Spanish for example they wrote *"blanka","ponce"*both are proper names and proper names as in English begins with capital letter **;"*Blanca*"**and "***Ponce*"**.In other words students are not aware about the punctuation marks in their mother tongue.Beside this,students wrote in Spanish those verbs,nouns which they did not know how to write in English that is an illustration; *"a like la musica*";"*pasatiempo*";**tengo muchos"**Instate of **" I like music**";"**hobby**"and **"I have many**"See examples below;

SS8 "*Hello my name is C. A.D. are studing in the Blanca*

*Adriana.I like listeng to music,wacht tv,surfing the we**d"***

SS16 "My *she and is Blanca Adriana ponce ponce*

SS30 "My school is blanca Adriana ponce ponce the colour"

SS38 "School is blanka Adriana ponce a like la music el dance my pasatiempo ver tv vivo con my family alike study.tengo muchos frienst."

B. Punctuation and spelling:

How far does the student´s punctuation or spelling interfere with communication? There is little understanding of punctuation or capitalization errors in spelling basic words.In this part of the test evaluation sentences did not show any punctuation mark so it makes difficult to understand the written sentences for example; " *He study Blanca Adriana ponce class English You habe frens my mis my maestro faborite es Inglish".On the other hand,sentences show many spelling mistakes such as;"faborite" "inglish","ticher", "yeard" the correct words are*; "English", "favorite", "teacher"and "year*".* In contrast, it is shown the use of the mother tongue in the sentences as a resource for completing the sentence idea see the following example;.

“ el coleg me gust la Materia de ingl muy sim por la”what interesteristing point here is that the Spanish sentence is also incomplete and difficult to understand what the student wanted to say because this student probably is Miskito and they also have problems in the Spanish writing performance.See examples below;

”**SS 8** “He *estud en Blanca Adriana Ponce class Englies hoy able en ingles en el coleg me gust la Materia de ingl muy sim por la morning con la tiche*r”

SS4 “*My name is Claudia Dala I have 15th de yeard Study in instituto Blanca Adriana Ponce”*

SS16 “My *she and is Blanca Adriana ponce ponce*

C. Vocabulary:

How much vocabulary can the student use? Vocabulary is very limited so that the student can hardly communicate basic information.These different sentences´examples demonstrate that there is a lack of enough vocabulary at this level because some students wrote the sentences part in English” *tegucigalpa is very big has muchs people has muchs contaminechon has muchs car”* and part in Spanish “*Me gusta la school. Es muy Grande my school.Me gusta porque es de 2 pisos .Hay canchas para jugar*”; just he/she wrote in Miskito because that was her/his mother tongue; “Van *aiskeokri boro yan vak tacri porque caulan taksa engles bilaba van*...” When there is not enough vocabulary in the target language it makes imposible to write a coherent and understandable sentence.Beside this, the students need to be familiar with grammar structures and show confidence when they are writing in the target language.In addition students made an effort trying to write an idea so, they used the mother tongue as source of knowledge because they want to show his/her thoughts.See examples above;

SS 8 “He *estud en Blanca Adriana Ponce class Englies hoy able en ingles en el coleg me gust la Materia de ingl muy sim por la morning con la tiche*r”

SS31”My school is Blanca Adriana Ponce Ponce Me gust alas arias verde de My school me gusta la cancha de my schoolen my school tienes Baños”

SS1” tegucigalpa is very big”has muchs people has muchs contaminechon has muchs car

SS16 "My *she and is Blanca Adriana ponce ponce"*

SS37 "Me gusta la school. Es muy Grande my school.Me gusta porque es de 2 pisos .Hay canchas para jugar

SS31 "Van aiskeokri boro yan vak tacri porque caulan taksa engles bilaba van colegioquiba Sika calila botra baeso cuna maestro con anbo lika plain sualquisa bara bainika naniba uba bindauksa pobita maestro naniba auyote louwisa por q uba bindausa an uba relota sin."

D. Grammar:

How accurately can the student form sentences and communicate meaning? The student has problems with basic grammatical structures such as word order and subject-verb agreement; with interference with communication.Most of the sentences have grammatical problems like;verb tense agreement—"he study" instead of "I study" or "I am studying","my old year is 17" instead of " I am 17 years old"—;pronoun are missused—

"He study" instead of "I study",You habe frens" instead of " I have friends","a like la music el dance,instead of "I like music and dancing—";time expressions—"ever day" instead of " every day—"Again spelling and Spanish usage are showed in the sentences.

E. Organization:

How well can the student organize writing? Poor organization makes it difficult for the reader to understand the student´s intention.The sentences organization is displayed through this examples.In the following example student omitted the period in the first sentence and the pronoun in the second sentence, beside this, there is not any punctuation mark which is needed for giving sense to the sentence,also there is verb agreement problem.**SS34** "*My school is small,the school have a good teachers.my school is color pinck and yellow*" instead of **"My school is small.The school has good teachers.My school is color pink and yellow**"

SS8 "He estud en Blanca Adriana Ponce class Englies hoy able en ingles en el coleg me gust la Materia de ingl muy sim por la morning con la ticher."

.**SS22** “My school is Adriana Ponce Ponce at colour is narange.I like assist class my class favorite is englis my Jornada is en la mañana I like amigos en el sCHool.”

F. Task achievement:

How well does the student fulfill the writing task? Limited writing suggests the student does not understand the task; or the student writes about something other than the topic.

Students started their paragrapgh introducing themselves so they exposed that the task was not understood.See the examples below;

SS2. “*My name is AGVM*”

SS3 “*My name is AP,studio en el school blanka,”*

SS4 “*My name is CD I have 15th de yeard Study in instituto Blanca Adriana Ponce”*

SS5 *“My name is D my old year is 17and like my class to English ever day go to high shool because what listening to teather”*

Beside this, six students wrote” no se escribir” or they did not write a single word.Another important evidence about this activity is the fact that students wrote the sentences using both languages Spanish and a little bit of English.

SS6 “My school is Blanca Adriana ponce ponce.me gust alas arias verdes de my school.”

SS9 “Name Kc sdudcos institute Blanca Adriana Ponce Ponce frindts is Materia que no me gusta Inglish.”

SS12” Bueno me cae mal las clases de Inglish y Spanish porque son super aburridas”

SS15 “I am live in Tegucigalpa=Yo vivo en Tegucigalpa.”This student translated what she wrote.

.**SS22** “My school is Adriana Ponce Ponce at colour is narange.I like assist class my class favorite is englis my Jornada is en la mañana I like amigos en el sCHool.”

SS31 “Van aiskeokri boro yan vak tacri porque caulan taksa engles bilaba van colegioquiba Sika calila botra baeso cuna maestro con anbo lika plain sualquisa bara bainika naniba uba bindauksa pobita maestro naniba auyote louwisa por q uba bindausa an uba relota sin.”

4.6. FINAL INSTRUMENTS APPLIED: POST PLACEMENT TEST, FINAL QUESTIONNAIRE, AND INTERVIEW

At the end of this study students were tested with the same placement test applied at the beginning of the study, a final questionnaire, and an interview (this instrument was given only applied to the Experimental Group).The purpose of applying the post test was noticing if students (EG) had improved their language skills (writing skill mainly) after woking with a new methological Reading Program focused on writing, and reading.The Reading Program consisted of a set of reading lessons using three different literary texts such as; a poem,a proverb,and a short story.After developing the reading exercises students kept a journal on which they wrote comments about these readings.So that, writing was developed simultaneously with reading original literary English texts.This Reading Program could be used by those who are interested on improving writing,and reading in the EFL classroom.[38]On the other hand, the Control Group worked only with the textbook and workbook activities during this study.

4.6.1. Interview Students ´Analysis

The interview is a qualitative instrument which allows the researcher to know some particular aspects about the pedagogical treatment in which students from the Experimental Group were involved through this study. Also, it was only applied to this group in the middle of October in 2011.

[38] See Reading Program on (pp.173-248)

Some questions made students to explain specific details about their personal experience using this methodology. Through the analysis was considered those questions that were closed related to the reading use, and the activities done in the classroom. The questions that were not included in the analysis were those related to the text book (2 and 3), their parents, and reading habits (17 and 20).

The interview was given in Spanish. Twenty eight (28) students´ answered that they enjoyed the activities, and readings done in the English class, also those reading, and writing exercises related to the short stories, and written comments on their journal. About the parents reading habits most of them did not read so that, students did not read in Spanish either. The following questions are related to the specific objective number three. This objective focused on students´ attitude toward reading English Literature in the development of the writing competence.

Table No.3 Interview Analysis: This summary of the Experimental Group Answers

Interest in topic	Interesting topic = better comprehension	Literary texts improve writing	English culture & Literary texts	Literary Texts Likes & dislikes	I did not like
Related to this issue, students stated: "Yes, topics seem very interesting, taking care of the animals, this theme was beautiful, and I liked it because the man took care of the bird (Gulliver), and he let it be free. The second one I liked too much because the old lady helped the kids in order to finish the match" "in each story we learned how to have good relationships to other people"	**Students agreed that the fact of reading an interesting topic might help them to understand more the text:** "When a topic is interesting one is interested much more and each time one makes an effort in order to understand it" "When a story is boring I do not understand neither read it"	**The students´ perceptions about this issue was clear shown because they were aware about their writing improvement**: "It helps us to improve the vocabulary and pronunciation" "Yes, because each time that the teacher assigns a story we learn more" " new words are discovered" "We encourage writing because of the journal use, now I like very much	**About this issue students thought that**: **"**Through reading and, also practicing" "Yes, because each story or book has something interesting to know because through those texts we learn a lot about that country´s culture"	**These are the different students´ opinions about the readings done in class:** "I liked the Three Musketeers because is a story that shows unity among them" " The Three Musketeers because Dártagnan take care of the Queen and he is a gentlemanly" "I liked Gulliver because it was a	**Opinions about this issue were different:** "The Three Musketeers" "Percy the Parrot was a little bit difficult" "no one"

“They taught to me about love, respect, solidarity, and environment” “We learned good things about life, and leave us a morale, also all problems have a solution in this life”	”If it is not attractive it does not motivate me to read”;”I understood what the author wanted to say through the stories that I read” “Yes, because if it is interesting it draws my attention so I am going do with more enthusiasm the task. One feels more motivated, interested and willingly to learn. It helps me because I learned and comprehended the topic. So that, I can understand the unknown words”	English” ”yes, I applied the learned words and I read paragraphs so I have improved too much in English” “Yes. I notice that I have improved in the way I read and write”		bird which was lost in the storm and it was looking for its freedom when it arrived in a field near to a barbershop, so the owner saved and fed it” “I liked Percy, it makes me laugh”	

4.6.2. FINAL QUESTIONNAIRE

4.6.2.1. SECTION 1. Methodology and Class evaluation:

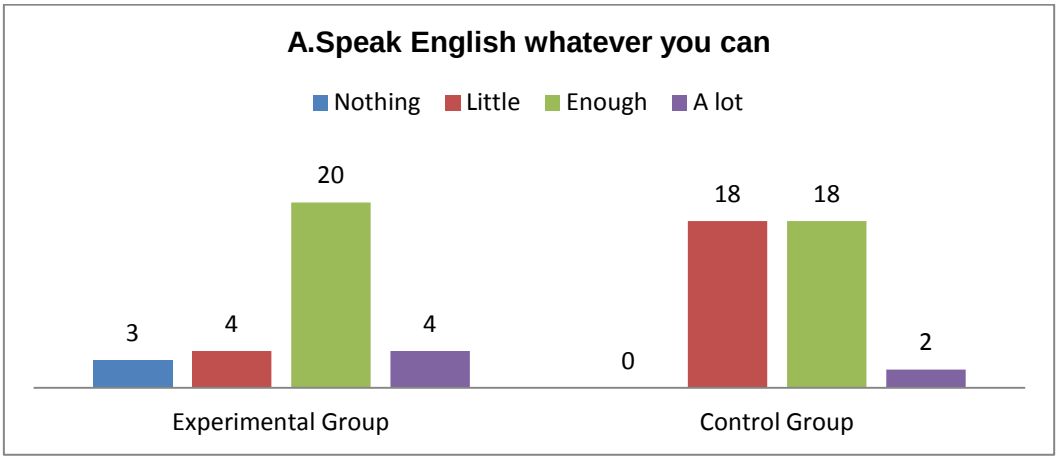
At the end of the academic year students from the Experimental, and Control Group were evaluated in order to know both groups perceptions about the English class in 2011.The instrument application was given to student in the first week of November because the last term would finish in the second week of that month. This questionnaire was divided in four parts; the first was about students´perception about the English class evaluation in the academic year, and its methodology; the second section was the type of evaluation applied in the English class, the third section was about the teacher´s evaluation, and the fourth section was a free and anonymous student´s comment about the English class, tests, and teaching praxis during the academic year.

What level of importance has taken for your English learning doing the following activities in your class?

A) Speak English whatever you can.

The Experimental Group twenty (20) spoke in English enough. While the Control Group eighteen (18) students did it little. The students that spoke little and nothing were a total of twenty-five (25).Only six (6) students from CT two (2), and EG four (4) spoke a lot always they had an opportunity.

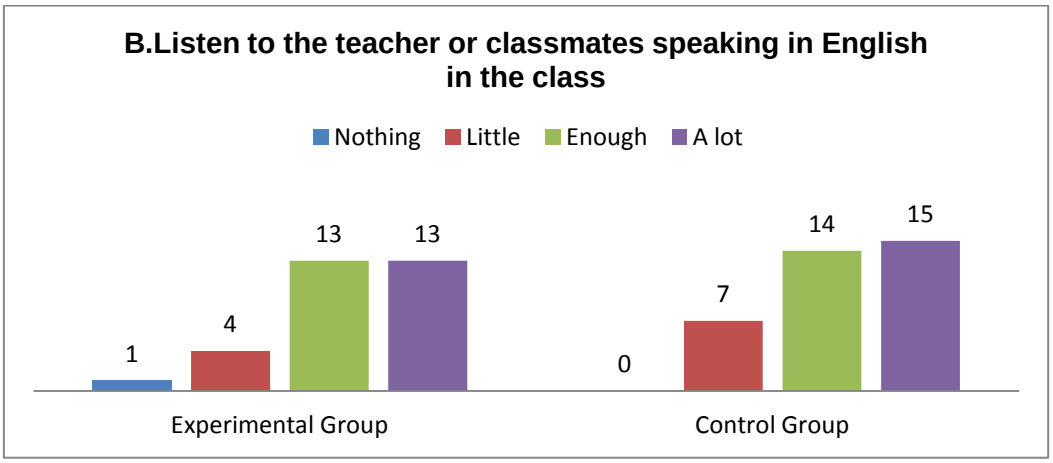
Graphic No.20



B) Listen to the teacher or classmates speak in English during the class.

In both groups the answers that got more points were “enough” EG thirteen (13) and CG fourteen (14) ; “a lot” EG thirteen (13)and CG fifteen (15) .In other words most of the students considered significant listening to the teacher as well as their classmates. While “nothing” EG one (1) and “little” EG four (4) and CG seven (7). So that, from the total of students only twelve (12) did not pay attention to this aspect in the class.

Graphic No.21

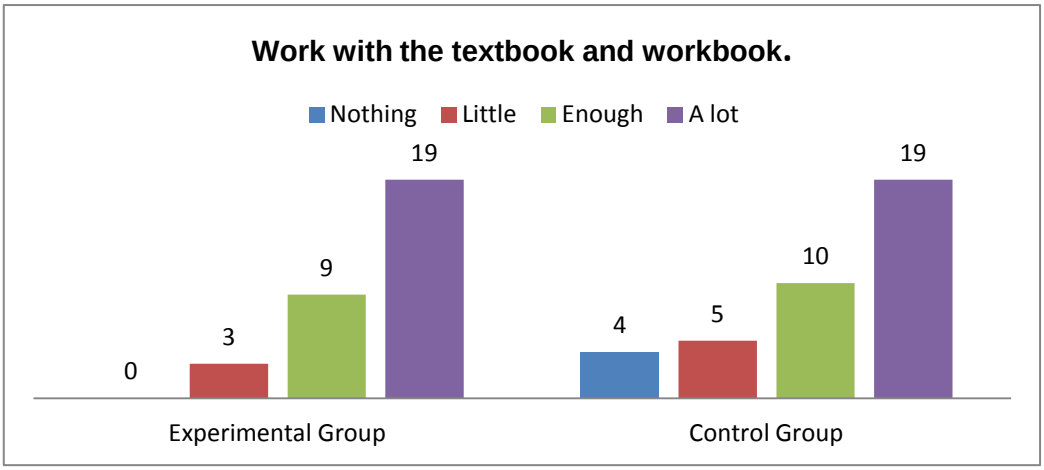


C) Work with the textbook and workbook.

Both groups had the textbook and workbook for they were part of the teaching in the class. The Experimental group used the English text besides Reading Program activities. However, the Control Group only used the textbook, and students worked in those activities suggested by it. When they answered the questionnaire statements proposed on it they stated the following; “enough” EG nine (9), and CG ten (10); “a lot” EG nineteen (19), and CG nineteen (19). On the other hand, there were students which answers shown lack of interest in the class mostly in the Control Group; “nothing” EG zero(0) and CG four (4); “little” EG three (3), and CT five (5) .

As it is shown through these answers to work in the textbook and workbook did not have any influence in their learning process because these students were those whose assistance to the class was irregular as well as their lack of interest and responsibility of doing homework, and participating in the English class.

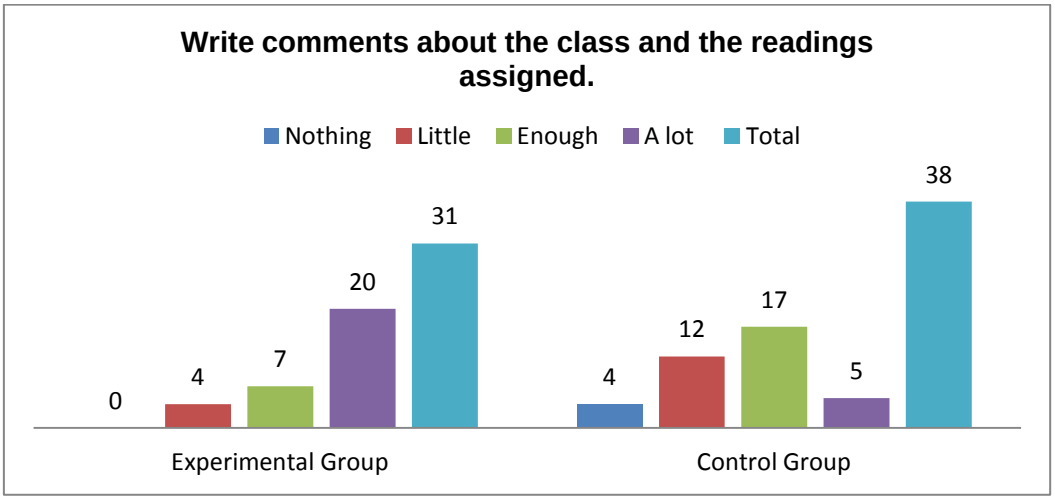
Graphic No.22



D) Write comments about the class, and the readings assigned

The Experimental Group twenty-seven (27) showed that they were on task because these activities were meaningful for them in order to improve the writing skill. Only four (4) students answered that they were not aware about the importance of this activity, and the writing performance in the target language. For the Control Group this activity was not significant because they were not exposed to the Reading Program they only did the exercises suggested by the textbook twenty-two (22) students answered “enough” ; twelve (12) chose “little” , and four (4) answered “nothing”

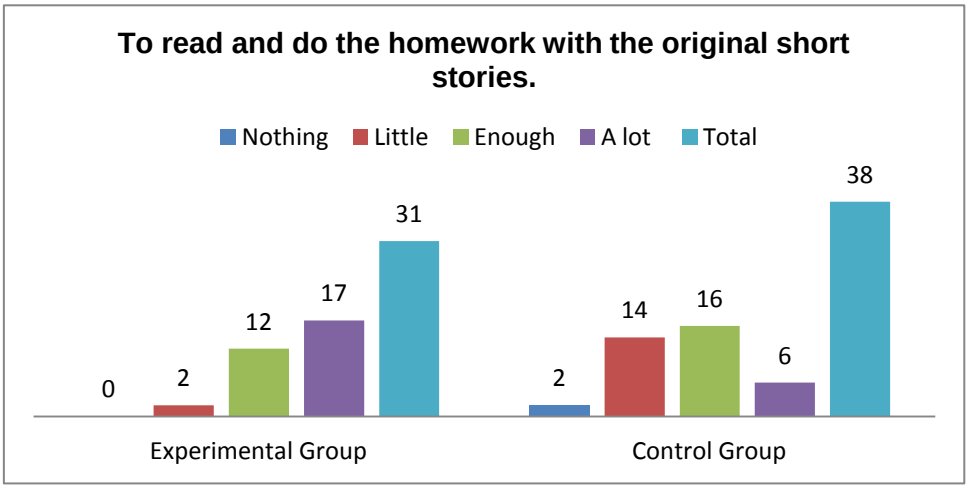
Graphic No.23



E) To read and do homework with original short stories.

Without doubt, the methodology using literature was meaningful in the reading and writing learning process. Again, the Experimental Group answers were very positive for example; “a lot” twelve (12) students, and “too much “seventeen (17); only (2) students answered “little”. Although, the Control Group answers were “a lot” sixteen(16) students; “too much” six (6); “little” fourteen (14) and “nothing” two (2) students. They did not do these types of activities during the academic year only two readings from the textbook.

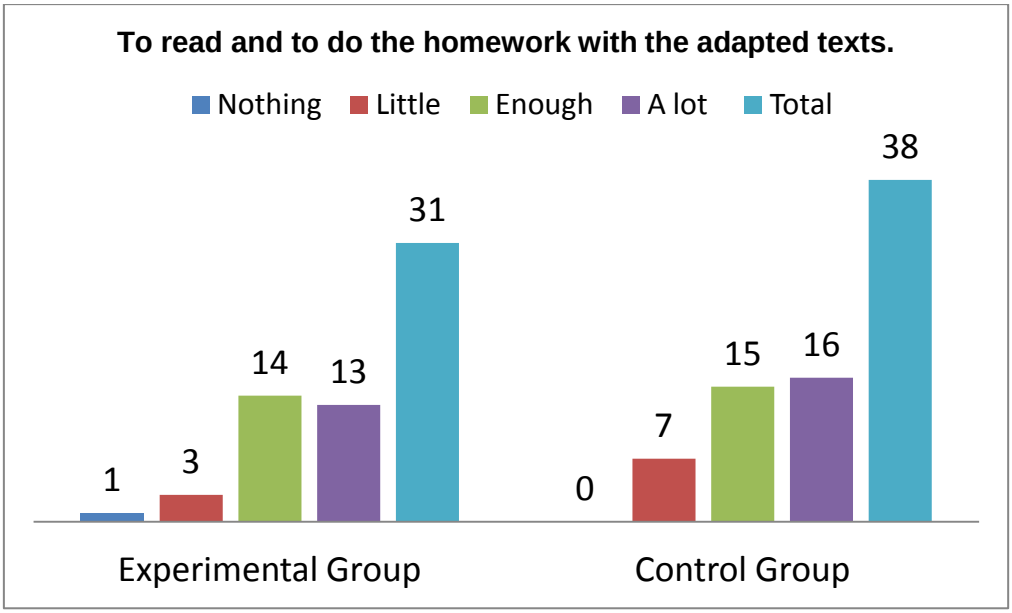
Graphic No.24



F) To read and to do homework with the adapted texts.

The answers pointed to “enough “EG fourteen (14) and CG fifteen (15); “a lot” E G thirteen (13) and CG sixteen (16); both groups used the same text book and workbook.While the following students stated that to fulfill these activities were not as important as they were for the most of the total of students; “nothing” EG one (1); CG zero (0); “little” EG (3) and CG (7). Most of the students considered very important to do this type of activities.

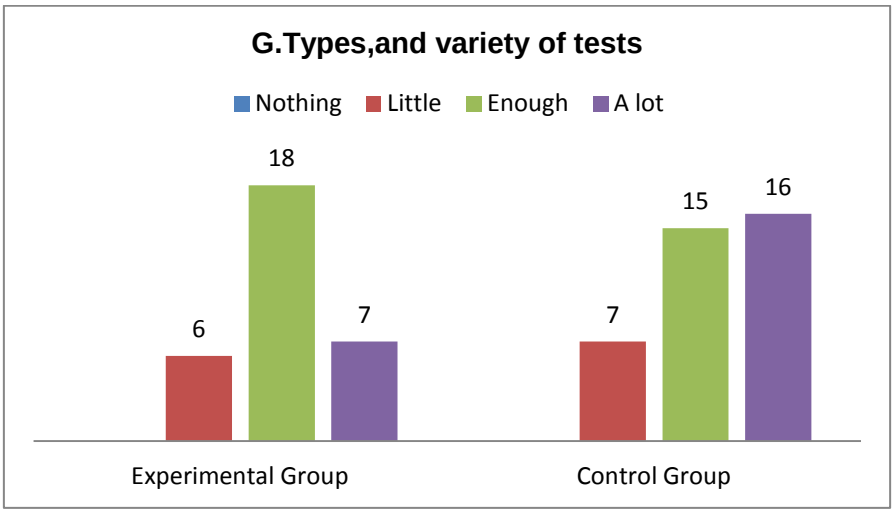
Graphic No.25



G) Tests types, and variety

This aspect was important for both groups for there was a variety of evaluation used, because these students answered as follows: “enough” EG eighteen (18) and CG fifteen (15) “a lot” EG seven (7) and CG sixteen (16).Though, thirteen students answered “little”; EG six (6) and CG seven (7) .The type and variety of the test was considered important in the students performance in the English class.

Graphic No.26

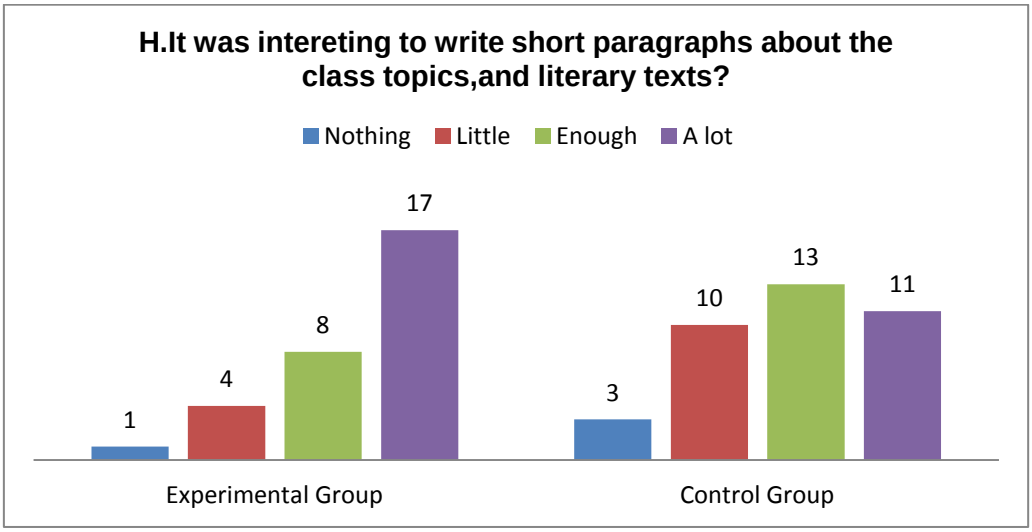


H) It was interesting to write short paragraphs about topics, and literary texts

The Experimental Group answers were varied because most of them answered positively, and few showed any interest about this activity because these students were those who had problem with absence, lack of interest of doing some of the planned activities for the English class, and the transference from another language that they already speak. For example; “enough” EG eight (8) and CG thirteen (13) “a lot”; EG seventeen (17) and CG eleven (11) .While “little” EG four (4) and CG ten (10), and “nothing” EG one (1) and CG three (3) .These answers showed what important was to write paragraph for most of the Experimental Group´s students in order to improve their writing competence as well as the reading activities.

Whereas, the Control Group answers were very positive because they did the two writing exercises included in the textbook, and in the workbook. Therefore, there were many students who their answers were negative in somehow for example; ten (10) students answered “little” and three (3) “nothing”.

Graphic 27



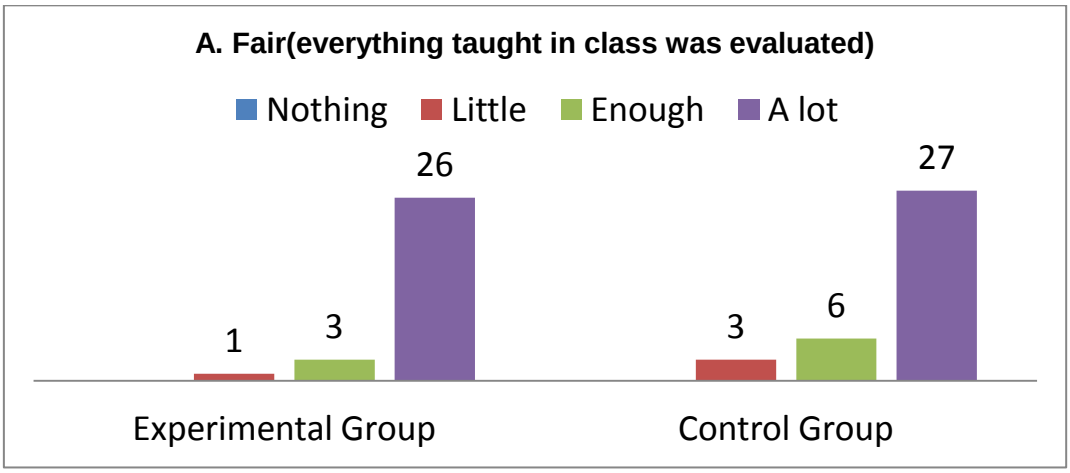
4.6.2.2. SECTION 2. Tests Evaluation

This section describes the following aspects about the tests evaluation during the academic year: everything taught in class was evaluated like; oral comphrension, grammar, vocabulary, reading, and writing, and the test was appropriated for 10th grade level.

A) Fair (everything taught in class was evaluated)

For both groups the tests were applied for evaluating the different aspects taught in the English class. For example the option “a lot” was chosen by twenty-six (26) students form the Experimental Group and twenty-seven (27) students from the Control Group. The second option chosen was “enough” distributed as follow EG three (3) and CG six (6), and the last was “little” EG (1) and CG (3). These four (4) students did not agree with this aspect. In addition, to evaluate carefully what was taught in class was positive, and important for the teacher´s study. Because the main purpose of the researcher was to know if students really improved their writing, and reading performance as well what effective were the teaching strategies used in the English class.

Graphic No.28

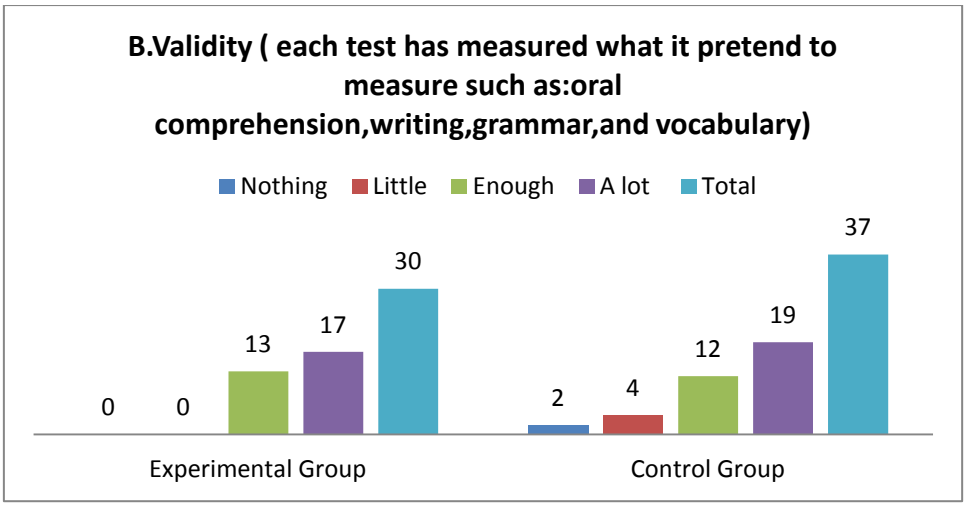


B) Validity (each test has measured what it pretended to measure for example: oral comprehension, writing, grammar, and vocabulary)

Validity is an evaluation term that the researcher had to take into account when the different instruments and materials were done.Most of the students agreed and strongly agreed about the test validity; “enough” in the EG thirteen (13) and CG twelve (12) “a lot” EG seventeen (17) and CG nineteen (19).

Although, “nothing” and “little” were only chosen by the Control Group (2/ 4).There were students in the group that they were not interested in the English class as the reasons given before.

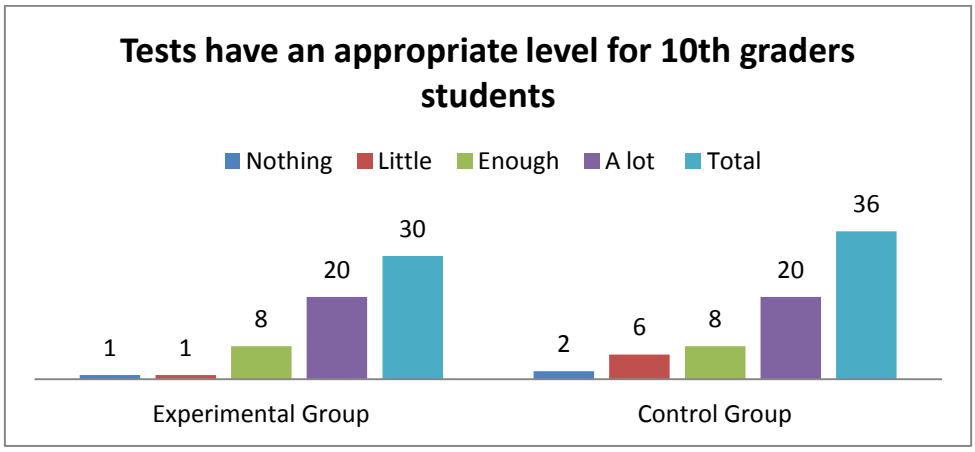
Graphic No.29



C) Tests have an appropriate level for 10th graders students.

Most of the students from both groups considered that the evaluation was according to their level. For example: “a lot” the EG twenty (20) and CG twenty (20); “enough” EG eight (8) the CT eleven (11). However, ten (10) of the total students from both groups did not agree. So that, it was shown in their answers for example: “nothing” EG one (1) and CG two (2);”little” EG one (1) CG one (1).

Graphic No.30

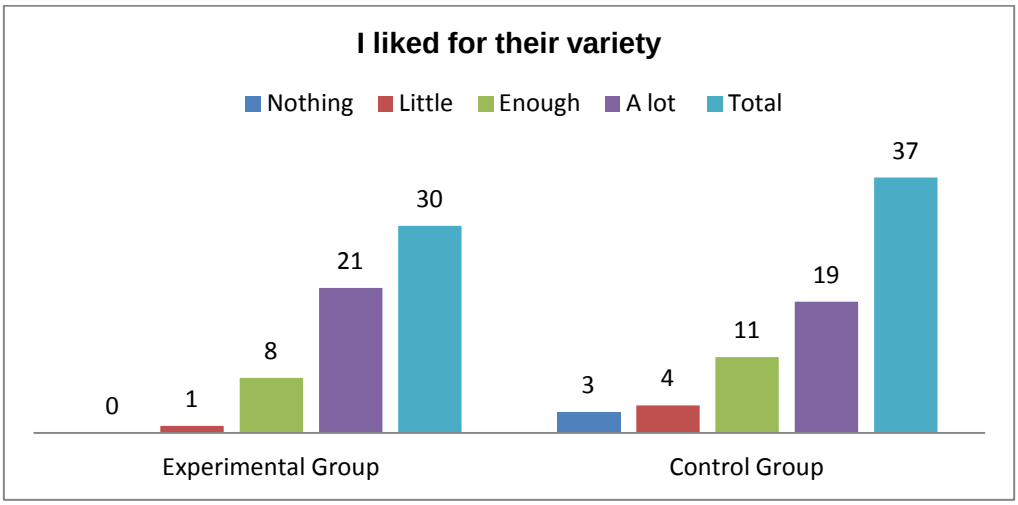


Tests in general:

D) I liked for their variety.

About the tests variety most of the students´ opinions were satisfactory because it is a proof that students feel comfortable in the way they were evaluated through this study. As a result the groups (Experimental, and Control group) gave the following answers: “enough”; EG eight (8) and CG eleven (11); “a lot” TG twenty-one (21) and CG nineteen (19).Even though, there were eight students who did not feel satisfied at this point

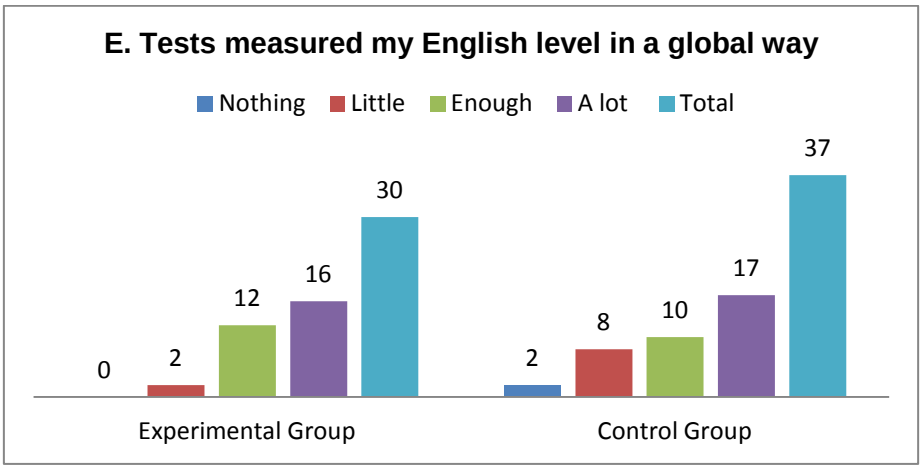
Graphic No.31



E) Tests measured my English level in a global way.

