THE DEVELOPMENT OF LOWER ORDER CRITICAL READING STRATEGIES IN THIRD CYCLE STUDENTS AT A PUBLIC SCHOOL

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ABSTRACT

Title: THE DEVELOPMENT OF LOWER ORDER CRITICAL READING STRATEGIES IN THIRD CYCLE STUDENTS AT A PUBLIC SCHOOL.

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Key Words: Critical Reading, Bloom's revised taxonomy and domains for lower order critical reading skills such as remembering, Understanding and Applying.

This study contributed to the development of lower order critical reading strategies based on Bloom's taxonomy in third cycle students at a public school. The development of reading strategies started with the idea of improving students reading comprehension in English as a foreign language (EFL) because pupils showed low reading comprehension diagnosed with an entry test to evaluate students comprehension and low reading levels in the ICFES test Saber-Pro from 2003 to 2010.The relevance of this study was set on the design and implementation of six reading guides that developed lower order domains such as remembering, understanding and applying necessary to improve students' reading comprehension. The impact of this study was concentrated on how to develop Bloom's taxonomy for lower order skills in a specific context in Bogotá.

This study worked with qualitative research, action research by Kemmis and McTaggart (1988) (observation, planning, action, reflection, planning) and empirical methods such as the entry test to diagnose the students' ability on reading, and theoretical methods for the literature review. This study focused on ninth graders with a population of 40 students where the 25% of the sample was taken for data analysis. Students' artifacts were the main evidence, a semi-structured survey and fieldnotes were taken at random for analysis. It was designed, implemented, and evaluated six reading guides to start a process of lower order critical reading. Results on students' artifacts showed that 92% of the students achieved the Remembering domain, 86% of students got the understanding domain, and 93 % of pupils achieved the Applying domain for lower order critical reading strategies. A further study can be developed on higher order skills such as analyzing, evaluating and creating.

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INTRODUCTION

Critical reading in Language Education has a crucial role in life. Every person reads e-mails, text messages, recipes, restaurant menus, notices, ads, newspapers, legal papers, magazines, documents, diaries, etc. So, reading is an important ability to be developed and there are reasons why this ability becomes essential in a foreign English Language (EFL) class. For instance, reading enhances people's senses, improves creativity, students can have better verbal abilities when reading; there is more concentration, less mental diseases, better reasoning and brain flexibility. Besides, reading improves knowledge, memory, vocabulary, tests scores, and it helps to develop critical thinking skills. Another reason is that the school changed the mission statement to educate students with integrity, a political formation through critical thinking, and better communication skills. Here, English will try to fulfill the branch of communication through critical reading strategies and promote critical thinking.

This study is justified because the vision statement of the school changed encouraging critical thinking in its students as well as giving students tools to transform their personal reality, improve their quality lives and surroundings; and making a person with values, knowledge and social commitment for society. In consequence, students will solve problems, recognize and correct their mistakes with a high sense of appropriation using their communicative skills as well as being critical. At that moment, the school develops strategies in research through observation in order to strengthen critical skills, social interaction and self-confidence. The school promotes the development of communicative competences and the use of new technologies. As a result, the school changed its institutional educational project (PEI).

A third reason to develop this research project is that national standards work the ability of reading and the school department of English has to fit those demands in special critical reading. Additionally, this research project was done because it gives the chance to change traditional methodology in reading to the use and implementation of new strategies for reading comprehension. Also, students have low reading levels at National standards based on ICFES saber pro results, a diagnosis test and the teachers department comments and the teacher researcher as an observer.

This research proposal has not been worked in the school because reading was worked in a traditional way where students answered yes /no questions or True/ False statements on different kinds of texts that they didn't like to read or they were not interested because of the topics.

The development of reading comprehension in third cycle students at a school emerged as **a research problem** when the last ICFES test results showed that students have low reading levels in English in eleventh grade. This research problem showed and classified students in A1 and very few of them in A2 according to the ICFES test Saber-Pro for eleventh graders (see appendix A) from 2003 to 2010 based on the Common European Framework of Reference (CEFR) used by the ICFES.

In order to explore this problem, to study it, and obtain evidence on that, 120 students were diagnosed with an entry test evaluating reading comprehension based on Bloom's revised taxonomy by Krathwohl (2001) seen on(Appendix B). Those students belonged to 801, 802, and 803. Pupils had 110 minutes and answer 12 questions; they were allowed to use their dictionaries. Later the test was collected and a sample of the 30 percent of students was taken at random to analyse data. The purpose of the test was to diagnose students' reading comprehension based on Bloom's taxonomy domains. Therefore, six domains were tested and two questions were asked to evaluate students' performance on each domain. On the first domain: knowledge, students were asked to make a list of characters in a story and to say the number of times a prize was given to a person. 80% of pupils answered properly and 20% answered negatively. Secondly, the comprehension domain was tested. 30% of students summarized the story although they did not use their own words but the same ideas and vocabulary given in the story. It means students cannot write summaries with their own vocabulary, but they rely on the vocabulary used in the story. Here, 70% students did not do it, besides, students drew a picture showing some ideas from the story but not all the events were illustrated. On the other hand, in the application domain 17% students were able to give examples of the same problematic situation as in the story as well as to write what they could do in the same situation as the main characters, however, 83% could not fulfill the task adequately.

In addition, results from the other three domains such as *analysis* where students had to identify funny, sad, happy and incredible situations in the text, showed that 15% of the population did the exercise correctly while the 85% did not. Also, it was difficult for students to contrast the main characters in the story. For the *synthesis* domain, 88% of the population tested had no idea on how to fit a new character to the story or to write three new titles for the story adapted to that situation while 12 % answered that adequately. Finally, for the *evaluation* domain none of the students were able to judge the characters' behaviour and give a recommendation about why the story should be read by others. (See appendix C).

Moreover, to collect data about this problem, the researcher asked what Language department teachers said about students' reading comprehension in Spanish and in English in a meeting. They said that they observed low reading comprehension levels not only in English but also in the mother tongue. Similarly, teachers were asked about the kind of exercises they worked in their classes and they said that in English they work True-False exercises, and yes-no questions based on grammar patterns. Teachers argued that they have worked literal comprehension in English but they have not worked critical reading. Also, they said students can not infer or analyse or do any other complex reading comprehension strategy, but they agree that working critical reading could help students to read comprehensively and obtain better results at the ICFES test.

This study has as a **research question**: How could critical reading guides based on Bloom's revised taxonomy develop critical reading skills in third cycle students at a school? **The object of study** of this research is: the process of developing critical reading skills and the **field of research** is the process of developing critical reading skills in English at a school based on Bloom's revised taxonomy. This study sets as a **general objective** to contribute to the development of critical reading skills in English in third cycle students at a school through reading guides.

As **specific objectives** this research has to identify the theory that supports the development of critical reading in English in third cycle students at a school. Second, the design of reading guides based on Bloom's taxonomy that contribute to the development of reading strategies in English. To apply and validate how reading guides based on Bloom's revised taxonomy contribute to the development of these skills. Finally, this research accomplishes each one of the aforesaid objectives necessary to scientific **tasks.**

This study works **the qualitative research** paradigm that used the **action research** steps as a method to diagnose the problem with an entry test, get evidence on that, plan an action to solve the problem, apply the critical reading guides with the idea to develop lower order critical reading skills in third cycle students, collect data through students' artifacts, students' survey and fieldnotes. Then, analyze those results based on the pedagogical design implemented to show how the implementation develop or not critical reading skills in third cycle students at a specific context of a public school in Bogotá

So, the impact of this project would be relevant because the traditional way of reading can was changed at school, reading guides will be designed and implemented, and students will be exposed to different texts with different exercises, diverse reading strategies where pupils have a process step by step that will contribute to develop their thinking skills through critical reading.

This research proposal starts working on the development of critical reading skills that contribute to make critical thinkers. It means critical reading strategies would fit the needs of the school PEI, and contribute to the students' processes of reading and the development of students' critical reading skills through critical reading guides based on Bloom's revised taxonomy (2001) for lower order thinking in the domains of Remembering, Understanding, and Applying.

CHAPTER I
THEORETHICAL FRAMEWORK

1.1 Previous studies

Throughout this section of the paper I present some previous studies in the field of English Foreign Language (EFL) teaching and learning connected to critical reading.

Firstly, Hayashi (1999) researched university students in Japan and claimed that students used various reading strategies while doing reading activity; he emphasized the "top-down" and "bottom-up" strategies. Besides, he claimed that, after his study with Japanese students, in their first stages of learning they used dictionary, memorization of words, took notes and translated word-for-word into mother tongue. In the last stage, they were referred to guessing the meaning of the word from the context. In the final stages students used strategies such as "transitional words", "finding clues" and used prior knowledge.

Echeverri and McNulty (2003) did an action research investigation that evaluated reading comprehension in English of eighth graders. They used a directed reading-thinking approach using strategies for comprehension and application. The strategies were prediction, prior knowledge, graphic organizers, and questions. Data analysis included participants' perceptions of the importance of the strategies and students' work on the graphic organizers and reading worksheets as students' artifacts. That action research showed that participants thought that the strategies and an interactive reading task help to improve reading comprehension. The study reports that most pupils used English to answer knowledge, comprehension and a good number of application questions.