Students’ answers demonstrated that the evaluation measured their global understanding about the language, because the Experimental Group was exposed to a different methodology than the traditional (grammar exercises, and translation).For example;”enough” EG twelve (12) and CG ten (10); “a lot” EG sixteen (16) and CT seventeen (17). Whereas ten (10) students from the Control Group answered; “nothing” two (2) and “little” eight (8);beside this from the Experimental Group two(2) students also disagreed about this in spite of the special methodology applied to the group.

Graphic No.32



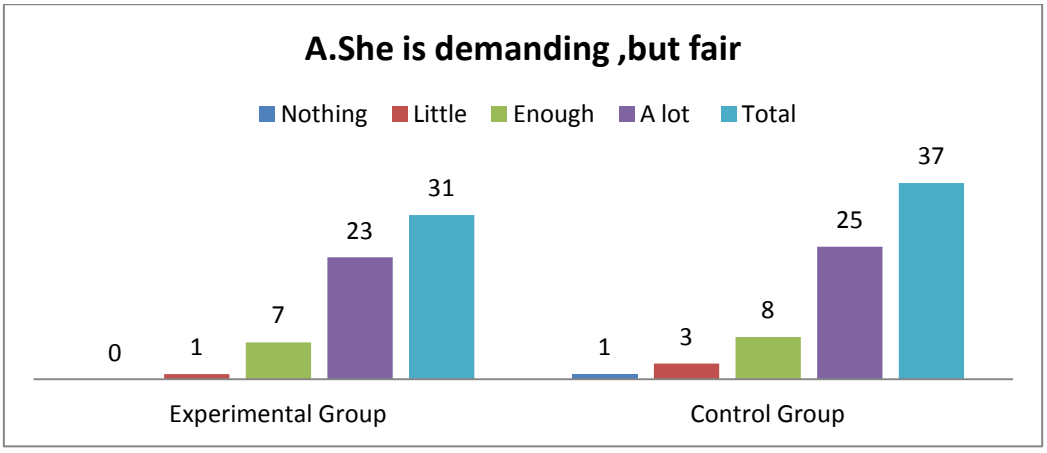
4.6.2.3. SECTION 3 Teacher´s Evaluation:

In this section, students assigned a value from 0 to 3 to their English teacher related to the following characteristics:

A) She is demanding but, fair

Students considered the teacher demanding but, fair because most of them answered as follows: “enough” EG seven (7) and CG eight (8); “a lot” EG twenty-three (23) and CG twenty-five (25). Only five students from both groups did not consider the teacher demanding but, fair “nothing” EG zero (0) and CG one (1); “little”; EG one (1) and CT three (3).Teacher should be demanding but, fair at the same time because some students need to be encouraged to do assignments, and participate during the class activities in order to improve their learning English language.

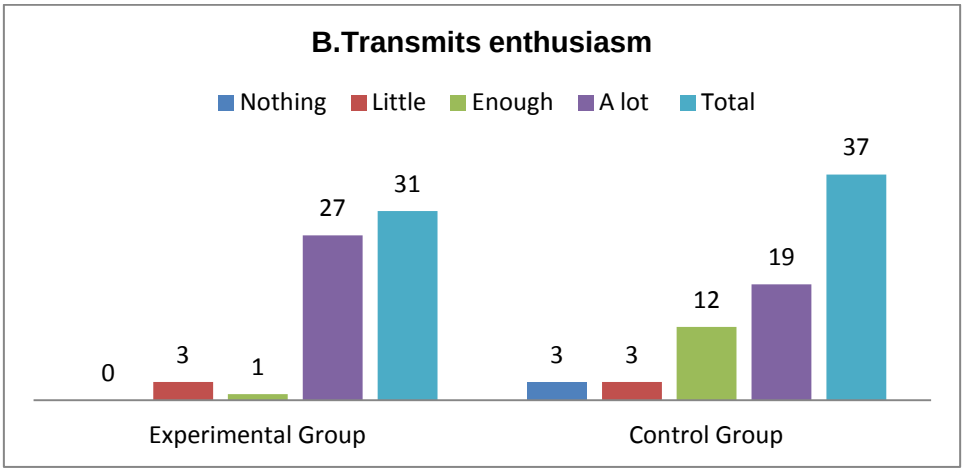
Graphic No.33



B) She transmits enthusiasm

Most of the students believed that to be enthusiastic is part of the teacher´s performance in the classroom. Both groups agreed as it is shown in the graphic; “enough” EG one (1) and CT twelve (12); “a lot” EG twenty-seven (27) and CT nineteen (19).At this point the Treated group is aware that the teacher shown this positive behavior in the classroom, for students were fundamental this teacher´s attitude in order to encourage them to be an active part of that new teaching methodology. While, nine (9) students from the total of the students did not pay attention to this aspect in the teaching, and learning process as it was manifested in their answers: “nothing” CG three (3); “little” CG three (3) and EG three(3).

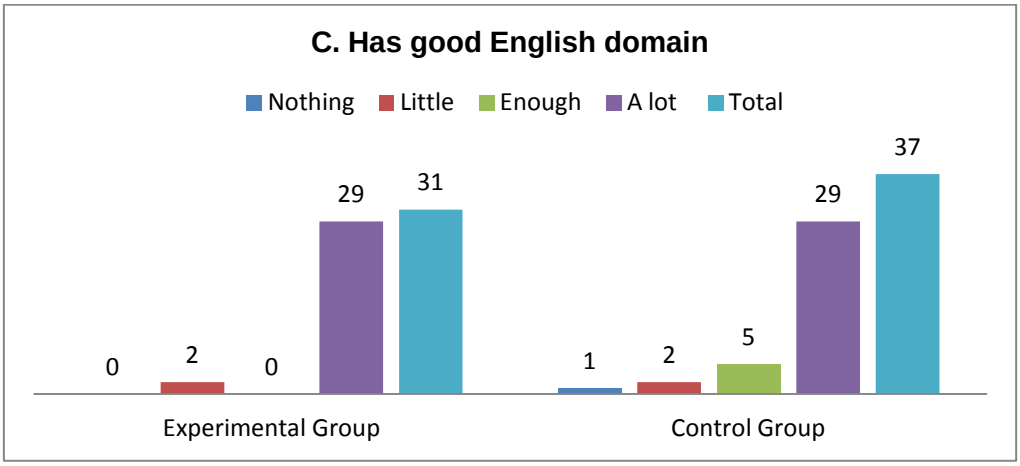
Graphic No.34



C) She has good English domain

It is interesting to analyze these students’ answers because fifty-eight students thought that the language domain is a decisive factor for teaching, and learning a foreign language. The following are the students answers;”enough” CG (5); “a lot” EG twenty-nine (29) and CT twenty-nine (29). From both groups, five students did not pay attention at this aspect; “nothing” CG one (1); “little” EG two (2), and CG two (2).

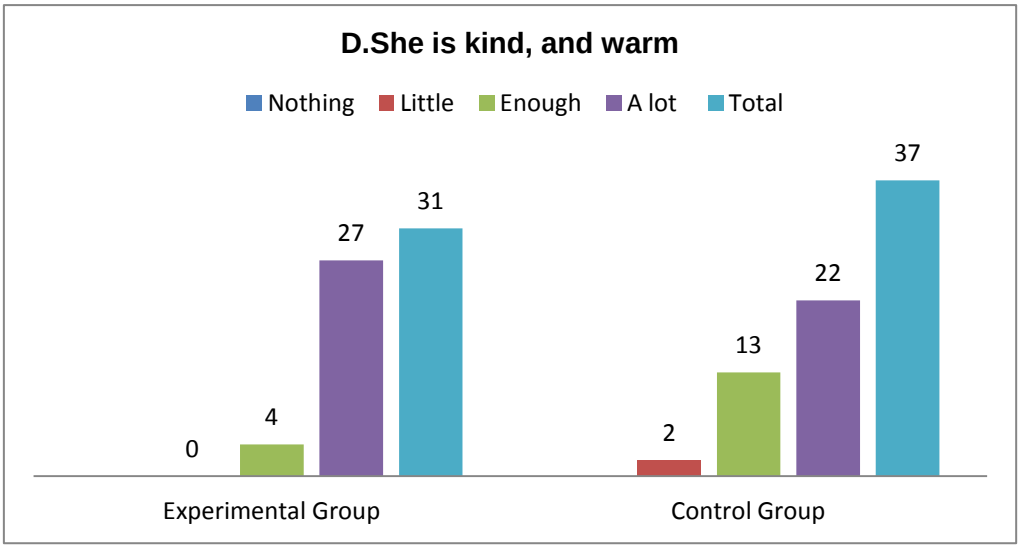
Graphic No.35



D) She is kind, and warm

Be friendly, and kind is another important attitude that a teacher should behave in order to inspire his/her students confidence. So, their answers were; “enough” EG four (4) and CT thirteen (13); “a lot” EG twenty-seven (27) and CT twenty–two (22).Those are the highest averages shown about this teacher´s characteristic. On the other hand, two (2) students from the CG were disappointed.

Graphic No.36

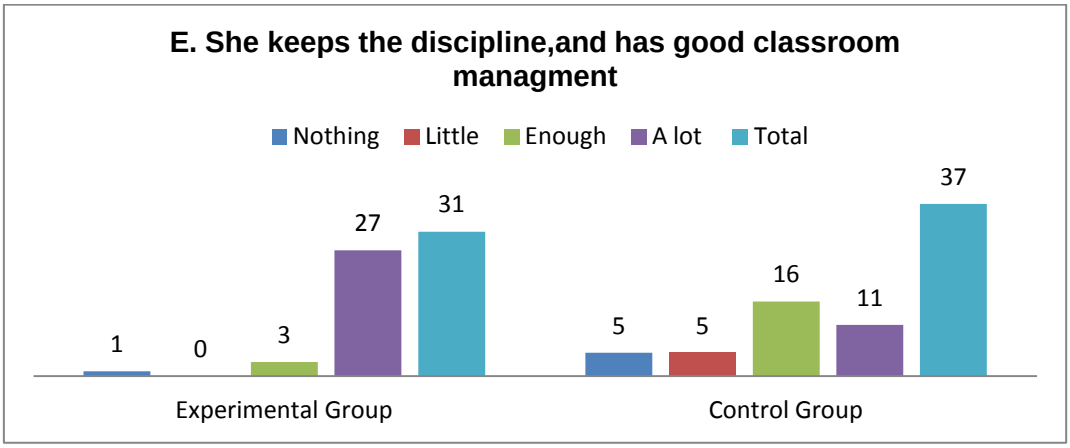


E) She keeps the discipline and has a good classroom management

Discipline, and good classroom management was considered for the Experimental Group very important in the teaching and learning process.

For example they answered: “enough” three (3); “a lot” twenty-seven (27).Only one (1) student answered “nothing”. Although, in the Control Group students were less decisive because answers varied in the group: “nothing” five (5); “little” five (5); “enough” sixteen (16) and, “a lot” eleven (11).

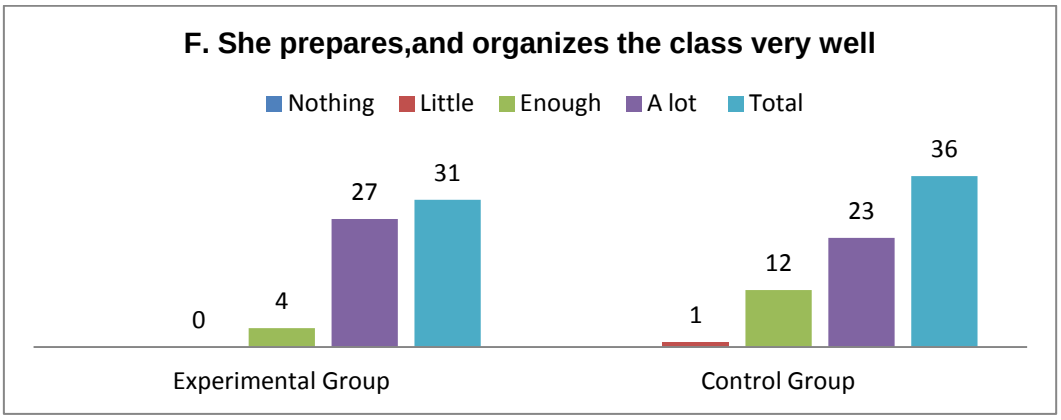
Graphic No. 37



F) She prepares and organizes the class very well

To achieve the teaching goal is decisive when a study is being done. So that, planning, and organizing are fundamental elements. The students could perceive that the class was well organized as was demonstrated in the Experimental Group answers; enough” four (4); “a lot” twenty-seven (27).Beside this, the Control Group had almost the same opinion so the answers were as follows; “enough” twelve (12); “a lot” twenty-three (23) and only one(1) student chose “little”

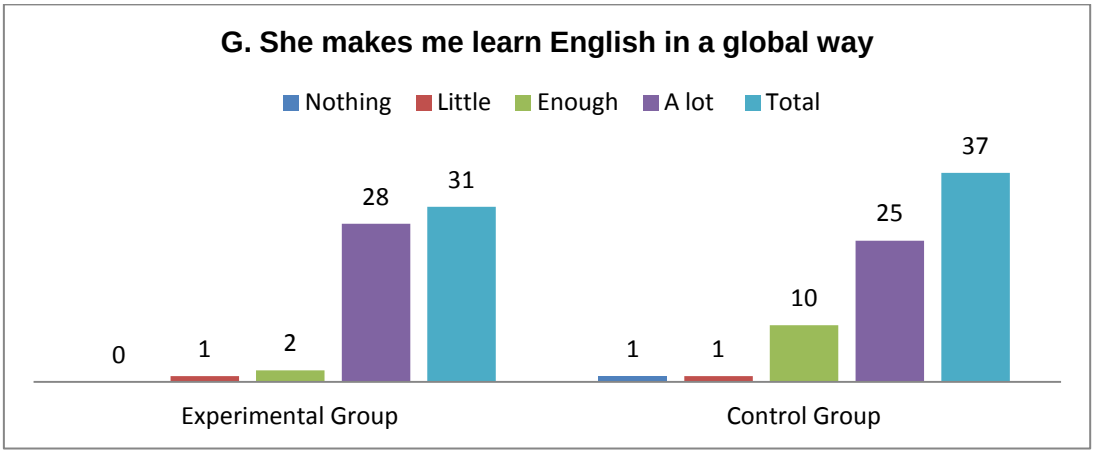
Graphic No.38



G. She makes me learn English in a global way

Most of the students agreed at this point, because English not only is grammar but, also means communication. These students' answers were; a lot" EG twenty-eight (28) and CT twenty-five (25); "enough" EG two (2) and CT (10). Even though, only three (3) students from the total of the groups were disappointed; "nothing" CG one (1); "little" CG (1),and EG one (1)

Graphic No.39

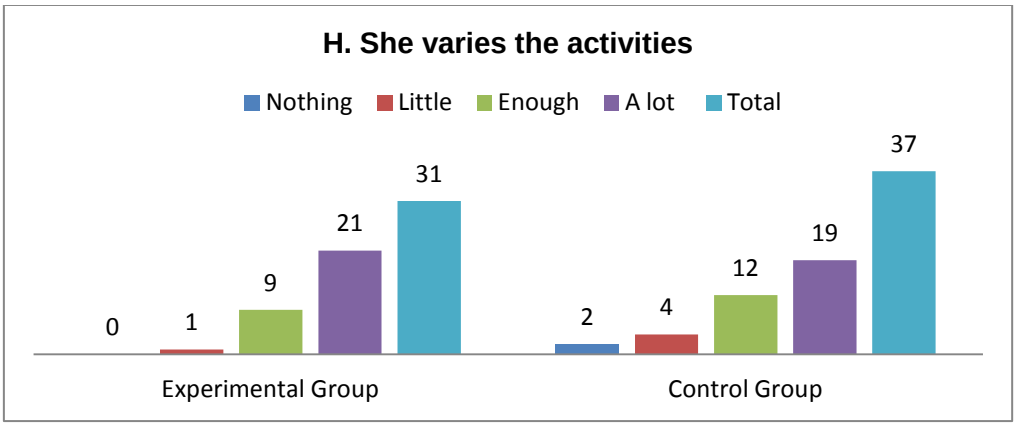


H) She varies the activities

In this study there were a wide range of activities because the students in the Experimental Group not only use the text book, but also the journal, short stories, poems, proverbs; "enough" nine (9) and "a lot "twenty-one (21).Only

one (1) of the students answered “little”. It meant that not all the students liked the activities done in the classroom. However, the Control Group only worked on their textbook and workbook which had a lot of activities to do. These results showed that the textbook was worked appropriately following the teacher´s manual suggestions; “enough” twelve (12) and “a lot” nineteen (19). However, six (6) students did not pay attention at this teacher´s evaluation aspect.

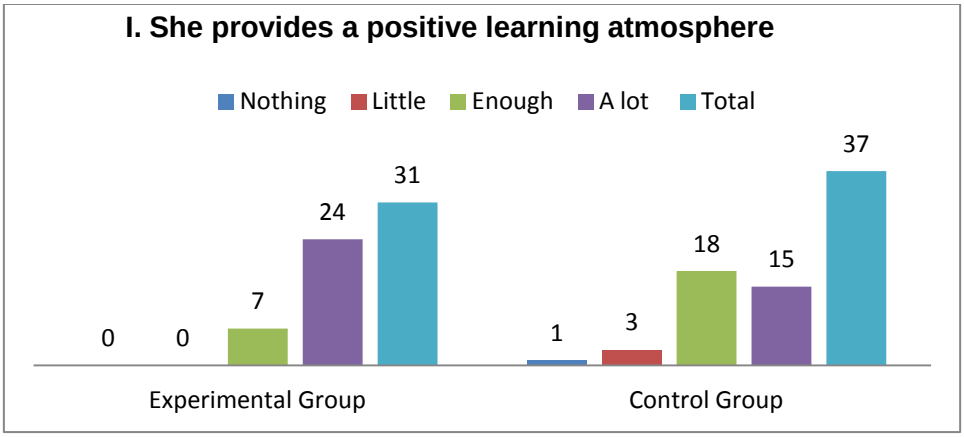
Graphic No.40



I) She provides a positive learning atmosphere

Rapport is the term used by Scrivener (no date) for describing a positive learning atmosphere “being generally friendly to your students”. It is a fundamental teaching aspect, which is clearly perceived by the students in the classroom. So, teachers should be aware about the classroom rapport. The teacher is responsible of the classroom´s rapport because it could be helpful for achieving the teaching goals. The classroom rapport effect was shown through the following students’ answers; “enough” EG seven (7) and CT eighteen (18);”a lot” EG twenty-four (24) and CT fifteen (15). Therefore four students from the Control Group were not aware about it.

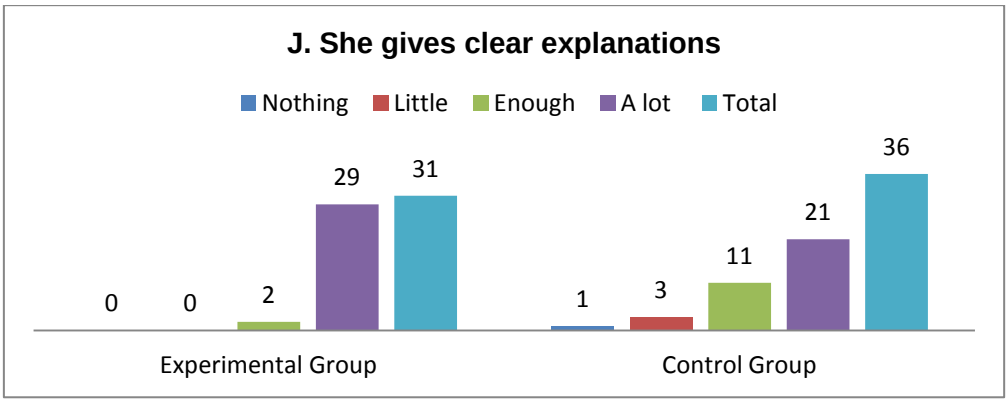
Graphic No.41



J) She gives clear explanations.

To give clear explanations is fundamental when a target language is taught. Students appreciate this part of the class when they want to learn and produce in that language, instead of only being passive receptors in the English class. The students from the Experimental Group noticed about that because they gave the first steps on how to read and write in the target language the evidence can be seen through the journal written comments; “a lot” twenty-nine (29)”enough” two (2).On the other hand, the Control Group noticed what important is to receive clear explanations in the target language. So their answers were the following;” enough” eleven (11)and “ a lot ” twenty-one (21).However, in this group four (4)students did not pay attention at this class issue.

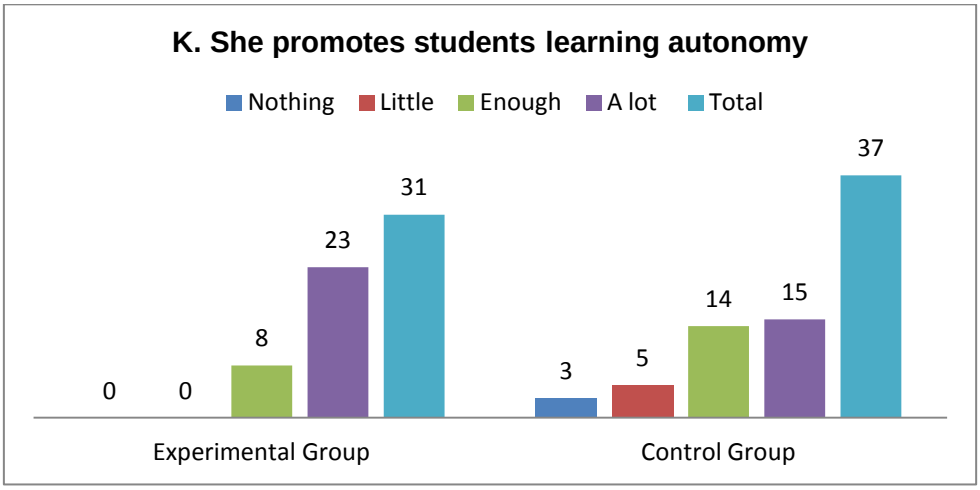
Graphic No.42



K) She promotes students´ learning autonomy.

Students' autonomy is strongly showed by the Experimental Group through the different reading and writing task assigned during the course. There was a moment in which they worked alone. The Experimental Group answers were as follows; "enough" eight (8), "a lot" twenty-three (23).On the other hand, the Control Group autonomy was perceived on their English class performance when they worked in the text and workbook. The following were their answers: "enough" fourteen (14); "a lot" fifteen (15). However, eight (8) students were not aware about it.

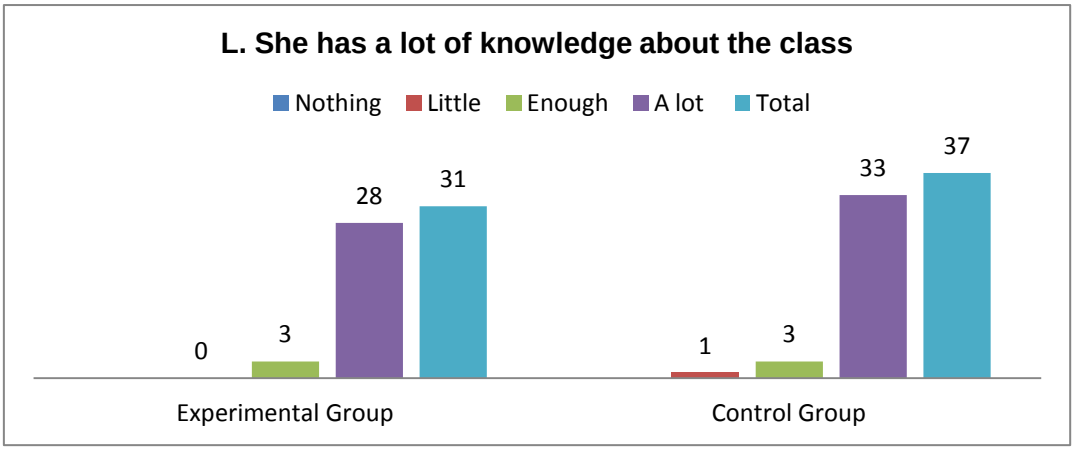
Graphic No.43



L) She has a lot of knowledge about the class.

Both groups believe that the teacher has well background knowledge about the language. So that, their answers were the following; "enough" EG seven (7) and CT eighteen (18); "a lot" EG twenty-four (24) and CT fifteen (15); "little" CG three (3).Teacher should have studied about each topic and reviewed each activity before doing in the classroom, and always to plan extra activities for those students who understood very fast the instructions as well as the topic discussed in class. In addition, teacher should be available for working extra time with students who have problems for understanding the target language (Miskito students), or any other learning problem.

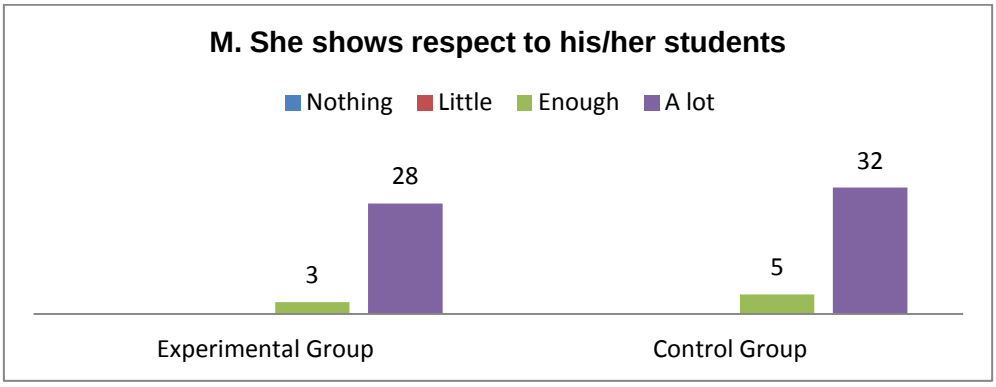
Graphic No.44



M) She shows respect to his/her students

Students felt that their teacher respected them in the classroom, when they want to share their ideas, comments, and opinions about the class, and the topics regarded to the readings. It was shown through the following answers;"enough" EG three (3) and CT five (5); "a lot" EG twenty-eight (28) and CT thirty-two (32). To be respectful is part of the teaching process.

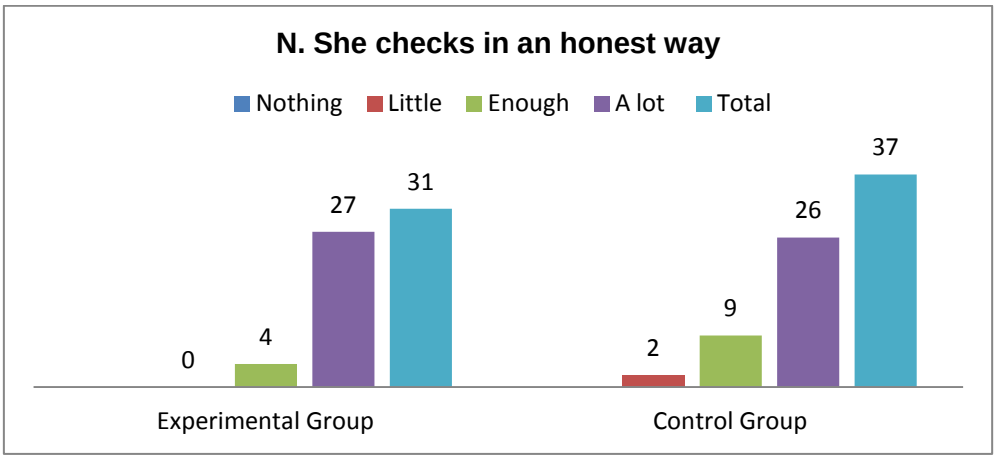
Graphic No.45



N) She checks in an honest way

Students appreciate when the teacher is honest because their assignments, texts books, journals, story maps, workbook and tests will be checked impartially. Their answers restate their opinions; "enough" EG four (4) and CT nine (9) ; "a lot" EG twenty-seven (27) and CT twenty-six (26).Mean while, only two (2) students from the Control Group were disappointed.

Graphic No.46



4.6.2.4. SECTION 4. PERSONAL COMMENTS ABOUT THE ENGLISH CLASS, TESTS, OR THE TEACHER

Table No. 4 FINAL QUESTIONNAIRE EXPERIMENTAL GROUP: The following comments were given for both groups (Experimental,and Control group).These comments were summarized for analysis purposes into neutral tone,negative or complaining tone,positive tone,and negative tone

The advice has a Neutral tone	The advice has a negative or complaining tone	Comments made in a positive tone	Comments made in a negative tone	Comments made on a positive tone
SS10 *"The teacher should continue with her way of evaluating, it is very important because students pay attention and try to learn"* **SS12** *"I like very much the test strategy, and how topics were taught, and evaluated in class. The teacher is patient because explains and clarifies doubts in class. It should be better to learn about*	**SS2** *"Well my comment would be that the teacher should explain us in Spanish for getting a better understanding but, in other aspects she is fine I do not have any complain"* **SS16** *"Well English classes have been very well done because I have learned too much about how to write sentences. The comment is that the class should include the oral part"*	***SS1****"I like the class very much and the way she teaches the class because there are a variety of tasks. I like the idea in which we read stories. About the oral evaluations it was difficult for me because sometimes I did not understand some words´ meanings, and it makes me feel stressful but, my English teacher*	**SS21***"For me the only thing is that we have always to work in the classroom, and do not accept the homework that was sheeted because someone learns only for passing the class because learning and working should be done in class. She should demand to do the homework by*	***SS3****"Well, for me teacher Clara Luna is a teacher that has too much experience about English because she is a mature person, thanks to her I have learned a little bit of English. Thank you because you are a great teacher, and few teachers are like you"* ***SS4****"I like the English class, and the teacher´s*

English pronunciation because it is a skill that is hard for all of us when we are evaluated orally" **SS26** *"The class is very interesting because of the topics, and the teacher"*	**SS24***"Well, the teacher should assign less homework, ja,ja,ja, and explain a little bit more because she explains very well but, as students we do not pay attention, and she should be more strict to the rest of the students"* **SS31***"For me the class always has seemed very well. The way in which the class is evaluated, I think is fine, because there are not contents accumulations. The class is not boring, and the class environment is good but, my classmates do not have the right attitude. In order to have a good classroom environment*	*was so nice, patient, and cute"* ***SS23****"My comment is that she should continue doing the same, as she did with us because she has been an excellent teacher"* ***SS30*** *"I believe that she knows enough, so she has to take vacations, and have a fun. I believe that she is the best teacher that I ever had after my computer, and that is because I am interested about English. Good luck!"*	*ourselves"* ***SS27*** *"Then, the class should include more dynamic activities but, the teacher is good, and I like her"* *"She should follow with the way of teaching because it is good. Also, the participation to all of us should be a little bit more in class, and she should be aware to those who participate in class also, to have a better place where receive the class. The class*	*tests are easy, she is a teacher, and her performance in class is good. Teacher Clara Luna is nice, I like how she is and God bless you. I love you teacher, and take care"* **SS5***"For me she is an excellent teacher, congratulations because you have transmitted your enthusiasm to me. She has a good English domain, she deals with us, and she has made students to practice very advanced*

	the effort should be reciprocal"		*participation should be clear and well arranged"*	*English, thanks to you we have advanced and learned too much English"* ***SS13*** *"Well, I like this class in the way it is taught by the teacher. I have learned very much. She explains well, this is a funny class I really like"*

4.6.2.5. SECTION 4 PERSONAL COMMENTS BOUT THE ENGLISH CLASS, THE TESTS, OR THE TEACHER.

Table No. 5. FINAL QUESTIONNAIRE CONTROL GROUP

The advice has a neutral tone	The advice has a negative or complaining tone	Comments were made in congratulating tone	Comments were made in a negative tone	Comments were made in a rude tone
SS20 *"Tests were fine and they were according to what we did in the term. The teacher is nice because she explains well, and clarifies doubts that we have"* **SS21** *"This year I have learned a lot. I believe that it has been a good year. The teacher has taught me*	**SS5** *"The English teacher should not be patient because when the teacher is patient students take advantage of that. For me teachers should have strong character"* **SS9***"Teachers should be simply happy, relaxed, and do not become angry too much because you are pretty, well those who teach me I mean….A. and*	**SS3***"In my opinion I like a lot how she explains English and the tests that she applies. Also, the notebooks´ checking, and evaluation were good. Go ahead teacher, very good, and God bless you"* **SS19** *"Then it is true that I seemed she is perfect in what she*	**SS7** *"Be more creative, and dynamic in the class and varies the decoration"* **SS8** *"Speak English a Little bit more clearly in order to understand, and give us the words´ meaning as in English as in Spanish, or vice versa"* **SS10** *"Try to keep the class´s control because when there are unquiet students in class they make you to exasperate. Congratulation because of the*	**SS14** *"Tests were part of the learning process however, some topics were not explained so that the tests results were very low"* **SS17***"She is an excellent teacher but, sometimes is so nice as much as she wants because when is necessary to keep the discipline she does not do that in the best*

a lot" **SS22** *"English classes this year have been good because I passed all the quizzes, and tests were very easy"* **SS29** *"The class seemed to me very well during the year, also it helped a lot to speak and read English correctly"*	*C., and Rosa were kind but difficult at the same time. So that, they explain and teach the class clear. I did not complain about that"* **SS15** *"Then the English teacher is good and explains well but, I believe that if she make the class in groups should be much better in order to understand more the class"* **SS23** *"When she speaks in English in class, she also should speak in Spanish in order to understand a little bit more"*	*does. She speaks very well English. I admire her too much I like her relationship with students, and I am really interested to know more about English .I like her because she has good fluency, and I like her friendship, God bless you"* **SS.26** *"Well, I would like that she explains us many things in Spanish, and English. Allow me congratulate her*	*excellent job in class"* **SS11***"Teacher Continues keeping students respect. Keep the English class environment. The class is very important for students learning process, in this way we can learn more English. Good Luck and God bless you today, tomorrow, and always"*	*way. So that students feel self-confident, and it became worst. That is the only thing to argue about the teacher. She is a very good person"* **SS24** *"Well, the teacher should explain more in class and try to control my classmates more in order to keep their attention"* **SS37** *"She should not be so serious with the students. Smile from time to time"*

		because of her patience in the whole year. Also, I liked how she taught and explained us English. It is useful for life; also, I expect the next year she stays with us" **SS35** *"Well, I like how she taught the class because I learned a lot. I did not know anything. Sometimes I did not understand the pronunciation but, this class is the one that I liked most,*		

		thank you because of your patience.		

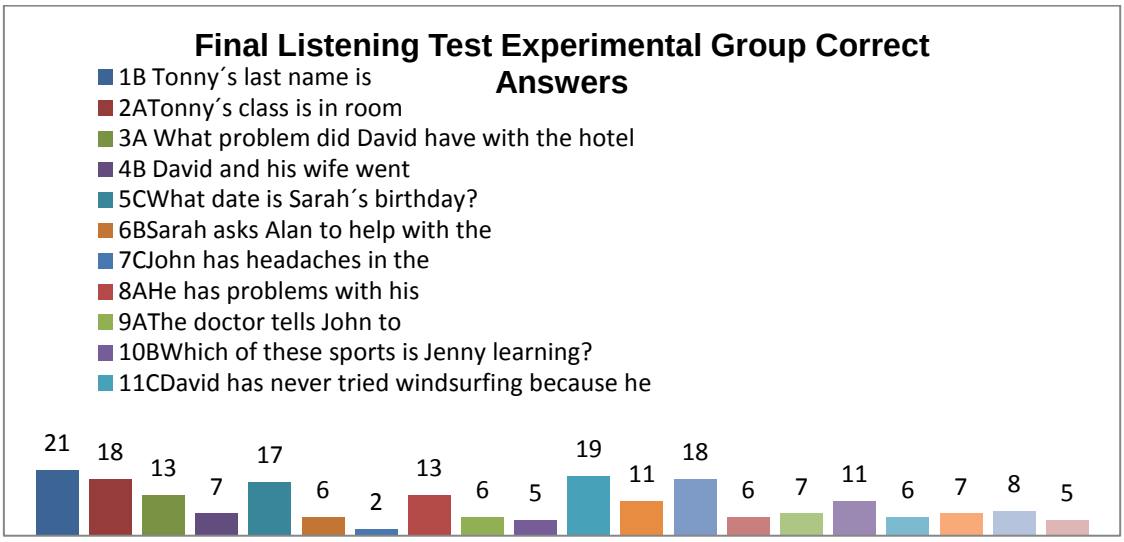
4.6.3. SUMMARY FINAL PLACEMENT TEST

The Placement Test was composed of: a listening,a grammar, a reading, and a writing section.This test is the same that was applied at the beginning of the strudy.The purpose of doing the post test was for comparing and contrasting the students performance after the methodological / pedagogical intervention was done in the Experimental Group. This intervention was focused on developing writing skill through reading.

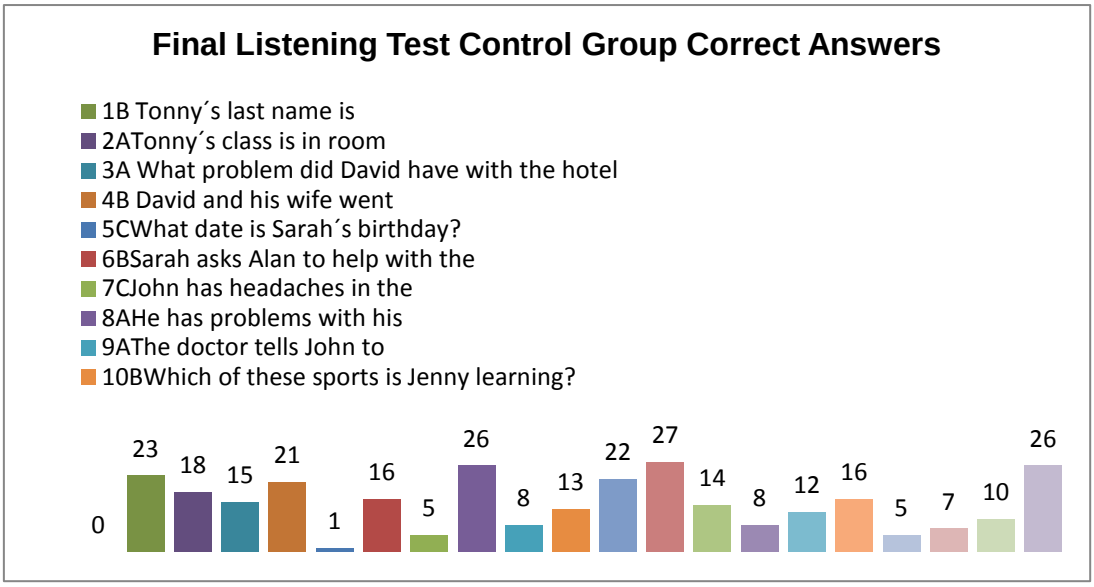
4.6.3.1. FINAL LISTENING PLACEMENT TEST

At the end of the academic year the listening exercise improvement in both groups was very similar, and none of them passed the test. The final Listening test results placed students under the lower level of the listening competence. The Experimental group did not do any listening exercise in the classroom because of the classroom conditions (it was too noisy because the classroom was placed on the road side).However, it can be seen little improvement in their listening performance.Besides this, the pedagogical intervention applied to the Experimental group was focused on encouraging reading and writing competence using the Reading Program.In spite of not doing listening exercises the Control Group showed a little improvement in this skill performance within the lower grade gotten in the final listening test.