Another study was done by Calderón, Carvajal and Guerrero (2007) who developed at a school. They took forty-four sixth-graders to introduce skimming. Using reading workshops, they discovered that reading could be a meaningful and interesting process for pupils. They concluded that skimming was easy to apply and appropriated for reading and comprehending a text.

Also, Rios and Valcárcel's (2005) project took three different groups of seventh graders, at a school. Their purpose was to motivate students to read and to help them achieve a good

comprehension level. They showed how English language learning was developed from reading processes involving the other language skills and helped students to develop individual and social skills. They concluded that reading becomes meaningful to learn English when teachers selected reading material according to students' interests, age and needs.

Besides, an important research project was worked by Correales, Mendivelso and Santacruz (2000), at a public school with eighth graders of a low English level. The group was eighteen students and their interest was to have a good motivation for learning English. The motivation they showed permitted to observe and collect specific information for future research on reading comprehension. The purpose of the study was to see if students improved their reading comprehension in English by working skimming and scanning. Data collection used many different techniques, such as open observations, diary, surveys, students' self-evaluation and field notes Results evidenced that students achieved good comprehension of English texts through skinning and scanning.

These previous investigations help the teacher to build up some constructs that are very useful for this study.

1.2 Theoretical constructs

This study focuses on these constructs; (a) Approaches in English as a Foreign Language (EFL) reading; (b) Critical reading; (c) Bloom's taxonomy and domains, (d) Pre-while and Post reading and (e) assessment.

Approaches in EFL reading

There are different approaches in EFL reading and constructs are focused on the ones used in this study. First, teachers use the bottom-up and the top down approaches for reading and this study focuses on the top down approach because it stimulates students to use their background knowledge to make predictions about the texts they read (Carrel, 1998). In the top-down, the reader is an active participant in the reading process because he can make predictions and process information, and his prior knowledge has a significant role in the process. Miller (2007) states that reading strategies were conceived on top-down skills, and the main concern

was "meaning". Thus, this project uses students' prior knowledge to enhance pupils reading comprehension.

This project worked with the top down approach because it helps students activate their prior knowledge necessary to develop critical reading. So, Reading is taken from the text as a whole with a diversity of topics that stimulate pupils' previous knowledge. The focus is on understanding the main ideas on the texts; readings are contextualized and topics are on students' interests for each one of the six reading guides with reading strategies based on Bloom's taxonomy. Wallace (2003) argues that all learners whether reading in first, second or other language are potentially making meaning from texts, and engaging in the critique.

EFL reading skills and strategies

A reading skill is a useful tool that pupils practice in order to get better in reading (Hollas, 2002). Teachers have taught several skills to improve the understanding of reading. Unluckily, most of the students while decoding do not understand what they are reading. Nevertheless, a reading strategy is a plan or way to do something such as a specific procedure used to perform a skill (Hollas, 2002). Weinstein and Mayer (1986) said that strategies were behaviours and thoughts that a learner engages during learning and are intended to influence the learners encoding process. Further, Alexander, et al. (1985) defined a strategy as a procedural, purposeful, effortful, willful, essential and facilitative.

The following chart contrasts what skills and strategies are. This research deals with reading strategies necessary to the development of reading comprehension and critical reading.

SKILLS	STRATEGIES
Instructor decides what learner needs	Learner's needs are anticipated by instructor
Skills are often taught in predetermined sequence	Self-direction/need is determined by learner
Skills are often practiced in isolation	Strategies are taught in a meaningful context

The emphasis is often on practice for practice's sake only	Strategies are student-centered rather than teacher-directed
An automatic response is usually expected	Activities are purposeful, interactive, and independent
Applications to meaningful contexts may not occur	Continual observation is practiced for evaluation of what is needed

Table 1. Reading skills and strategies, comparison table.

Takenfrom:http://www.sarasota.k12.fl.us/Sarasota/strattactics.htm#What%20is%20a%20Strategy?

1.3 Reading strategies

There have been several reading strategies that seem to relevant to researchers. Cunningham and Allington (1994) suggested necessary strategies that readers have to use when reading. They are: Calling up relevant prior knowledge; predicting what will be learned and what will happen; having mental pictures; self-monitoring and self-correction; using fix-up strategies such as re-reading or asking for help; determining the most relevant ideas and events and seeing how they are linked; drawing conclusions and making inferences; deciding, comparing and contrasting what you read and what you know previously; checking or understanding unknown words; summarizing what has been read. So, we can find five strategies: using background knowledge, predicting, Self-monitoring and self-correcting, identifying main ideas and summarizing and making inferences and questioning that are used in the reading guides to develop

Background knowledge

As it was said before, one of the most significant prerequisites for reading is the background knowledge students have. Cunningham and Allington (1994) argue that background knowledge is a meaningful component of reading comprehension. They cited research (Pearson and Fielding (1991) that demonstrated that the quantity of prior knowledge a reader has could be determinant of how much he can understand of the text of the reading. Background knowledge helps pupils to interpret reading materials in a personal way. Thus, it is considerable that teachers teach students how to use their own background knowledge as a strategy in order to understand a text. Here with the idea of constructing meaning and using background knowledge is the related

strategy of mental imagery (Pressley, 1990) or, 'making mental pictures', which were considered a strategy on its own by several theorists. A student with good background knowledge could have a better skill to understand and image what the author is trying to portray in the text. As Pressley et al (1990) argued, the ability to construct mental images has been demonstrated to improve pupil's memory for literature

Predicting

When students predict they are deciding their purposes for reading. It means that prediction activities could work hand-in-hand with background knowledge. As students synthesize what they know with the text they are reading, it allows them to determine a purpose for reading.

Using their background knowledge their goal becomes finding out what is coming next. Further, they are engaged in generating predictions prior to reading by first drawing upon background knowledge. "Good readers are constantly forming hypotheses about what is to come in the passage they are reading. Like so many other comprehension skills this requires prior knowledge about the content and about the structure of what is being read." (Irwin and Baker, 1989, pp. 161)By applying this strategy students are given the opportunity to integrate what they know while they read and are also faced with new information that may conflict with their own assumptions which, in turn may reinforce critical thinking skills.

Identifying main ideas and summarizing

Identifying principal events or ideas in a text is something that good readers also do. They constantly pull out ideas from the text they are reading and determine what the cue points are in each segment of the reading text. In addition, they have the skill to recognize and discuss key points in a story. Irwin and Baker (1989) argued that skilled readers have an ability to choose the information they will need in order to comprehend the reading text. Further, readers have the ability to ignore information that is not important as well. However, Dole et al. (1991) asserted that summarizing is "a broader, more synthetic activity for which determining importance is necessary, but not sufficient condition." Brown and Day (1983: cited from Ryder and Graves, 1998) summarizing can be defined as: Deleting unimportant and redundant information,

categorizing information, identifying and using the author's main ideas and creating your own main idea if the author did not clearly state his or hers.

There have been a lot of effective instructional methods that teachers have used in order to encourage students to focus on reading strategies according to Birkner (2014)

In consequence, these reading strategies are worked on each one of the six reading guides with different types of exercises such as matching exercises, designing crossword puzzles, classifying, and answering reading comprehension literal questions, summarizing, making conclusions, among other exercises to develop critical reading.

1.4 Critical reading

For the critical reading community, Critical reading is an active, intellectually involved process in which the reader takes part in an internal dialogue with the writer. Most people read uncritically and could miss some part of what is communicated while distorting additional parts. A critical reader understands the way in which reading, by its very nature, means entering into a point of understanding other than our particular, and the point of view of the writer. A critical reader actively looks for suppositions, key concepts and ideas, reasons and reasons, supporting examples, equivalent experiences, implications and consequences, and any other structural structures of the written text, to interpret and assess it precisely and impartially. It is important to clarify that lower order skills are the foundation required to move into higher order skills to read critically. In addition, data showed the development of lower order skills necessary to higher order skills.

In a different way, Wallace (2003) defines critical reading in language education as a social and critical process where the text is the centre of departure. She argues that there is little on critical reading in second or foreign language classroom. She also says that for early learners reading may be decoding texts, pronouncing words correctly, or practising language structure, and for advanced learners the unique goal of reading is comprehension. Wallace (2003) argues that all learners whether reading in first, second or other language are potentially making

meaning from texts, and engaging in the critique. In short, she views reading as a social, critical and interpretative process rather than as a skill or step of skills.

Besides, Mahmood (2005) said that critical reading is an active approach to reading that includes a deep examination of a text where memorization and understanding of the text is accomplished. Additionally, he states that the text is broken down into its constituents and examined critically in order to accomplish a significant understanding of the material. Also, critical reading is not reading the literal word-for-word information; it's not conceived reading between lines.

Kurland (2006) quotes that the use of a mental ability as a tool of inquiry form a focused, self-regulatory judgment which outcomes in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteria or logical or contextual concerns based on judgments in reading. Kurland (2006) asserts that critical thinking depends on critical reading because a person can think critically about a text (critical thinking), after all, only if you have comprehended it (critical reading).In relation to that view, critical reading is clearly a high-level comprehension skill, because a good critical reader could go away from the literal interpretation of what he reads. Unlike, critical reading requires the reader to interact with the writer in order to understand the author's message.

To sum up, for Kurland (2006) the process of critical reading could be defined in the following steps. First, identifying facts, in which the reader tries to identify what the author says. Second, examining the basis where the reader critically looks at the author and his competence, reliability, and probable views. The third step is to analyze the material by examining the author's suppositions and the logic and exactness of these assumptions and conclusions; recognizing the inferences that the reader is thought to make; detecting the repercussions present in the author's diction, style, or tone; and by recognizing the author's use of propaganda tricks and emotional appeals. The last step is to compare a selection with other foundations that may present conflicting views.

More recently, Bosley (2008) says that high schools classically have taught students to read receptively, to read for information and students have not taught to read actively or critically, to construct knowledge as they read. She argues that pupils often read at surface level, they are not engaged in a difficult task and many college instructors accept that high school graduates can read, but much research suggests that critical reading strategies must be taught explicitly, and must be reinforced through practice with certain activities planned.

Next, we will see how certain activities that are planned can help students develop critical reading

Activities to develop critical reading

Some things students can do to read critically in classes are using pre-reading strategies such as surveying the text assignment, forming questions from notes taken in class, making questions up that could be possible assignments and test questions, annotating their text, using graphic organizers to take notes , and paraphrasing.

The following critical questions, adapted and compiled from Sparks and Johnson's (1980), Kurland (2000), and Spache and Berg's (1994) , are appropriated to develop critical reading: (1) Are the statements fact or opinion? (2) What is the author's purpose in writing this material? (3) What is the author preconception? (4) How is the author competent to write this particular material? (5) How newly was the material written? (6) What do I recognize about the publication of this material? (7) Who is the target reader? (8) Do I accept, reject, or defer judgment on the author's material? (9) How has the author ordered his material? (10) Does the writer employ emotional words? (11) What is the relationship, if any of the author's ideas to my own experience? (12) What analogies exist in the reading? (13) What are the cause-and-effect relationships, if any? (14) What, if anything, is irrelevant in the reading? (15) Is there any fallacious reasoning or misuse of statistics in the reading? (16) What comparison can I make of present reading with the previous one? (17) What inference could I draw from knowledge I have gained?

These critical questions (1, 5, 6, 8) were taken, adapted, and used in reading guides 3, 4 and 5 to develop critical reading. These questions support this project because they activate students' prior knowledge, make students give opinions, and recognise other topics in reading but the major work will be in the constructs of Bloom's taxonomy domains such as remembering, understanding and applying considered as low order skills but absolutely necessary to develop higher order skills for critical reading in the context of this study and based on the entry test results that showed students on the remembering domain.

Afterward, Bloom's taxonomy and domains will be explained in detail because these constructs support the development of this research project.

1.5 Bloom's taxonomy and domains

According to Krathwohl (2001) the taxonomy of educational objectives was a framework in order to classify statements of what teachers expect students to learn as the result of their instruction. This framework was conceived to facilitate the exchange of test items at universities as well as the creation of a bank of items to measure educational objectives and prepare annual comprehensive examinations. It is important because it helps students develop critical thinking from lower order skills to higher order skills.

The original taxonomy provided six categories in the cognitive domain. These categories were Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. After that, each category was divided into sub categories. The previous Bloom's taxonomy domains were ordered from simple to complex and from concrete to abstract in hierarchy.

The following table shows how each of the domains were categorized and sub categorized to develop critical thinking.

1.0 Knowledge
1.1.0 Knowledge of specifics
1.1.1 Knowledge of terminology
1.1.2 Knowledge of specific facts

1.2.0 Knowledge of ways and means of dealing with specifics
1.2.1 Knowledge of conventions
1.2.2 Knowledge of trends and sequences
1.2.3 Knowledge of classifications and categories
1.2.4 Knowledge of criteria
1.2.5 Knowledge of methodology
1.3.0 Knowledge of universals and abstractions in a field
1.3.1 Knowledge of principles and generalizations
1.3.2 Knowledge of theories and structures
2.0 Comprehension
2.1 Translation
2.2 Interpretation
2.3 Extrapolation
3.0 Application
4.0 Analysis
4.1 Analysis of elements
4.2 Analysis of relationships
4.3 Analysis of organizational principles
5.0 Synthesis
5.1 Production of a unique communication
5.2 Production of a plan, or proposed set of operations
5.3 Derivation of a set of abstract relations
6.0 Evaluation
6.1 Evaluation in terms of internal evidence
6.2 Judgments in terms of external criteria

Table 2 .Structure of the Original Taxonomy taken from: A revision of Bloom's taxonomy: an overview by Krathwohl (2001)

Knowledge

It is when the student shows memory of previously learned materials by identifying facts, terms, basic concepts and answers, conventions, trends and sequences, classifications, categories,

criteria, methodology , principles, generalizations, theories and structures. An example question could be like: What are the social security benefits when you go to a doctor's appointment?

Comprehension

It refers to a student who demonstrates understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and identifying ideas from a text, a story, etc. A student can also translate, and interpret different texts. An example questions could be given such as: Compare the benefits of eating bananas vs. oranges.

Application

It is where the pupil can use new knowledge to solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. For instance: What kind of apples can be best for making a cake, and why?

Analysis

It is when the student examines data and information into parts looking for reasons and causes. They can be able to make inferences and find evidences to support general ideas, elements analysis of relationships, analysis of organizational principles where questions like: List four forms of serving meals made with apples and explain which one has the best health benefits. As a consequence, it provides references to support statements.

Synthesis

It means that a student can be able to compile information together in another different form combining element or proposing different solutions for a situation or a problem in a new way. Activities like to explain the health benefits when using the ingredients you chose vs. the original recipe.

Evaluation

It is related to give and defend opinions, ideas making judgments about information, validate ideas or qualify a piece of work based on some criteria. So, judgments can be given in

terms of internal and external criteria. Questions like: Does she feel that preparing apple pie for a school snack for children is healthy? Why or why not?

Examples of questions in the original taxonomy

Dalton and Smith (1986) provide us with the following example table to see how Bloom's original categories in each domain can be worked by teachers in daily classes.

KNOWLEDGE		
USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Tell List Describe Relate Locate Write Find State Name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the.... in the story/article/reading piece. Make a chart showing...

Table 3. Examples of useful verbs, questions and activities in Bloom's taxonomy for the knowledge domain.

COMPREHENSION		
USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.

	Can you provide an example of what you mean...? Can you provide a definition for...?	

Table 4. Examples of useful verbs, questions and activities in Bloom's taxonomy for the comprehension domain.

APPLICATION		
USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Solve Show Use Illustrate Construct Complete Examine Classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a scrapbook about the areas of study. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game suing the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Paint a mural using the same materials. Write a textbook about... for others.

Table 5. Examples of useful verbs, questions and activities in Bloom's taxonomy for the application domain.

ANALYSIS		
USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.

	Can you distinguish between...?	Review a film

Table 6. Examples of useful verbs, questions and activities in Bloom's taxonomy for the analysis domain.

SYNTHESIS		
USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Create Invent Compose Predict Plan Construct Design Imagine Propose Devise Formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material suing it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

Table 7. Examples in Bloom's taxonomy for the synthesis domain

EVALUATION		
USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES AND PRODUCTS
Judge Select Choose Decide Justify Debate	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others.

□ Verify □ Argue □ Recommend □ Assess □ Discuss □ Rate □ Prioritise □ Determine	good or a bad thing? □ How would you have handled...? □ What changes to ... would you recommend? □ Do you believe? □ Are you a ... person? □ How would you feel if...? □ How effective are...? □ What do you think about...?	□ Form a panel to discuss views, e.g. "Learning at School.". □ Write a letter to ... advising on changes needed at... □ Write a report. □ Prepare a case to present your view about...

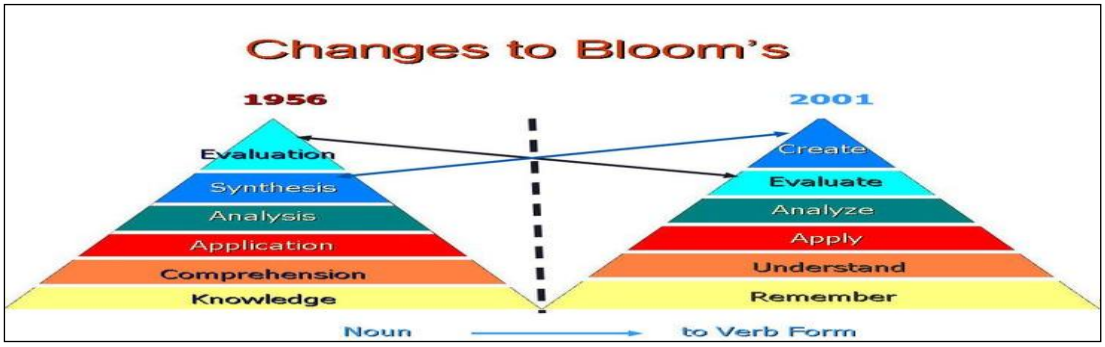
Table 8 . Examples of useful verbs, questions, and activities in Bloom's taxonomy for the evaluation domain

Subsequently, a new revision of the taxonomy was proposed by Krathwohl (2001) with some changes into each of the domains.