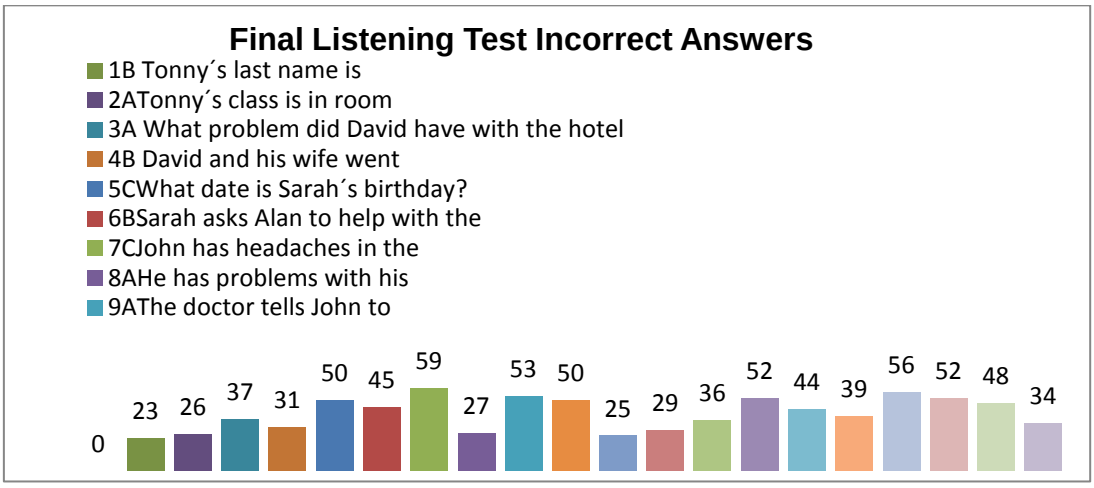
Graphic No.47



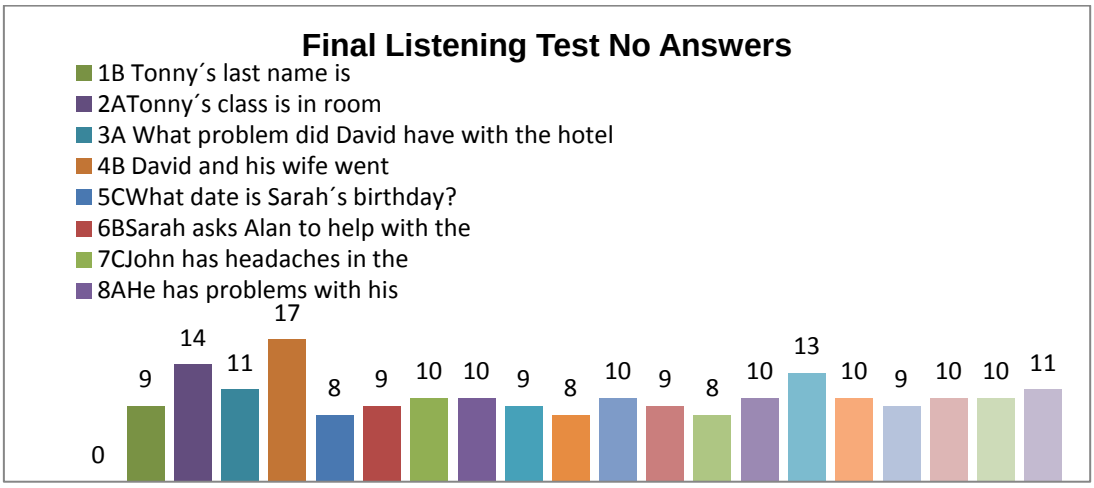
Graphic No.48



Graphic No.49



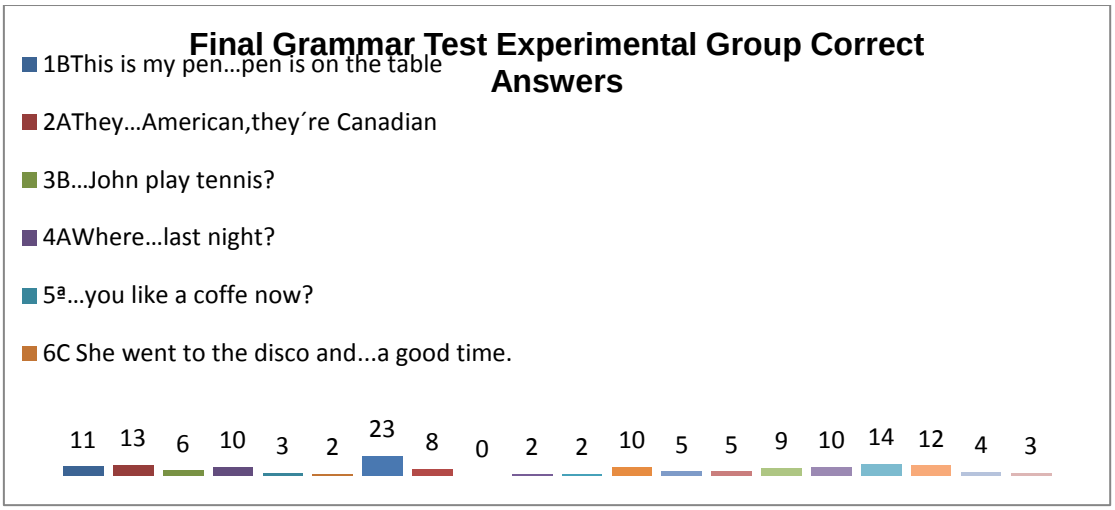
Graphic No.50



4.6.3.2. FINAL GRAMMAR PLACEMENT TEST

Moreover, the students' improvement was not significant in both groups, but in somehow it would be taken into account the scores because they went up and down based on the results shown in the graphic. As a result these scores were under the low level of grammar performance. The experimental group received the pedagogical treatment but, it was not focused on grammar exercises, so they only work two units with topics suggested on the text, then the writing and reading exercises were based on those grammatical structures.[39] On the other hand the Control Group also had little improvement in its grammar performance during the year as well as the Experimental Group students only work with the two first units of the textbook.

Graphic No.51



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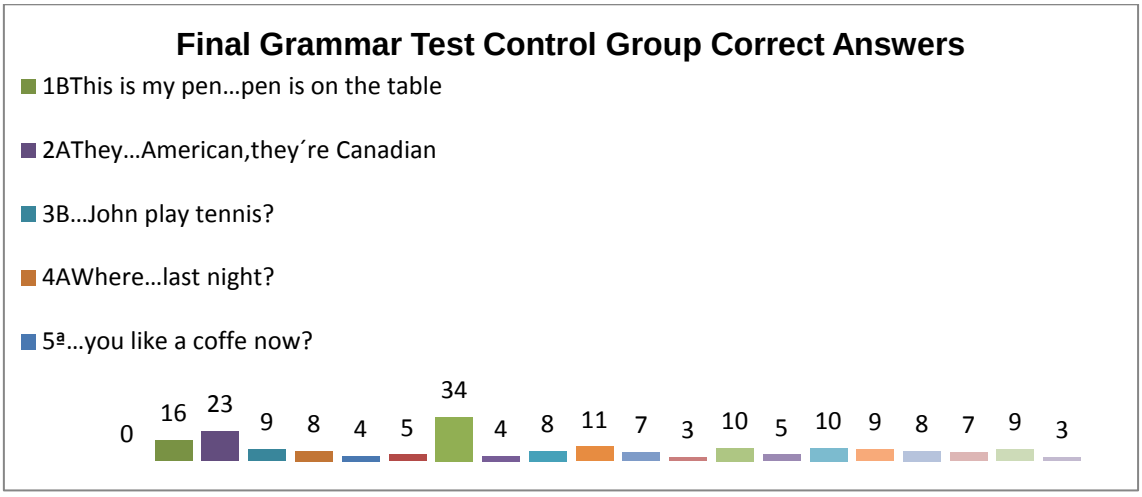
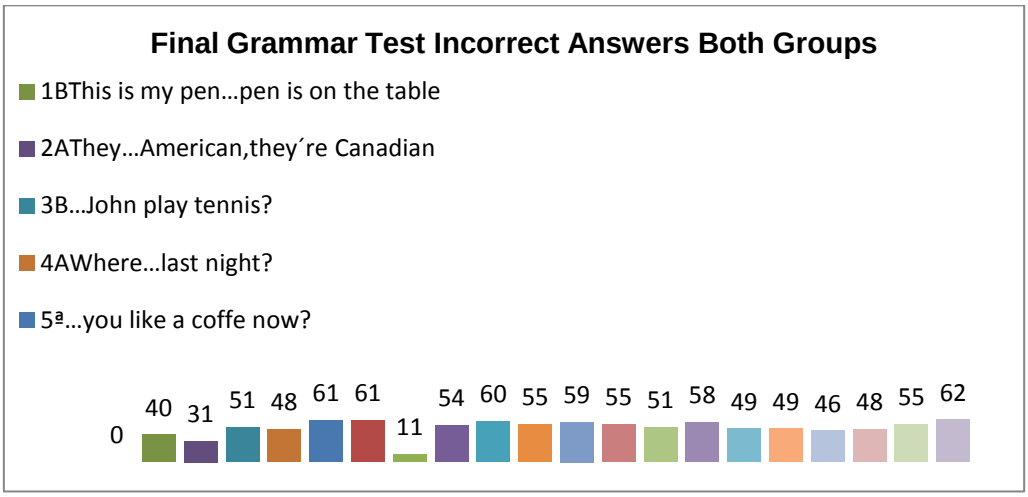


[39] See Reading Program page 182-185

Graphic No.53



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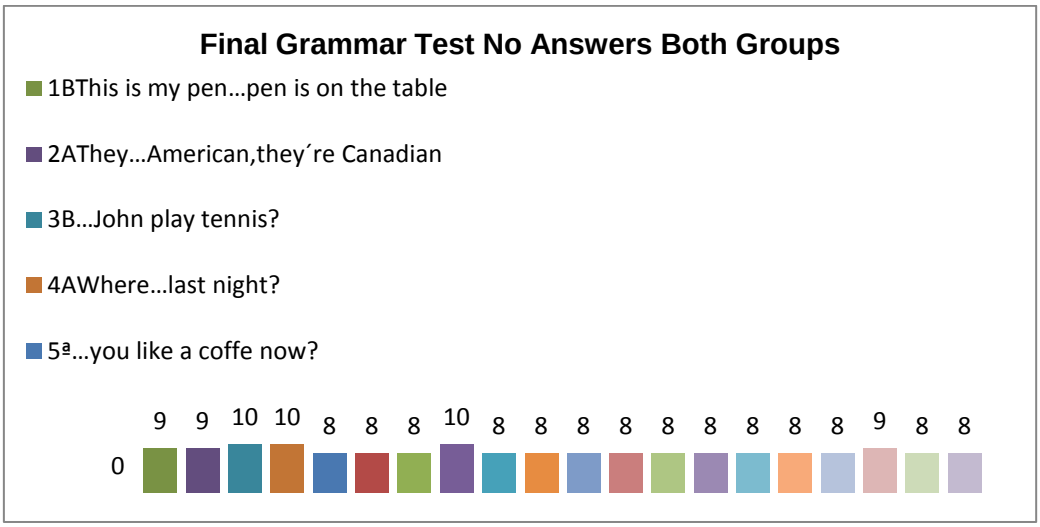
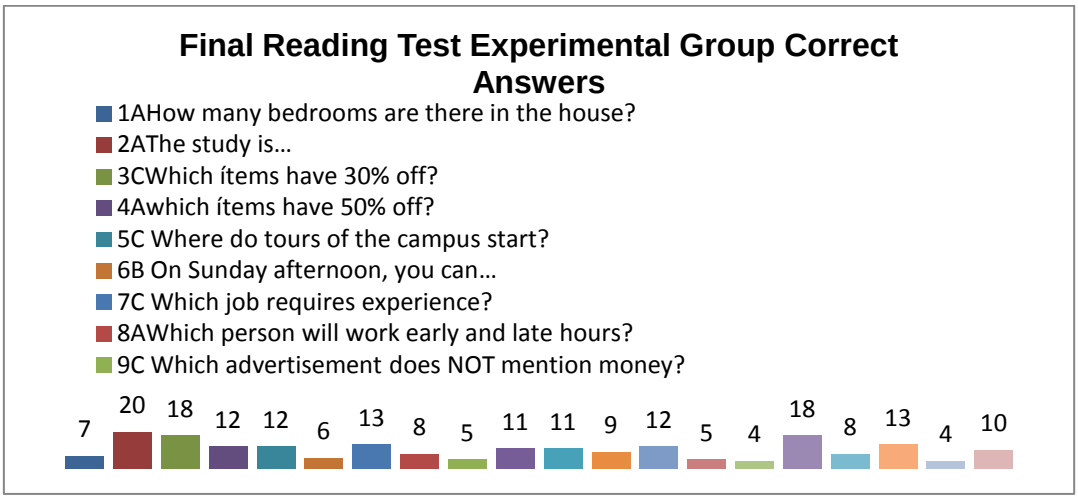


4.6.3.3. FINAL READING PLACEMENT TEST

The Experimental Group was exposed to a specific pedagogical intervention for developing the writing skill through the reading skill. (See Reading Program on pp.173-248). Improving English reading involves a long and systematic process.

This study established the base for applying this reading program beginning with 7th grade following the CNB English standards.On the other hand, for fulfilling these tests students should be trained in the most important reading sub skills suggested for improving reading in English as Foreign Language. Similar results had the Control Group because students only worked in those activities suggested by the textbook which included two readings.

Graphic No.55



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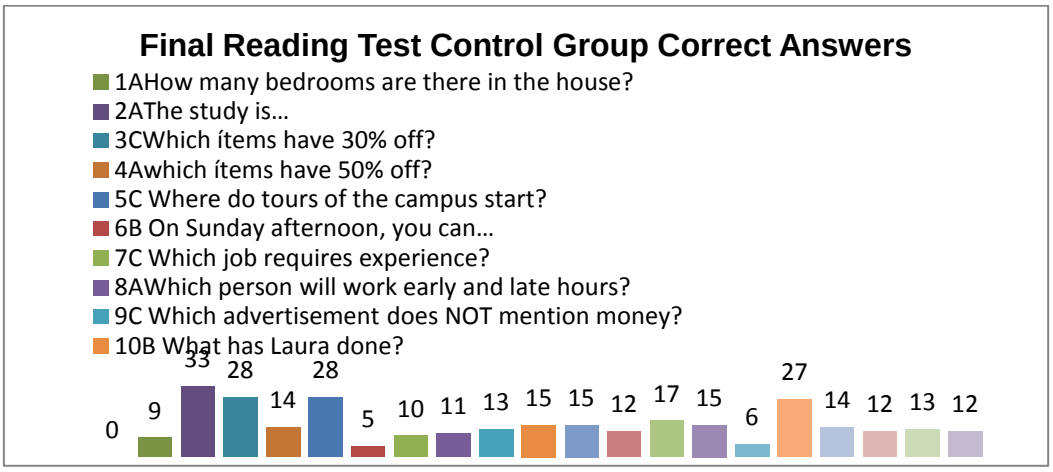

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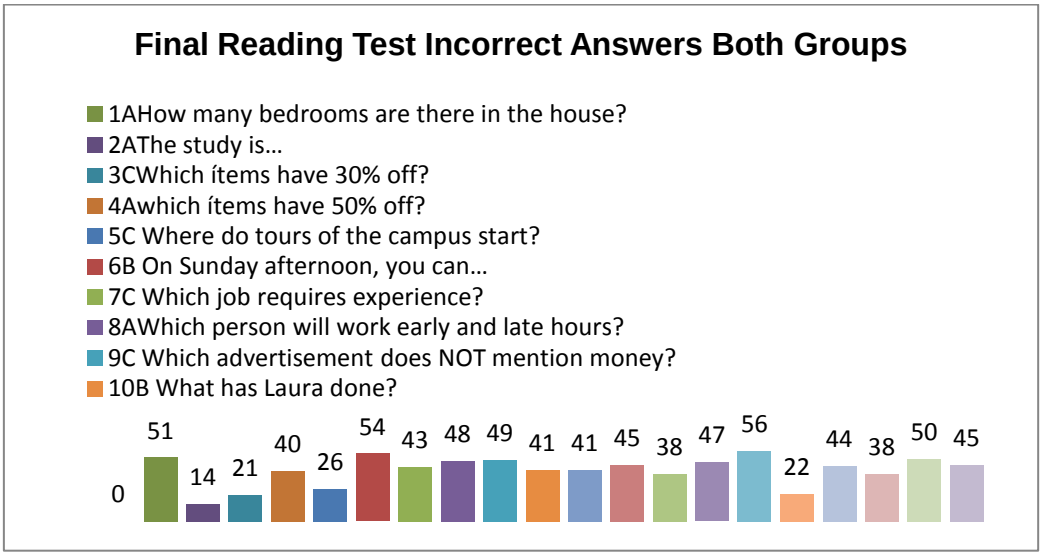

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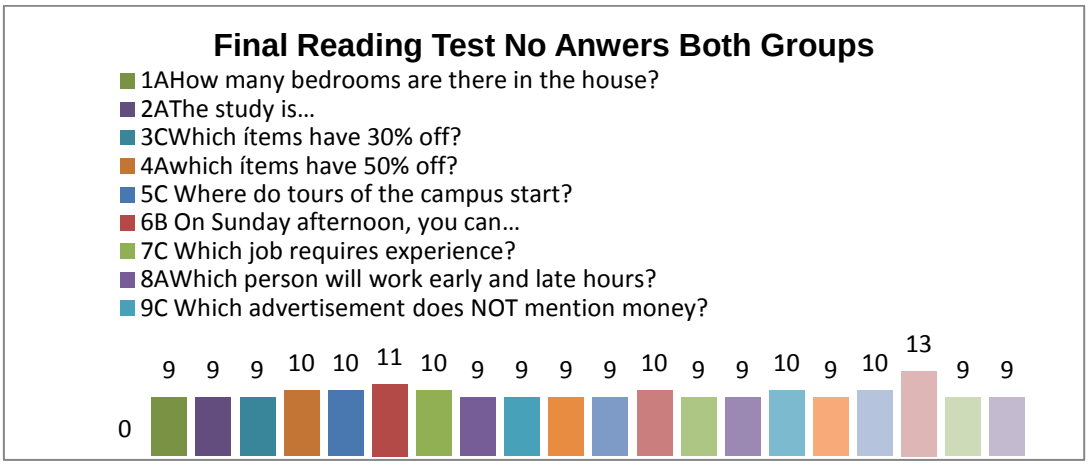


4.7. Final Writing Placement Test "Experimental, and Control Group"

The second research question was:

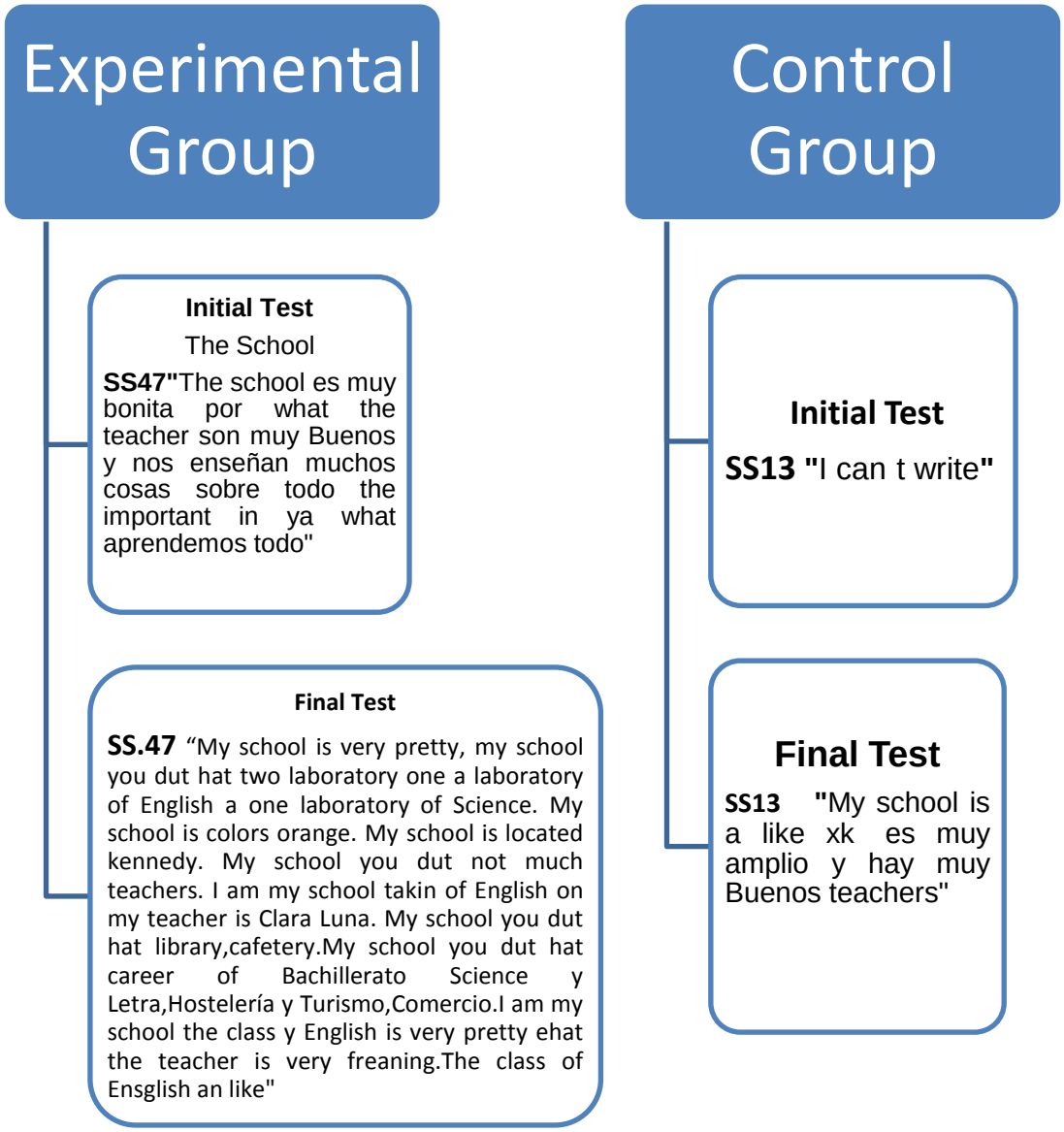
2. What is the student's writing level before and after exposing them to literature?

The final test showed the writing competence performance in both groups. The Experimental group demonstrated a big difference between the Initial, and the final paragraph. The students 'performance was not totally perfect from the grammar point of view, because the sentences showed some spelling or punctuation errors. However those students who did not write a single sentence at the beginning, their performance increase considerably at the end .The sentences seemed to be written carefully, taking into account what was taught during the academic year. Also, in some paragraphs students wrote some words as they are pronounced but, the idea can be understood by the reader so that communication was reached at the end of the intervention. Finally, if it is considered the placement evaluation´s guide it states that most of the students´ performance in the Experimental Group has low level.

Moreover, in the Control Group the student´s writing proficiency did not increase significantly during the whole term. The Control Group´s students wrote the text using some topics taught in class as a result some of them did not fulfill the task achievement. In addition to this, the paragraphs were not well written but, the effort was value for they tried to express their ideas.

Some of them wrote their sentences part in English and part in Spanish. In the following diagrams are presented some written texts making a contrast between both groups:

Figure No.9.CONTRASTING THE WRITING PERFORMANCE AFTER DOING THE METHODOLOGY INTERVENTION



Experimental Group

Initial Test

SS59 "The school is big"

Final Test

SS59"Description of the school. The institute Blanca Adriana Ponce is very vulnerable school since it doesn´t have the apropiate condition. Then is not enough furniture the school is under bad conditions but there is also positive side because that there are excellent teachers with a good one hnowledge in the subject that they important is an school very beautiful."

Control Group

Initial Test

SS15"I am live in Tegucigalpa=Yo vivo en Tegucigalpa"

Final Test

SS15 "My name is S.N.F.G. I am form Tegucigalpa. I live from Tegucigalpa"

+

Experimental Group

Initial Test

SS49 " There is not any evidence of writing performance"

Final Test

SS49 "My capital city is a Tegucigalpa.

Tegucigalpa is Beautiful, because three are a lot of places to have fun. Tegucigalpa is a big. Tegucigalpa is a lot of people. In Tegucigalpa they are many delincuencies. I like is a churchs. ricardo Alvares is a mayor hall. In Tegucigalpa is many threes, in Tegucigalpa has two museum in Tegucigalpa is a parks"

Control Group

Initial Test

SS9 "Name K.c. sdudcos institute Blanca afriana Ponce Ponce frindts is Mateeria que no me gusta Inglish"

Final Test

SS9"The capital city of my from is a big city and important the capital city have a churches"

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

1. The main purpose of this study was searching if English Reading Literature could be used in order to encourage the writing skill, after applying a new pedagogical treatment, the 10th graders students showed a great improvement in their performance at the end of the academic year despite the fact that they only had 40 hours of classes using not only the Literature Program, but also the textbook.

2. There is a great difference between the control and the experimental group in the writing test. When the Initial test was applied in both groups their writing performance was similar. Nevertheless, in the final writing test the Control Group´s improvement was poor, but the *Experimental Group* showed through their writing performance that they have acquired some writing skills as well as confidence in their written paragraphs.It does not mean that they wrote perfectly well because they made mistakes that commonly are made when students write in a Foreign language. (Transference problems).In addition to this Piedehierro (2009) quoted what Cumming states about language transference:

> For solving the communicative problem, writers developed the skill producing texts with certain L1 characteristics, it means that they have just acquired the superficial features that allow them to write those texts in the L2.Because the cognitive/academic basic dominium of a level allows writers to transfer their writing skills from their native language to the target language. (p.55)

3.Another notorious improvement was on their reading skill because for *improving writing* the researcher also included reading exercises which involved not only the reading skill but also to encourage their vocabulary, and imagination because Cantero (2008) says that the writing competence involves many cognitive besides socio *cultural*, *affective,* and *personal aspects* as well.

Through this competence, students value their own culture, and to know the richness from the target culture .Writing competence allow writers to internalize, and interact themselves; reader, and text.

The writing competence was developed by the student with the literature use in the EFL classroom. According to Langer (1997), literature allows students to reflect on their lives, learning, and language. In addition to the relationship between writing, and creativity, Shorofar quoted what Tse and Shun (2000) state that; *creativity* is an important aspect of *writing*. Tse and Shun pointed that *creativity* is considered one of the six levels of language skills. Lin (1998) said that "So writing is the way to promote creativity of students. Also stimulating creativity and idea generation is the most effective way of teaching writing"

Also, writing is classified according to Shorofar (2007) as follows: *functional*, and *creative, also he states that:*

> *"Creative writing* is the writing in which individuals express their feelings, opinions, reactions, and ideas to the reader in a distinguished literary style. This kind of writing includes several genres such as writing short stories, poems, plays, novels, essays, and descriptions"

4. The Placement Test showed that students did poorly in the sections of listening, grammar, and reading in both groups; in the initial as well as in the final test.In the Experimental Group the researcher focused on developing writing, contrary to what happened with the Control Group because the class was taught following the textbook and the suggested activities on it.For that reason the final writing test improvement was only shown by the Experimental Group but not for the Control Group, so that, this group showed a little development in that section.

5. In the Experimental Group students' attitude toward the use of English literature in English was accepted by most of the students. Not all of the students felt comfortable reading English short stories. So that, students clearly, and sincerely said that they did not like to read neither in Spanish nor in

English. At the beginning of the study students were afraid of the literary texts because they thought on what difficult the article, or story seemed. Finally when they were taught how to read a story or a short English text they enjoyed to do this type of activity in the classroom or at home. Also, students were allowed to use a dictionary for translating the unknown vocabulary in order to understand what the story was about, and to do the exercises at the end of each reading activity.

6. The *Reading Program* was elaborated and validated during the *Action Research study.* This program was elaborated taking into account the text book contents as well as the different extracurricular activities done during the academic year. The literary texts worked in the English class were varied for example: poems, proverbs, and a short story.

According to Clandfield (2009) there are many reasons for using literature in the classroom: Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions, and sharing feelings or opinions.

7. Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes toward them. These values and attitude relates learners with the world outside the classroom.

8. Literature is motivating. Literature is a synonym of high status in many cultures, and countries. For that reason, students could feel a real sense of achievement of understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books.

5.2. RECOMMENDATIONS

After analyzing the results gathered from test application the researcher suggests the following:

1. The lexical, and grammatical student´s level were measured with the grammar placement test which placed students under the low level of profficience.So that,it is recommended to unify the English contents following the National Currilum Standards given in the CNB in the English class in the three working shifts.

2. It is suggested that the high school´s authorities support the English teachers for implementing this program in all grades starting with a pilot group**.**Because when students writing competence was measured at the beginning of the study in the placement test with topics related to a student´s daily life (school, neighborhood, and the city where they live) the results were under the required score given by the placement writing section because students can´t write simple sentences, and show clear ideas about those topics. Nevertheless, at the end of the academic year the final test was applied to both groups and only the Experimental group showed visible improvement in the writing performance because the text book was worked side by side with the Reading Program which was focused on the development of writing competence aided by the reading activites.

3. If this program helped students to improve their *writing skill* it might be applied in reading, listening, and speaking skills in the English class**.**Also, it is relevant that students feel confident when they work with original literary texts because their attitude toward literature was very positive.The study showed that if students were taught in the proper way with literature, they might achieve the English standards proposed in the National Basic Curriculum (CNB).

READING PROGRAM

English as a Foreign Language

for 10th graders

2011

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LITERATURE PROGRAM METHODOLOGY

6.1. INTRODUCTION

This Reading Program was part of a study in order to improve the *reading*, and mostly *writing skill* in Blanca Adriana Ponce Ponce public school in Tegucigalpa. The participants were students from 10th grade that in the educational system is I de Bachillerato en Ciencias y Letras. The topics were related to the students' age, and interests. Through this program the students were exposed to the English authentic reading texts.

The program was based on the fact that learners have already acquired the basic notions of the target language because they have studied English from 7th to 9th grade. The program application was done during the whole scholar year, which began in February, and finished in November 2011. The Program had three units and these units were connected at the same time with the English *textbook Everything 3A* (Units 1, 2, and 3), and the extracurricular activities that the school planned for special dates that are celebrated during the year according to the scholar calendar given by the Departmental office or the District No.5.

Also, students found in each reading unit in the textbook the linguistic support, and exercises according to the level in which the main skills used were shown in the textbook activities; reading, speaking, writing and listening.

Especially, this program made emphasis on improving students *'reading skills.* The *Reading competence* offers skills and strategies like skimming, scanning, guessing the meaning through the context, mind map, multiple choice and true, and false among others. Also, grammar, and vocabulary appears in the textbook in a contextualized way in order to develop the cognitive, and linguistics competences

Furthermore, the textbook suggests some writing activities by which students can follow a sample for writing another text using the same pattern.

The learning acquisition process was measured in the units through the evaluation activities suggested by the Teacher´s manual book. Beside this, the formative evaluation (assessment) also was presented through the three units of the *writing, and reading program*.

6.2. READING PROGRAM DESCRIPTION

The course program presents the language, and literature integration. This program was applied in I de Bachillerato en Ciencias y Letras or 10th grade, in the *new pedagogical treatment* were considered the following aspects:

1. Literature and textbook integration.
2. Didactic units program and their implementation.
3. Connections between reading, and writing competence.
4. Autonomy Development through reading literature.
5. Evaluation, and assessment

For this study was selected the textbook *Everything A3* from Richmond Publishing.

The criteria used for selecting this book were discussed with the school´s English teachers taking into account their teaching experience with other textbooks used years ago. Also, this book is based on the Communicative Approach. In addition to that, the textbook offers the following benefits:

- Attractive and nice presentation.
- Good relation between quality and price.
- Good content organization.
- Good content distribution in each unit.
- Student´s complement material for working, and studying (workbook, grammar reference, and booklet).
- Oral and visual complement material (CD, and CD ROMs).
- Teacher´s manual, and consolidation units' booklet. It has the contents, and skills to develop as it is suggested through the given activities, ideas, and extra materials.

- Oral and written texts variety with interesting topics for students.
- Good illustrations
- Wide range of activities, and homework to encourage the four main skills(listening, speaking, reading, and writing)
- A great variety of exercises for learning, or reviewing the lexical, and grammatical contents studied in class.
- Review units to consolidate language, and skills previously worked.
- Self evaluation through quizzes, or tests from the most important units´ aspects.

6.3. Textbook Organization:

As it was mentioned before I de Bachillerato en Ciencias y Letras textbook, *Everything 3A* was written by Reyes Durā Monteón, Jim Lawley, and Rodrigo Fernandez Carmona; Published by Richmond in 2009.The Content Organization is the following:

1. **People** (famous people, Daily routines)
2. **Free Time** (Physical appearance, Clothes)
3. **Writers** (Dates, Literature, Time expressions)
4. **Consolidation A** p 28-32(Grammar, and vocabulary of units 1-3;Culture Quiz; Song :Sweet Dreams; Cultural notes: The American Media, and Project: Personal Records)

6.4. LITERARY PROGRAM BY THEMATIC UNITS

The use of literature in an EFL classroom does not sound appropriate for teaching English in a public school.Nevertheless, some of these extracts could be used in I de Bachillerato de Ciencias y Letras taking into account that the teacher should prepare accessible, and adequate tasks for students. This methodology allows the teacher to use any type of representational materials for example: a short poem, proverbs, quote, and short story. Emphasizing at this point that this program focused on *intensive reading* activities, as well as writing for doing an interactive class using literary texts.

In the *Literature Program* were included some texts without any direct connection with the topic unit, but some of them were associated within the

units´ grammatical, and language aspects. Beside this, the program was integrated with certain dates which were linked to some special celebrations included in the scholar calendar for example: Father's day, Language Spanish, Holy Week, Mother's Day, The Earth´s Day, The Environment´s Day, Student's Day, Independence´s Day, and Teacher's Day among others. Other events were connected with some traditional celebrations for instance; Valentine´s Day, and Christmas´ season

Beside this, students kept the *Journal entries* in order to improve their *writing skills.* For doing that, students wrote c*omments* and *opinions* about what they read in class or special school´s events**.** Moreover, after doing the reading task students completed a *story map* one part in the class and another one at home. Furthermore, students wrote on their *Journal* for improving their *writing skill,* so that the teacher checked and talked to the students about their progress. Through the *writing skill* was considered the following aspects: *Communication* (the student can communicate information or opinions); *punctuation and spelling* (the student's punctuation or spelling interfere with communication); *vocabulary range*(amount of vocabulary that student can use); *grammatical range and accuracy* (the student accuracy when he/she made sentences, and communicate meaning); *organization of content* (the student can organize well writing),and *task achievement* (the student fulfill well the writing task).

6.5. CLASS ORGANIZATION AND DIDACTIC UNIT INCORPORATION

I BACHILLERATO EN CIENCIAS Y LETRAS READING LITERATURE PROGRAM

UNIT1 PEOPLE

Literary Texts and other creative materials

a) **Intensive Reading**

- **Poem**: Valentine Card by Stuart Macfalane, Different faces by Eve Merriam
- **Poem:** Different Faces by Eve Merriam
- **Proverb:** Politeness costs nothing, Actions speak louder than words.
- **Short story**: The Gull that lost the sea by Claude Clayton Smith.

b) **Assessment**

- **Story map**
- **Journal Entry**

UNIT 2 FREE TIMES

Literary Texts and other creative materials

a. **Intensive Reading**

- **Poem**: Young Woman by William Carlos Williams
- **Proverb**: You scratch my back, I'll scratch yours
- **Short story**: Percy the Parrot Strikes Out by Wayne Carley.

b. **Assessment**

- **Story map** .
- **Journal Entry**

UNIT 3 WRITERS

Literary Texts and other creative materials

a) Intensive Reading

- **Poem**: **"Circles**" by Carl Sandburg
- **Proverb:** "Barking dogs never bite."
- **Short story**: "The three musketeers" by Alexander Dumas

b)Evaluation and Assessment

- **Story map**
- **Journal Entries**

6.6. THE UNIT DESCRIPTION AND APPLICATION

The class organization tried to integrate the four main skills, and the reflection of the language´s function in a very flexible way.

Basic Work Scheme

This pedagogic scheme proposed for the texts achievement was based on five steps:

1. **Introduction** (warm-up): pre-reading activities stimulate the previous knowledge "scheme", and students´ interest.
2. **Oriented reading text** for specific purposes, because teaching reading must be purposeful and meaningful. So that, students develop communicative competences through reading. In addition, students first practice reading strategies in class, after that they can apply these reading strategies after the class when they do the reading assignments;
3. **Re-reading text** to do several linguistic activities and pre-stylistics, associated with **lexis**, **syntaxes**, **discursive structure,** and style**.**
4. **Text,** and **students' interaction**, as a **research process**, looking for the textual content, interchanging information, and opinion with other class´s components, according to the students' linguistic capability.

5. **Post-reading:** reviewing, homework, discussion, assessment, interpretation or creation, in which **oral** and **writing skills are** more frequently used.

6.7. STRATEGIES FOR DEVELOPING READING SKILLS

6.7.1. ASSUMPTIONS ABOUT TEACHING READING

In somehow there some believes about the reading process; some teachers believe that the learner will transfer the reading abilities from the mother tongue to the language that they are learning. Other assumes that reading means starting reading word by word going, and forward, stopping each unknown word and looking for the meaning in the dictionary.(Bottom-up reading strategy).Instead of this the teacher can help the learner to use (Top-dawn strategy) as they do in their native language. Beside this the teacher should help learners to develop a set of reading strategies according to each reading situation.