1.6 The revised taxonomy of Bloom

Later on, Krathwohl (2001) provided teachers and researchers with a modified taxonomy version from Bloom's original levels to assist teachers to improve and get educational objectives in the cognitive domain. He keeps the six levels, but he names them differently, they are called Remember, Understand, Apply, Analyse, Evaluate and Create. The following graphic shows how Bloom's original taxonomy was changed from 1956 to 2001.

Graphic1. Comparison pyramid between Bloom's original version and the revised version by Krathwohl. (Diagram 1.1, Wilson, Leslie O. 2001)



1.0 Remember - Retrieving relevant knowledge from long-term memory. 1.1 Recognizing 1.2 Recalling 2.0 Understand - Determining the meaning of instructional messages, including oral, written, and graphic communication. 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining 3.0 Apply - Carrying out or using a procedure in a given situation. 3.1 Executing 3.2 Implementing 4.0 Analyze - Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. 4.1 Differentiating 4.2 Organizing 4.3 Attributing 5.0 Evaluate - Making judgments based on criteria and standards. 5.1 Checking 5.2 Critiquing 6.0 Create - Putting elements together to form a novel, coherent whole or make an original product. 6.1 Generating 6.2 Planning 6.3 Producing

Table 9. Structure of the Cognitive Process Dimension of the Revised Taxonomy

Remembering

It is about recognizing or recalling knowledge from memory. It is when memory is used to give and make definitions, facts, or lists, or recite or retrieve material.

Understanding

It is about constructing meaning from different types of functions that could be written or in graphic messages and activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Applying

It is about carrying out or using a procedure through executing, or implementing. Applying is related and it refers to situations where learned material is used through products like models, presentations, interviews or simulations.

Therefore, this study comprehends that the development of critical reading implies higher order domains such as analyzing, evaluating and creating but it is illogical to develop those domains because students on the entry test results were on the remembering domain. Also, English instruction for third cycle graders is 2 hours per week per course, and the time for the application for this study would be one year or more. Next, students' ages and their process of thinking place students on low order levels rather than higher order. Then, students have not been exposed to higher order skills neither their mother tongue.

However, this study could help students with their reading comprehension process not only to identify the main facts in a piece of reading through true / false or yes no questions in an EFL context , but it can benefit students with their critical thinking through reading guides focus on Bloom's revised taxonomy because the taxonomy fits the students' needs, the teacher's intention to develop critical reading , the new pedagogical project of the school (PEI) needs and the improvement of students reading strategies.

Reading critically is a process that demands a lot of work from students, teacher's preparation on activities and the design, the implementation and the evaluation of a pedagogical strategy that fits the development of critical reading skills in third cycle students at a school.

Another relevant construct related to the development of reading strategies to critical reading is about pre-while and post reading that will be observed in each guide for each one of the six domains.

1.7 Pre-while and post reading

Before reading it is essential to offer the necessary background information to the reader to simplify comprehension. In addition, as stated by Lebauer (1998), pre-reading activities can

reduce students' cognitive load while reading because prior discussions will have been assimilated. Estes (1999) argues that in this approach the teacher clarifies the information the students need, including key concepts, important vocabulary, and appropriate conceptual background. Moreover, the teacher can mark clear links between prior knowledge and important information in the text.

While reading consists about summarizing, reacting, questioning, arguing, evaluating in a text. These processes can be complex to develop in a classroom; the text presents a challenge to the EFL teacher. Duke and Pearson (2001) have stated that good readers are active readers. According to Ur (1996), Vaezi (2001), and Fitzgerald (1995), they use the following strategies as making predictions, making selections, integrating prior knowledge, skipping insignificant parts, re-reading, making use of context or guessing, breaking words into their component parts, reading in chunks, pausing, paraphrasing and monitoring

After-reading is essential to stablish that post-reading activities depend on the purpose of reading. Barnett (1988) has detailed that post-reading exercises lead students to a deeper analysis of the text. In the real world the idea of reading is not to memorize an author's point of view or to summarize the content, but to combine new data into what one knows. Group discussion will help students focus on information they did not comprehend. Generally, post-reading can take the form of various activities as presented below, discussing the text, written and oral summarizing, making questions, answering question, filling in forms and charts, writing reading logs, completing a text, listening to a video or reading other related materials.

This study works with pre-reading activities such as matching exercises, crossword puzzles, guessing secret messages, matching words with translations into Spanish, classifying vocabulary related to a topic, recognising images and what they represent, and filling charts according to vocabulary given.

This research proposal deals with while reading activities based on interesting topics for ninth graders such as music, Facebook, bullying, sports, TV, love and friendship. While reading exercises respond to Bloom’s taxonomy questions stems that favor the development of reading

Bloom's domains such as remembering, understanding and applying in order to achieve critical reading. Reading guides have a variety of exercises and reading strategies such as True / False, Literal reading comprehension questions from a text, giving opinions about the topic, summarizing a text, predicting a situation, giving solutions to a problem stated, giving recommendations, stablishing positive and negative aspects about a topic, and stating similarities and differences.

As a final point, the study worked Post reading activities such as filling blanks for a chart, listening to a song and analyzing it, stablishing pros and cons, discussing ideas with a partner, representing a situation through a picture, writing a message with acronyms, exemplifying a situation through a picture, giving a conclusion on a topic, expressing likes and dislikes about a song, inquiring other students about a current topic, writing positive and negative aspects on a theme, and writing a message to a friend.

1.8 Students' self-assessment and teacher's evaluation

Finally, McMillan and Hearn (2008) states that self-assessment is defined as a dynamic process where students monitor and self-evaluate themselves. They argue that it is a critical skill that promotes motivation and favors learning**.**

So, each of the reading guides has the students' self-evaluation and the teacher's evaluation rubric to assess how well the students do the activities proposed. Rubrics are a valuable tool for self-assessment as rubrics not only list the success criteria but provide descriptions of levels of performance, students can use them to monitor and evaluate their progress during an activity.

CHAPTER II

PEDAGOGICAL STRATEGY: THE DEVELOPMENT OF CRITICAL READING STRATEGIES IN THIRD CYCLE STUDENTS AT A SCHOOL

This chapter presents the design, the application and the evaluation of the pedagogical strategy used to see how reading guides based on Bloom's revised taxonomy domains such as remembering, understanding and applying could contribute to the development of critical reading skills in English.

2. INSTRUCTIONAL DESIGN

In order to work with this research proposal, this action research project opted to work with six reading guides that were designed to develop critical reading skills. Then, these guides were applied to a group of 40 students of ninth grade and evaluated through a self-assessment and teacher's evaluation grid. The use of critical reading guides would give the teacher researcher the possibility of designing new material adapted to the school needs with a variety of exercises of Pre-while –and Post reading activities. Each critical reading guide has three parts. The first one is Pre-reading activities to activate previous knowledge. The second part is While reading where students are exposed to a series of questions with the use of authentic material. Here, students face critical reading questions based on Bloom's revised taxonomy. Ninth graders will work low order thinking skills such as remembering, understanding, and applying. They worked with these critical thinking skills because the results of the ICFES test classified students in a very low English level, the result of the entry test placed students on the very first step of thinking that is the remembering domain , also because the time for the implementation would require more than six months, and additionally because students require a higher English level of language in order to work higher order thinking skills , besides, students are ninth graders and their tasks at school have been basically on reading literally as other school departments argue at school. The third part is post reading where students work with activities designed to reflect on a topic as extra-class work Next, students are asked to self-evaluate based on the critical reading skill they were or not able to work with. The self-assessment grid has an indicator of domain based on critical reading skills and a scale from poor, fair, good, very good until excellent. Finally, the teacher's evaluation is given with the same indicators of domain and the same scale in order to assess the students' development on critical reading skills work with their critical reading guides.

Two reading guides were designed for the development of the Remembering Domain, two reading guides for the development of the Understanding Domain, two reading guides for the development of the Applying Domain. The topics were: My favorite music and Facebook for the Remembering Domain, Bullying and Sports for the Understanding domain; Our Colombian TV and Love and Friendship for the Applying domain. These topics are based on the students' needs and each one of the six reading guides has the intention to develop critical reading strategies. Therefore, each guide works a domain and five indicators of domain that allow the students and the teacher –researcher to evaluate students' work. There is a general objective to be achieved and each guide contains a specific objective as follows.

2.1 Main objective for reading guides

To make students develop reading comprehension through the implementation of reading guides for the development of critical reading skills in third cycle students.