The following strategies might help students read more quickly and effectively:

- **Previewing**: reviewing titles, sections headings, and photo captions to get a sense of structure, and content of a reading selection.
- **Having a purpose**: It is important for students to have a clear purpose and to keep in mind what they want to gain from the text.
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type, and purpose for making predictions about discourse structure, writing style, vocabulary, and content.
- **Skimming, and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- **Guessing from context**: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look for them up.
- **Avoiding bad habits**: Avoiding habits such as reading word –by- word.
- **Reading Actively:** Asking questions and then reading for answers.

- **Noticing cohesive devices**: Assigning correct referent to pro forms, and identifying the function of conjunctions.
- **Identifying- unknown vocabulary**: Understanding the use of figurative language, and metaphors.
- **Using background knowledge**: Using what one already knows to understand new ideas.

6.8. EVALUATION

This study is focused on encourage *writing***,** and *reading* competences because both are working together in the learning process of these two competences. For that reason both skills were evaluated using different strategies according to the students' English level, and what they have learned in class. Moreover, the teaching process was evaluated in order to know the students performance in the target language. There are many definitions for teaching evaluation. Muñoz (2003) quotes the following definitions:

- Evaluation is defined by Richards (1985, p.130) as "the systematic gathering of information for purposes of decision making".
- Another definition is the one given by Popham in 1975 (quoted by Brown, 1989) "Systematic educational evaluation consists of a formal assessment of the worth of educational phenomena".

6.8.1. Purpose of evaluation

Evaluation has an important purpose, considering the following aspects within the teaching, and learning process of the target language taking into account the content, aims, and objectives, which will be considered for "designers, managers, teachers and its resource base" for making decisions. The following questions will be taken into account:

What is to be evaluated? Teachers, learners, program design, and delivery materials.

When does evaluation take place? At the end of the course, middle, and several times.

Who is/are the evaluators? Sponsors, teachers, ministry officials, senior staff, and external consultants

Why is evaluation necessary in this situation? Is it for development? Accountability, and assessment purposes.

How is the evaluation to be carried out? What is its methodology?

(Lilley, lecture 14 January 2003; quoted by Muñoz, 2003)

Rea-Dickens and Germaine (1998) mention three main purposes:

- ***Evaluation for Accountability*** - this kind of evaluation is extrinsically motivated. It is usually summative in focus, and it normally takes place at the end of an educational cycle or project. It provides information to sponsors or decision makers.
- **Evaluation for Development -** Weir and Robert (1994, p. 7) consider that development–oriented evaluation is "intended to improve the educational quality of a program or project normally while it is in progress".
- **Evaluation for Teacher Development** - is directly related to the improvement of teacher practice, and it is associated with the development of action research.

6.8.2. Formative or summative

It is tradition within the literature of a program evaluation to make the distinction between **summative** and **formative evaluation**.

This distinction was stated by (Brown, 1989, p.229; quoted by Bachman, 1981, and Muñoz, 2003) "formative and summative evaluations hinge on the purposes for information gathering and on the types of decisions that will ultimately evolve from each purpose". The students´ evaluation was systematic and honest as much as it was possible to do it. Students were evaluated in the following aspects:

6.8.2.1. Formative Evaluation

The Formative evaluation (**on-going assessment**), this is related to the homework, task or assignments done by the students. Also, it is included the participation, observation, and valorization that students do when they

interact with the teacher, and their peers. Alderson states that Formative evaluation assessment refers to:

> Many informal assessment procedures need not involve separate activities in any case: Rather they could consist of systematic recording of pupils' responses to class-based tasks. Teacher would sample, randomly or otherwise, pupil's performances, and make a record of how they had performed. Alternatively, teacher might not look to record a! Typical" performance, but rather when an exceptional performance had occurred, as evidence of progress or of potential. (Anderson, 2000, p.192; quoted by Muñoz, 2003)

Moreover, the teacher should considerer not only what the student does in the classroom because for students, and teacher is not enough to acquire or master a linguistics competence in three hours a week; as well Muñoz (2003) stated that the assignments doing at home like final works, grammar exercises, composition, journal entries might be evaluated as part of the student´s learning process.

Beside this, teachers should explain students what important is to do a task, and why it will be evaluated as a part of the class emphasizing on the importance of being honest when they do an assignment. In addition to that, in this study was also included projects, journal's entries, story maps, and all the textbook homework fulfilled by the students in class or at home; individually, in pairs or in groups, it was part of students learning process evaluation.

6.8.2.2. Summative Evaluation

Students´ progress was evaluated in the fourth terms established by the Educational System. The formal proof is known as testing**.** This evaluation is more formal and systematized than the formative evaluation. It consists of in correction, and valuation of the test that is done by students. It happens at the end of the unit or term so Alcaraz and Moody state that:

> Formal tests are exercises or experiences specifically designed to tap into an extensive storehouse of skills, and knowledge, usually within a relatively short time limit. They are systematic, planned sampling techniques constructed to give teacher, and student an appraisal, as it end of a unit, module, or course, and attempt to measure, or summarize what a student has grasped.(Brown,op.cit.pp375-376;quoted by Moñoz,2003)

The tests applied in this course suffer some changes in the way they were structured because the normal test consisted on grammar, and translation exercises. Because of the literature program integration these new tests applied to the Experimental and Control Group included the oral, reading, and writing evaluation tasks. The main purpose was to evaluate the students' performance.

6.8.3. ASPECTS TO EVALUATE

In order to know those aspects (attitude, motivation, participation, doing homework, autonomy work among others) that have close relationship with students' progress that it is not possible to evaluate through a test. The teacher should be fair and honest with the students at the moment to evaluate them. To encourage the Communicative competence is the main goal in the English class. In short the evaluation is also a fundamental in this part of the study. Then, the following aspects were taken into account:

a) Encouraging their Attitude and motivation

A positive attitude toward the English class and the motivation increase has many implications according to Gardner (1985) as Muñoz (2003) stated on her study. Motivation and attitude are part of the learning process because it is important to know if these aspects have had some effect in the students´ performance. On the other hand, students should be aware about the importance of learning English in these present days.

b) Improving the class participation, and homework

The teacher should observe and take notes how students read, understand, and interact with each other in the classroom participating in the activities. Besides this, the teacher also should observe how students have fulfilled their assignments such as: homework, readings, and writing progress. Also, the tasks assigned for doing at home. After that the teacher discusses with students about their own errors, and how they can improve them. The teacher takes notes daily about students´ interest, work, and participation. That might help the teacher to determine whatever positive, and negative students' evolution in order to make changes in those activities suggested in the literature program, and textbook planning.

c) Autonomy development

The autonomy development is related with the learner, and the previous aspects discussed before.

The teacher should evaluate the students' progress in which students are responsible about their own learning improvement. It is reflected on a more positive attitude, participation, effort, better organization, and individual solving tasks. Also, the initiative taken in tasks participation was considered in several classes' assignments which were worked in groups, individually or in pairs.

d) Intensive reading practice

To evaluate the intensive readings exercises where students work on the benchmark activities completing a story map, doing the reading exercises and working on the grammar, and vocabulary task.

e) Reading Sub-skills Improvement

These skills involve not only showing fluently, and smoothly reading, but also what students comprehend about the literary text, or what they can infer "between lines". This improvement was only observed in the Experimental group, because it was linked with the reading strategies or techniques applied when they interact with the texts in the intensive reading.

f) Vocabulary improvement

There is an assumption that if the students are exposed to the readings their vocabulary increase.

g) Writing competence improvement

The original texts encourage students to make a reflection about the target language because of its organization, the lexical-grammatical structures, and the literary texts allow students to improve the usage of English as a Foreign Language.

6.9. LITERARY TEXT EVALUATION

For evaluating the *Literature Program* was necessary to use *summative* and *formative* evaluation. The tests were used for evaluating comprehension, and performance in accordance with the tasks done with the literary texts in the English class. Also, the same type of exercises, and tasks normally used in class were used because students were already familiarized with them at the term. There is a basic pedagogic principle which emphasizes that the program should be evaluated as it is taught, and practiced in class.

In addition to this point, through this program students might encourage the *reading and writing competence.* So that, students were evaluated by the journal use (writing competence), and the story map (reading comprehension).The *writing competence* was evaluated using a checklist. This checklist was adapted to the students' needs, and level.

Learner Journal

According to, Finch (1998) states that the journal is a helpful tool that can help "[l] earners to reflect on the learning process and to make sense of their experiences, engaging students in routine and ongoing self-assessment so that they develop a critical awareness of their language learning process". In addition to this view the journal activities can help students to:

a) identify their strengths and weaknesses in English;
b) document their progress;
c) identify effective language learning strategies and materials;
d) become aware of the language learning contexts that work best for them
e) establish goals for future independent learning" (McNamara, and Deane 1995,p.17;quoted by Finch,1998)

The author suggests that **Learner Journal** should be considered as a teaching tool for improving the writing competence and student's autonomy.

6.9.1 Journal Writing Checklist:

- Date (1 point)
- Neatness / Handwriting (1 point)

- Capitals (1 point)

- Periods (1 point)
- 1-2 sentences (1 point)
- 3-4 sentences (2 points)
- 5 or more sentences (3 points)
- Total (out of 10 points)

The checklist helps students meet the language standards for Journal Writing, and shows them the areas that need improvement. By writing few days a week, students gain fluency while get a chance to practice important punctuation, spelling, and style skills in context. The teacher already has a specific topic to write about. It does not mean that in certain moments students are able to choose the topic they want to write about.

6.9.2. The Story Mapping Technique

The story map was used for evaluating the short stories from the intensive reading exercises. The story map could be viewed as a visual depiction of the settings or the sequence of major events, and actions of story characters with the aim of enabling students to relate story events, and to perceive structure in literary selections. Li (2007) stated that," a story map is a graphic organizer used to identify the main elements of the story and categorized the main events in sequential order". (p.182)

The story map has the following components:

a) Settings: Where and when the story takes place
b) Main characters: Three to five characters essential to the story
c) Side characters: Secondary characters
d) initiating event (s): The beginning of the story; what sets up the processing events.

e) Conflicts/Goals: The problems faced by the characters; their achievements
f) Main events: Three to five of the story's main events
g) Resolution: The ending/conclusion of the conflict
h) Theme/Morals: The point of the story; the author's message to the reader

The following grid shows the Intensive reading evaluation in order to encourage student's reading, and writing performance

Activities	Marks
Reading a story	**2 pts**
Completing story map	**2**
Feedback from retelling	**2**
Applying Grammar and vocabulary	**2**
Self-evaluation-reflection	**2**
Total	**10**

6.10. THE UNIT DESCRIPTION AND APPLICATION

The class organization tries to integrate the four main skills and the reflection on the language function in a very flexible way. However, **reading** is considered the base of the other skills, the beginning for the linguistic reflection, pragmatic analysis of the texts, vocabulary, and structures simulation. (Lazar, 1993: quoted by Muñoz, 2003)

6.11. Basic work scheme

This pedagogic scheme that is proposed for the texts accomplishment focused on five steps:

1. **Introduction** (warm-up):pre-reading activities stimulate the previous knowledge "scheme" and student's interest for such as a topic.
2. **Oriented reading text** for specific purposes, because teaching reading must be purposeful and meaningful, so that, students will develop communicative competence through reading. On the other hand the students will practice reading strategies in class or they can practice them out of the class in their reading assignments;
3. **Re-reading text** to do several linguistic activities and pre-stylistics, related with the **lexis**, **syntaxes**, **discursive structure** and the **style** itself;

4. **Text** and **students interaction**, as a **research process**, looking for the textual content, interchanging information, and opinion with other class components, according to the students' linguistic capability.
5. **Post-reading** and reinforcement, communicative homework, discussion, assessment, and interpretation or creation, in which **oral** and **writing skills are** more frequently used.

6.12. UNIT 1 LITERATURE PROGRAM

UNIT1 People

Literary Texts and other creative materials

a) Intensive Reading

- **Poem**: Valentine Card by Stuart Macfalane, Different faces by Eve Merriam
- **Quote**: Thomas Dewar & Jesus of Nazareth
- **Proverb:** Politeness costs nothing, Actions speak louder than words.
- **Short story**: The Gull that lost the sea by Claude Clayton Smith.

Assessment and Evaluation

b)Story map

c) **Journal Entry**

6.12.1 Unit Objectives

- Talk about celebrations in February and other related to the unit topics.
- Give their personal opinion about this celebration (present tense)
- Understand and make oral and written messages about love and relationship;
- Improve the linguistic notions about formal aspects and the use of the present tense;
- Improve the textual conscious focus on the narrative structure, a poem,

message and love card;

- Encourage the socio-cultural conscious respect on the love relationship and San Valentine's celebration;
- Increase the vocabulary about the studied topics;
- Improve the creativity related to the feelings expression related with love and family relationship;
- Encourage the communicative global competence trough the interpersonal and familiar relationship;
- Get better the learning autonomy through the reflection activities about lexical-grammatical and textual structures taught in class; oral and written production where students can transfer their own knowledge related to the topic, **giving personal answers (journal entries)**.

6.12.2. Unit Contents

Oral and written Communication:

Communicative Functions: Reading, listening, telling and writing about celebrations, feelings.

General Notions: Sentences rhythm and intonation

Grammar: Present simple, passive case, Possessive adjectives and pronouns, whose? Adverbs of frequency and modal can/can't.

Lexical: Related vocabulary with famous people and the film industry and its influence on our society and people around world: also the vocabulary related with daily routines and love / relationship.

Types of texts: to develop the writing skill through writing : a message or a love card, a composition ,making a story map and journal entries about this theme or short story assigned.

Socio cultural aspects: analyzing the movies influence our culture, personal and familiar relationships, particularly love, a Valentine's Day.

Environmental aspects: the importance of taking care of animals and environment in our country and around the world. Students discuss and write

about their point of view about this matter after reading the short story **“**Gulliver” ***The gull that lost the sea” by Claude Clayton Smith-***” on their journal.

6.12.3. Activities and Homework

- Mind map about famous people and movies.
- Discuss about the American movies influences in: food, fashion, drinks, and houses.
- Reinforce moral values and give personal opinions about this topic.
- Reading, writing and listening activities related to the texts.
- Discussion about the poem’s theme (love) and context
- Answering different types of questions (open / close) about the reading texts.
- Learn the new vocabulary and discuss the meaning in class through brain storming ideas given by the students.
- Give opinions about the texts that they have read.
- Discuss how much they know about famous people in our country and around the world.
- Analyze and discuss the author intension given in a quote
- Discuss the proverbs learned in class and compare them on their mother tongue.
- Make a reflection about the uses of Simple Present (regular and irregular), possessive noun case, possessive adjective and object pronoun case;
- Discuss about their daily routines applying adverbs of frequency
- Share what they like and dislike about famous people and movies
- Write sentences using the time expressions: I like; I don’t like…
- Do grammar exercises applying the parts of speech.
- Fill in different types of texts in a song.
- Make a story map about a short story
- Do reading comprehension exercises after to make the story map.
- Encourage the writing skill: making journal entries about what they learned from the different texts reading.

6.12.4. UNIT I READING LITERATURE PROGRAM INTEGRATION

CLASS 1

TASK1. - To introduce the unit through a whole class discussion. Students infer what the contents are about and the linguistics contents they will work. (Time approximated: 5′).

TASK2.-Mind map about the personal relationship and the age (it is drawing according their participation in class ideas) (5′).

TASK3.-Reading and activities related (Reading and related task) (pp

4 from the textbook Everything; time: 35′)

Warm up: Short poem reading **Conversation** by Eve Merriam

At the beginning students answer the questions:

Why do you think the poem has this title? What do the greetings represent?

Different Faces by Eve Merriam- page 7-

"Buenos Días," says Señor Rías.
"Bonjour," says Monsieur Dutour.
"Buon giorno," says Signor Tiorno.
"Hello," says Mister Coe.

"Buenas Noches," says Señora Rochas.
"Bonne nuit," says Madame La Brie.
"Buona notte," says Signora Capolotte.
"Good night," says Mrs. White.

"Hasta luego," says Señorita Diego.
"Au revoir," says Mademoiselle Loire.
"Arrivederci," says Signora Terci.
"See you soon," says Miss Calhoun.

Pre-reading(pairs or groups):discuss the following questions:

- How many languages are spoken through the poem?

- What countries are represented on each greeting?
- What do know about each country?

While - reading

- In pairs try to think about a possible context in which these people are greeting in a familiar way.

Post –reading

- Did you like the poem? Why? And Why not?

Final Step.-Students make a reflection about what they have worked in class (3´)

TASK 4

Homework.- (From the board students take notes)

a) Students do the exercises and the grammar work to reinforce what they have worked in class.
b) Students write 25 words on their journal given their opinion about the topic.

CLASS 2

TASK.-1 Checking the students' homework. Teacher helps with the student's doubts and whatever questions is answered by the teacher (8´)

TASK - 2 Read and compare the last poem and Valentine Card by Stuart Macfalane.

- A poem: by Stuart Macfalane

Valentine Card by Stuart Macfarlane

Do please, send a card to me
to let me know you care
send one just like last year's
so I will have a pair.

Do please, send a card to me
to let me know you care
and I will send one back to you
if I have one to spare.

Pre-reading: In the class teacher and students discuss how much they know about the topic.

- Dictation (the poem is dictated to the students by the teacher.
- In groups the students correct themselves the poem.

While –reading:

- Students read and compare both poems. Do they have any relationship? What themes do both poems showed?
- Who is speaking?
- Who is he/she speaking with?
- What is he/she speaking about?
- Why? What is his/her purpose? What is his/her tone?
- Do we celebrate Valentine's Day in Honduras? Why?

Post-reading: Lexis:

1. List the words related to San Valentine's day and write five more.
2. Underline the verbs that you already know in the text.
3. What tenses are showed in the poem
4. Make a list of unknown words and look for the meaning in the dictionary.

TASK 3

Homework: - (From the board students take notes)

a) Students do the exercises and the grammar work to reinforce what they have worked in class.
b) Write 30 words on their Journal. What San Valentine's Day is for you?
c) Ask to your partner who likes most this celebration, girls or boys
d) Write a short message of love you could use for your San Valentine's card.

Lexical work (brainstorming): Do we celebrate Valentine's Day in Honduras? Why?

Ask to your partner who likes most this celebration, girls or boys:

Girls	Boys
Total	Total

Lexis:

5. List the words related to San Valentine's day and write five more.
6. Underline the verbs that you already know in the text.
7. Make a list of unknown words and look for the meaning in the dictionary.

Homework: Write on your Journal what San Valentine's Day is for you.

CLASS 3

TASK 1.-: Checking the students' homework (teacher helps with the student's doubts and whatever questions is answered by the teacher (8´)

TASK 2. Dictation of quotation by Jesus *of Nazareth: Between quotation marks.*

TASK3.

- Asking them if they have ever heard of Jesus of Nazareth.
- A brief explanation about this amazing man who lived and died for us.

"The Kingdom of Heaven is inside you and it is outside you"

TASK.4. Discourse analysis

- What may "Heaven" mean?
- What do you think Jesus wanted to say when he said" inside and outside you "mean?

TASK.5. Grammar

- Change the verb “is” for any other possible one keeping a more or less related meaning.

TASK.6. Discussion

- How can a teenager get the Kingdom of Heaven as Jesus said?
- Think about the way we live in the current century and the context in which we live?

TASK.7. **Brainstorming the ideas:**

- (The whole group) to rank the first five most important ones.

TASK 8

Homework: - (From the board students take notes)

1. Students do the exercises and the grammar work to reinforce what they have worked in class.
2. Write 30 words on your Journal about what Jesus said in the Bible. What did he mean?

CLASS 4

TASK 1.-: Checking the students’ homework. Teacher helps with the student’s doubts and whatever question is answered by the teacher (8´)

TASK 2- Asking them if they have ever heard this proverb

“Politeness costs nothing”

“Actions speak louder than words”

TASK.*3*

- Translate the proverb into Spanish. Do we have similar ones?
- What do they really mean?
- Why do people have to be polite?

- Is it important to teach values in the English classroom?

TASK 4

Homework: - (From the board students take notes)

a) Students do the exercises and the grammar work to reinforce what they have worked in class.
b) Write 30 words on your Journal about these popular proverbs.

CLASS 5

TASK 1.-: Checking the students' homework. Teacher helps with the student's doubts and whatever questions is answered by the teacher (8´)

TASK2.-. Brainstorming ideas about nature.What words come to your mind when I say "nature"?

TASK 3.-Interaction with the short story: ***The gull that lost the sea by Claude Clayton Smith-Page 1-25(30´)***

Warm up

Before reading stimulate students' ideas or conceptions that they already have about all the benefits that human beings get from nature. As a whole class activity students will discuss and argue about their positions.

Before-reading

- Students infer what the story is about looking at the picture
- Why do you think the title is about?
- Do you like children's stories? Mention one of your favorite ones.

While-reading

- What is the context situation?
- Write the name of the main characters
- Discuss the new vocabulary meaning

After- reading

What tense is showed in the story?

- Students look for the new words meaning in the dictionary
- Students underline the verbs that they already known.

TASK 4

Homework: - (From the board students take notes)

1-Students do the exercises and the grammar work to reinforce what they have worked in class.

2-Students write on their Journal about the story that they are reading.

CLASS 6

TASK 1.-: Checking homework. Teacher helps with the student's doubts and whatever question is answered by the teacher (8´)

TASK 2.- Interaction with the end of the story. ***The gull that lost the sea by Claude Clayton Smith-Page 1-25(30´)***

TASK 3

After reading

Students work on the Story Map and describe:

1-Setting:

3-Characters:

4-Problem:

Event 1.Gulliver lived in sunny seashore

Event 2.Gulliver nested among the rocks below the lighthouse

Event 3.Gulliver hunted shellfish on the beach

Event 4.He followed passing ships

Event 5.Gulliver was tossed across the sky

Event 6.Gulliver flew high above the countryside

Event 7.Gulliver saw hills and fields

Event 8.He soared in wide and lonely circles

Event 9.He spotted a village

Event 10.It stood in front of the little store

Event 11.Tony looked out and saw Gulliver

Event 12.Tony threw some pieces of bread out of the side walk

Event 13.Gulliver was caught in a big net

Event 14.Tony pony Gulliver in a cardboard

Event 15.Tony gave the box to the bus driver

Event 16.The bus traveled for a long time across the valleys and hills

Event 17.The bus driver opened the lid, Gulliver flew up into the sky

5-Solution or conclusion

TASK 4.-Grammar and meaning

- **Vocabulary**
- Display the following list of words.
- Brainstorm with students about what they think these words mean

Seashore gull lighthouse seaweed feathers peppermint Beach ships countryside barbershop cardboard box waves

TASK 5.- Comprehension

- Have students use what they have learned about parts of speech to separate into nouns, verbs, and adjectives

- Students choose 10 nouns; they will draw a picture of the word and write a sentence describing what it is or what it is used.
- For each adjective student will write the opposite.
- For each verb students will write a sentence.

TASK 6.- Homework

- Students will write in their journal a short paragraph (50 words) about the story and what they have learned about it.

The gull that lost the sea by Claude Clayton

Once upon sunny seashore there lived a gull named Gulliver.

Gulliver nested among the rocks below the lighthouse. His nest was made of dried seaweed, stems of grass, and old feathers. It was a very warm and wonderful nest.

The lighthouse rose above it like a giant peppermint stick.

Sometimes Gulliver hunted selfish on the beach. HE cracked open the hard shells by dropping them on the rocks. But most of the time he follows passing ships, feeding on scraps that fisherman tossed to him.

One day as Gulliver was following a tanker; dark clouds appeared on the horizon.

The wind grew stronger and the waves crested white. Gulliver was tossed across the sky. The storm swept him inland over valleys and hills.

All night long the rain blew cold and sharp. But in the morning the sun returned.

Gulliver flew high above the countryside. Instead of the rocky beach, Gulliver saw hills and fields. Instead of blue water, he saw green grass and trees. He could not find the lighthouse anywhere. Gulliver had lost his nest. He had lost the sea.

The warm sun dried his feathers, but Gulliver was sad. He soared in wide and lonely circles. Finally, far below, he spotted a village.

As he flew closer he saw…

… a lighthouse!

Well, it wasn't really a lighthouse, but it did look a big peppermint stick, and it reminded Gulliver of home.

It stood in front of a little store called Tony's Barber shop.

Tony looked out the window and saw Gulliver sitting on top of his barber pole. Gulliver sat there all day.

At closing time Tony threw some pieces of bread out on the sidewalk, and Gulliver flew right down to eat. The next thing Gulliver knew, he was caught in a big net. He was frightened at first, but then Tony picked him up and he felt warm and safe.

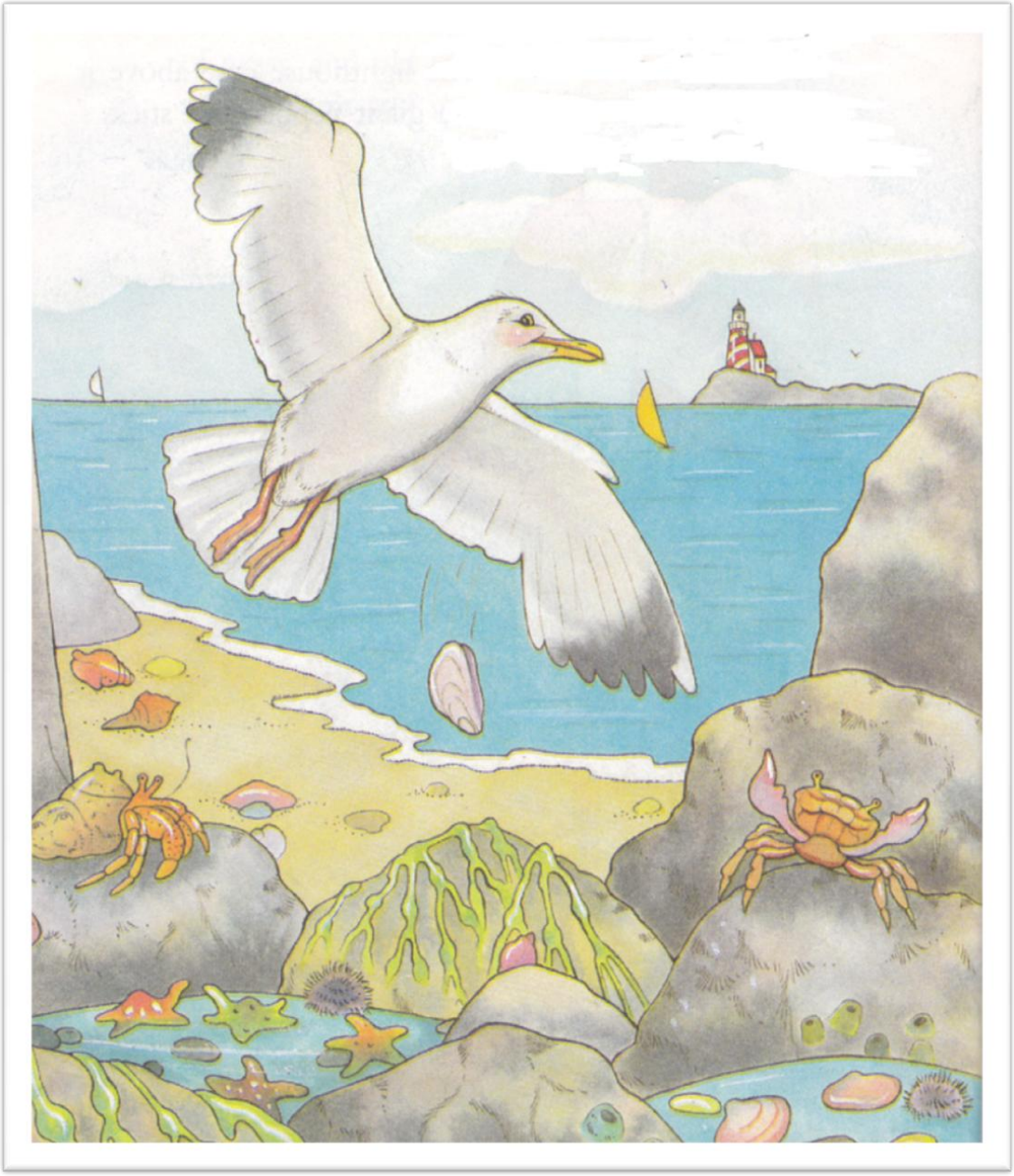
Tony put Gulliver in a cardboard box. It had soft rags on the bottom and holes in the top to let in air. Gulliver settled down for a nice long nap.

Next morning, Tony gave the box to the bus driver. The bus traveled for along time across valleys and hills. At last it stopped, and the driver took the box outside. When the bus driver opened the lid, Gulliver flew up into the bright and sunny sky. There was the rocky beach! And there was the blue water!

And there was the lighthouse, tall and proud above the waves!

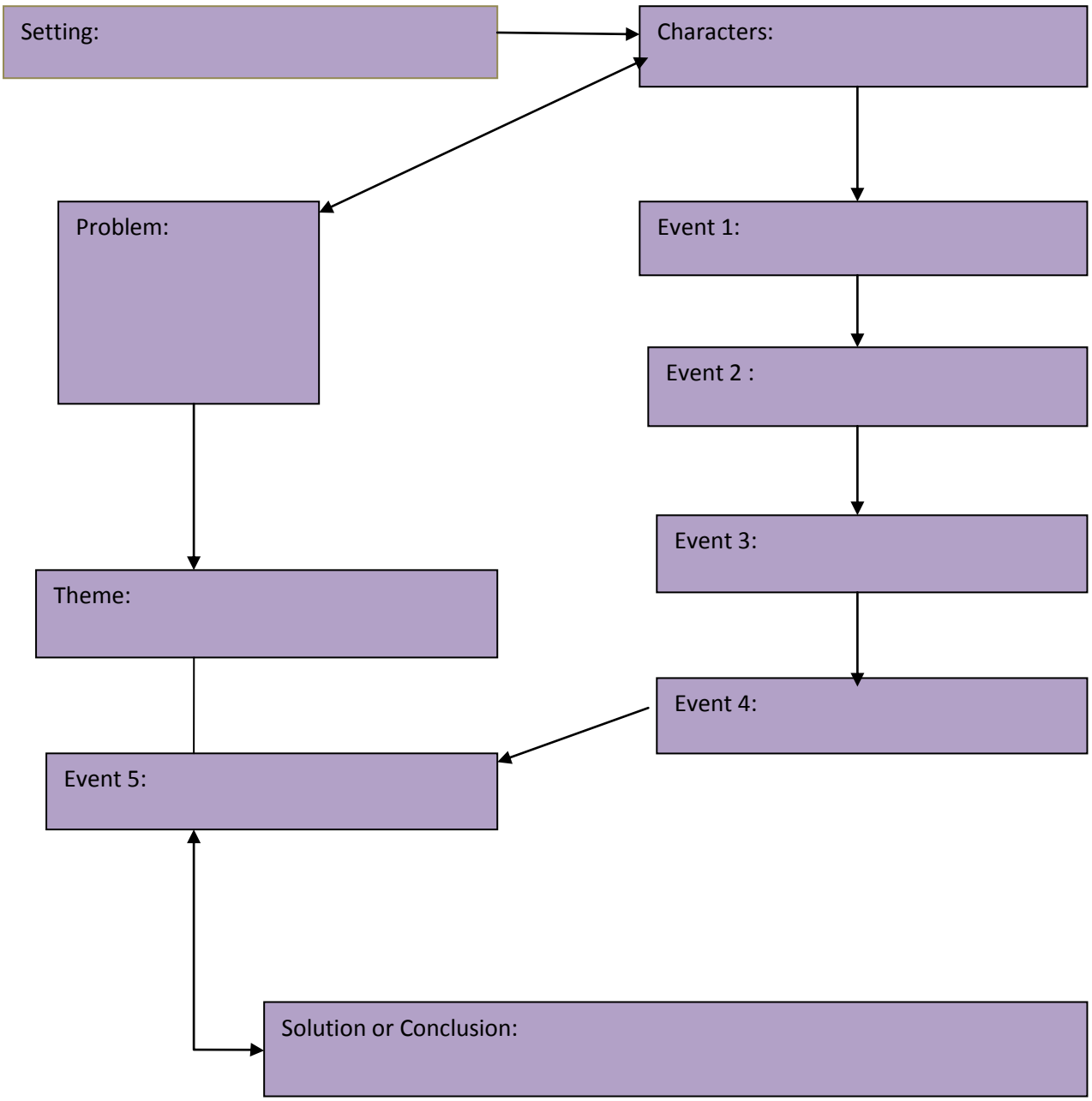
And the rocks below, there was Gulliver's nest, snug and warm and waiting. Gulliver had found his home by the sea.

The gull that lost the sea by Claude Clayton



STORY MAP

TITLE:_____**AUTHOR:**_____
_



THE GULL THAT LOST THE SEA

- Use what you have learned about parts of the speech to separate into **nouns, verbs**, and **adjectives.**
-

Nouns	Verbs	Adjectives

- Choose 8 nouns. Draw a picture of the word and write a sentence describing what it is or how it is used.

1_____

2_____

3_____

4_____

5_____

6_____

7_____

8_____

- For each adjective write the opposite.

Adjective	Opposite

- Write at least 10 sentences using the **verbs** that appeared in the story.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

6.13. UNIT 2 READING LITERATURE PROGRAM

UNIT 2 FREE TIME

Literary Texts and other creative materials

a) Intensive Reading

- **Poem**: Young Woman by William Carlos William
- **Proverb**:" You scratch my back, I'll scratch yours
- **Short story**: Percy the Parrot Strikes Out by Wayne Carley, Drawings by David Stone

b) Story map .

c) Journal Entries

6.13.1 Unit Objectives

- To develop student's awareness of the speaking and writing process and its strategies involving the reading process by using different literary texts such us: short stories, and **poems and proverbs**. The students will reinforce the textbook content with the literary program.
- To become familiar with the text structure and the lexicon used in different types of literary texts.
- Learners will recognized and use the possessive adjectives in a literary text.
- Use the **possessive adjective i**n their oral production.

- Identify the **possessive adjectives** according to the gender**.**
- Improve the creativity **expressing judgments** about written literary texts that famous people wrote; like a short poem.
- Encourage the **communicative global competence** through the interpersonal and familiar relationship;
- Talk about the importance of reading toward watching television.
- Give their personal opinion about this to topics (present tense vs. present continuous)
- Understand and make oral and written opinions using; love/like/dislike/ hate + ing, why? / Because…
- Improve the linguistic notions about formal aspects and the use of the present continuous
- Improve the textual conscious focus on the narrative structure.
- Encourage the socio-cultural conscious respect about the relationship between a mother and a son/daughter and mother's Day celebration;
- Increase the vocabulary about the studied topics related to free time activities;
- Improve the creativity expressing judgments about written quotes and proverbs that famous people wrote;
- Encourage the communicative global competence trough the interpersonal and familiar relationship;
- Get better the learning autonomy through the reflection activities about lexical-grammatical and textual structures taught in class; oral and written production where students can transfer their own knowledge related to the topic, **giving personal opinions.(journal entries)**.
- Learner will encourage the writing and oral competence through the reading process in the foreign language.
- Get better the learning autonomy through the reflection activities about lexical-grammatical and textual structures taught in class; oral and written production where students can transfer their own knowledge related to the topic, **giving personal opinions**

6.13.2 Unit Contents

Oral and written Communication:

Communicative Functions: Reading, listening, telling and writing about the importance of reading, why isn't a young person reading books for entertainment instead of watching television? What are the student's opinions about violence on television? What do they do on their free time?

General Notions: Sentences rhythm and intonation

Grammar: love/like/dislike/ hate + ing, Why? / Because…, Objects pronouns, Present continuous and Comparatives and superlatives

Lexical: Related vocabulary with the importance of reading and the television influence on our young people society: also the vocabulary related with physical appearance, youths clothes or fashion.

Types of texts: to develop the writing skill through: writing a message or a letter to their mother, making a mother's day card, a composition ,making a story map and journal entries about this theme or short story assigned.

Socio cultural aspects: analyzing the television influence on our culture, personal and familiar relationships. Beside this, to discuss about the reading habit that students have at home vs. watching television. Students discuss and write about their point of view about this topic. At the same time after reading the short story on their journal students will write a comment about it.

Environmental aspects: the abuse of using cellular phone with earphones listening to music for hours and how they can damage their hearing sense among the environment damage caused by the sound.

6.13.3. Activities and homework:

- Reading and Speaking activities related
- Discussion about the poem's theme and context
- Answering different types of questions (CCQS) (open / close) about the reading texts.
- Discuss in small groups the questions given by the teacher
- Give opinions about the text that they have read.
- Analyze and discuss the author intension given in a poem.
- Make a reflection about the uses of Possessive adjectives.
- Do grammar exercises applying Possessive adjectives.
- Encourage the speaking skill: mingling for oral practice asking their partners about his/her parents 'name, where they come from, favorite food, sport etc.
- Write a comment about the poem on their journal

6.13.4. UNIT 2 READING LITERATURE PROGRAM INCORPORATION

CLASS 1

Before-reading

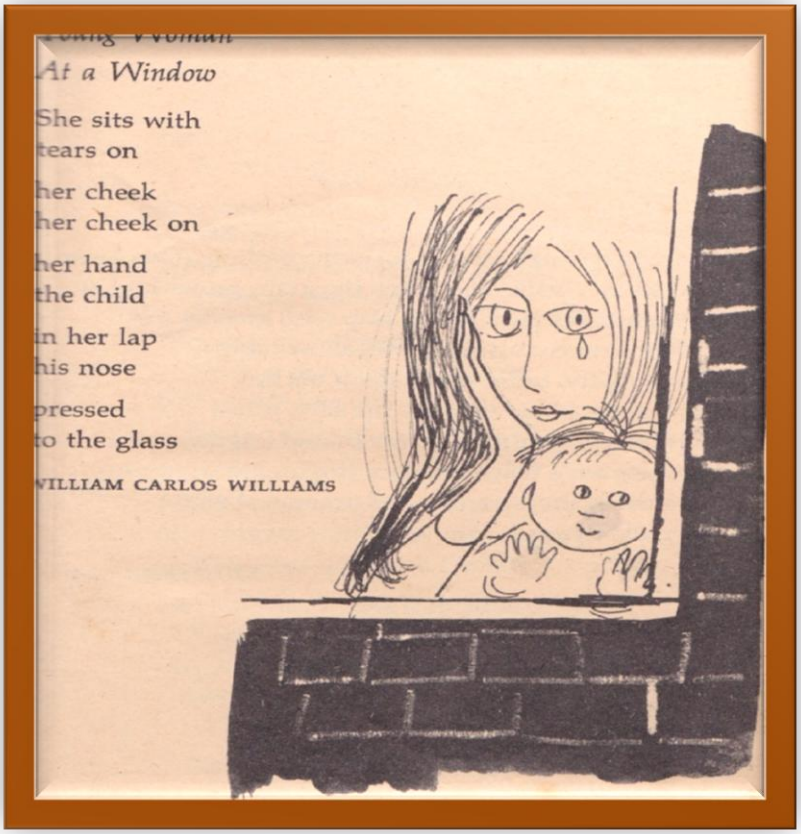
TASK 1-Students will play "Hangman" in oder to guess the poem´s title.(5′)

Y-O-U-N-G-W-O-M-A-N

TASK 2- Teacher introduces the poem´s picture to the class and asks the following questions to them.