2.2 Specific objectives for reading guides

- To recall fundamental facts and information when students express likes and dislikes about music and artists.

- To retrieve relevant knowledge from long term memory based on the good or bad used of networks such as Facebook.
- To demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas when working about bullying or sports at school.
- To use information to solve problems: transferring abstract or theoretical ideas to practical situations or to identify connections and relationships and how they are applied when working with Our Colombian TV and love and friendship topics.

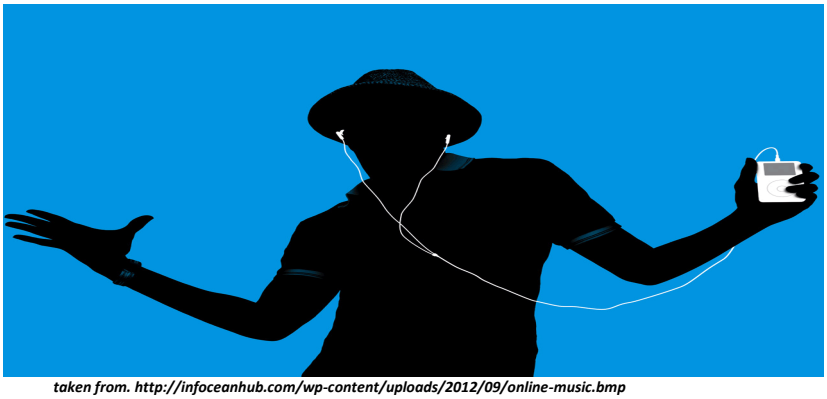
Reading comprehension guides appeared here as they were worked with students during this research study.

ALCALDÍA MAYOR DE BOGOTÁ D.C.
SECRETARIA DE EDUCACIÓN DISTRITAL
INSTITUCIÓN EDUCATIVA
Reconocido por Resolución No. 2730 del 09 de Septiembre de 2002
REMEMBERING DOMAIN :READING GUIDE 1

STUDENT'S NAME:_____ COURSE:_____ DATE:_____

Domain:Remembering Indicator of domain: Recall fundamental facts and information about the favorite music.
Contents: Expressing likes and dislikes about music and artists. Standards: recognise in short narrative texts what , who, when and where. Time: 4 hours classwork and homework. Resources: Guide, dictionary, board, internet

MY FAVORITE MUSIC



taken from. http://infoceanhub.com/wp-content/uploads/2012/09/online-music.bmp

1. Pre-reading exercise

Match the names with the pictures of these famous singers.

Fonseca, Diomedes Díaz, Juanes, Shakira, J. Balvin, Don Omar, Carlos Vives, Fanny Lu, David Guetta.

Images taken from http://net4surf.com/wp-content/uploads/2013/03

1._____ 2._____ 3._____ 4._____ 5._____

6._____ 7._____ 8._____ 9._____

2. What kind of music do these artists sing?

1._____ 2._____ 3._____ 4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

3. Design a word puzzle with names and types of music of your favorite artists or singers.

A	**O**	**J**	**U**	**A**	**N**	**E**	**S**	**P**	**T**

3. While Reading exercise

COLOMBIAN MUSIC ARTISTS

Taken from Carlos Quintana

Colombian music artists are as diverse and rich as the country itself. The following singers and bands have given Colombian music an exclusive spot in the Latin music world. This list features a vibrant collage of talent that touches a full spectrum of rhythms from Salsa, Vallenato, Reggaeton, Latin Pop, Rock music among others.

Fonseca is one of the leading artists of the so-called Tropipop movement, a Colombian style that blends together genres like Vallenato and Cumbia with Pop, Rock and R&B. This talented singer and songwriter has created one of the most pleasant sounds in Colombia. Some of the best songs from his repertoire includes tracks like "Desde que no estas", "Te mando flores" and "Arroyito".

READ THE TEXT ABOUT "COLOMBIAN MUSIC ARTISTS" AND ANSWER THE FOLLOWING QUESTIONS.

1. Lists the Colombian Artists mention in the previous reading

---

2. What music genres does Carlos Quintana say there are in Colombian music Artists?

---

3. What artists are mentioned in the reading by Quintana?

_____

4. What does Mr. Quintana think about Colombian music?

_____

5. What is the comparison Mr. Quintana mentions?

_____

6. How would you describe Colombian music?

_____

7. What are your favorite artists?

_____

8. Write 5 songs you like?

_____

9. What is your favorite genre of music?

_____

10. What genre of music don't you like?

_____

3. Post-reading exercise

Complete the following chart with the following information giving examples of famous Colombian and foreign artists you know.

COLOMBIAN ARTIST	MUSIC GENRE	FAMOUS SONG	NO COLOMBIAN ARTIST	MUSIC GENRE	FAMOUS SONG

3. Do you like International artists better than Colombian artists? Why or why not?

_____

4. Listen to the song "Hoy voy a Beber" from Nicky Jam and watch the video in YouTube.

4.1 What happened in the video of this song?

_____

4.2 Why do you like or dislike this song?

_____

4.3 What are your opinions about the video, the images, and the image of women?

_____

4.4 What is the role of women in the video?

_____

5. Self-Evaluation- How well can you do these things?

Descriptor	Poor	Fair	good	Very good	Excellent
Match character names with pictures of singers					

Design and identify main characters in a word puzzle.					
Recall specific details, information, and ideas from this text.					
Remember international and national artists					
Analyse the meaning of a song and give your opinion about it.					

6. Teacher's evaluation.

How well can students do these?

Descriptor	Poor	Fair	good	Very good	Excellent
Match character names with pictures of singers					
Design and identify main characters in a word puzzle.					
Recall specific details, information, and ideas from this text.					
Remember international and national artists					
Analyse the meaning of a song and give your opinion about it.					

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SECRETARIA DE EDUCACIÓN DISTRITAL

INSTITUCIÓN EDUCATIVA

Reconocido por Resolución No. 2730 del 09 de Septiembre de 2002

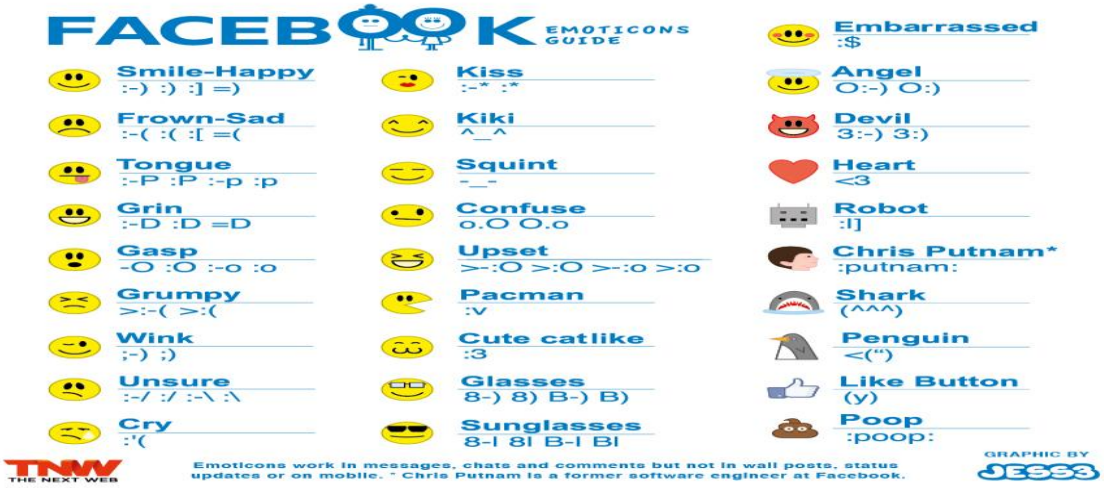
REMEMBERING DOMAIN: READING GUIDE 2

STUDENT'S NAME:_____ COURSE:_____ DATE:_____

Domain: Remembering
Indicators of domain: Retrieve relevant knowledge from long-term memory
Contents: The networks and Facebook,
Standards: recognise in short narrative texts what, who, when and where Time: 4 hours classwork and homework
Resources: guide, dictionary, board, internet

1. Pre-reading exercise

Look at the following smileys and discover the secret message above.



Fill in the blank with the word that corresponds to the smiley.

1. My dear friend Teresa has ☺_____ , but yesterday she felt ☹_____ because she didn't have any money.
2. Peter felt o.OO.o_____ because he :'(____ a lot

2. While Reading exercise

THE HISTORY OF FACEBOOK

Taken from: http://en.wikipedia.org/wiki/Facebook

Facebook is an online social networking service headquartered in Menlo Park, California. Its name comes from a colloquialism for the directory given to students at some American universities. Facebook was founded on February 4, 2004, by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. The founders had initially limited the website's membership to Harvard students, but later expanded it to colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities and later to their high-school students. Facebook now allows anyone who claims to be at least 13 years old worldwide to become a registered user of the website, although proof is not required.

After registering to use the site, users may create a personal profile, add other users as friends, exchange messages, post status updates and photos, and receive notifications when others update their profiles. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People From Work" or "Close Friends". Facebook had over one billion active users as of September 2012, of which approximately 9% were fake. By that point, Facebook was adding about half a petabyte of data every 24 hours, amounting to about 180 petabytes per year. Due to the large volume of data collected about users, the service's privacy policies have faced scrutiny, among other criticisms. Facebook, Inc. held

its initial public offering in February 2012 and began selling stock to the public three months later, reaching a peak market capitalization of $104 billion.

ANSWER THE FOLLOWING QUESTIONS.

1. Who is the man of the picture? What's his name? Where is he from? What does he do?

_____

_____

2. What is FACEBOOK for you?

_____

_____

3. Where is Facebook located?

_____

_____

4. When was Facebook founded?

_____

_____

5. Who founded Facebook?

_____

_____

6. How old must you be to open a Facebook account?

_____

_____

7. What can you do in Facebook?

_____

_____

8. How many users are there in Facebook by 2012?

_____

_____

9. Does Facebook keep your privacy?

_____

_____

10. Do you give your personal information in Facebook?

_____

_____

3. Post-reading exercise

Complete the chart with things you can do and you can't do on Facebook.

Things you CAN do in FACEBOOK	**Things you CAN'T do in FACEBOOK**

4. DISCUSS THE FOLLOWING IDEAS WITH A PARTNER AND WRITE YOUR ANSWERS

1. Does Facebook keep your information private?

_____

_____

2. How many Facebook accounts do you have?

_____

_____

3. Is Facebook important in your life?

_____

_____

4. What happen if you do not have a Facebook account?

_____

_____

5. Have you been offended or have you offended anyone by Facebook?

5. Draw a cartoon representing a conversation between you and a Facebook friend.

READ THE FOLLOWING ACRONYMS USED IN ENGLISH CHAT ROOMS

Top 50 Most Popular Text Terms

1. **2moro** - Tomorrow
2. **2nite** - Tonight
3. **BRB** - Be Right Back
4. **BTW** - By The Way -or- Bring The Wheelchair
5. **B4N** - Bye For Now
6. **BCNU** - Be Seeing You
7. **BFF** - Best Friends Forever -or- Best Friend's Funeral
8. **CYA** - Cover Your Ass -or- See Ya
9. **DBEYR** - Don't Believe Everything You Read
10. **DILLIGAS** - Do I Look Like I Give A Sh**
11. **FUD** - Fear, Uncertainty, and Disinformation
12. **FWIW** - For What It's Worth -or- Forgot Where I Was
13. **GR8** - Great
14. **ILY** - I Love You
15. **IMHO** - In My Humble Opinion
16. **IRL** - In Real Life
17. **ISO** - In Search Of
18. **J/K** - Just Kidding
19. **L8R** - Later
20. **LMAO** - Laughing My Ass Off
21. **LOL** - Laughing Out Loud -or- Lots Of Love -or- Living On Lipitor
22. **LYLAS** - Love You Like A Sister
23. **MHOTY** - My Hat's Off To You
24. **NIMBY** - Not In My Back Yard
25. **NP** - No Problem -or- Nosy Parents
26. **NUB** - New person to a site or game
27. **OIC** - Oh, I See
28. **OMG** - Oh My God
29. **OT** - Off Topic
30. **POV** - Point Of View
31. **RBTL** - Read Between The Lines
32. **ROTFLMAO** - Rolling On The Floor Laughing My Ass Off
33. **RT** - Real Time -or- ReTweet
34. **THX or TX or THKS** - Thanks
35. **SH** - Sh** Happens
36. **SITD** - Still In The Dark
37. **SOL** - Sh** Out of Luck -or- Sooner Or Later
38. **STBY** - Sucks To Be You
39. **SWAK** - Sealed (or Sent) With A Kiss
40. **TFH** - Thread From Hell
41. **RTM or RTFM** - Read The Manual -or- Read The F***ing Manual
42. **TLC** - Tender Loving Care
43. **TMI** - Too Much Information
44. **TTYL** - Talk To You Later -or- Type To You Later
45. **TYVM** - Thank You Very Much
46. **VBG** - Very Big Grin
47. **WEG** - Wicked Evil Grin
48. **WTF** - What The F***
49. **WYWH** - Wish You Were Here
50. **XOXO** - Hugs and Kisses

6. Write a message for a friend of yours or the teacher using the previous acronyms.

7. Self-Evaluation- How well can you do these?

Descriptor	poor	Fair	Good	Very good	Excellent
Identify facts and fundamental information					
Recall specific details, information, and ideas from this text.					
Express Do's and Don'ts using Facebook.					
Share ideas about Facebook and reflects on the proper use of Facebook					
Establish the purpose of a webpage					

8. Teacher's evaluation. How well can students do these?

Descriptor	poor	Fair	Good	Very good	Excellent
Identify facts and fundamental information					
Recall specific details, information, and ideas from this text.					
Express Do's and Don't's using Facebook .					
Share ideas about Facebook and reflects on the proper use of Facebook					
Stablish the purpose of a web page					

UNDERSTANDING DOMAIN: L READING GUIDE 3

STUDENT'S NAME:_____ COURSE:_____ DATE:_____

2. Pre-reading exercise

Domain: Understanding,
Indicators of domain: Demonstrating understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.
Contents: Learn different types of bullying behaviour. Discuss the impact of bullying. Discuss how differences (gender, generational, social) can affect the perception of bullying behaviours.
Standards: understands authentic texts about cultural aspects related to traditional issues Time: 4 hours classwork and homework
Resources: guide, dictionary, board, internet.

http://www.promocionyprevencionensalud.com/promocionyprevencioniimagenes/imagenes%20redbullyin/stop%20bullying/bullying%20matoneo%20colombia.gif

1. Match the words with their translation into Spanish

Loser	Abuso
Big mouth	Bocon
Bully	He si te levanta.
He will hit you	D. Perdedor

2. While Reading exercise

WHAT IS BULLYING?

(Isn't just physical. It's verbal. It's social)

Taken from: http://4-h.ca.uky.edu/files/STC11_Bullying_Program.pdf

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending him or herself. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name calling

(verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyber bullying).
 Stresses of being bullied can interfere with student's engagement and learning in school.

 Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide.

 Students who are bullied may fear going to school, using the bathroom, and riding on the school bus.

 In a survey of third through eighth graders in 14 Massachusetts schools, more than 14 percent reported that they were often afraid of being bullied.

 Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon.

 Bullying also has an impact on other students at school who are bystanders to bullying. Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning.

2.1 Why do people bully? Complete the following chart with ideas from the text and your own ideas.

1. People bully because other people do it.	

2.2 Read the text about BULLYING and answer the following questions.

What is the concept of bullying?

_____

What are the negative effects of bullying?

_____

Are there any positive aspects about bullying?

_____

2.3 Read the text again and mark True (T) or False (F) based on the reading.

A. True. Bullying is an intentional behaviour from another person.

B. _____ Bullying is not a repeated action by the aggressor.

C. _____ Hitting, insulting, intimidating, teasing are examples of forms of bullying.

D. _____ Depression, loneliness, anxiousness, low self-esteem can cause suicide.

E. _____Students who are bullied like to go to school and have a lot of fun.

F. _____ that bullying can be a sign of other serious antisocial or violent behaviour.

G. _____ there are not fights among students when a classmate is bullied.

H. _____Bullying creates a sense of satisfaction for the aggressor.

I. _____Disrespect is a negative value in schools.

J. _____Bullying isn't just physical, it's verbal and social.

3. Answer the following questions based on your own ideas and the previous reading.

3.1 What is the main idea of the reading about Bullying?

_____

3.2 What can you say about Bullying?

_____

3.3 How do you summarize the text about Bullying?

_____

3.4 What facts or ideas show Bullying in the school?

_____

3.5 What have you evidence as Bullying in the school?

_____

3.6 What do you think might happen if a student makes bullying to you?

_____

3.7 Can you provide a real example of Bullying in the school?

_____

3.8 How do you react when you are bullied by a classmate?

_____

3.9 What do you think is the solution in order not to have Bullying?

_____

3.10 Have you ever been bullied by another classmate, how and why?

_____

3. Post-reading exercise

Draw a comic or a cartoon that represents a case of Bullying in the school.

4. What is a conclusion?

conclusion	a position or opinion or judgment reached after consideration of a topic ;

4.1 What can you conclude from the topic of Bullying?

Self-Evaluation- How well can you do these things?

Descriptor	poor	Fair	Good	Very good	Excellent
Exemplify a similar situation about Bullying					
Infer relevant aspects about bullying from the reading.					
Compare information from the reading with True / False statements.					
Give personal opinions about bullying					

Summarise the topic with own ideas in a conclusion					

Teacher's evaluation. How well can students do these?