1- Why do you think the poem has got this title?

2- What does the picture represent?



TASK 2.- (10´) Students work in pairs or groups: discuss the following question.

Teacher explains the unknown vocabulary:

- Do you know the parts of the face in English? What part of the face is this? (Teacher touches her eyes).
- Teacher encourages the student and echoes what he/she said in the right way. These are my ayes.
- Teacher pastes the eye´s picture on the board, and so on.(the nose, the lips, the cheek, the ear)
- Teacher shows a picture from herself holding her baby lighthouses it asking questions.
- What do you think am I doing in this picture?
- Which parts of my body am I using for holding the baby?
- Where is the baby? They probably repeat again ” in your arms”

  So that, teacher echoes” The baby is **on my lap**”

(In Spanish the word regazo is not a common word for students in their social context) the common expression is;" **the baby is in your arms".**

- Ask your partner to touch her/his face:She/he touches **her/his cheek;**She/he touches **her/his lap;**She/he presses **her/his nose;** She/he put **her/his cheek** on **her/his hand** (on the right or left cheek)
- What does **her** face look like? Is she happy or sad?

While Reading

- The teacher reads the poem to the students.
- The students read the poem after the teacher.
- What is the possible theme showed through the poem and its picture?

TASK 3. – Pair / small group activity. (20´)S<>S

1-In pairs try to think about a possible context in which this woman lives.

Is it similar in our country? Why and Why not?

2- **Who** is sat **at a window**?

3-What does **her cheek** refer to?

4- What does **her hand** refer to?

5- What does **his nose** refer to?

6- **Who** pressed **his nose** to the glass?

7-Does she look like a good mother?

8-What does the child´s face look like?

9- Can you infer why this young woman is crying?

After Reading

TASK 4 Teacher Review what students have learnt after reading this poem.(5´)

- Teacher reviews the main topic studied in the lesson about possessive adjectives. Making questions about their parents:
- Where is your mother from?

- What´s her mother´s name?
- What´s his father´s name?
- Do you have brothers and sisters? If so, and then ask about their names or any other personal questions that let them to use possessive adjectives.

TASK 5 . – Homework/ assignment (5´) S<>S

1) Students do the exercises to reinforce what they have worked in class.

POSSESSIVE ADJECTIVES

Exercise 7.page 7

Rewrite the underline words using possessive adjectives.

1- Mary´s dog is ill. **Her dog is ill.**

2- David´s friends play tennis with Anne´s friends.

_____

3- My cousin´s rabbit is very fat.

_____

4- My clothes and Jane´s clothes are very formal.

_____

5- Your shoes and Tom´s shoes are comfortable.

_____

6- Frank´s school is near Jenny´s School.

_____

CLASS 2

Task.-1 Checking the students' assignment. Teacher helps with the student's doubts and whatever questions is answered by the teacher (8´)

Task.-2 Asking them if they have ever heard this proverb.

Task.-3 Students write the proverbs from the board:

PROVERBS

“Politeness costs nothing”

“Actions speak louder than words”

” You scratch my back, I’ll scratch yours

Task.-4 Display the unknown vocabulary

Politeness	**nothing**	**louder**	**scratch**

Task.-5

- What does **politeness** mean?
- Are you a polite student?
- Is your teacher a polite person?
- Do respect others ideas?
- Do you help your classmate when he/she need some help?
- Can you give an example of a polite person and a rude person?
- For example:
  If your teacher says” Shut up!” Is she polite or rude?
  If your teacher says “Be quiet please! Is she polite or rude?
- Have heard about the word **“nothing**” in a song or an article?
- Do you charge some money when you do a favor to your friend or relative?
- For example if I borrow you a pen do you have to pay me some money? Yes or not.
- What do you think l**ouder** mean?

- If I raise the voice tone-I give them an example. Where is Gissela?
- If I lower the voice tone-I give them an example. I whisper a name "Christopher".
- I **scratch** my back in front of my students and I say, an animal bit my back ,so I **scratch** my back. It stings me very much! Making gestures.
- What does the word **scratch** mean?

Task.-6

- Discuss with the students the meaning for each proverb.
- Translate the proverb into Spanish. Do we have similar ones?
- What do they really mean?
- Why do people have to be polite?
- Is it important to teach values in the English classroom?
- What does the second proverb mean?

Task.- 7

Homework: - (From the board students take notes)

a. Students do the exercises and the grammar work to reinforce what they have worked in class.
b. Write 30 words on your Journal about these popular proverbs.

CLASS 3

Task 1.-: Checking the students' homework. Teacher helps with the student's doubts and whatever question is answered by the teacher (8´)

Task 2.-Interaction with the short story: **Short story**: **Percy the Parrot Strikes Out by Wayne Carley, Drawings by David Stone**

Task3. - Before reading to stimulate students' previous knowledge. As a whole class activity will participate trying to understand the words meaning.

Before-Reading

Display the vocabulary

TASK 4.-Grammar and meaning:

parrot	strikes out	watching	crowd	yelled	hopped	up	down	shout	
mile out	folks	knock	mascot	into	trouble	dugout	luck	away	
squawked	barked	umpire	quiet	yelled	innings	beak	squawking		
biting	gloves	roared	hit	fell	plate	bat	tossed	landed	licking
pull away	field	chased	catch	whistle	cage	jump up	homer		

- Students infer what the story is about looking at the picture.
- What animal is this? Do you have a parrot at home?
- If have a parrot does it can speak? What words your parrot can say?
- Why do you think the title is about?
- What sport does Percy love to watch on television? Baseball, football, tennis, soccer, swimming?
- Well Percy does not go to the stadium; however he has learned many words related to baseball?
- Can you guess what words people or baseball player says when they play this sport?
- Well some words are: mile out, innings, yelled, roared, tossed, landed, pull away, chased, catch, dugout.
- What is mile out?
- What is dugout? Do you know what is named the place in which players are sat down on a bench and wait for their turns?
- What do people do when players get the base? They yelled! Home run!
- What does the word hop suggests you? Percy hops when he is watching baseball. Instead of hop you can say jump, so Percy jumps up and down on the couch when the crowd roared.
- What is an animal which roars in the jungle? tigers, cats, cheetah,
- Lions, tigers. Probably one or two students will answer lions, tigers.

- Mile out! Who say this phrase the crowd or the umpire? In what part of the game is said this phrase? What do they mean?
- What do we named our group of friends that we have in our neighborhood? Because in English there are different phrases when we refer to our neighborhood team when we play soccer. “a pipol”,”la mara”, “la raza”, la chavizada” among others. In English there some common phrases like;”folks”, “foxes”.
- Give some examples about our soccer teams’ mascots. The eagle, The lion; the shark etc. Well, in this case Percy became a mascot for the base ball team.
- **Percy´s vocabulary**:

  Parrot

  Squawk

  Beak
- What kind of bird is Percy? Percy is a parrot. Parrots can imitate people and other animals.
- What do you think is squawk? One student can imitate the noisy made by a parrot. At the same time is discussed the physical appearance from Percy. The teacher points his beak, wings, legs, eyes.
- **Wolf´s vocabulary**

  Bark

  Biting

  Licking

  chase

- What animal is Wolf? What race is he? Why is he so big and seems very dangerous?
- Why does Wolf was barking in the field?
- What did he see that did not like?
- Who was fell because Wolf jumped over him?
- What did Wolf do with that person? Did he bit him or did he lick his face?
- What did he chase?

Baseball game vocabulary:

Gloves cap bat plate catch field landed home run homer umpire whistle

While-reading

- What is the context situation?
- Write the name of the main characters
- Discuss the new vocabulary meaning

After- reading

What tense is showed in the story?

- Students look for the new words meaning in the dictionary
- Students underline the verbs that they already known.

Homework: - (From the board students take notes)

a) Students do the exercises and the grammar work to reinforce what they have worked in class.
b) Students write on their Journal about the story that they are reading.

Task 5

After Reading

- Students work on a Story Map

Describe:

- **Setting**: baseball field / park
- **Characters**: Percy the Parrot, Mrs. Gray Percy's owner, Benny, Benny's team the WHITE SOX, Wolf, JETS baseball team, umpire

After reading

- Students work on the Story Map

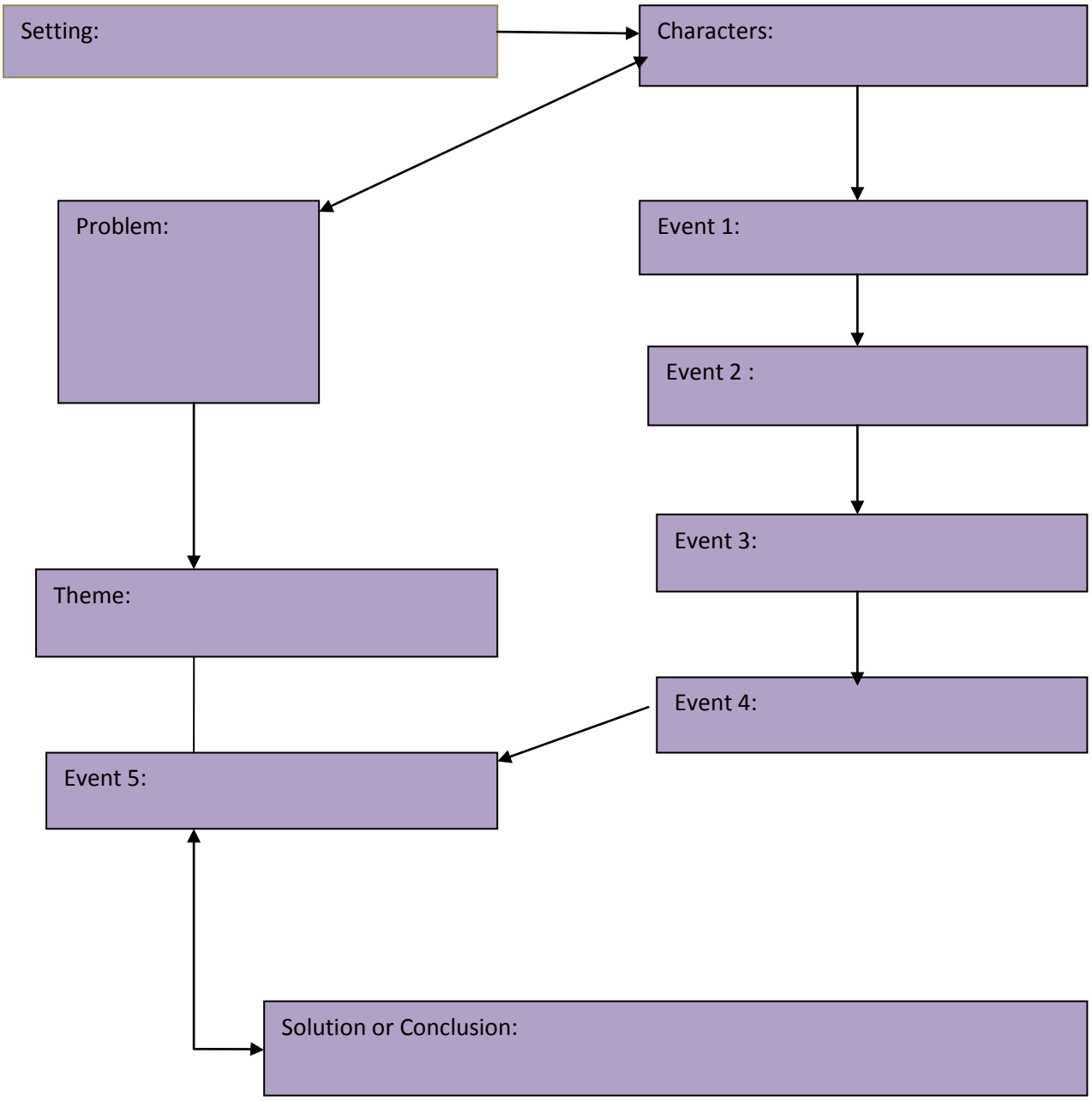
Describe:

- **Setting:** baseball field / ball park

- **Characters**: Percy the Parrot, Mrs. Gray Percy's owner, Benny, Benny's team the WHITE SOX, Wolf, JETS baseball team, umpire
- **Problem:** The SOX baseball team wanted to have a mascot because
- The JETS already have WOLF a dog.

STORY MAP

TITLE:_____**AUTHOR:**_____



STORY'S EVENTS:

- Event 1 Percy is watching a baseball game in the kitchen
- Event 2 When the crowd yelled, he hopped up and down
- Event 3 Mrs. Gray heard the knock and opened the door.
- Event 4 nine boys stood went to Mrs. Gray home
- Event 5 Benny asked to Mrs. Gray if they could have Percy for the afternoon in the baseball game
- Event 6 Percy will be their mascot
- Event 7 Percy hopped to the front door.
- Event 8 Benny promised to watch Percy
- Event 9 Mrs. Gray put Percy on Benny's shoulder
- Event 10 Benny got to the park and JETS started to laugh
- Event 11 The JETS called Wolf
- Event 12 The dog barked at the parrot
- Event 13 The umpire came into the ball park
- Event 14 The started and the animals went to their dugouts
- Event 15 Percy was eating popcorn
- Event 16 Percy rolled a baseball with his beak
- Event 17 The JETS players hit a home run
- Event 18 The crowd roared
- Event 19 The boy who had hit fell at third base
- Event 20 The boy was very angry
- Event 21 Percy continued squawked
- Event 22 The umpire was angry
- Event 23 Wolf jumped over the umpire so he fall down
- Event 24 The umpire yelled " Get this dog out of here"
- Event 25 Wolf and Percy wanted to play.
- Event 26 The boys wanted to catch the animals
- Event 27 The umpire left the ball park
- Event 28 Mrs. Gray appeared looking for Percy
- Event 29 They explained her that the umpire left the game
- Event 30 Mrs. Gray put Percy in the cage.

- Event 30 Mrs. Gray took the umpire place.
- Event 31 The WHITE SOX won the game

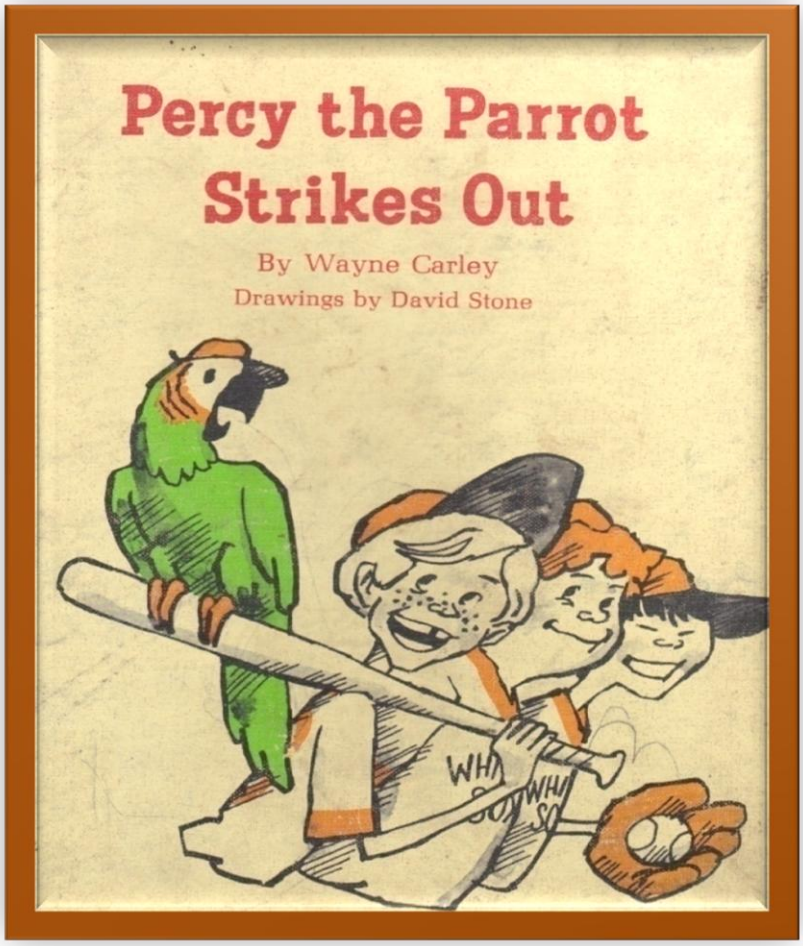
THEME: **Dogs and birds will never be good friends**

Solution or conclusion

May be Percy and Wolf will never be mascots again.

TASK 6. - Homework

❖ Students will write on their journal a short paragraph (50 words) about the story and what they have learned about it.



Short Story:

Percy the Parrot Strikes Out by Wayne Carley

Mrs. Gray was in the kitchen. Her parrot, Percy, was in the living room watching a baseball game on television. Percy loved baseball. When the crow yelled, he hopped up and down and said his baseball words.

“Strike three, you’re out!” he’d shout or “Out by a mile! Out by a mile !” Sometimes he’d say, “Going, going, gone! It’s a homerun, folks!” Percy was making so much noise, Mrs. Gray didn’t hear a knock at her door. The knock came again. This time Mrs. Gray heard it and opened the door. There stood nine boys in baseball uniforms. The words, WHITE SOX, where on their shirts. Mrs. Gray knew Benny “Hello, Benny,” Mrs. Gray said. “We’ve come to ask if we could have Percy for the afternoon,” said Benny. Mrs. Gray was surprised. “What do you want him for?” “We need him for our team mascot,” Benny said. “We’re playing the JETS today,” another boy said. “They have a dog for their mascot. But we thought Percy would be a better mascot than a dog.” “Oh, dear, I don’t know about this,” said Mrs. Gray. “Why?” asked Benny. “Percy loves baseball.” “Yes, I know he does,” said Mrs. Gray. “But he always gets into trouble when he goes outside.”

“We’ll look after him,” said Benny. “He’ll just sit in the dugout and bring us good luck.” Just then Percy hopped to the front door. “Out by a mile ! Out by a mile!” he said. “Please let him come to the game,” said Benny. “Well, all right,” said Mrs. Gray. “Please make sure he doesn’t get into trouble.” “Don’t worry. We’ll watch him,” said Benny. Mrs. Gray put Percy on Benny’s shoulder. Away they all went. The JETS were throwing balls when Benny and the WHITE SOX got to the park. The JETS saw Percy, they started to laugh. One boy called, “What’s that, a painted chicken?” “He’s our mascot,” answered Benny. “He’s smarter than your mascot.” “Oh, yeah?” said the boy. “Here, Wolf!” he called. Out of the JETS dugout came a big dog. He was the bigger dog the WHITE SOX had ever seen. Percy hopped up and down on Benny’s shoulder and squawked at the dog. Wolf didn’t like the noise Percy made. He barked at the parrot. Just then the umpire came into the ball ark. “Quiet!” he yelled. “What’s going on? Why are

these animals here?" "They're our mascots," the boys said. "Well, get them into the dugouts. Let's start the game," the umpire said. "If the animals make any trouble, out they go." The teams went to their dugouts. "Play ball!" the umpire shouted. For the first four innings Percy was very quiet. The WHITE SOX has bought him some popcorn. He ate that for a while. Then he rolled a baseball with his beak. He hopped around squawking happily and biting baseball gloves. Then in the fifth inning, one of the JETS players hit a home run. The crow roared. Percy stopped to listen. He hopped up on the dugout. " Going, going, gone! It's a home run, folks!" he called. The crow laughed. The boy who had hit the home run fell at the third base. He was very angry at Percy. The next boy up for the JETS hit a ball and ran to first base. "Safe!" cried the umpire. Percy squawked. "Out by a mile! Out by a mile !" All of the JETS were angry at Percy. The umpire walked over to the WHITE SOX dugout. "You'll have to keep that bird quiet, or out he goes." "Okay, I'll try," said Benny. The umpire walked toward home plate. He fell over a baseball bat. He tossed it out of the way. Wolf thought that the umpire wanted to play. He ran out of the dugout, picked up the bat, and ran to home plate. He took a big, happy jump and landed the umpire. Down went the umpire with Wolf licking his face. "Strike three, you're out!" squawked Percy, hopping up and down. "Get this dog out of here," yelled the umpire. All the boys tried to pull Wolf away. But Wolf wanted to play. He took the umpire's cap and ran across the field. The boys chased him. Percy wanted to play too. He flew after Wolf and tried to get the cap. "That's it!" yelled the umpire. "The animals go or I go. If I go, that's the end of the ball game." "But we can't catch Percy and Wolf," said Benny. "Then I'm leaving," said the umpire. The boys didn't know what to do. Just then they heard a whistle. It was Mrs. Gray. She had brought Percy's bird cage with her. Percy flew over and landed on her shoulder. Wolf ran to her too. Before he jump up, Mrs. Gray said, "Sit! And stay!" Wolf sat and stayed. "We're glad you came," said Benny. We had trouble with our mascots." "Well, they're all right now." said Mrs. Gray "Go on with your game." "But we don't have an umpire," said Benny. Mrs. Gray thought for a minute, "I think I can help you," she said. "I'll be your umpire. But first, there's something I have to do." In a few minutes the game went on. It was the best game the JETS and the WHITE SOX had ever played. The WHITE SOX won by one run when Benny hit a homer. After the game, Benny went with Mrs.

Gray. “Thanks for Percy,” he said. “I think he brought us good luck.” “I had a fine time too,” said Mrs. Gray. “But I don’t think Percy and Wolf will want to be mascots again.”

Task7. - Comprehension

- Have students use what they have learned about parts of speech to separate into nouns, verbs, and adjectives
- Students choose 10 nouns; they will draw a picture of the word and write a sentence describing what it is or what it is used.
- For each adjective student will write the opposite.
- For each verb students will write a sentence.

Homework

- Students will write in their journal a short paragraph (30 words) about the story and what they have learned about it.

UNIT 2 EXERCISES FOR:

“**PERCY THE PARROT STRIKES OUT” BY WAYNE CARLEY**

INSTRUCTIONS: READING COMPREHENSION EXERCISE

After reading “**Percy the Parrot Strikes Out”; Choose T (true) or F (false**) for the following statements:

1 Percy is watching a **soccer game** in the kitchen……T / F

2 **Benny** is Percy’s owner……..T / F

3 Benny wanted to have Percy as a **mascot** for the SOX Team……....T / F

4 The **JETS** have as a mascot a dog called **Wolf**……..……..….T / F

5 The dog **barked** at the parrot……T / F

6 The umpire was **happy** when he saw the animals into the ball park……...T / F

7 Percy was eating a **mango** ……T / F

8 The boy **was** very **angry** because Percy **squawked** him ……T / F

9 Wolf **jumped** over **the umpire** so he fall down ……..T / F

10 The umpire **left** the ball park very angry……T / F

11 Mrs. Gray **took** the **umpire place**…..……T / F

12 The WHITE SOX **lost** the game……..T / F

Used what you have learned about **parts of the speech** to separate into nouns, pronouns, verbs, adjectives, possessive adjectives, object pronouns, connectors, and prepositions, adverbs of frequency, participles, and demonstratives pronouns.

nouns	pronouns	verbs	adjectives	possessive adjectives

object pronouns	connectors	prepositions	adverbs of frequency	demonstrative pronouns

❖ For each adjective write the comparative and the superlative

adjective	comparative	superlative

❖ Choose 10 verbs and write **sentences** using **Present Continuous.**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

6.14. UNIT 3 LITERATURE PROGRAM

UNIT 3 WRITERS

Literary Texts and other creative materials

a) Intensive Reading

- **Poem: Circles by: Carl Sandburg**
- **Proverb: "Barking dogs never bite."**
- **Short story**: "**The three musketeers" by Alexander Dumas**

b)Story map

c) Journal Entries

6.14.1. Unit Objectives

- Talk and write about literature.
- Give their personal opinion about Honduran important writers.
- Talk and write using time expressions: yesterday, last week, two years ago etc,
- Improve the linguistic notions about formal aspects and the use of the past simple of be and the past simple of regular and irregular verbs.
- Improve the intensive reading through short biographies.
- Encourage the reading habit and the importance of reading in the native language as well as in the foreign language.
- Increase the vocabulary about the studied topics related to writers and their themes ;
- Develop their pronunciation through the speaking and listening exercises given on their textbook and reinforced by the teacher and the songs listened in class.

- Improve the creativity expressing judgments about the national writers what they like most and what they do not like
- Develop a critical thinking about the writer's theme if they are agreeing or disagreeing.
- Analyze the social context in which the story was written by the writer.
- Encourage to them moral values discussing what they understand and how they can apply in their lives such quotes and proverbs that famous people wrote;
- Encourage the communicative global competence through interpersonal, and familiar relationship;
- Get better the learning autonomy through the reflection activities about lexical-grammatical and textual structures taught in class; oral and written production where students can transfer their own knowledge related to the topic, **giving personal opinions. (Journal entries)**.

6.14.2. Unit Contents

Oral and written Communication:

Communicative Functions: Reading, listening, telling and writing about famous writers around the world and discusses how many Honduran writers they already know. What are the most famous novels that they have written in the last century-? Discuss about Stevenson biography and his most important works. If they have some ideas about the novels written by him what do they like most? Why? Why not?

General Notions: Sentences rhythm and intonation encourage the Pronounce the / ʊ /, /u: / sounds. Pronounce the past simple ed ending: / t /, / d / and / id / sounds

Grammar: Form and use the past simple of to be + born; form and use the past simple of regular and irregular verbs; Use connectors: then / next / after that / later / finally

Lexical: Say the date; talk and write about literature; talk and write using time expressions: yesterday, last week, two years ago. They will apply the related vocabulary about literature and writers.

Types of texts: to develop the writing skill through: Write a biography, analyze vocabulary and grammar in a composition ,making a story map and journal entries about this theme or short story assigned.

Socio cultural aspects: analyzing the Honduran reading habit in high schools in the native language as in a foreign language. Beside this to discuss about the reading habit those students have at home vs. watching television.

Students discuss and write about their point of view on this matter after reading the short story and write the entries on their journal.

Environmental aspects: To keep the school clean in order to change the bad habits and be more conscious about the environmental problems in our country.

6.14.3. Unit Activities and homework:

- Mind map about famous writers and novels.
- Discuss their own country's writers and the most famous works.
- Reinforce the importance of reading in the native language as well as in the Target Language.
- Reading, writing and listening activities related to the texts.
- Discussion about the poem's theme and context
- Answering different types of questions (open / close) about the reading texts.
- Learn the new vocabulary and discuss the meaning in class through brain storming ideas given by the students.
- Give opinions about the texts that they have read.
- Discuss how much they already know about the writers using in class.
- Analyze and discuss the author intension given in a quote

- Discuss the proverbs learned in class and compare them on their mother tongue.
- Make a reflection about the uses of Simple Past (regular and irregular), and connectors (then, next, after that, later, finally) used in a narrative text.
- Write sentences using the time expressions: yesterday, last week, two years ago,
- Do grammar exercises applying the parts of speech.
- Make a story map about a short story
- Do reading comprehension exercises after to make the story map.
- Encourage the writing skill: making a journal entry about what they learned from the different texts readings.

6.14.4. UNIT 3 READING LITERATURE PROGRAM INCORPORATION

CLASS 1

TASK1. - To introduce the unit .Students infer.What the contents are about and the linguistics contents they will work. (Time approximated: 5′).

TASK 2.-Mind map about the personal relationship and the age (it is drawing according their participation in class ideas) (5′).

TASK 3.-Reading and activities related (Reading and related task) (pp

12 from the textbook Everything 3 A ; time: 35′)

TASK 4

- **Warm-up**

Artículo I. S**hort poem:" Circles" by Carl Sandburg**

- What do you think this title's poem mean?
- What is the author talking about?

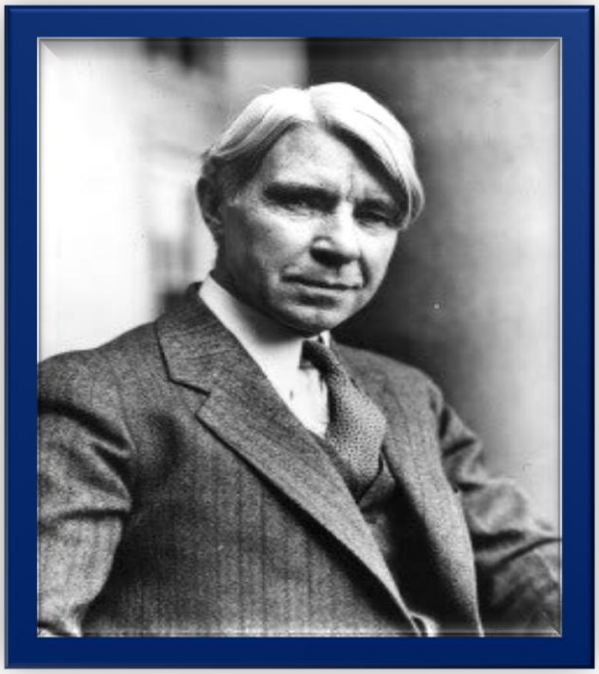
- **<u>Pre-reading</u>**(pairs or groups):discuss the following questions:

  - What does the circle represent?
  - What cultures are represented?
  -

- **While - reading**
  In pairs try to think about a possible context or contexts showed in the poem.

  1. What does the white man represent in the poem?

  a. What does the red man represent in the poem?
  b. What does the phrase "Indian" culturally represents?
  c. What is the writer criticizing in this poem?
  d. What themes is he showing?



The white man **drew** a small circle in the sand

and **told** the red man,

"This is what the Indian Knows,"

And drawing a big circle around the small one,

"This is what the white man knows,"

The Indian **took** the stick

And **swept** an immense ring around both circles:

"This is where the white man and the red man know nothing."

TASK 5

- **After –reading**
  a- Did you like the poem? Why?

  b- Students identify the verbs in past tense and write the meaning on the notebook.

  c- Do we have different cultures in our country?

Final Step.-Students make a reflection about what they have worked in class (3´)

Homework.- (From the board students take notes)

c) Students do the exercises and the grammar work to reinforce what they have worked in class.
d) Students write 50 words on their journal given their opinion about the poem.

CLASS 3

TASK 1 Checking the students' homework .Teacher helps with the student's doubts and whatever questions is answered by the teacher (8´)

TASK 2 – Proverb

Teacher introduces the proverbs asking students if they already have notice if people use these when they talk at home.

All cats are grey in the dark.

"Barking dogs never bite"

TASK 3 Brainstorming the ideas:

The whole group gives their own opinion about this proverb

TASK 4 - Discourse analysis

- **All cats are grey in the dark.**
  Por la noche todos los gatos son pardos.

  - What may **"Barking dogs never bite"** mean?
  - What do you think this proverb mean?
  - Translate the proverb into Spanish.
  - Do we have this proverb in Spanish?

TASK5. Grammar

- Replace the verb tense in the proverb in that parts in which the verb **bite** appears applying the Past Tense.

TASK 6. Discussion

- How can you apply this proverb in the real life?

Homework: - (From the board students take notes)

- Students do the exercises and the grammar work to reinforce what they have worked in class.
- Write 30 words on your Journal about this proverb

CLASS 4

START YOUR INTENSIVE READING

TASK1-: Checking students´ homework. Teacher helps with the student's doubts and whatever questions is answered by the teacher (10´)

- Interaction with the short story:
- Before reading (to stimulate to start reading: the prior knowledge and socio-affective strategies. The whole group)

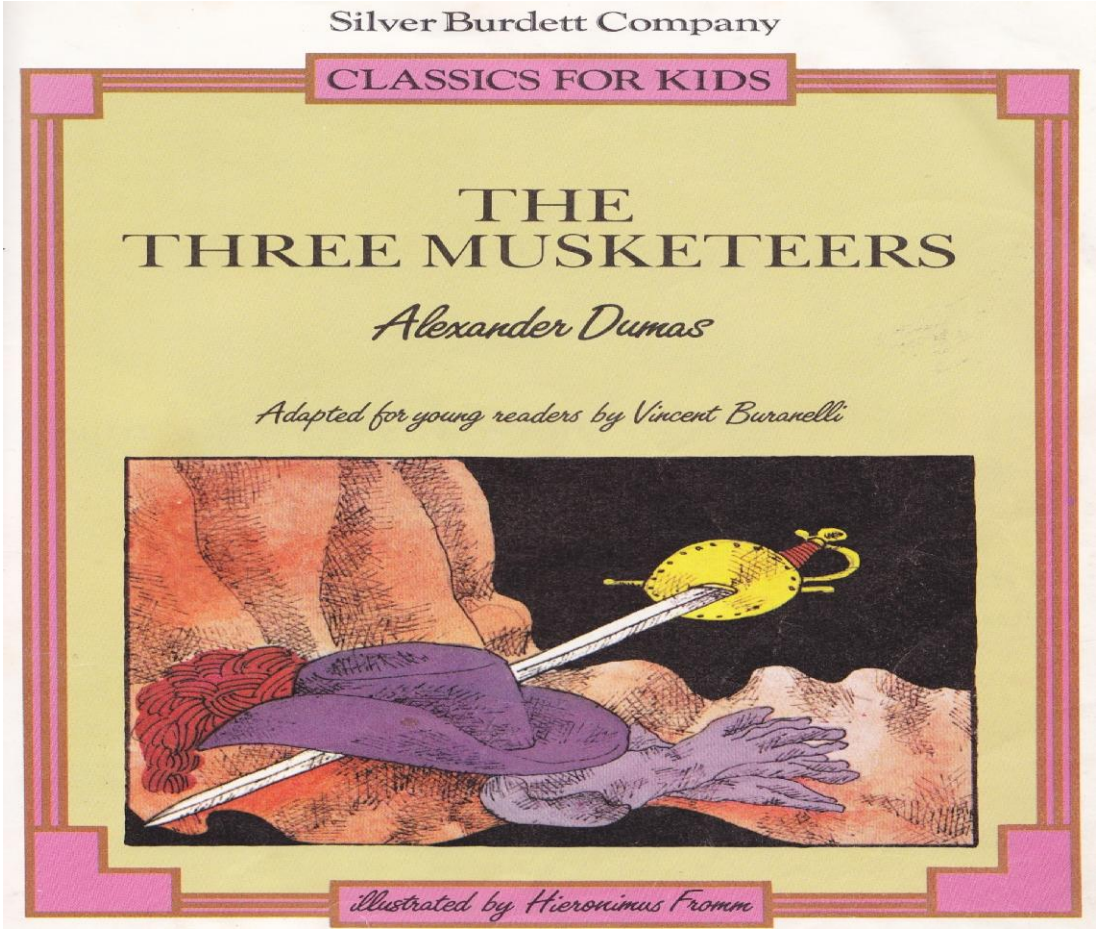
Vocabulary

Musketeer swordsman duel Duke Queen ambassador spy King
valuable diamond studs guards sword motto ball plot fight
jeweler captain royal palace rewarded rejoined battles soldier
Cardinal rule plotting

TASK 2.-Grammar and meaning:

<u>WARM-UP</u>

Vocabulary: Display the following list of words.**Military and Royal**



- Brainstorm with students about what they think these words mean.
- What is a musketeer**?**
- In which country they were famous and skillful soldiers?
- What was the duel purpose? Who did it?
- Students classify the Royal and military vocabulary
- Give examples of a Duke, a Queen, an ambassador, a King, cardinal, royal palace.
- .Do we have ambassadors in Honduras? If so give examples.
- Who wears valuable diamonds?
- What does a guard do in a palace?
- What do they use at present in order to defend the royalty? Weapons or swords.
- Do you know what does the word fight mean?
- What is a motto? Do you believe that this motto became famous the three musketeers?
- What is a ball?
- What is a plot? Give a plot example if know about it.
- Are there at present jewelers in the world?
- Have heard about a famous royal palace? If so give examples to the class.
- What is reward? Have you been rewarded in a special occasion? Explain when and why?
- Have heard about battles in the current days?
- Do we have soldiers in Honduras?
- Do you know a famous spy in the movies?
- Do you believe that exist at present?
- Are spys women or men?
- Do you think that to be a spy is a profession?

TASK 3

Before-reading (20´)

- Students infer what the story is about looking at the picture
- Why do you think the title is about?
- Ask the students if they have seen the movie.
- Ask students if they have heard about Alexander Dumas
- Ask students if they have read another story written by him.
- Ask students if they have herd the motto **" All for one and one for all "**

TASK 4

<u>While-reading</u>

- What is the context situation?
- Write the main character's names
- Discuss the new vocabulary meaning

TASK 5

<u>After- reading</u> (20´)

- What tense is showed in the story?
- Students look for the new words meaning in the dictionary
- Students underline the verbs that they already known.

TASK 6

Homework: - (From the board students take notes)

c) Students do the exercises and the grammar work to reinforce what they have worked in class.
d) Students write on their Journal about the story that they are reading.

CLASS 5

TASK1.-: Checking students´ homework. Teacher helps with the student's doubts and whatever question is answered by the teacher (30´)

TASK2. – Interaction and feedback about the end of the story.