Descriptor	poor	Fair	good	Very good	Excellent
Exemplify a similar situation about Bullying					
Infer relevant aspects about bullying from the reading.					
Compare information from the reading with True / False statements.					
Give personal opinions about bullying					
Summarise the topic with own ideas in a conclusion					

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UNDERSTANDING GDOMAIN : READING GUIDE 4

STUDENT'S NAME:_____ COURSE:_____ DATE:_____

Pre-reading exercise

Look at the following pictures about sports

Domain: Understanding,
Indicators of domain: Demonstrating understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.
Contents: Sports, and famous sport people.
Standards: Time: 4 hours classwork and homework
Resources: guide, dictionary, board, internet.

1. CLASSIFY THE SPORTS YOU KNOW AND THE SPORTS YOU DON'T KNOW.

SPORTS YOU KNOW	SPORTS YOU DON'T KNOW

2. Write the names of these symbols of the World cup.

_____ _____ _____

3. Match the sport players with their names. Follow the example.

SPORT PLAYER	NAME	SPORT	NATIONALITY	PHYSICAL DESCRIPTION
	El Pibe Valderrama	**Soccer**	**Colombian**	**El Pibe has brown eyes, fair hair ,and a moustache, etc**

While Reading exercise

2014 FIFA WORLDCUP IN BRAZIL

Taken from: http://en.wikipedia.org/wiki/2014_FIFA_World_Cup

The 2014 FIFA World Cup was the 20th FIFA World Cup, the tournament for the association football world championship, which took place at different places in Brazil. Germany won the tournament and took its fourth title by defeating Argentina 1–0 in the final.

It began on 12 June with a group stage and concluded on 13 July with the championship match. It was the second time that Brazil has hosted the competition, the first was in 1950. Brazil was elected as host nation in 2007 after the international football federation, FIFA, decreed that the tournament would be in South America for the first time since 1978 in Argentina, and the fifth time overall.

The national teams of 31 countries advanced through qualification competitions that began in June 2011 to participate with the host nation Brazil in the final tournament. A total of 64 matches were played in 12 cities across Brazil in either new or redeveloped stadiums. For the first time at a World Cup finals, match officials used goal-line technology, as well as vanishing foam for free kicks.

All world champion teams since the first World Cup in 1930 – Argentina, Brazil, E,ngland, France, Germany, Italy, Spain and Uruguay– qualified for this competition. The title holders, Spain, were eliminated at the group stage, along with previous winners England and Italy. Uruguay was eliminated in the Round of 16 and France was eliminated at the quarter-finals. Host and 2013 Confederations Cup winner Brazil lost to Germany in the first semi-final. By winning the final, Germany became the first European team to win a World Cup in the Americas. This result marked the first time that sides from the same continent had won three successive World Cups (following Italy in 2006 and Spain in 2010).

As the winners, Germany qualified for the 2017 FIFA Confederations Cup. During the 2014 FIFA World Cup, the FIFA Fan Fest in the host cities received 5 million people, and the country received 1 million guests from 202 countries.

PART ONE.

Match the countries and the event according to the text "2014 2014 FIFA WORLDCUP IN BRAZIL".

A. Brazil	1. Had the World Cup trophy
B. Germany	2. Got the second place in the soccer match
C. Argentina	3. Didn't continue on the competition
D. Spain	4. Was not in the quarter finals
E. France	5. Received 5 million visitors

PART TWO

Read the text "2014 2014 FIFA WORLDCUP IN BRAZIL", and answer the questions.

1. What is the main idea of the text?

_____

2. How new is this text?

_____

3. What words do I recognize about the reading?

_____

4. How many stadiums were there?

_____

5. Was it necessary to have new stadiums?

_____

6. Was technology used in the World Cup?

_____

7. Was technology important to the world cup?_____

8. Why is the World Cup important for South America?_____

9. What has Brazil gained with this World Cup?_____

10. What is your opinion about the opening ceremony at the World Cup 2014 in Brazil? _____

Post-reading exercise

PART ONE

Listen to the song of the World Cup 2014 "WE ARE ONE" and answer the following questions.

3.1 Do you like the song? Why or why not?_____

3.2 Who sings the song? _____

3.3 Who sang in the Closing Ceremony of the world Cup 2014?_____

3.4 Do you like Shakira's song in the world cup 2014? _____

PART TWO

Discuss these questions with a classmate and write your answers.

1. Did you hear about the Brazilians protests? _____
2. Why did Brazilians protest when the World Cup was celebrated?_____
3. How many millions does Brazil spend preparing the 2014 World Cup?_____
4. Do you agree that the World Cup will be in Colombia in 2022? Why?_____
5. What does the Brazilian government do to stop protests?_____

Self-Evaluation- How well can you do these ?

Descriptor	poor	Fair	Good	Very good	Excellent
State main ideas in a text					
Give descriptions of famous sport people					
Understand the literal ideas in a text					
Infer information from a text					
Give personal opinions on a topic					
Demonstrate understanding of real facts					

Teacher's evaluation. How well can students do these?

Descriptor	poor	Fair	Good	Very good	Excellent
State the main idea in a text					
Give descriptions of famous sport people					
Understand the literal ideas in a text					
Infer information from a text					
Give personal opinions on a topic					
Demonstrate understanding of real facts					

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APPLYING DOMAIN: READING GUIDE 5

STUDENT'S NAME:_____ COURSE:_____ DATE:_____

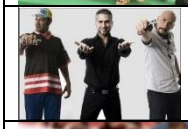
Pre-reading exercise

OUR COLOMBIAN TV

1. **Complete the chart about TV and write your opinion about it.**

Domain: Applying
Indicators of domain: Use information in another familiar situation or applying acquired knowledge, facts, techniques and rules in a different, or new way.
Contents: The TV, Colombian TV programs, Positive and Negative aspects of TV.
Standards: identify the sequence of actions when someone describes something. Time: 4 hours

classwork and homework Resources: guide, dictionary, board, internet.

TV PROGRAM	NAME	CHARACTERISTIC
	EL CHAVO DEL OCHO	**EL CHAVO IS VERY FUNNY , A GOOD PROGRAM FOR CHILDREN**
		

Images taken from: http://3.bp.blogspot.com/-GyaDyzCR7VM/UWG5_H7fWwI/AAAAAAAAF-o/VTjjy3_9iOo/s400/el+capo4.jpg

PART TWO

2. Complete the chart with examples of TV programs according to the category.

TELENOVELA	NEWS	SPORTS	MUSICALS	REALITIES	COMEDY	CARTOON

While Reading exercise

OUR COLOMBIAN TELEVISION

Taken from: http://en.wikipedia.org/wiki/Television_in_Colombia adapted by Ferney López

The Colombian television is characterized for broadcasting telenovelas, series, game shows and TV news. Until 1998 it was a state monopoly. There are two privately owned TV channels and three state-owned

TV channels with national coverage, as well as six regional TV channels and dozens of local TV stations. There are numerous cable TV companies operating in Colombia under each Colombian department statutes. These cable companies have their own channels, in addition to a variety of international channels. TV in Colombia has always relied on technological advancements from developed countries importing all the equipment. Television in Colombia was inaugurated on 13 June 1954 during the government of General Gustavo Rojas Pinilla, who was impressed with the new invention during a visit to Nazi Germany. Rojas imported Siemens and DuMont equipment and hired Cuban technicians to set up a TV station in time for the commemoration of Rojas's first year in office. A test broadcast was made 1 May 1954 covering Bogotá and Manizales.

Initially television in Colombia was public, with emphasis on education and cultural topics until, in 1955, the government developed a system of concessions, in which the State was in charge of the television infrastructure and gave programming slots to private companies known as programadoras. The first of these companies was Producciones PUNCH, followed by RTI Colombia. In 1963 Inravisión, the public broadcaster, was created. Before that, it was operated by the Televisora Nacional, part of the Radiodifusora Nacional de Colombia. In 1966 the government then tried to privatize the sector, opening a private license in Bogotá. Caracol, RTI and Punch would bid on the license, but the winner was Consuelo Salgar de Montejo and her Teletigre. On 11 December 1979, regular color television broadcasts started in Colombia using the NTSC standard. Colour television was first introduced in October 1973, when programadora Cenpro Televisión made a colour broadcast during an education seminar with Japanese-made equipment. The inauguration and the first match of the 1974 FIFA World Cup were broadcast live in colour, but they could be seen in colour only on big screens in Bogotá and Cali.

In the 1970s and 1980s, the Colombian national television system had three national networks: Cadena Uno, Cadena Dos and Cadena Tres. In 1984, the first of the regional networks in the country was created, Teleantioquia which signed on the next year. Other regional networks, such as Telecaribe and Telepacífico, were created by the then-Minister of Communications Noemí Sanín. In the 1990s Teveandina, Telecafé, and Teleislas would join them. 1987 saw the introduction of cable television to the country after bidding in 1985. TV Cable began operations at the end of December 1987.

The Colombian Constitution of 1991 and a law in 1995 created the Comisión Nacional de Television (CNTV, National Television Commission), an autonomous entity in charge of policies for public television and regulation of television contents. The CNTV started working in 1995. Then, a court decision forced Inravisión to ban sexual and violent scenes from the franja familiar (family block). Television was classified in two types of franjas, including the franja infantil and franja. In 1997, the government through the CNTV gave away licences to set up privately owned television networks. These licences were granted to Cadena radial colombiana (Caracol TV) and Radio Cadena Nacional (RCN TV). Both private stations began functioning as TV networks on 10 July 1998.