The three musketeers by Alexander Dumas

Task 3.-

<u>After reading</u>

- Students work on the Story Map

Describe:

- **Setting**: Paris, France; The Jolly Miller; England
- **Characters**: D'Artagnan, Athos, Porthos, Aramis, Rochefort, Cardinal Richelieu, the King, Milady de Winter; the Duke of Buckingham, the Queen;
- **Problem:** Two diamonds´ Queen were stolen by Milady de Winter ordered by the Cardinal Richelieu.
- **Solution or conclusion:**

D'Artagnan rescued the lost diamonds helped by Athos, Porthos and Aramis when they went into the Duke of Buckingham's Ship and they were stopped to cross the channel. So the Duke of Buckingham ordered to reproduce the two diamonds and gave them to the Queen meanwhile the stolen returned to her real owner.

TASK 4- Comprehension

- ❖ Have students use what they have learned about parts of the speech to separate into;
- ❖ Students will identify the connectors :and ,but, also, that, Once, meanwhile, before, then, toward, though, behind, next, however, first, when, soon, finally
- ❖ For each past tense verb students will write a sentence.
- ❖ Students identify the adjectives and adverbs of frequency.
- ❖ Students describe D'Artagnan personality and his abilities. He can / can't use...

TASK 5 Assignments

- Students will write in their journal a short paragraph (50 words) about the story and what they have learned about it.

Short story:

The three musketeers by Alexander Dumas

A long time ago there was a young man named D'Artagnan. He grew up in a small country town in France. D'Artagnan wanted become a Musketeer. They were the soldiers who protected the king.

One day D'Artagnan rode to Paris to try and join the Musketeers. He was spirited young man, poor but proud. He wore a feather in his hat and a sword at his side. He was an excellent swordsman who had never been defeated in a duel. On his way to Paris, D'Artagnan stopped at an inn called The Jolly Miller. There, he saw a man named Rochefort, who worked for Cardinal Richelieu. The Cardinal was a powerful man. He helped the King to rule France. Rochefort was talking to a mysterious woman. Her name was milady de Winter. She worked for Richelieu, too. Rochefort was sending Milady de Winter to England. She was to spy on the Duke of Buckingham. He was a good friend of the Queen of France. D'Artagnan arrived in Paris. There he learned that Cardinal Richelieu was plotting against the Queen. Richelieu wanted more power. He wanted to be the King's only adviser. But the king also went to his wife, the Queen, for advice. That was why Richelieu was plotting against her. He wanted to make the King turned against the Queen. He was using her friendship with the English Duke of Buckingham to do this. The Queen met the Duke when he visited Paris as an ambassador of the English government. Richelieu ordered his workers to spy on the Queen.Once the Queen had met the Duke of Buckingham secretly. She gave him a box containing twelve very valuable diamond studs. Rochefort discovered this. He reported to Richelieu. Richelieu decided to use this information to trap the Queen. Meanwhile, D'Artagnan learned that he had to be a less important soldier before he could become a Musketeer. Soon, he became friends with the men known as the Musketeers. Their names were Athos, Porthos, and Aramis. D'Artagnan joined the Three Musketeers in a battle

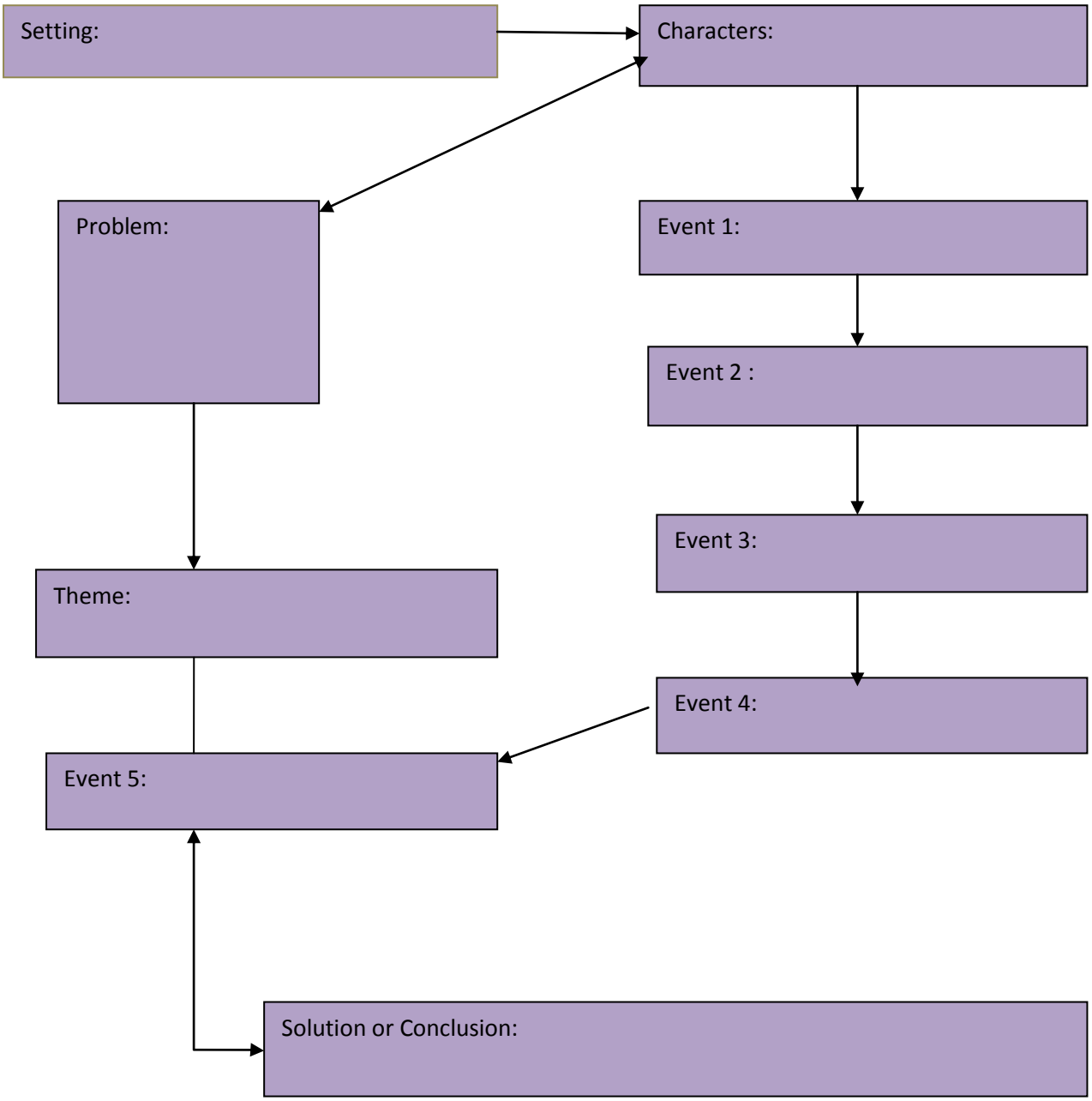
with Richelieu's guards. He showed he could handle a sword as well as Athos, Porthos, and Aramis.

Their motto was **"All for one and one for all**." Richelieu wrote to Milady de Winter in London. He told her to steal two of the twelve studs that the Queen had given the Duke. "Have the Queen," Richelieu urged the King, "Wear her twelve diamond studs to the next ball." Richelieu was sure she would not have all twelve. The King would the quarrel with her for giving them away. But D'Artagnan learned of the plot. He and the Three Musketeers agreed to go to London and get the twelve diamond studs back from the Duke. They would then return the studs to the Queen. D'Artagnan, along with Athos, Porthos, and Aramis, rode toward the English Channel. They planned to catch a boat for England. On the way, thought, they were attacked by Richelieu's guards. Porthos got into a duel and had to remain behind to fight. Aramis got shot and had to remain behind to fight. Aramis got into a fight, and he too had to stay behind. That left only D'Artagnan to ride on. He caught a boat and got across the English Channel. He rode on to London. There the Duke of Buckingham agreed to return the diamond studs. Milady de Winter had already stolen two of the twelve diamond studs. Next, she planned to take them to France and give them to Richelieu. He would then have two of the diamond stud at the next ball in Paris. Richelieu didn't think that the Queen would be able to explain why she had only ten of them. This would make the King angry with her. He wouldn't listen to her advice anymore. Then, hopefully, the King would turn to Richelieu even more for advice about ruling France. It looked like D'Artagnan was too late. However, in London the Duke of Buckingham came up with a plan. They were able to foil Richelieu's plot. First the duke ordered all the ships in English ports to stay where they were. This would keep Milady of Winter from crossing the English Channel with the two diamond studs she has stolen. Then the duke told his jeweler to make two diamonds just like the ten he still had. In this way he was able to give twelve studs to D'Artagnan. The duke gave D'Artagnan a letter to one ship's captain. His ship could cross the English Channel with D'Artagnan on board. As D'Artagnan sailed away, he saw Milady de Winter in the deck of a ship. It could not set sail because of the Duke's order.

She should not be able to carry the stolen diamond studs across from the Channel and deliver them to Richelieu. When D'Artagnan reached France, he rode off as fast as he could to Paris. D'Artagnan delivered the twelve diamond studs to the royal palace. They were given to the Queen. Later, at the ball, Richelieu told the King to check and see if the Queen was wearing all twelve were there. The cardinal's plot had failed. The Queen rewarded D'Artagnan for returning the diamond studs to her. He rejoined his friends, the Three Musketeers. They had many more adventures together. They helped one another in battles with Richelieu guards. They were still –"All for one and one for all." Finally D'Artagnan achieved the goal that had brought him to Paris. He became one of the King's Musketeers.

STORY MAP

TITLE:_____**AUTHOR:**_____



TASK 6

After reading: Students work on the Story Map

STORY'S EVENTS:

Event 1 D'Artagnan grew up in a small country town in France

Event 2 He wanted to be become a Musketeer

Event 3 One day D'Artagnan rode to Paris to try and join the Musketeers.

Event 4 D'Artagnan stopped at an inn called The Jolly Miller.

Event 5 There he saw a man called Rochefort who worked for Cardinal Richelieu

Event 6 Rochefort was talking to a mysterious woman

Event 7 The mysterious woman was Milady de Winter

Event 8 Rochefort was sending Milady de Winter to England

Event 9 She was to spy on the Duke of Buckingham

Event 10 D'Artagnan arrived in Paris

Event 11 Cardinal Richelieu wanted to be the King's only adviser.

Event 12 The Queen met the Duke when he visited Paris as ambassador of the English government.

Event 13 Richelieu ordered his workers to spy on the Queen.

Event 14 The Queen gave the Duke Buckingham a box containing twelve valuable diamond studs.

Event 15 Rochefort discovered that.

Event 16 He reported it to Richelieu.

Event 17 Richelieu decided to use this information to trap the Queen.

Event 18 D'Artagnan became friends with the men known as the Three Musketeers.

Event 19 D'Artagnan joined the Three Musketeers in a battle with Richelieu's guards.

Event 20 Richelieu wrote to Milady de Winter in London.

Event 21 he told her to steal two of the twelve diamond studs that the Queen had given the Duke.

Richelieu urged the King that the Queen wears her twelve diamond studs to the next ball.

Event 22 D'Artagnan learned of the plot.

Event 23 He and the Three Musketeers agreed to go to London and get the twelve diamond studs back from the Duke.

Event 24 D'Artagnan, along with Athos, Porthos and Aramis, rode toward the English Channel.

Event 25 On the way, though, they were attacked by Richelieu's guards.

Event 26 Porthos, Aramis and Athos got into the fight only D'Artagnan left to ride on.

Event 27 He caught a boat and got across the English Channel.

Event 28 He rode on to London.

Event 29 The Duke of Buckingham agreed to return the diamond studs.

Event 30 Milady the Winter had already stolen two of the twelve diamond studs and she planned to take them to France and give them to Richelieu.

Event 31 In London the Duke of Buckingham came up with a plan.

Event 32 They were able to foil Richelieu's plot.

Event 33 First the Duke ordered all the ships in English ports to stay were they were

Event 34 Then the Duke told his jeweler to make two diamond studs just like the ten he still had.

Event 35 The Duke gave D'Artagnan a letter to one ship's captain.

Event 36 His ship could cross the English Channel with D'Artagnan on board.

Event 37 D'Artagnan sailed away

Event 38 When D'Artagnan reached France; he rode off as fast he could to Paris.

Event 39 D'Artagnan delivered the twelve diamond studs to the Queen.

Event 40 at the ball, Richelieu told the King to check and see if the Queen was wearing all twelve of the diamond studs.

Event 41 The King counted the Queen's diamonds studs. All the twelve were there.

Event 42 The Queen rewarded D'Artagnan for returning the diamond studs to her.

Event 43 He rejoined his friends, the Three Musketeers.

Event 44 They helped one another in battles with Richelieu's guards.

Event 45 Finally D'Artagnan achieved the goal that had brought him to Paris.

Event 46 He became one of the King's Musketeers.

The three musketeers by Alexander Dumas

❖ **INSTRUCTIONS: READING COMPREHENSION EXERCISE**

Read the story carefully then answer the questions. If you are not sure of the answer go back and re-read the story.

1. D'Artagnan grew up in a small town in

   a. Italy

   b. Spain

   c. Germany

   d. France

2. D'Artagnan wanted to become a

   a. a Cardinal

   b. a Musketeer

   c. a Duke of France

   d. the King's adviser

3. Who was Milady de Winter?

   a. She was the Queen of France

   b She was a good friend of the Queen of France

   c. She was a Rochefort spy

   d. She was the Duke of Buckingham's friend

4. Who was plotting against the Queen?

a. D´Artagnan

b. Cardinal Richelieu

c. The King of France

d. The English Duke of Buckingham

5. What did the Queen give to Duke of Buckingham?

a. a box containing twelve valuable diamond studs

b. a box containing thirteen valuable emeralds studs

c. a box containing two valuable diamond studs

d. a box containing twelve valuable amethysts studs

6. The Musketeers names were

a. D'Artagnan, Porthos and Aramis

b. Athos, Porthos and Richelieu

c. Athos, Porthos and Aramis

d. Aramis, Athos and Rochefort

7. Musketeers were

a. soldiers who protected the Queen of France

b. soldiers who protected the crown of France

c. soldiers who protected the Cardinal of France

d. soldiers who protected the King and the Queen of France

8. The motto "All for one and one for all." meant

a. to take care themselves in battles

b. to work as a team in battles

c. to look for ones convenience

d. to keep a sincere friendship and to serve with loyalty to the nobility.

9. What would be the consequences if the Queen could not wear the Diamonds stud in the ball?

a. This would make the King angry with her

b. He would listen to her advice anymore.

c. He would be so happy to dance with her in the ball.

d. The Cardinal became the King of France

10. What did the Duck of Buckingham do after D'Artagnan explained to him what happened with the diamonds studs?

a. The Duke of Buckingham was surprised by the news

b. The Duke returned the 10 diamond studs

c. The Duke replaced the two stolen diamonds

d. The Duke sold the 10 diamond studs

11. What did Richelieu suggest to the King in the ball?

a. to see the Queen new dress

b. to check if the Queen was wearing the new pearl necklace

c. to check if the Queen was wearing the new golden shoes

d. to check if the Queen was wearing all the twelve of the diamond studs.

12. Who rewarded D'Artagnan for returning the diamond studs?

a. The Duke of Buckingham

b The Queen of France

c. Richelieu

d. the King of France

- Used what you have learned about **parts of the speech** to separate into nouns, verbs, adjectives.

nouns	verbs	adjectives

- Choose 10 verbs and write **sentences** using Simple Past**.**

Example: I **went** to the movies yesterday.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

ASSESSMENT

- Make a glossary from A-Z from the vocabulary discussed in class. Write the words and their meanings.

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8. APENDIXES A

JOURNALS

SAMPLES

Ss: A (2011)

Prayer to the Student.

Date: June 11, 2011

Lord, I believe in the study,
make it an adventure beautiful
and constructive take me to
love more.
I want to be free do you
believe more in the discipline
inside than the outside I
want to be honest.

DO only express words coming
from my conviction and my
voice would prevent other
lean on my silence legitimize
their claims and aggtessive
behavior.
I want to be happy, beam
growing on me sense of humor,
who takes away the bitterness
of soul, the patience to start
again many times without falling
into despair.

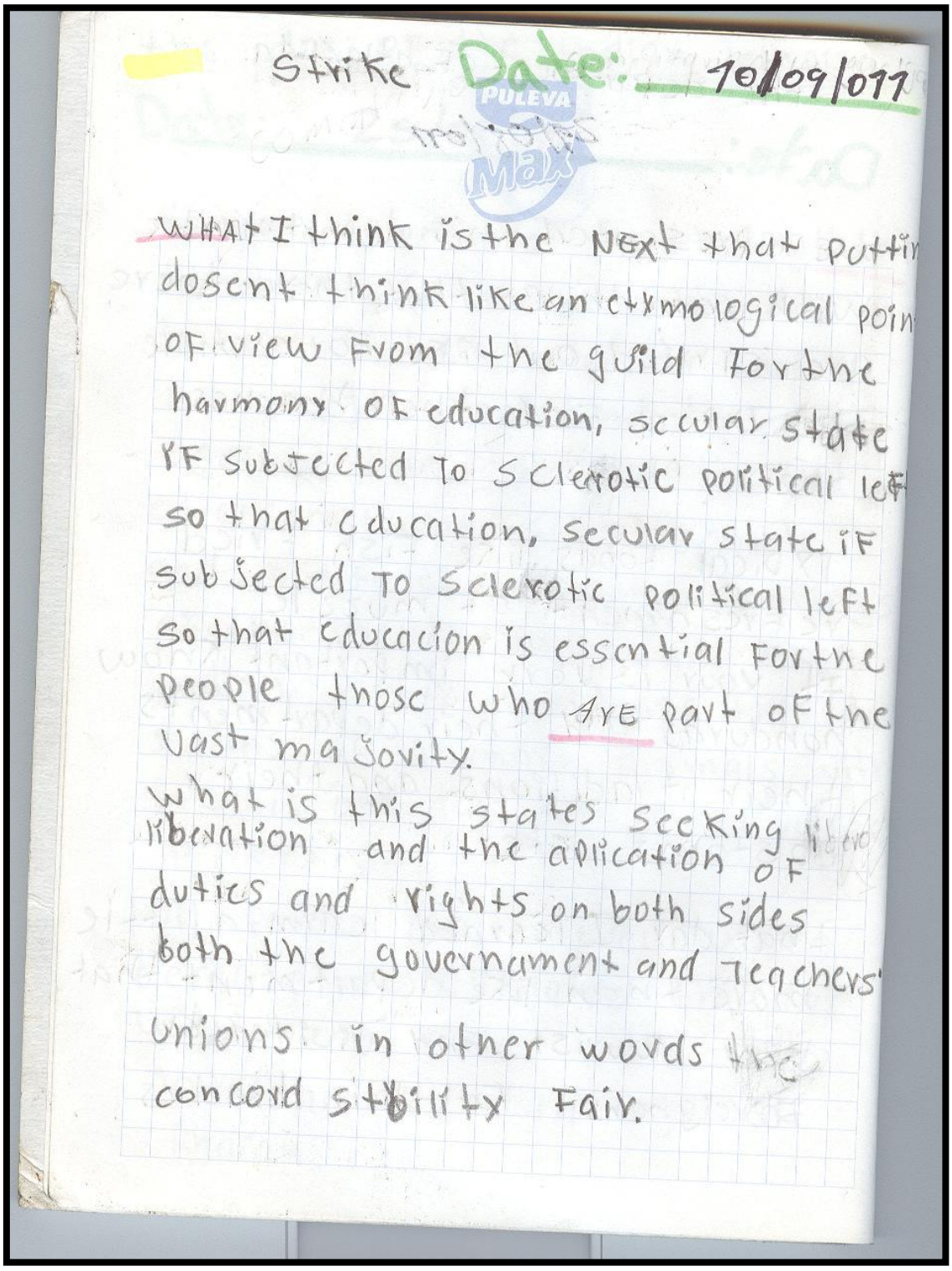
Ss: A (2012)

Nice Work GREAT!

Comentary

The Rabbit and the girl a present lovery
where she could help him what
could help her, they we I a place
when she suctles her of the girl was
of birthday an she didn't have any-
thing to give him. They took of the
hand they were then of walk I
ask him if he liked shortening, the
bananas then was you give covering
may fruits unti lenar a basket
of both fruits. When they found
the grapes the Rabbit dis she sif
down very sad the girl told him.
You like the, birds in you hoist
them? and wend they arived at the
house he/she said good and
she gave him the gracious and I
congratulate her to the mother with
their fruit basket She hand made good
presentation with their gifts.

Ss: G (2011)



Strike Date: 10/09/011

WHAT I think is the NEXT that puttin
dosent think like an etxmological poin
OF view FROM the guild For the
harmony OF education, secular state
IF subjected To sclerotic political left
so that education, secular state iF
subjected To sclerotic political left
so that educacion is essential For the
people those who ARE part OF the
vast majority.
what is this states seeking liberation
liberation and the aplication OF
duties and rights on both sides
both the governament and Teachers'
unions in other words the
concord stability Fair.

Checklist Journal Evaluation	points
Date	1
Neatness / Handwriting	1
Capitals	1
Periods	1
1-2 sentences	2
3-4 sentences	2
5 or more sentences	2
Total (out of 10 points)	10

Parrot Date 10/10/077

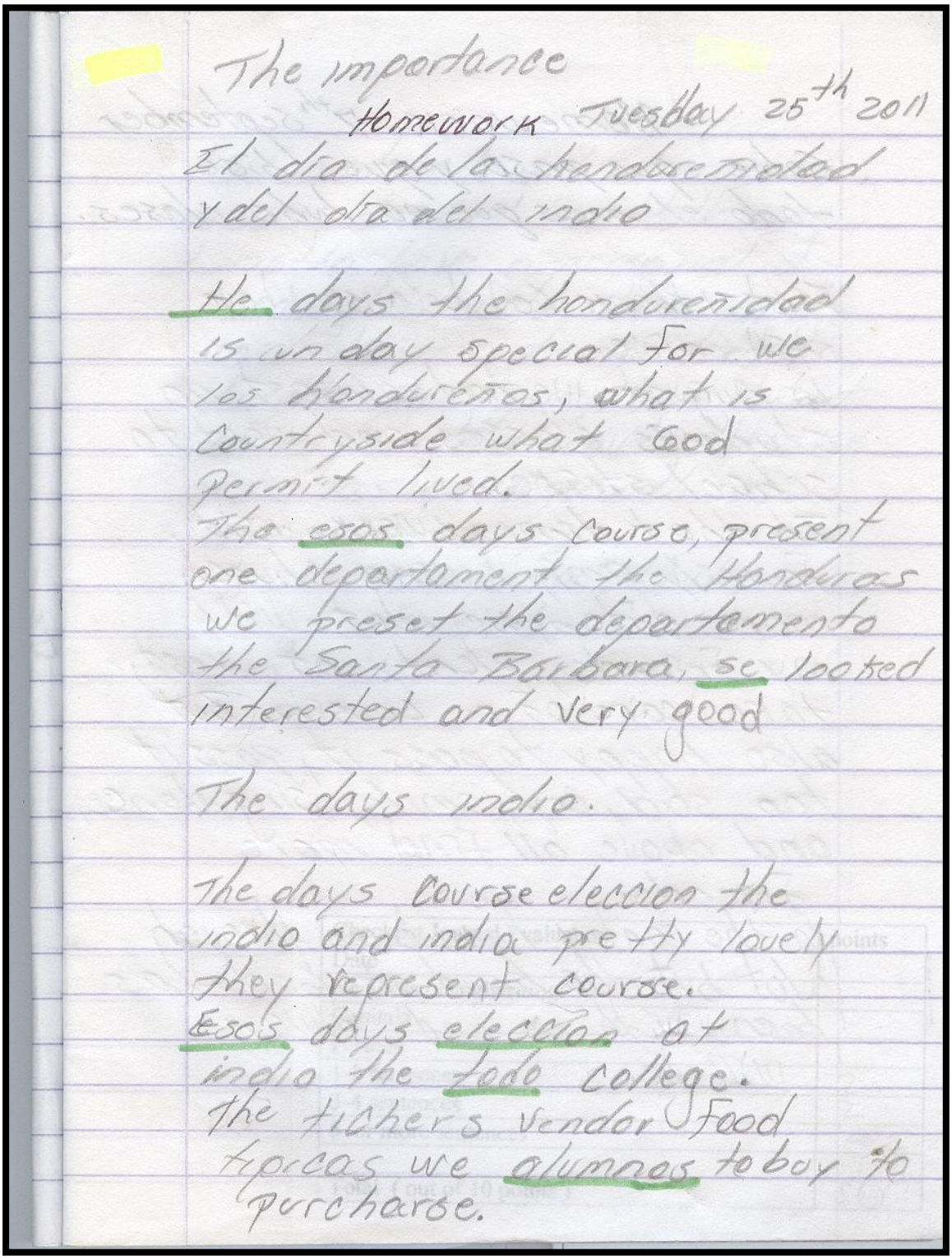
THE parrot loves to watch tV your favorite games was baseeball the sport loved the parrot lot lived very happily at home with his family but one day he went to watch a game with his masters but governess complicate the game because the parrot emocion much he started playing with pets otars other colleagues had at home making loose pets of their own but soon the wing controlled and all returned to mormal.

Ss: G (2012)

29/05/12

In the randy history it counts us as to overcome the difficulties for very difficult that are, this history this based on some Christian principles which help to have moral and also spiritual value, in the history Randy an educated intelligent boy and worker helps in the home together with his mon and his dad also has also in the house a mascot that is a dog that which you/they demostrate a lot of appreciation to the animal which you/they take care and they value it as if it was a human beig it is as a son but in the Family when they were sick the randy mon helps them a lot so that they were treated and they were happy again and you/he/she was this way.

Ss: G (2011)



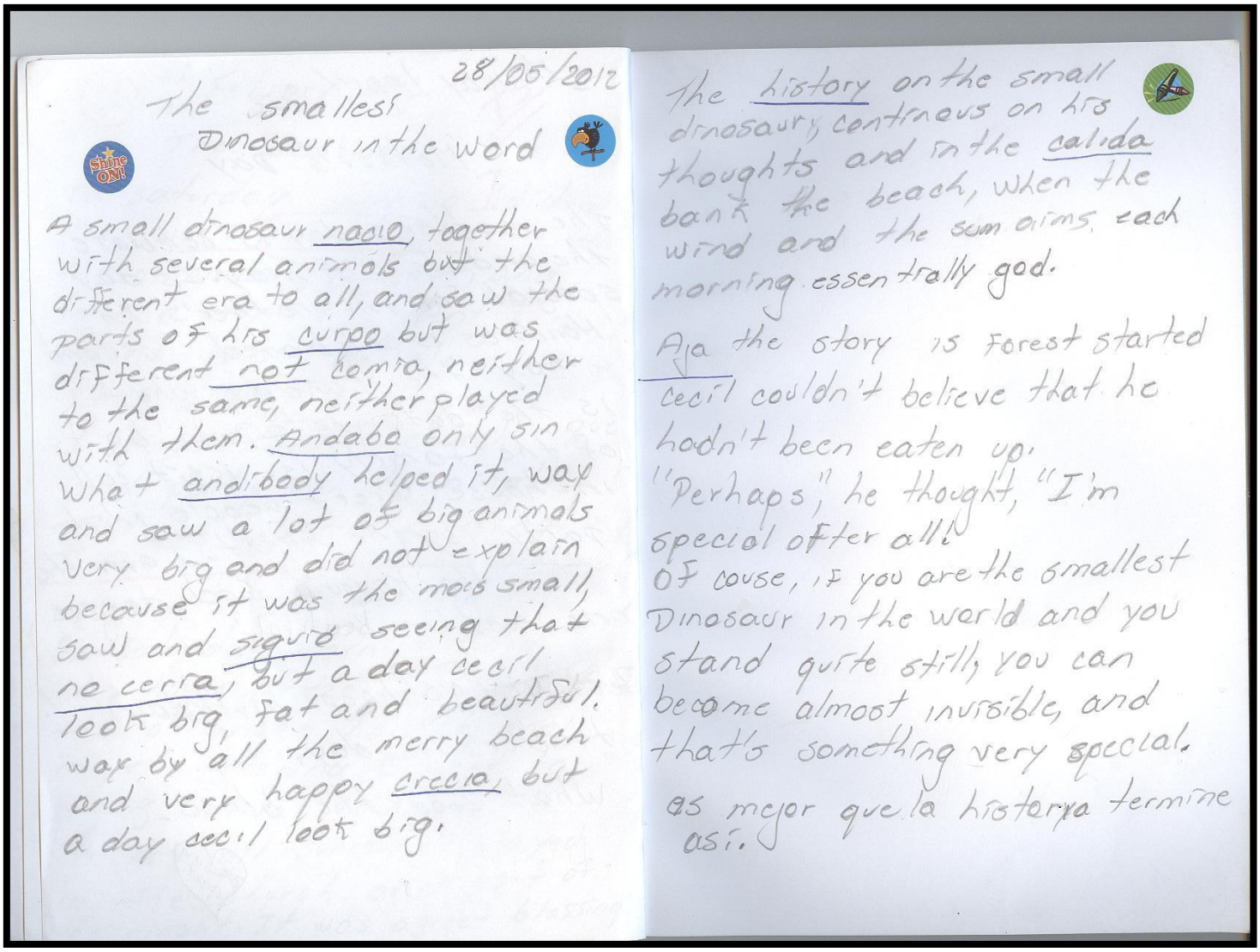
The importance
Homework Tuesday 25th 2011
El dia de la hondureñidad
y del dia del indio

He days the hondureñidad
is un day special for we
los Hondureños, what is
Countryside what God
Permit lived.
The esos days course, present
one departament the Honduras
we preset the departamento
the Santa Barbara, se looked
interested and very good

The days indio.

The days course eleccion the
indio and india pretty lovely
they represent course.
Esos days eleccion at
indio the todo college.
the tichers vendor Food
tipicas we alumnos to buy to
purcharse.

Ss: G (2012)



28/05/2012

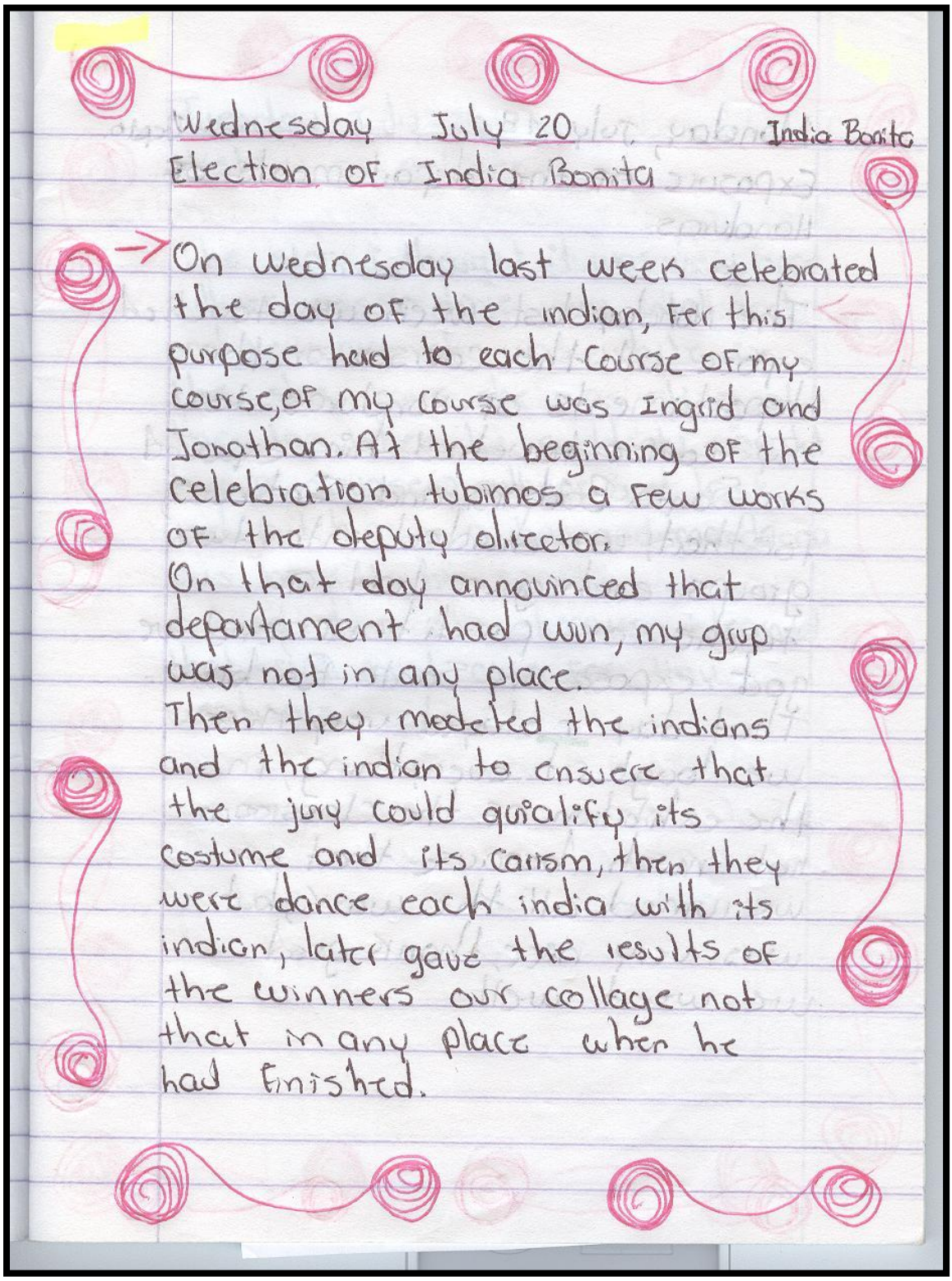
The smallest
Dinosaur in the word

A small dinosaur nacio, together
with several animals but the
different era to all, and saw the
parts of his curpo but was
different not comia, neither
to the same, neither played
with them. Andaba only sin
what andibody helped it, way
and saw a lot of big animals
very big and did not explain
because it was the mois small,
saw and siguió seeing that
no cerra, but a day cecil
look big, fat and beautiful.
way by all the merry beach
and very happy crecia, but
a day cecil look big.

The history on the small
dinosaury centrnous on his
thoughts and in the calida
bank the beach, when the
wind and the sun aims each
morning essentrally god.

Aja the story is Forest started
cecil couldn't believe that he
hadn't been eaten up.
"Perhaps," he thought, "I'm
special after all!
Of couse, if you are the smallest
Dinosaur in the world and you
stand quite still, you can
become almost invisible, and
that's something very special.
as mejor que la historya termine
asi.

Ss: L (2011)



Wednesday July 20 India Bonita

Election OF India Bonita

On wednesday last week celebrated the day of the indian, For this purpose had to each course of my course, of my course was Ingrid and Jonathan. At the beginning of the celebration tubimos a few works of the deputy director.
On that day annouinced that departament had won, my grup was not in any place.
Then they modeled the indians and the indian to ensure that the jury could qualify its costume and its carism, then they were dance each india with its indian, later gave the results of the winners our collage not that in any place when he had finished.

Ss: L (2012)

wednesday 30/05/2012

The story is about the seasons
I really liked the story is
about a boy who willed that
when spring winds blow gently,
the days are sunny, and the
warm green leaves appear on
trees. He is happy because he
dis spring. The child in the spring
likes to see small animals in the
nest.
Then talk about the sumer when
the wind is calm, the days are
hot, the flowers bloom in the gardens.
He likes when is parents take
him to visit tho zoo and also
picnic and also likes to go swiming.
He says that in the fall, the leaves
turn all colors, the days are cool.
Also says that when winter come
the winds are cold he has to put on
a coat when going to play the
outfield. In the gardens you feed
the birds, because he is a helper of God.
In the cold nights of winter their

Ss: S (2011)

27/06/2011

- These days we have studied the use of S and when we need to use it! I have learned that we add's to indicate possesion! We add" to indicate possesion to plural noons! We have also seen possessive adjectives.

- We spent student's week well. It was very nice. We were preparing ourselves for the crowning of the school's bride. A companion participated and I was helping her put on her mask cup. She competed and we helped her sell votes. At the and she ended up as princess for a minor of votes, but it all went well. At the and we had a party

Ss: S (2012)

27/05/2012

The book shows us one of the five Senses which is the sight!! There are different color of eyes. It teaches us everything the eyes can see. For example: At dawn we can see the son an at night the moon. When we go out to a park or woods we can See many trees, the birds, the bees, the ants and if it rains we can even see the rain. When we are home we can see the food, the fork the knife and the spoon. If we see the sky we can see the airplanes flying. It is wonderful everything our eyes can see!!

Super!

A+

Ss: V (2011)

July /22/2011

He Day Lempira
Indio lempira's day was celebrated
in July 20, Lempira it is a national
hero from Honduras with Origin
lencas that they we chose the
lorautiful Indion and it was
a very nice moment because
they were dressed with cousto
mes there were sell of food
was and amazing day that
they our national hero was Killed.

Ss: V (2012)

What IS That? Said the cat 29/May/2012

The history us speech the one
box who found the fox. I found
the box said the fox, I heard said
the bird and the cat is said that,
we want to know we express the
buzzard. While the fox is drinking
a soda. The pig is great let me
express pass to see the bee, the
bird and the cat, fox and the
buzzard, were waiting for the door
as there will. There will fox it
stops north puppy that express the
way. I express the cow to take hold
express the horse, the horse is thrown
with force into the box and goes
flying pig and the cat is scared the
bird and buzzard were top of the
fox uence. Then the rat using a
bat to open the box and says I'm
going to making I'll try; blowing the
other animals, then the hare tries
to enter a hole box wing and the
duck says good luck take care.

APPENDIX B

STORY MAPS: Samples

Daniela michell B. P

Instituto Blanca Adriana Ponce Ponce
IBAPP
WRITTEN PRACTICE
LEVEL 10th
2011

Students Intensive Reading
Adapted for young readers by Vincent Buranelli
Illustrated by:Hieronimus Fromm

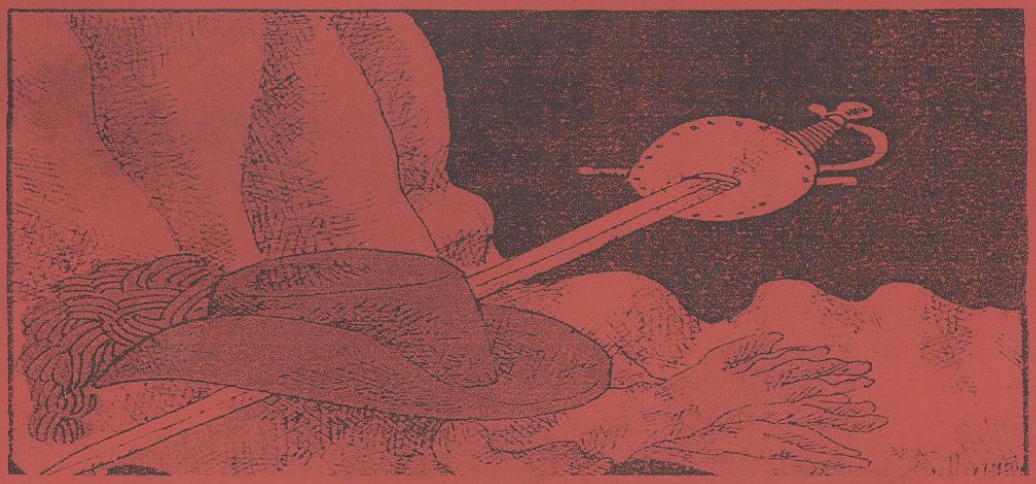
Silver Burdett Company

CLASSICS FOR KIDS

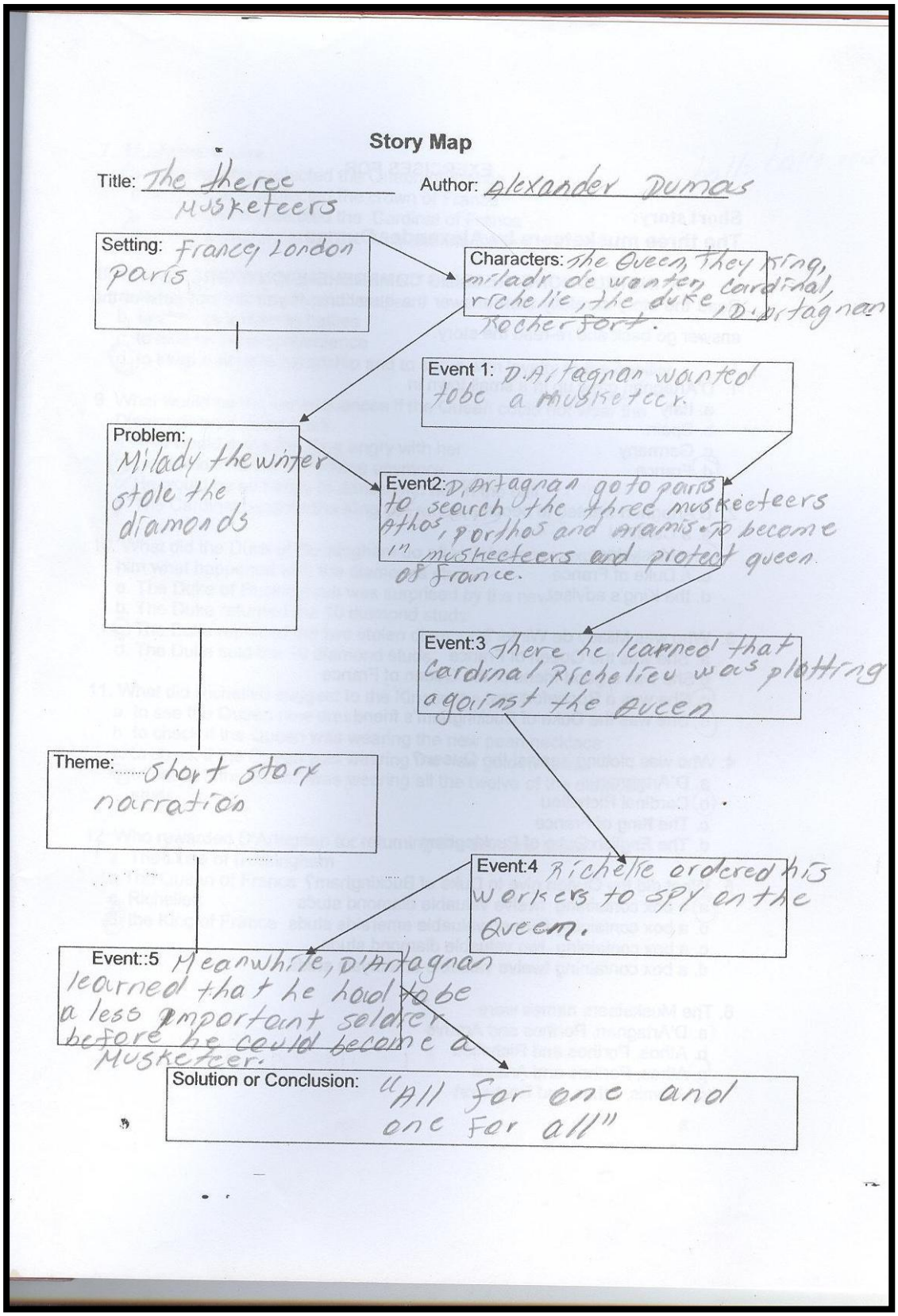
THE THREE MUSKETEERS

Alexander Dumas

Adapted for young readers by Vincent Buranelli



Story Map



Story Map

Title: The three musketeers

Author: alexander Dumas

Setting: France, London paris

Characters: the Queen, they king, miladr de wanter, cardinal, rrchelie, the duke, D'artagnan Rocherfort.

Event 1: D.Artagnan wanted tobe a musketeer.

Problem: Milady the winter stole the diamonds

Event2: D,Artagnan go to paris to search the three musketeers athos, porthos and aramis. To become 1" musketeers and protect queen of France.

Event:3 there he learned that cardinal Richelieu was plotting against the Queen

Theme: short story narration

Event:4 Richelie ordered his workers to spy on the Queen.

Event::5 Meanwhile, D'Artagnan learned that he had to be a less important solder before he could become a Musketeer.

Solution or Conclusion: "All for one and one for all"

Story Map

Title: the three musketeers Author: Alexander Dumas

Setting: France, Paris
London

Characters: The Queen
The king, milady de winter
cardinal Richelieu, the Duke of
Buckinghan, Rochefort

Event 1: D' Artagnan wanted to be
a musketeen

Problem: milady the
thewnter stole
the diamonds

Event2: D, artagnan go to Paris
to searsh the therre musketeers
Athos, Porthos and Aramis. To become
in a musketeers and protect
Queen of France.

Event:3 There he learned that
cordinal Richelieu was plotting
against the Queen.

Theme: short story
narration

Event:4 Richelieu decided
to use this information
to trap the queen

Event::5 the muskete
lose in ba the but
D'Atagain scape

Solution or Conclusion: Finally D' Artagnan achieved the
goal that had brought him to Paris. He became
one of the king's musketeers.

Story Map

Title: The Three Musketeers Author: Alexander Dumas

Setting: France, Paris, London

Characters: D, Artagnan, Milady de Winter, Richelieu, The Duke Cardinal Richelieu

Event 1: D, Artagnan wanted to be a musketeer.

Problem: Milady the winter stole the diamonds

Event2: D, Artagnan go to Paris to searsh the there Musketeers Athos Parthos, and Aramis. To become in a musketeers and Protect the Queen of France

Event:3 There he learned that Cardinal Richelieu was plotting against the Queen. Richelieu wanted more power. He wanted to be the King's only adviser

Theme: Short story narration

Event:4 Richelieu ordered his workers to spy on the Queen.

Event::5 Meanwhile, D, Artagnan learned that he hat to be a less important soldier before he could become a Musketeer.

Solution or Conclusion: ("All For one and one For all").

Story Map

Title: Percy the Parrot strikes out Author: Wayne Carley

Setting: percy is hous e Baseball park

Characters: percy, Mrs Gray Benny The kid umpire parrot, wolf the dogs

Event 1: Percy was watching TV in the livingroom.

Problem: The I'm leaving said the umpire.

Event2: Benny came at Mrs. Gray house.

Event:3 Benny as ked to Mrs Gray to borrow her parrot for the team mascot.

Theme: The mascots the hot friend.

Event:4 Mrs Gray put percy on Benny's shoulder.

Event::5 the next boy up for the JETS hit a ball. an dran to first base

Solution or Conclusion: Mis Gray the umpire said Benny

Story Map

Title: Percy the Parrot strikes out Author: Wayne Carley

Setting: percy is house Baseball parker

Characters: percy, Mrs Gray Benny The kid umpire parrot, wolf the dogs

Event 1: Percy was watching TV in the livingroom.

Problem: The I'm leaving said the umpire.

Event2: Benny came at Mrs. Gray house.

Event:3 Benny asked to Mrs Gray to borrow her parrot for the team mascot.

Theme: The mascots the hot friend.

Event:4 Mrs Gray put percy on Bennyis shoulder.

Event::5 the next boy up for the JETS hit a ball. an dran to first base

Solution or Conclusion: Mis Gray umpire

Story Map

Title the Gull thet los the sea

Author claud clayton smith

Setting: the seashore/countryside de Gulkeato the Countryside

Characters: Gulliver ton y tonx fishermen Gusdriver

Event 1: Once upon a sonn yseashore there lived gull named Gusdriver

Problem: The storm throw sulliver The countryside

Event2: Gulliver nested amond the rocks bellow lighthouse rose, above it liked gigtepp eymint stick

Event:3 sometimes Gulliver hunted she fish but most of the time + han scrps fis hermen tossed to him Engles ted of the rock Gulliver saw hills and fields The worn son dried feathers

heme: one day as Gullive was follwing a ton kee dark

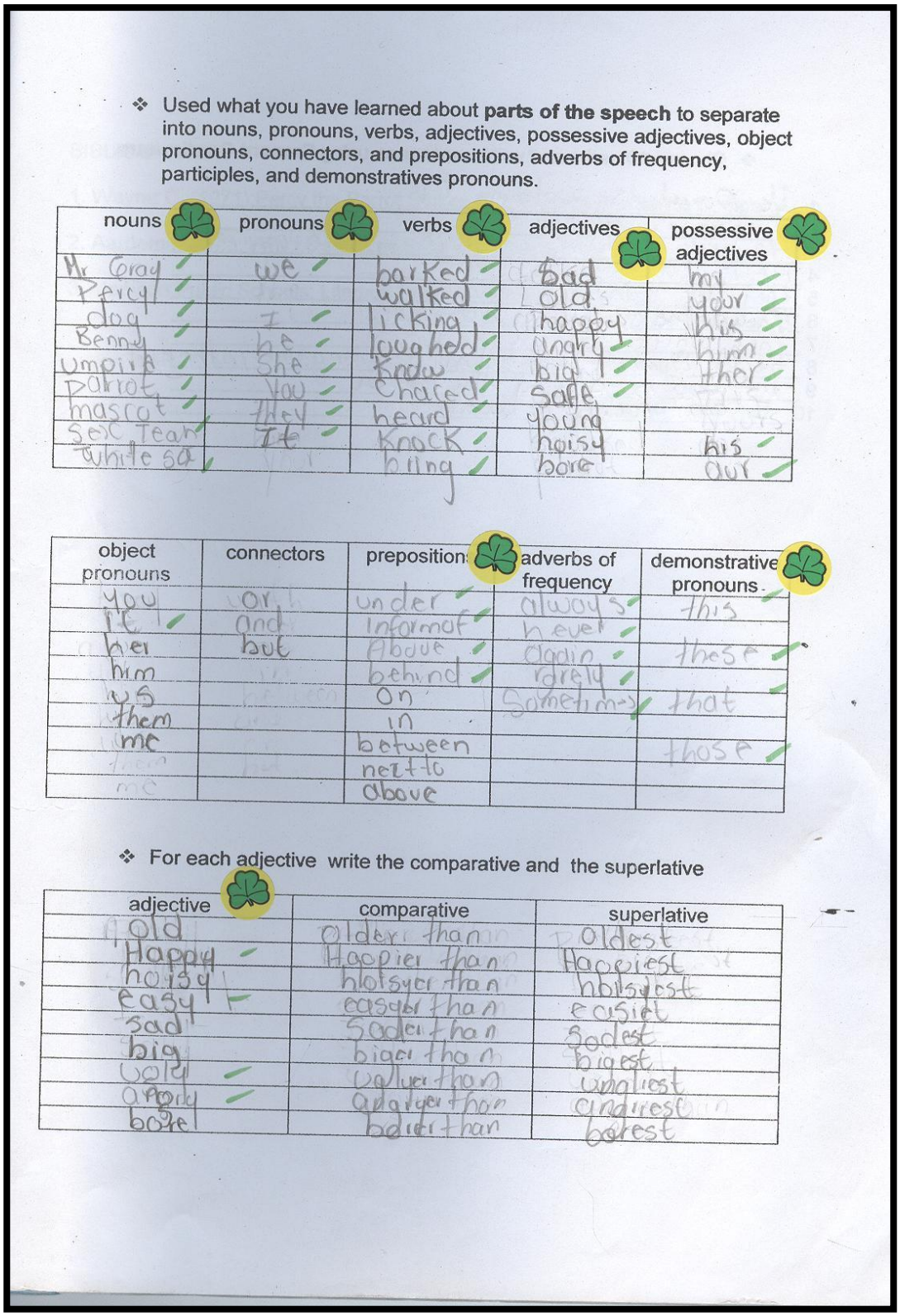
Event:4 Spotted a village as he flew closer he saw Barber Shop, tony loke, window and saw Gulliver sitting in a cool board box nice long

Event::5 Next morning bus driber the bus fraveled for a long time across

Solution or Conclusion: Gulliver had found his home by the sea Gulliver appearred in the seas horn

APPENDIX C

Exercises Samples



❖ Used what you have learned about **parts of the speech** to separate into nouns, pronouns, verbs, adjectives, possessive adjectives, object pronouns, connectors, and prepositions, adverbs of frequency, participles, and demonstratives pronouns.

nouns	pronouns	verbs	adjectives	possessive adjectives
Mr Gray	we	barked	bad	my
Percy		walked	old	your
dog	I	licking	happy	his
Benny	he	loughed	angry	him
umpire	she	Know	big	ther
parrot	you	Charad	safe	
mascot	they	heard	young	
SEC Team	It	Knock	noisy	his
White sa		bring	bore	our

object pronouns	connectors	preposition	adverbs of frequency	demonstrative pronouns
you	or	under	always	this
it	and	informof	never	
her	but	Above	again	these
him		behind	rarely	
us		On	Sometimes	that
them		in		
me		between		those
		next to		
		above		

❖ For each adjective write the comparative and the superlative

adjective	comparative	superlative
old	older than	oldest
Happy	Happier than	Happiest
noisy	noisyer than	noisyest
easy	easyer than	easiet
sad	Sader than	Sadest
big	biger than	bigest
valu	valuer than	valuiest
angry	angryer than	angriest
bore	bder than	borest

EXERCISES FOR

Short story:

The three musketeers by Alexander Dumas

❖ **INSTRUCTIONS: READING COMPREHENSION EXERCISE**

Read the story carefully then answer the questions. If you are not sure of the answer go back and re-read the story.

1. D'Artagnan grew up in a small town in
   a. Italy
   b. Spain
   c. Germany
   d. France

2. D'Artagnan wanted to become a
   a. a Cardinal
   b. a Musketeer
   c. a Duke of France
   d. the King's adviser

3. Who was Milady de Winter?
   a. She was the Queen of France
   b She was a good friend of the Queen of France
   c. She was a Rochefort spy
   d. She was the Duke of Buckingham's friend

4. Who was plotting against the Queen?
   a. D´Artagnan
   b. Cardinal Richelieu
   c. The King of France
   d. The English Duke of Buckingham

5. What did the Queen give to Duke of Buckingham?
   a. a box containing twelve valuable diamond studs
   b. a box containing thirteen valuable emeralds studs
   c. a box containing two valuable diamond studs
   d. a box containing twelve valuable amethysts studs

6. The Musketeers names were
   a. D'Artagnan, Porthos and Aramis
   b. Athos, Porthos and Richelieu
   c. Athos, Porthos and Aramis
   d. Aramis, Athos and Rochefort

7. Musketeers were
   a. soldiers who protected the Queen of France
   b. soldiers who protected the crown of France
   c. soldiers who protected the Cardinal of France
   d. soldiers who protected the King and the Queen of France

ball= baile real

8. The motto "All for one and one for all." meant
   a. to take care themselves in battles
   b. to work as a team in battles
   c. to look for ones convenience
   d. to keep a sincere friendship and to serve with loyalty to the nobility.

9. What would be the consequences if the Queen could not wear the Diamonds stud in the ball?
   a. This would make the King angry with her
   b. He would listen to her advice anymore.
   c. He would be so happy to dance with her in the ball.
   d. The Cardinal became the King of France

10. What did the Duck of Buckingham do after D'Artagnan explained to him what happened with the diamonds studs?
   a. The Duke of Buckingham was surprised by the news
   b. The Duke returned the 10 diamond studs
   c. The Duke replaced the two stolen diamonds
   d. The Duke sold the 10 diamond studs

11. What did Richelieu suggest to the King in the ball?
   a. to see the Queen new dress
   b. to check if the Queen was wearing the new pearl necklace
   c. to check if the Queen was wearing the new golden shoes
   d. to check if the Queen was wearing all the twelve of the diamond studs

12. Who rewarded D'Artagnan for returning the diamond studs?
   a. The Duke of Buckingham
   b The Queen of France
   c. Richelieu
   d. the King of France

❖ Used what you have learned about the **parts of the speech** to separate into **nouns, verbs, adjectives.**

nouns	verbs	adjectives
D'Artagnan	was	young
soldiers	protected	small
Paris	rode	poor
sword	wore	proud
swordsman	defeated	excellent
feather	stopped	powerful
inns	gove	named
Rochefort	spy	
contry	wanted	
Swordman	stopped	
Rochefort	grew	
woman	reported	
Ambassader	learned	

❖ Choose 10 verbs and write **sentences** using Simple Past.
Example: I **went** to the movies yesterday.

1 I wanted to poss the closs
2 they procted Queen of France
3 the Duke of Buchingham came up with a plan
4 Richelien didn't thinK that the Queen would be able
5 Porthos got into a duel and had to remain behind to
6 It looked like D'Artagnan was too late.
7 they would then return the studs to the Queen.
8 their names were Athos, Porthos, and Aramis
9
10

EXERCISES FOR
THE GULL THAT LOST THE SEA

❖ Use what you have learned about parts of the speech to separate into **nouns, verbs**, and **adjectives.**

Nouns	Verbs	Adjectives
Guit	lived	Sunny
fishermen	hunted	old
countryside	blew	wonderful
beach	flew	strongest
ships	called	peppermint
barbershop	threw	passing
hill	dried	cold
	felt	high
bested	had	blue
	traveled	wide
	took	close
	there	waiting

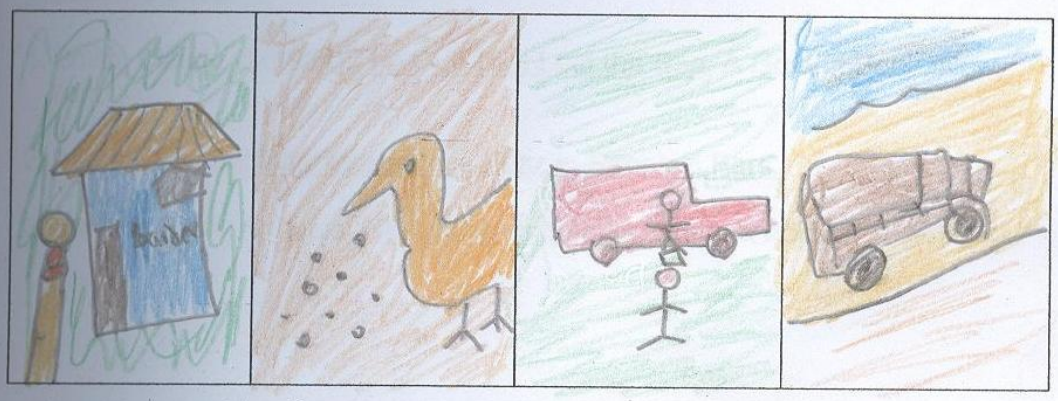
❖ Choose 8 nouns. Draw a picture of the word and write a sentence describing what it is or how it is used.

1 The Gull Nested In the Rocks

2 The Gull Fly For the sky

3 The Tropical Forest is Green

4 The Town is Pretty



5 the house of tony

6 the Gull eat Maiz

7 the bas driver and Tony and box

8 the bus Travel For the street

❖ For each adjective write the opposite.

Adjective	Opposite
white	Black
old	young
Dried	Humid
smile	cry
Sunny	opaque
Big	small
SOFt	Hand
Cold	hot
Dried	Humild
snug	Cramped

❖ Write at least 10 sentences using the **verbs** that appeared in the story.

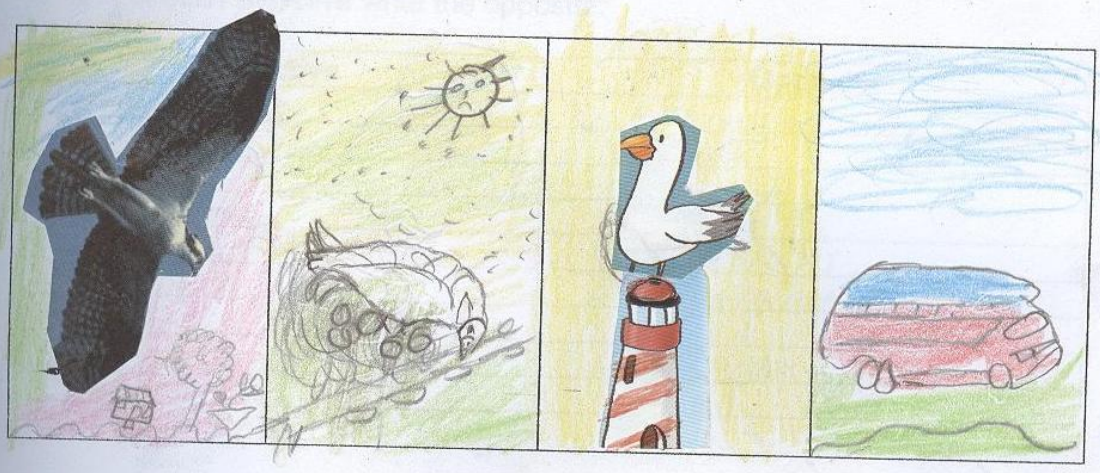
1. Gulliver broke the shells dry
2. Gulliver was nested under the lighthouse
3. Gulliver was moving ships at sea
4. the driver opened the box To Free Gulliver
5. Gulliver saw in the distance a village
6. Gulliver met again the lighthouse and its nest
7. The waves were blowing ever stronger
8. Gulliver Freeding the scraps
9. Gulliver lived in the seashore
10. Gulliver Felt Fre and Flew over the horizon.

EXERCISES FOR
THE GULL THAT LOST THE SEA

❖ Use what you have learned about parts of the speech to separate into **nouns, verbs**, and **adjectives.**

Nouns	Verbs	Adjectives
gull	Flew	sunny
Fishermen	traveled	old
country side	blew	wonderFull
beach	saw	pepperminf
ships	gew	coel
barbershoo	lived	blue
	eat	high
hill	there was	nice
nested	blew	soft
	to let	sang
	gave	Fall
	recturned	Rocty

❖ Choose 8 nouns. Draw a picture of the word and write a sentence describing what it is or how it is used.



1 Gulliver these in he contry side

2 tony opened the cardbourd boy

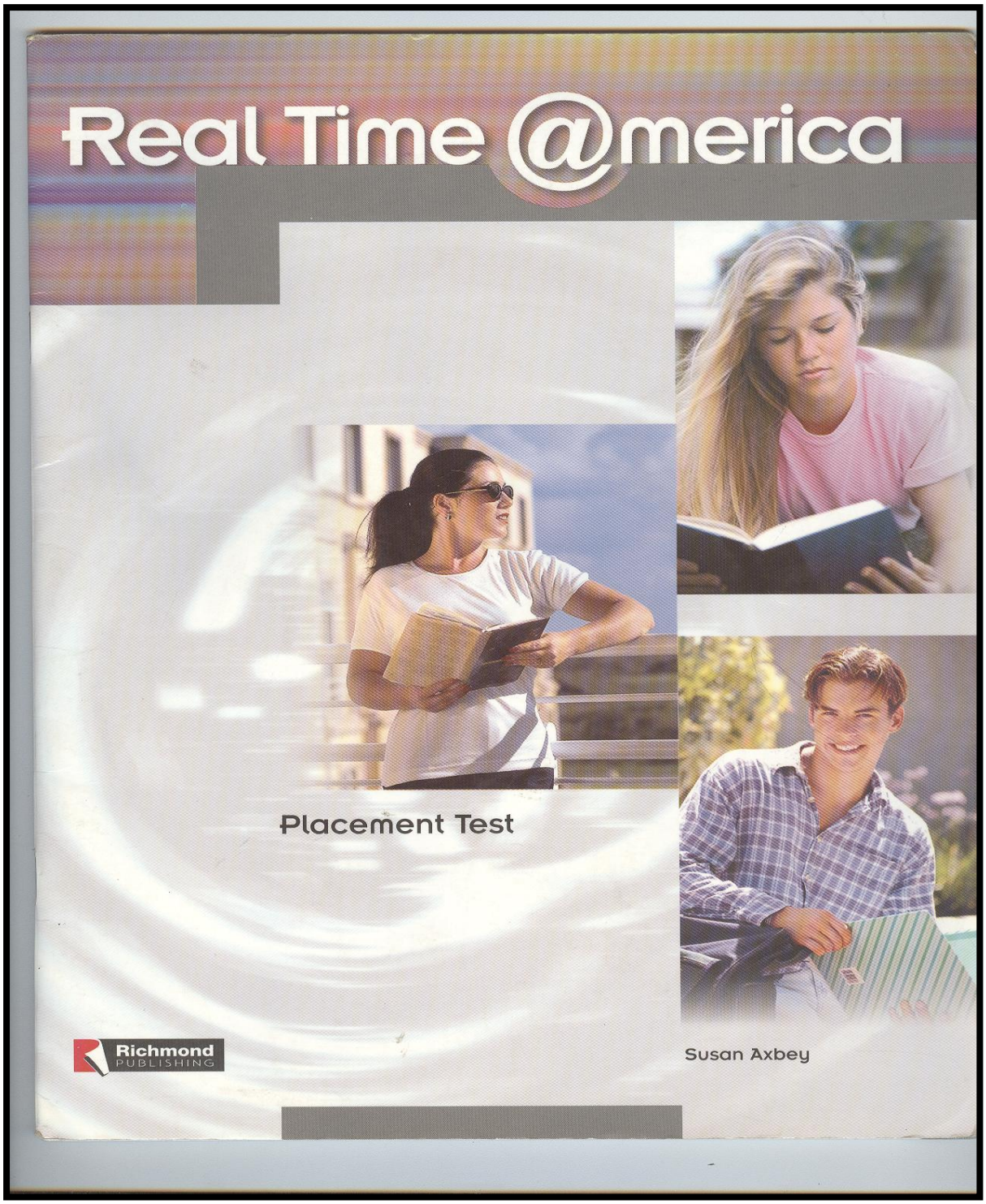
3 the gull is very pretty

4 Gulliver appeared in the bus

Attachments

PLACEMENT TEST

ATTACHMENT 1 LISTENING PLACEMENT TEST



PLACEMENT TEST

This test is in three parts: Listening, Grammar and Reading. Each part has 20 questions. You have 45 minutes to complete the test.

Part 1 Listening

In this part of the test, you will hear some conversations and answer questions about them. Read the questions first. Then listen to the conversation and answer the questions. Mark A, B or C on your answer sheet. You will hear the conversation once only. Here is an example:

Example:

John meets his friend Tina in the street. Read the question.

Tina is going to the ...

A café.
B bank.
C office.

Now listen to the conversation and answer the question.

The correct answer is B. Notice how you mark the correct answers:

A ○ B ● C ○

The Listening test begins now.

Conversation 1

Tony is a new student. Read questions 1 and 2.

1 Tony's last name is ...

A Milerton.
B Millerton.
C Millerten.

2 Tony's class is in room ...

A eleven.
B seven.
C ten.

Now listen to the conversation and answer questions 1 and 2.

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CONVERSATION 2

David is talking about his vacation in London. Read questions 3 and 4.

3 What problem did David have with the hotel?

A Noisy location.
B Poor service.
C Bad food.

4 David and his wife went …

A to the opera and the ballet.
B to the National Theatre.
C on a boat trip to Oxford.

Now listen to the conversation and answer questions 3 and 4.

CONVERSATION 3

Sarah invites Alan to her birthday party. Read questions 5 and 6.

5 What date is Sarah's birthday?

A 15th.
B 6th.
C 5th.

6 Sarah asks Alan to help with the …

A food.
B drinks.
C music.

Now listen to the conversation and answer questions 5 and 6.

CONVERSATION 4

John is talking to his doctor. Read questions 7, 8 and 9.

7 John has headaches in the …

A morning.
B afternoon.
C evening.

8 He has problems with his …

A boss.
B stomach.
C tablets.

9 The doctor tells John to …

A have a light meal in the evening.
B drink a lot of water in the evening.
C stop drinking coffee in the morning.

Now listen to the conversation and answer questions 7, 8 and 9.

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CONVERSATION 5

Jenny is talking to her friend David about sports. Read questions 10 and 11.

10 Which of these sports is Jenny learning?

A Skiing.
B Windsurfing.
C Swimming.

11 David has never tried windsurfing because he ...

A can't ski very well.
B prefers parachuting.
C can't swim.

Now listen to the conversation and answer questions 10 and 11.

CONVERSATION 6

Bob asks Maria about her plans for the summer. Read questions 12 and 13.

12 When Maria was a child, her family used to ...

A go to Orlando, Florida.
B rent a house on the beach.
C stay with friends of her father.

13 Which state has Maria already visited?

A Maine.
B Oregon.
C Washington.

Now listen to the conversation and answer questions 12 and 13.

CONVERSATION 7

A reporter on a local newspaper is talking to the editor about his ideas for an article. Read questions 14 and 15.

14 What would be a good title for the newspaper article?

A Success in Chicago
B Doctor Comes Home
C New Heart Surgery

15 What did the doctor say to the reporter?

A I prefer to live in a small town than a big city.
B I'll probably go back to Chicago one day.
C There are better job opportunities in a big city.

Now listen to the conversation and answer questions 14 and 15.

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CONVERSATION 8

Two friends are talking about the weather. Read questions 16, 17 and 18.

16 What is the weather forecast?

A Strong winds.
B Heavy snow.
C More rain.

17 Because of the bad weather, the man thinks that the …

A airport road will probably be blocked.
B neighborhood roads might be clear.
C planes probably won't be able to land.

18 What happened to the man last year?

A He couldn't get to the airport because of the snow.
B His flight was canceled so he went home.
C He had to wait at the airport for three hours.

Now listen to the conversation and answer questions 16, 17 and 18.

CONVERSATION 9

Two friends are talking about how success can affect young people. Read questions 19 and 20.

19 The man thinks that young people who become rich and successful …

A do not look after their parents.
B have no influence on children.
C are not careful with their money.

20 The two friends agree that the young basketball player in the news should have …

A given money to his family.
B listened to his parents.
C finished his education.

Now listen to the conversation and answer questions 19 and 20.

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ATTACHMENT 2 GRAMMAR PLACEMENT TEST

PLACEMENT TEST

Part 2 Grammar

Choose the options to complete the sentences correctly. Mark A, B, or C on your answer sheet. You have 15 minutes to do this part of the test.

1 This is my pen. … pen is on the table.
- A You
- B Your
- C You're

2 They … American, they're Canadian.
- A isn't
- B don't
- C aren't

3 … John play tennis?
- A Do
- B Does
- C Is

4 Where … last night?
- A were you
- B you were
- C did you

5 … you like a coffee now?
- A Would
- B Do
- C Are

6 She went to the disco and … a good time.
- A was
- B did
- C had

7 I think he speaks Spanish …
- A quite good.
- B not at all.
- C very well.

8 I'm sorry. There isn't … sugar.
- A a
- B any
- C many

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9 You … say that. It's not polite.

A shouldn't
B aren't
C haven't

10 A: Is Mary coming to the party with you?
B: I hope …

A is.
B so.
C too.

11 You're not late. The movie … yet.

A didn't start
B doesn't start
C hasn't started

12 A: Have you ever been to Toronto?
B: Yes, I … there quite often when I was a child.

A used to go
B usually go
C wanted to go

13 A: Do you like camping?
B: Not much. If I had enough money, … in a hotel.

A I'll stay
B I'd stay
C I'm staying

14 He's written a lot of good songs, …

A doesn't he?
B isn't he?
C hasn't he?

15 A: Do you know when he saw her last?
B: I'm sure he … her since October.

A hasn't seen
B isn't seeing
C didn't see

16 Everyone complains about this train service. It's not … as it was two years ago.

A faster than
B much better
C as good

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17 The government said that they are going to write a report about the situation but it … published until next year.

A won't be
B hasn't been
C will have been

18 I'm sorry but students … to come in here yet. You'll have to wait outside.

A mustn't
B should not
C aren't allowed

19 The director said that the company has not made a profit for two years … it is almost certain that some people will lose their jobs.

A then
B but
C so

20 The workers are quite angry. They say that … they'd known about the situation earlier, they could have started looking for other jobs.

A as
B if
C when

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ATTACHMENT 3 READING PLACEMENT TEST

PLACEMENT TEST

Part 3 Reading

In this part of the test you will read some texts and answer questions about them. Mark A, B or C on your answer sheet.

READING TEXT 1

Read the text and answer questions 1 and 2.

> It's a very nice house. It has two floors. There are three rooms upstairs. One of the bedrooms is very big with a shower. The other one—the small bedroom—is at the back and it has a nice view of the yard. And the bathroom is upstairs too. Downstairs I have the living room, my study and the kitchen, which is quite large. The kitchen has a door through to the study. It's very small but it has a nice view of the yard. A good place to work.

1 How many bedrooms are there in the house?

A One.
B Two.
C Three.

2 The study is …

A next to the kitchen.
B upstairs at the back.
C next to the living room.

READING TEXT 2

Read the text and answer questions 3 and 4.

> **SPRING SALE**
>
> Starts April 3. Doors open 9:00 A.M. Huge reductions. 25%, 30% and 50% off men's and women's fashions.
>
> - Dresses and skirts from $99.99.
> - All sportswear half price.
> - Shoes and accessories 40% off.
> - Men's suits 25% off.
> - Hugo Boss leather jackets $129.99.
> - Men's sweaters and shirts from $29.99.
> - And 30% off all belts and bags.

3 Which items have 30% off?

A Suits.
B Sportswear.
C Belts.

4 Which items have 50% off?

A Sportswear.
B Accessories.
C Men's shirts.

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READING TEXT 3

Read the text and answer questions 5 and 6.

Tours of the university campus are organized by the Office of Special Events and take place at 10 A.M., 11:30 A.M., 2:30 P.M. and 4:00 P.M. from Monday to Saturday. Tours begin at Entrance B in the Main Hall, 121 E. 62nd St. You can also get free campus maps and a calendar of events for the week at several locations on campus: Hadfield House (closed on weekends), the Administration Building and the Main Hall. Tours end at the University Bookstore, 573 University Ave., open Monday to Saturday 9:00 A.M. to 9:00 P.M. and Sunday 11:00 A.M. to 5:30 P.M.

5 Where do tours of the campus start?
- **A** At Hadfield House.
- **B** At the Administration Building.
- **C** At the Main Hall.

6 On Sunday afternoon, you can …
- **A** visit Hadfield House.
- **B** buy some books.
- **C** take a campus tour.

READING TEXT 4

Read the text and answer questions 7, 8 and 9.

DRIVER wanted for small family business to deliver fresh fruit and vegetables to our customers' homes. We need someone who can work flexible hours. Good pay for the right person. 2/3 nights a week and 2/3 early mornings.
Tel: Josie at 892-3411.

SALES REPRESENTATIVE required for New York baby clothes company. Own company car. No experience needed but must be willing to spend 2/3 nights on the road. Salary + commission. Résumés to Mr. T. Baker, Whiteplains.

BABYSITTER Friendly, kind person with car and experience with young children needed to look after Pammy (3 months) and Tom (2 years), three mornings a week while mother is at work. Hours: 7:30–1:00.
Call Melanie at 673-4598.

7 Which job requires experience?
- **A** Driver.
- **B** Sales representative.
- **C** Babysitter.

8 Which person will work early and late hours?
- **A** Driver.
- **B** Sales representative.
- **C** Babysitter.

9 Which advertisement does NOT mention money?
- **A** Driver.
- **B** Sales representative.
- **C** Babysitter.

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- **B** Sales representative.
- **C** Babysitter.

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READING TEXT 5

Read the text and answer questions 10 and 11.

Dear Nick,

As you know, I've found a job here in San Diego—I start on Monday. Last weekend, I came down and rented an apartment not far from the office. It's just what I wanted. I've already bought some furniture but I still need a fridge and a dishwasher. I'm moving in tomorrow and start work Monday. You've been to San Diego so you know it's a great city. I wish you'd come and join me but I know you like your job in LA too much to move. But you promised to come and visit. Maybe next month? I'll call you.

Love,
Laura

10 What has Laura done?

A She has started a new job.
B She has found an apartment.
C She has bought a fridge.

11 Nick will probably …

A move to San Diego.
B change his job.
C visit Laura.

READING TEXT 6

Read the text and answer questions 12 and 13.

New Students

Welcome to the Central Park School of English. Classes are given every morning Monday to Friday from 9:30 to 1:15 P.M. On Tuesday and Thursday afternoons 2:30 to 4:00 P.M., advanced level students may also take a special study class. Options available for special study this month are Business English and Public Art of New York. The History of New York and the American Theater options mentioned in the program have been canceled. However, the social program organizer has arranged two theater trips. More detailed information is in this Student Welcome Pack.

12 On which day can some students take two classes?

A On Monday.
B On Tuesday.
C On Friday.

13 Which special study options are available this month?

A Public Art of New York
B History of New York
C American Theater

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READING TEXT 7

Read the text and answer questions 14 and 15.

The Wright Brothers

American aviators, Orville Wright (1871–1948) and his brother Wilbur Wright (1867–1912) made the first powered and controlled airplane flights on December 17, 1903. **They** took place near Kitty Hawk, North Carolina. In the second flight, lasting about a minute, the plane covered a distance of 250 meters. At first, the flight failed to interest the US public or the government, but the brothers continued to make improvements on their machine and **eventually** succeeded in staying in the air for an hour. Later, they set up an aircraft factory and supplied planes to the US government.

14 The word **They** in line 2 in the text refers to the …

A brothers.
B flights.
C planes.

15 The word **eventually** in the text means …

A finally.
B usually.
C successfully.

READING TEXT 8

Read the text and answer questions 16, 17 and 18.

New Restaurants

Marco's Place at 121 Main Street is a new restaurant with seating for up to thirty and in the summer, there'll be space for another fifteen outside on the deck. **It**'s in a great location, right downtown. My partner and I started with pasta dishes and both were excellent. Then he had roast chicken, which was fine, but my fish dish was disappointing. It was just a little overcooked and the sauce was too rich. There is a wide choice of delicious ice cream made by Marco himself—we tried three flavors. There is also an excellent wine list and great coffee. I think next time I'll go for something simple such as grilled meat or fish and stay away from the sauces. We did find the music a problem—it was so loud that we couldn't hear ourselves speak. So Marco, please turn the sound system down!

Overall recommendation: not quite perfect yet but I'll go back. (Well, only if someone else is paying—Marco's Place is not a cheap night out!)

16 The word **It** in line 2 refers to the …

A restaurant.
B deck.
C town.

17 The writer had a negative opinion about the …

A pasta.
B chicken.
C fish.

18 The next time the writer goes to Marco's place, she will probably …

A have meat or fish without any sauce.
B ask the waiter to change the music.
C avoid the expensive food and wine.

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READING TEXT 9

Read the text and answer questions 19 and 20.

Agriculture, indeed the whole of human civilization, depends on water. Without sufficient water, crops will not grow to their full potential. How much water a crop consumes varies not only with the type of crop—wheat, rice or cotton—but also with the location in which it is grown. A rice plant growing in a hot, dry climate such as California, for example, will need more water than one growing in a more humid region, such as Mississippi.

Globally, the quantity of water needed to grow the food we need—grains, fruits and vegetables—is enormous. For example, it takes about 1,000 tons of water to grow one ton of wheat. Worldwide, crops currently get about 70% of their water directly from rainfall and 30% from irrigation systems. And future increases in food production will rely more heavily on irrigation because most land with abundant rainfall is already at maximum food production levels.

Reaching the food production levels required for 2025 could require up to 2,000 cubic kilometers of additional irrigation water. That is equivalent to the annual flow of 24 Nile Rivers or 110 Colorado Rivers. Supplying this vast volume of water will be difficult and it remains one of our greatest challenges of the coming decades.

19 Which paragraph in the text describes how crops obtain water at present?

A Paragraph 1.
B Paragraph 2.
C Paragraph 3.

20 The writer suggests that we need to …

A grow more crops that need little water.
B develop more efficient irrigation systems.
C increase food production in humid regions.

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ATTACHMENT 4 WRITING PLACEMENT TEST

WRITING

Assessment of writing

The writing assessment can be used in conjunction with the scores from other parts of the test to help place students at the appropriate level in the course.

As it is difficult to assess writing skills objectively, each student's writing should ideally be assessed independently by two teachers who are familiar with the different levels of the classes in the institution. Both teachers should then agree on the student's overall assessment on the scale 1–5, if possible adding a low/high to the level.

The assessment should reflect how well the student is able to communicate in writing and take into account the following factors: punctuation and spelling, vocabulary range, grammatical range and accuracy, organization of content and task achievement.

Communication

How well can the student communicate information or opinions?

At level 1	Very little communication takes place; only very general information is communicated; reader has to guess at intended meaning.
At level 5	Effective communication takes place; general statements are supported with examples and details; opinions are expressed clearly.

Punctuation and Spelling

How far does the student's punctuation or spelling interfere with communication?

At level 1	Little understanding of punctuation or capitalization; errors in spelling basic words.
At level 5	Good punctuation and spelling; hardly ever causes problems.

Vocabulary

How much vocabulary can the student use?

At level 1	Vocabulary is very limited so that the student can hardly communicate basic information.
At level 5	Vocabulary range is extensive and allows the student to write in detail about the topic.

Grammar

How accurately can the student form sentences and communicate meaning?

At level 1	The student has problems with basic grammatical structures such as word order and subject-verb agreement, which interfere with communication.
At level 5	The student can use a wide range of grammatical structures and makes few errors.

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WRITING

Level 4

My Neighborhood
I live in Mexico City, the biggest of all the world. You may say it has little towns inside neighborhoods.
My house is up in the hills, you may see at nights, all the lights of the city. It seems to be an ocean filled with little glowing fishes. It's located in one of the thousands of small towns swallowed by the city though the years. This has some advantages. I have a local market a block away, a video store, grocery store, and all kinds of commerce. Also it's very well communicated. The bus stop is like three blocks away. My house was the first one to be here, so, we know all the neighbors. The ugly thing comes when you have to stand the saints festivities till 6 or 7 in the morning. Also ther's a lot of street dogs, very skinny with all kinds of rashes, ...

Level 5

I liked school very much when I was a child. We had a big playground and the teacher was such a nice person. I remember the first year I was there. Other students invited me to join them and I liked that. The building had nine classrooms only and it was full of light. Director always was shouting. He had a very bad temper Anyway I met him some years ago and he was so kind. I must say we had a secret garden at school. Some students and I brought several flowers and sowed them in one of the garden's corner. My favorite subject was mathematics. I liked to copy figures on grid paper. I liked to imagine what the figure would look like if it were flipped about the line. Everytime I used a ruler to measure the sides of the figures, it was exciting. Numbers and geometry were such a mystery and I was four years only.

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ANSWER SHEET

NAME: _____

Part 4 Writing

Choose ONE of the following subjects:

Describe your SCHOOL / NEIGHBORHOOD / CAPITAL CITY and discuss its advantages and disadvantages.

Write a minimum of 100 words.

_____

_____

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ATTACHMENT 5 THEMATIC UNITS TEXTBOOK

People 1

Objectives

By the end of this unit students should be able to:

Vocabulary
- Talk and write about people
- Talk and write about daily routines

Grammar
- Form and use the present simple
- Use the possessive case
- Use possessive adjectives
- Use the question word *whose*
- Use possessive pronouns
- Use adverbs of frequency
- Use *can / can't*

Pronunciation
- Pronounce the /s/, /z/ and /ɪz/ sounds
- Pronounce the /æ/ and /ɑ:/ sounds

Reading
- Read a short text about a day in someone's life
- Learn and use the following reading strategies: *Simple phrases* and *Guessing meaning*

Writing
- Write a composition about a friend
- Analyze the use of vocabulary and grammar in a composition

Listening and speaking
- Describe a friend

Reading

Warm-up

1 • Before doing the exercise, you could elicit information by asking students to tell you what they already know about the person in the photos: *Who is she?, Where is she from?, What does she do?*, etc.
• Ask students to answer the questions in the Student's Book orally.

Answers
1 She's Emma Watson.
2 She's popular because she is a famous actress. She's Hermione in the Harry Potter films.

Strategies

Simple phrases
Page 103

2 • Read and discuss the *Simple phrases* reading strategy with the class. Explain anything problematic for students.
• Tell students to read the phrases from the first paragraph.
• Ask students to tell you what the text is about.

Answers
The text is about Emma Watson, who plays Hermione in the Harry Potter films.

3 • Ask students to go through the second paragraph and find three more examples of simple phrases.
• In pairs, students compare their phrases.
• Check the answers orally with the whole class.

Sample answers
She lives in Oxford.
She loves sports.
Hockey is her favorite sport.
Her favorite actor is Brad Pitt.

4 • 1•1 Play the CD and ask students to follow the text as they listen. Tell them not to worry if they do not understand parts of the text. They will analyze the grammar and language of the text with you later on.

Guessing meaning
Page 102

5 • Read and discuss the *Guessing meaning* reading strategy with the class. Explain anything problematic for students.
• Tell students to look at the phrase *She is a famous actress* and say whether *famous* and *actress* are adjectives or nouns. Ask students to say whether *famous* and *actress* are similar to words in their own language.
• Ask students to try to understand the phrase leaving a gap for any words they do not know. Ask students to choose a word or words in their own language which could fit in the gap(s) using their dictionaries to help them.

Answers
1 *Famous* is an adjective; *actress* is a noun.

T4

Free Time 2

Objectives

By the end of this unit students should be able to:

Vocabulary
- Talk and write about physical appearance
- Talk and write about clothes

Grammar
- Form and use *love / like / dislike / hate + -ing*
- Use question and answer words: *Why? / Because...*
- Use object pronouns
- Form and use the present continuous
- Form and use comparatives and superlatives

Pronunciation
- Pronounce the /aɪ/ and /eɪ/ sounds
- Pronounce the /ʃ/ and /ʒ/ sounds

Reading
- Read a short text about the importance of reading
- Learn and use the following reading strategies: *Key words, Friendly words* and *Simple phrases*

Writing
- Write a book review
- Analyze the use of vocabulary and grammar in a composition

Listening and speaking
- Describe someone's appearance

Reading

Warm-up

1
- Ask students to look at the photos and tell you what they can see in their own language. Ask them what the people are doing.
- Tell students to answer the questions in the Student's Book.
- In pairs, students ask their partner the same questions.
- Go around the class and monitor students' answers.

Students' own answers

Strategies

Key words
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2
- Read and discuss the *Key words* reading strategy with the class. Explain anything problematic for students.
- Tell students to read quickly through the first paragraph and count how many times the word *television* occurs.
- Ask students to read through the second paragraph and count how many times the words *television* and *books* occur.
- Tell students to read through the third paragraph and count how many times the word *books* occurs.
- Finally, ask students to read the text again and say which paragraph compares television programs with books.

Answers
1 television (4 times)
2 television (3 times), books (5 times)
3 books (4 times)
4 Paragraph 2 compares television and books.

Friendly words
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3
- Read and discuss the *Friendly words* reading strategy with the class. Explain anything problematic for students.
- Ask students to read the sentences and find any words that are similar in their own language.
- Check the answers orally with the whole class.

Students' own answers

Simple phrases
Page 103

4
- Read and discuss the *Simple phrases* reading strategy with the class. Explain anything problematic for students.
- Ask students to read the simple phrase from the second paragraph and say whether the author of the text likes books or not.

Answers
The author likes books.

ATTACHMENT 6 STUDENT´S INTERVIEW

INTERVIEW EXPERIMENTAL GROUP OCTOBER -2011

PREGUNTA 1¿Cómo te sientes en clase de ingles en general?

In general more than twenty-seven students said that they feel comfortable in the class. Four students said that they did not understand very well so they used the dictionary in order to understand more the topics taught in class. One of the students felt boring in class. Here there is some evidence.

SS3: .S. Bien, lo que no me gusta es que a veces no le entiendo a las palabras que nos dicen.

SS 28 E.I.B.W. "Muy bien, aunque no entiendo mucho, pero voy muy bien porque para eso uso diccionario

SS5 "Pues muy bien porque, me llama mucho la atención lo que es hacer ejercicios, porque si uno hace los ejercicios en clase no tiene porque estudiar

SS2.JAN "Cómodo, aunque a veces me da sueño"

PREGUNTA 4 ¿Te gustan los textos literarios originales que estamos leyendo?

This is the first time in which the students have had the experience of working with original literary texts**.** They were exposed to the literature so they can say what they feel while and after they read a short story. Most of them (thirty) were agreed that the activity liked them. Two of them said that they did not like and another one said that it liked a little bit.

SS 1:G.M.S. "Porque así podríamos aprender más, porque lo hacen como dinámicamente, como que a uno se le queda"

SS 5: G.G.A. "Si, porque ayudan a prender mas palabras nuevas la 5 no la pregunto"

SS 7:C.D. D.G. "Si, me parecen muy interesante"

SS 8:V.R.: "Un poquito"

SS16:G.G.A." Si, porque son bonitas"

SS 18:J.A.C.F. "Si me parecen bien"

SS 23:J.C.V. "Si me gustan mucho porque estoy aprendiendo"

SS 27: F:"No"

SS 29: E.H.R.R." Si me gustan porque se entienden practicándolos."

PREGUNTA 5¿Qué te está pareciendo la idea de leer textos literarios originales en inglés?

In this section the students answered positively (twenty-nine) because the experience was so good, but other students (two) said that the texts were difficult to understand very well and one of them did not answer**.**

SS 1 G.M.S. "Porque así podríamos aprender más, porque lo hacen como dinámicamente, como que a uno se le queda"

SS7 C.D. D.G." Me parece algo que nos esta fomentando una buena adicción al ingles"

SS18 J.A.C.F." Bueno la verdad es que me parece bien podemos aprender mas y si nosotros nos preocupamos personalmente podemos comprender mas el ingles"

SS 21 R.I.L." Me están pareciendo muy bien, porque hay que leer bastante para poder entender escribir."

SS 28 E.I.B." Es demasiado para mi porque me falta y me hace difícil**."**

SS 22 B.N. "Un poco"

PREGUNTA 6 ¿Cuáles te han resultado más difíciles? ¿Por qué crees tú que es así?

Answers varied because a group of students found "*The Three Musqueters*" difficult to understand (three), other found "*Percy the Parrot Strike* Out"(five) it was very long so that it made the story difficult to read. Most of students said that the stories were not so complicated despite they had to translate the words that they did not understand. (Fifteen).Other group of students did not mention specifically what story was the most or less difficult than the other ones. They explained what were the obstacles and how they had to face them.(eight) At this point the texts were chosen according to the grammar structure taught in class, second some extracurricular activities were considered before selecting the story. Another student argued that the lack of experience reading a full text in English without any translation as they were accustomed in other high school levels.

SS3 J.S.V." Los tres mosqueteros, me parecen más difíciles."

SS 4 O.R. "The Parrot Strike Out. "

SS 7 C.D. D.G." Eh! El de Percy, porque creo que tenia un poquito mas de complicaciones que los demás."

SS 20 S.Y.E. "No, Ninguna."

SS 21:R.I.L." Ninguna, me ha sido fácil."

SS 26 A.N.M. "Gulliver `porque fue el primero y no tenia experiencia."

SS 18 J.A.C.F. "La verdad que la historia un poco porque realizarla en clases a veces no se comprende muy bien."

SS5 G.G.A. "Lo mas difícil es hacer las traducciones, hay que hacer mucho trabajo."

PREGUNTA 7 ¿Qué haces para entender los textos lo mejor posible?

Some students asked for help to their classmates, the teacher or a friend in order to understand what they were reading.(seven)

SS3 J.S.V. "Busco ayuda a alguien que sepa de ingles"

SS 4 O.R. "Si también busco a un compañero"

SS11G.E. "Le pregunto a la profesora, o alguna persona que sepa o el diccionario"

SS 9Y.Y.C. "Preguntarle a la maestra"

Another group looks in the dictionary the meaning of the unknown word for a better comprehension of the story´s context. Most of them use as a tool the dictionary translating the words into Spanish because they can not understand the sentences written totally in English. When the student is exposed to the target language they found a lot of idiomatic expressions related to language culture that some times are not taught in an English text book which is focused on English for communication and interaction with others.(fourteen)

SS 6 H. A. R. "Utilizo un diccionario"

SS 5 G.G.A. "Para entender los textos lo que hago es alguna s palabras que no entiendo las busco en el diccionario y así mas o menos le entiendo"

SS 8V.R. "Los leo y escribo las palabras que entiendo y las que no entiendo las busco en el diccionario"

SS 23J.C.V." Este, busco en el diccionario, después escribo"

Other students said that they tried to analyze and understand what the story was about. Few students mention that the strategy that they use when they reading the stories is read and reread also they tried to identify the main idea in the reading.(five)

SS2J.A.N. "Los leo, y los leo"

SS7C.D. D.G. "Trato de leerlos y analizarlos después y lo comprendo"

SS31 R.H.R.C. "Leer, los ideas principales**"**

Also some of them translate the story for a better comprehension of the language. Beside this they do not have enough lexical resources for guessing the main idea, topic or theme through the story context. At present the internet makes easy for people to translate an English text, sentence or word.(six)

SS14H.S.C. E. "Los traduzco en español"

SS 15Y.M.P. "Lo traduzco en español"

SS18 J.A.C.F. "En veces en el diccionario y en los traductores"

SS 19R.V.R. "Me avoco al traductor o al diccionario"

SS 10V.B. "Lo traduzco en español"

PREGUNTA 8 ¿Qué te parecen las actividades y tareas relacionadas con los textos literarios que leemos?

Thirty students were agreed that the activities done during the year were interesting, good and helpful in the English learning process. (Thirty)

SS2.J.A.N. "Muy interesantes"

SS3 J.S.V. "Me parece bien porque, también aprendemos mas el ingles"

SS9 N.Y.R. "Bueno excelente porque así uno refleja lo que ha aprendido, es buen método para aprender."

SS10 V.B. "Me parecen bien porque nos ayudó mucho a analizar y si les entendí casi a todas las tareas."

A group of students found the journal and story map activity meaningful because they improved their writing competence.

SS 8V.R. " Me parecen buenas, el journal me gusta pero el story map se me dificultaba un poco, pro en general me sentí muy bien con ellos y me ayudó mucho el journal para mejorar la escritura de párrafos en inglés."

SS 9Y.Y.C. "Muy bien porque allí aprendemos mucho, el journal y el story map y también sacamos el vocabulario para entender la palabra."

SS 13L.J.R.S. "Me gustaron mucho porque todos los comentarios los hicimos en el journal y eso hacía que mejoráramos el inglés**."**

SS22B.N. "El Journal"

Also through the reading activities they enrich their vocabulary. Other students were aware of the importance of doing tasks despite the difficult implied on them.

SS31 R.H.R.C. "Muy buenas, me pareció muy interesante porque entendí algunas palabras también aprendí del vocabulario de clases."

One students was complaining because he did not know some vocabulary

SS28 E.I.B. "La entendí pero no mucho, porque me falta algunas palabras los significados."

PREGUNTA 9¿Te parecen interesantes los temas tratados en esos textos?

Most of the students (thirty one) were agreed that the themes were interesting so that they learned in somehow something positive about environment caring, loyalty, honesty, and respecting others. One of the students said that it was difficult to understand the text so he can´t give any opinion about the reading activity. Two students said that the stories were not interesting for them because they did not understand what the story was about.

SS3 S.J.E.V."Si, si me parecen interesantes, el tema es cuidar los animales era muy bonito me gustó porque el señor cuidaba al pájaro y lo dejó libre. El segundo me gusto porque la señora les ayuda a los niños para seguir jugando. La tercera me gustó porque ellos tenían unidad."

SS11G.G.E.I." Si, porque en cada uno se aprendió a como llevarse con los demás personas, me enseñaron mucho sobre el amor, el respeto, unidad y cuidar el ambiente."

SS12I.S.P.V." SI, me parecieron interesantes porque hay personas que ayudan a las personas y cuidar el medio ambiente y que los deja una enseñanza porque uno aprende buenas cosas en la vida."

SS16G.G.A. "Si, me parecen muy interesantes, porque dejan como una moraleja de enseñanza de que cada problema tiene una solución en la vida."

SS27 F.G. "No"

SS28E.I.B." No me pareció interesante, la verdad no pude entender mucho del texto entonces no te puedo decir que es interesante o no"

PREGUNTA 10¿Te ayuda el hecho de que el tema te parezca interesante para comprender mejor el texto?

All of the students found showed the fact that if the story was interesting it helped them to learn and understand the story faster than a bored story. Another opinion was that when a story is bored nobody wants to read it.

SS2.J.A.N. "Si, por eso es necesario que sean mas interesantes."

SS8V.R. "Si, porque cuando el tema es interesante uno se interesa mucho más y cada vez se esfuerza mas en comprender."

SS10V.B." Si, porque cuando es aburrida no le entiendo ni leo el texto."

SS 17J.A.H.P. "SI bastante ya que un tema aburrido no atrae y no dan ganas de leerlo."

SS 11G.E. "Si, me ayuda porque comprendí sobre lo que el autor me quería decir por medio de las historias que leí."

Also there is a relationship between what is interesting and the student´s motivation toward reading activities in the target language.

SS24M.E.G. "Si, porque si es interesante uno se interesa mas."

SS 29 E.H.R.R."Si, porque si es interesante a mi me llama la atención le voy a entrar con mas entusiasmo."

SS18J.A.C.F." Si, porque si es interesante uno se siente mas motivado y con mas interés y con mas ganas de aprender."

SS31 R.H.R.C." Si me ayuda porque comprendo y entiendo el tema y así ya entiendo las palabras que no entendía**."**

PREGUNTA 11 ¿Qué te resulta más interesante de la clase de inglés en este curso? ¿Qué te parece menos interesante?

There are many types of opinions about it, most of them found the English activities interesting and one of the students was disagreeing because one said that the oral activity did not like.Those who enjoyed the activities said the following comments:"la dinamica de las historias";"el journal y el Story map";"aprendi a leer párrafos y a comprender palabras";"he aprendido a leer y a escribir" ;"me gustaría que la clase sea de más tiempo". None of them mention what was the less interesting about English class.

SS8V.R." Lo que me resulta más interesante es que es mas dinámica, las historias, el journal, menos interesante, es que casi no tenemos clases a la semana.

SS 11G.E.” El libro y la dinámica en que la profesora utiliza para enseñarnos, me parece interesante porque aprendí a leer párrafos, comprendí palabras, cada atipo de evaluación me ayudó mucho, yo no sabía nada cuando salí de ciclo. MENOS interesante,..Nada.”

SS12I.S.P.V. “Me parece interesante el porque he aprendido otros vocabulario y aprendí a usar muy bien los libros.”

SS **17J.A.H.P.”H**e aprendido pronunciar y a escribir, a mi todo me ha parecido interesante, me resultó interesante y nuevo el journal ya que jamás había tratado algo así.”

SS 18J.A.C.F. “Yo creo que lo trabajar todos juntos en clases, la metodología que la maestra que la maestra emplea para que los estudiantes lo aprendamos de una forma mejor o más fácil. Menos interesante no poner atención en clase.”

SS28 E.I.B. “Muy interesante, la verdad me ayudó mucho el journal de este año porque la verdad tuve que hacer solo.”

SS30N.Y.R.G.” Me resultó bien ya que nos ayuda a saber más. La profesora enseña bien y en comparación con tercero de ciclo casi no aprendí.”

PREGUNTA 12 Sinceramente ¿Lees todo lo que les voy pidiendo?

Fourteen students read the stories, other students did not read the whole stories but they tried to read. (Fifteen).Three students honestly answered that they did not read the stories.

SS5 G.G.A.” Algunas veces si cuando le entiendo pero otras veces no.”

SS6 H. A. R. “De vez en cuando.”

SS9Y.Y.C. “No”

SS20S.Y.E. “Algunas veces no siempre.”

SS 23J.C.V. “Si lo he leído.”

SS27 F.G. “No todo.”

SS30N.Y.R.G. “Si algunas lecturas y en otras no porque no le entendía.”

PREGUNTA 13 Y 14 ¿Crees que la lectura continua de textos literarios te puede servir para mejorar tu escritura en inglés? ¿Percibes alguna mejora ya?

Almost all of the students agreed that Reading literary text help to learn English. Through the literature-short stories- they can improve their vocabulary, spelling and grammar. Contrary to this one student said that he did not encourage his pronunciation. However, more than twenty

students are noticed that they have improved their writing competence. Also, this experience made them to enjoy reading and writing English. Other students did not do any comment about this question.

SS8V.R. "Si, ya que nos ayuda a mejorar nuestro vocabulario y pronunciación."

SS11:G.G.E.:"Si, porque cada vez que nos dejan una historia se aprende más."

SS18J.A.C.F. "Si la verdad que si, se descubren nuevas palabras y se comprende mejor."

SS21R.I.L."Si bastante, en poder mejorar las palabras y escribir (el uso del journal)

SS8V.R. "Si, esto me ha ayudado mucho en mi ingles lo he sentido y ahora me gusta mucho el inglés."

SS10V.B." Si, he aprendido a escribir mejor."

SS11G.E. "Si, porque uso palabras y leo párrafos he mejorado mucho."

SS12I.E.P. "Si, percibo que he mejorado en la forma de leer y escribir.

SS13L.J.R. "SI, antes no manejaba mucho el ingles y ahora si."

PREGUNTA 15 ¿Crees que puedes aprender algo sobre la cultura inglesa leyendo textos literarios?

Comments about this question are simple without given any special opinion about the cultural aspect in any way. They said that it might be learned by reading the literary texts**.**

SS5: G.G.A. "Leyendo y también practicando, también el ingles se practica."

SS11:G.G.E." Si, porque cada historia o cada libro tiene algo interesante, porque a través de esos textos conocemos mucho la cultura de un país."

SS17:J.A.H.P. "Si, leyendo más, ya que hablamos de las cosas en la cultura inglesa como las lecturas de navidad."

SS20:S.Y.E. "Si porque le van enseñando mas acerca de esa cultura."

SS 23:J.C.V. "Aprendería, a pronunciar y a escribir."

SS30:N.Y.R.G."Si y mucho el leer sobre cultura resulta muy interesante**."**

PREGUNTA 16¿Te gusta leer en español?

Most of these students like to read in Spanish and six of them said that they did not like. Few students like to read a little bit. So reading in the mother tongue is not a habit in the whole group.

SS2J.A.N. "No mucho pero leo."

SS3 J.S.V. "No."

SS 6 H. A. R. "Si, mucho."

SS12I.E.P. "SI, me encanta."

SS18J.A.C.F. "SI, he leído varios libros."

SS 20:S.Y.E. "Casi no."

SS24M.E.G. "Poco."

PREGUNTA 18 ¿Sueles leer de forma habitual durante el curso?

Most of them said that they read during the course (thirteen); other group rarely ever read (five) and other group never read. (Seven)

SS2.J.A.N. "No"

SS 3: J.S.V. "SI"

SS 5: G.G.A. "Durante el curso de vez en cuando, en la clase lo que leemos, solo lo de la clase, los textos."

SS 6: H. A. R. "No, aparte de los trabajos que realizamos, tengo revistas en ingles."

SS18 J.A.C.F." Bueno no seguido, la verdad que no."

SS24:M.E.G. " Uhm! No mucho."

PREGUNTA 19 ¿Qué lees? En español ¿por qué?

The students gave different answers and reasons why they read certain types of literary texts. Some students prefer to read romantic novels; other read the newspaper or the material given for each class. They believe that novels are more interesting.

SS 3: J.S.V. "Los libros que nos dan o alguna tarea que nos dejan hay que leer para hacerla. Porque es importante y aprendemos mas."

SS4 O.R." Las guías que nos dejan."

SS 5 G.G.A. "Solo lo de la clase, no."

SS 8V.R. "Libros novelas porque son románticas."

SS9Y.Y.C. "Me gusta leer novelas, porque me gusta conocer cosas nuevas."

SS10V.B. “Novelas, porque son mas extensas y me entretengo leyendo acerca del papel de cada personaje.”

SS19R.V.R. “Cuentos, me gusta leer los cuentos y así voy aprendiendo sobre la lectura.”

SS21R.I.L.”Leo las noticias y uno se da cuenta de lo que esta pasando.”

SS32H.A.F.”Leo libros porque me ayudan a mejorar muchas cosas aprender mas tener mas cosas grabadas en mi mente.”

PREGUNTA 21¿Qué textos de los ya leídos te han gustado más? ¿Por qué?

Some of the students liked Gulliver the Gull the Lost the Sea; other students preferred “The Three Musqueters “and other students enjoyed the story “Percy the Parrot Strike Out”. Some students explain why they enjoyed the story and gave a brief summary about it. Few students did not give any opinion about the stories.(four).One of them did not like any story.

SS5 G.G.A.” Los tres mosqueteros, porque es una historia que hay unidad entre ellos tres.”

SS10V.B. “El de Gulliver, porque era un ave que se perdió en la tempestad y andaba en busca de su libertad y llego a un campo cerca de una barbería y el lo logro salvar y le dio alimento.”

SS11G.E.”Los tres mosqueteros, porque allí la Reyna y Dártagnan cuida la Reyna y es muy caballeroso.”

SS12I.E.P. “ Gulliver, porque era una gaviota que vivía en una costa, y hubo una tormenta que la arrastró, luego el se perdió de la lluvia, y se fue a la ciudad, llegó a una barbería, que el pensaba que era el nido de el, luego el señor de la barbería que se llamaba Tony el la agarro a la gaviota y la metió en una caja y la envió en un autobús a la costa y el se alegro cuando llego a

SS 17J.A.H.P.” Me gustó el de Percy porque hasta me hizo reír.”

SS18 J.A.C.F.”Bueno las historias me han parecido mejor, porque en la historia a veces narra cosas interesantes y si es donde uno le va poniendo mas sentido a las cosas.”

SS19R.V.R. “La historia de Gulliver porque era interesante.”

SS31 R.H.R.C.” El de los Tres Mosqueteros porque es muy interesante la historia de los tres hombres y de lo que hacían.”

PREGUNTA 22 ¿Cuáles no te han gustado? ¿Por qué?

At this question some students concluded that the story did not like because it was hard to try to understand in order to write a comment on their journal. Other students mention the "Percy ","The Three Musqueters" or Gulliver. Few students mention the story´s length as a reason that it did not like.

SS3: J.S.V. "Los Tres Mosqueteros."

SS 4 O.R." The Parrot."

SS 20S.Y.E." Ninguno

SS 22:B.N. "Percy, un poco difícil."

SS25D.M.B. "La de Gulliver, era Larga."

PREGUNTA 23 ¿Son en general las clases de ingles este año diferente a las de otros años? ¿ En qué sentido?

The students make a relationship between the previous year and the present year because made emphasis on the new methodology, the use of original stories written in English; the written task and the fact that the level of English was high.

SS2.J.A.N. "Si bastante, antes solo dejaban libro, tareas y examen, eso era la clase no se hacia otra cosa."

SS3 J.S.V. "Si diferentes porque, los años pasados me enseñaban lo mismo, el verbo tobe, mientras que la maestra esta vez cambio la metodología para enseñar mejor

SS 5 G.G.A."Bueno yo creo que si, porque la de los otros años, puedo decir que es un ingles solo para conocer las palabras, saludos, despedida."

SS 6 H. A. R." Es mas dinámica la maestra"

SS 9Y.Y.C. "Si, hoy utilizamos el libro de texto y hacemos entrevista y todo eso."

SS14H.S.C. E. "Si, en la forma de pronunciar, escribir y de solamente."

SS 17J.A.H.P. Son bien diferentes, porque aquí me han enseñado mas a pronunciarlo y a escribirlo, el año que paso no me enseñaron eso."

SS18J.A.C.F. "Si, me han parecido mas dinámicas y la forma de dar la clase ,la hace facilita la clase para el estudiante."

SS19R.V.R. "Bastante, aquí es un poco mas avanzado que anterior donde estaba, bastante diferente."

SS 26A.N.M. "Si porque antes solo aprendía lo básico, ahora es mas avanzado."

PREGUNTA 24 Sinceramente ¿Piensas que te estoy pidiendo un trabajo excesivo para tu nivel? Y eso ¿Te supone un estímulo, te deja un poco indiferente o te resulta una dificultad más? ¿Por qué?

Despite the student´s level of English some of them believe that there was any excessive the amount of tasks that were assigned by the teacher. Also some students were agreed that they felt motivated to do it no matter if it was difficult. Other group of students did not do any comment, so they were not on task. Also this type of assignment was considered an advantage for learning English. On the other hand one student said "I did not like the class".There was positive and negative comments about this question.

SS3 J.S.V. "No esta tranquilo porque, si no terminamos una actividad no pasamos a otra."

SS 5 G.G.A."De ninguna manera es mejor eso porque ayuda a la mejora del aprendizaje."

SS 7C.D. D.G." Si, es un estimulo."

SS 8V.R."Si, es un estimulo porque me estimula el saber cada día estoy aprendiendo mas."

SS 26A.N.M." No, me parece bien."

SS 27 F.G."No, el trabajo es bueno."

SS28 E.I.B. "Sinceramente me gustaría saber mas acerca del idioma ingles."

SS 29E.H.R.R. "No, porque entre mas se practica en los trabajos, mejor se aprende mas."

SS32H.A.F. "No me parece que esta muy bien, porque todas los trbajos que deja les he entendido."

PREGUNTA 25 ¿Crees que esta experiencia puede ser positiva para tu aprendizaje de algún modo?

Most of the students were agreed that the experience was positive in somehow for their learning process.

They said that they have learned too much during the year. Beside this, the students are aware that learning English is important for their nearest future. One of the students did not do any comment about it.

SS 3 J.S.V. “Si es positiva porque he aprendido bastante.”

SS4 O.R. “Porque he aprendido mucho.”

SS16G.G.A. “Si puede ser positiva, porque le enseña mas en la vida para aprender ingles, el lenguaje lo puede mejorar uno.”

SS 20S.Y.E. “Si puede ser positiva.”

SS 23J.C.V. “Si es importante.”

SS24M.E.G. “ Uhm! si porque me gusta bastante el ingles y por lo que pienso estudiar creo que me va ayudar bastante.”

SS 26A.N.M. “Si claro y para mi futuro.”

SS 29 E.H.R.R. “Si, porque se servirá para mis estudios próximos.”

ATTACHMENT 7 INITIAL QUESTIONNAIRE

CUESTIONARIO INICIAL, sobre actitud, motivación y necesidades en inglés como asignatura obligatoria (como Lengua extranjera)

Lee con atención cada pregunta y responde o señala la puntuación que más se acerque a tu opinión. Las preguntas tienen una respuesta expresada numéricamente, por un circulo al valor que tú le concedes de 0 a 3: 0 (ningún valor, nada importante) ,1 (importante, 2 (bastante importante), 3 (muy importante).Por favor, hazlo con la mayor sinceridad posible.

Grupo 1º de Bachillerato_____

1. ¿Crees que es necesario aprender inglés? 0 1 2 3

2. ¿Te gusta a ti realmente aprender inglés? 0 1 2 3

3. ¿Qué importancia le das al inglés en relación a las

Demás asignaturas? 0 1 2 3

4. Elige de las capacidades citadas abajo las tres que tú consideras más necesarias para aprender inglés:

- Hablar en inglés siempre que se tenga oportunidad
- Escuchar inglés
- Leer en inglés
- Escribir en inglés
- Reflexionar sobre como funciona gramaticalmente esta lengua
- Traducir
- Usar bien el diccionario

5. Elige las tres actividades con los que puedes mejorar tus capacidades:

- Composición
- Conversación
- Lectura
- Léxico
- Gramática
- Las funciones de la lengua
- Comprensión oral
- Estrategias de aprendizaje
- Pronunciación
- La cultura
- El trabajo en proyectos
- Videos

6. Elige ahora a los tres factores que tú crees que más pueden influir en tu aprendizaje:

- La actitud del profesor
- La organización de las clases
- El libro de texto y su cuaderno de trabajo
- El conocimiento de la materia por parte del profesor
- El uso continuado del inglés en clase
- Tu actitud e interés
- Tu esfuerzo diario
- El apoyo de tu familia
- El horario de clases
- La actitud de tus compañeros en clase

7. Elige sólo a tres características que en tu opinión son las más importantes en un buen profesor:

- Es exigente pero justo
- Transmite pero justo
- Tiene un buen dominio del inglés
- Es amable y cordial
- Mantiene la disciplina y tiene un buen manejo de la clase
- Prepara y organiza las clases a fondo
- Es receptivo y esta dispuesto siempre a ayudar
- Varía las actividades
- Consigue crear un buen ambiente
- Explica con claridad
- Promueve la autonomía de sus alumnos
- Tiene muchos conocimientos de la asignatura
- Trata a los alumnos con respeto
- Corrige de forma justa

ATTACHMENT 7

CUESTIONARIO FINAL.RESPECTO A LA METODOLOGIA, LOS EXÁMENES Y LA PROFESORA:

Al principio del año escolar contestaron un cuestionario sobre diversos aspectos de la asignatura de inglés y sobre las características que distintas investigaciones al respecto han coincidido como las más destacadas en un buen profesor de una segunda lengua extranjera. Ahora al finalizar el curso les pido que contesten de forma también anónima y honesta a un cuestionario similar. Cada apartado recoge distintos aspectos que debes valorar de 0 a 3: 0=" nada", 1=" poco",2 =" bastante" y 3 =" mucho".

Apartado 1.- Evaluación de las clases y su metodología:

¿Qué importancia han tenido para tu aprendizaje de inglés los siguientes aspectos de las clases?

-Hablar en inglés siempre que has tenido oportunidad……

-Escuchar a la profesora o a compañeros hablar en inglés en clases……..

-Trabajar con el libro de texto y el cuaderno de trabajo……..

-Escribir comentarios de la clase o las lecturas asignadas…….

-Leer y hacer tareas con las historias cortas originales…….

-Leer y hacer tareas con textos adaptados (artículos del libro de texto)…….

-El tipo y la variedad de los exámenes……...

-Escribir párrafos cortos sobre los temas de su interés……..

Apartado 2.- Evaluación de los exámenes:

-Los exámenes en general me han resultado:

a) justos (se evaluaba todo lo que se trabajaba en clase)……

b) Válidos (cada prueba ha medido lo que pretendía medir: comprensión oral, escrita, gramática, vocabulario, etc.)…….

c) a nivel adecuado para 1 de bachillerato……..

-Los exámenes en general:

d) me han gustado por su variedad…….

e) me hicieron aprender inglés de una forma más global…….

f) midieron mi nivel de inglés de una forma más global…….

Apartado 3.Evaluación de la profesora:

Aquí valora de 0 a 3 a tu profesora de inglés con respecto a las siguientes características:

- Es exigente pero justa……..
- Transmite entusiasmo……
- Tiene un buen dominio del inglés……..
- Es amable y cordial……..
- Mantiene la disciplina y tiene un buen manejo de la clase……
- Prepara y organiza la clase a fondo……
- Es receptiva y está siempre dispuesta a ayudar……..
- Varía las actividades……
- Consigue crear un buen ambiente……..
- Explica con claridad……..
- Promueve la autonomía de sus alumnos……
- Tiene muchos conocimientos de la asignatura……
- Trata a los alumnos con respeto……
- Corrige de forma justa…….

Apartado 4.- Comentario personal sobre las clases de Inglés de este año, los exámenes o la profesora

Por favor, añade algún comentario que creas oportuno y que pueda serme útil para mejorar mi práctica docente:

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