Colombia adopted the European digital terrestrial television standard on August 28. Señal Colombia — Colombia's state-owned channel— has made digital terrestrial television broadcast tests since 2006, in northwest Bogotá and downtown Cartagena, transmitting in the three DTV formats (ATSC, DVB-T, and ISDB-T). HDTV-ready television sets (DVB-C) have been available in Colombia since 2003, but as of December 2010 cable companies have not broadcast HD content to their subscribers. Satellite television DirecTV Colombia offer HD channels.
On December 28, 2010, Caracol TV and RCN TV officially started digital broadcasts for Bogotá, Medellín and surrounding areas on channels 14 and 15 UHF using DVB-T h264. Señal Colombia and Canal

Institucional had started test digital broadcasts earlier in 2010.On January 9, 2012 Colombia adopted the latest European digital terrestrial television standard.

PART ONE

Read the text "OUR COLOMBIAN TELEVISION", and answer the quiz.

1. **Colombian TV is characterized for broadcasting …**
   a. Shows b. Violence c. Telenovelas d None
2. **A programadora that is not Colombia is…**
   a. Punch b. Televisa c. RTI d. None
3. **In 1955, Colombian TV was initially emphasised on ….**
   a. Comedies b. Violence c. Education d. None
4. **Violent scenes were prohibited by…….**
   a. A commission b. a legal decision c. public audience d. None
5. **Colour TV appeared thanks to ….**
   a. The telenovelas b. The world Cup c. the CNTV d. None

PART TWO

Complete the TIMELINE with information from the reading.

YEAR	EVENT	YEAR	EVENT
May, 1954	TV was inaugurated	1974	
June, 1954		1979	
1955		1995	
1963		2010	
1966		2012	

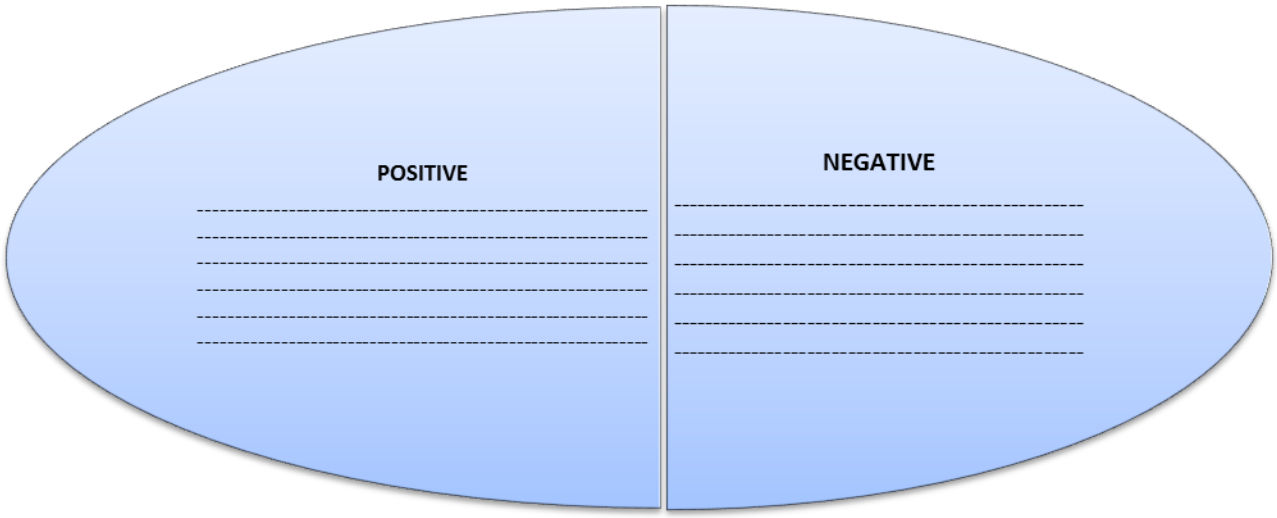
PART THREE (SITUATION)

You are part of the CNTV and a parent presented a complaint because there is a lot of sex and violence on TV.

1. **How would you solve this problem? _____**
2. **How would you use Colombian TV? _____**
3. **What examples of programs can you recommend to the parent? _____**
4. **What elements would you change to Colombian TV? _____**
5. **What positive aspects would you give about the TV? _____**
6. **What negative aspects wouldn't you say about TV? _____**
7. **What recommendations would you give to these parents? _____**
8. **What would happen to these parents after you give recommendations?_____**
9. **Would you complain because violence and sex on TV? _____**
10. **What would you do if your children watch a lot of violence and sex on TV? _____**

Post-reading exercise

COMPLETE THE FOLLOWING DIAGRAM WITH POSITIVE AND NEGATIVE ASPECTS ABOUT TV.



Self-Evaluation- How well can you do these ?

Indicator of domain	Poor	Fair	good	Very good	Excellent
Give opinions on TV programs					
Give examples of Colombian TV programs					
Organize a timeline to show events					
write how to handle a situation					
Diagram positive and negative aspects on TV					

Teacher's evaluation. How well can students do these?

Indicator of Domain	Por	Fair	good	Very good	Excellent
Give opinions on TV programs					
Give examples of Colombian TV programs					
Organize a timeline to show events					
write how to handle a situation					
Diagram positive and negative aspects on TV					

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APPLYING DOMAIN : READING GUIDE 6

STUDENT'S NAME:_____ **COURSE:**_____ **DATE:**_____

Domain:Applying
Indicators of domain: Use information in another familiar situation or applying acquired knowledge, facts, techniques and rules in a different or new way
Contents: Love and friendship, feelings, emotions,
Standards: identify the sequence of actions when someone describes something. Time: 4 hours classwork and homework
Resources: guide, dictionary, board, internet.

LOVE AND FRIENDSHIP

Pre-reading exercise

PICTURES	WHAT IS IT?	FEELING
	A TEDDY BEAR	LOVE, HAPPINESS, TENDERNESS, FRIENDSHIP

Pictures taken from: http://www.valentinecardideas.com/valentine-card-ideas/valentines-day-card-idea

WHILE READING

LOVE AND FRIENDSHIP	SAINT VALENTINE'S DAY

Love and Friendship Day. It's the Colombian version of Valentine's Day, but is not exclusively for couples or lovers or crushes. It's about friends, and friendship. It is celebrated every year on the third weekend of September.

Friends usually go out to eat or have some drinks together, and often they do secret friend, or go dancing. In your group of friends, a person selects someone's name out of a plastic bag and for the person whose name you draw, you get them a present. People wait until the third week and in this day everyone gathers and exchanges their gifts. People feel happy, optimistic, content, important and fine. Some people celebrate this day with some breakfast, lunch, dinner or a simple sandwich. People have snacks and have a lot of fun.

The focus of Love and Friendship Day is on friends, friendships, and lovers, so in that sense it's a more inclusive holiday. People are with family members, friends or their couples.
People give presents such as flowers, teddy bears, cards, bonus, CD's, candies, clothes, etc. Some people do not celebrate Love and friendship day because they consider is a commercial celebration and is not really a celebration for friendship.

Saint Valentine's Day is a holiday observed on February 14 each year. It is celebrated in many countries around the world for example USA, England, Spain, but it is not a holiday in the majority of these countries.

The day was first associated with romantic love in the circle of Geoffrey Chaucer in the High Middle Ages, when the tradition of courtly love grew. In 18th-century England, it progressed into an occasion in which lovers expressed their love for each other by presenting flowers, offering confectionery, and sending greeting cards (known as "valentines").

In Europe, Saint Valentine's Keys are given to lovers "as a romantic symbol and an invitation to unlock the giver's heart", as well as to children, in order to ward off Saint Valentine's Malady. Valentine's Day symbols that are used today include the heart-shaped outline, doves, and the figure of the winged Cupid. Since the 19th century, handwritten valentines have given way to mass-produced greeting cards. I feel like Valentine's Day often gets a bad rap in the States; many people seem to be quite bitter if they don't have someone with whom to share the day.

Taken from: http://katecaroline.com/2011/09/17/happy-love-and-friendship-day/ and http://en.wikipedia.org/wiki/Valentine's_Day adapted by Ferney Lopez

1. Read the text "Love and Friendship" and "San Valentine's" and find:

SIMILARITIES	DIFFERENCES

2. Read the text "LOVE AND FRIEDNSHIP"-SAINT VALENTINE'S DAY and answer the questions.

2.1 When is Love and Friendship day celebrated?

2.2 When is Saint Valentine's Day celebrated?

2.3 Is Love and Friendship day exclusively for couples?

2.4 Is Saint Valentine's Day exclusively for friendship?

2.5 Are "Love and Friendship Day" and "Saint Valentine's Day" a commercial festivity?

2.6 What do people do in Colombia?

2.7 What do people do in USA?

2.8 What presents do Colombians give?

2.9 What presents do Americans give?

2.10 Do Americans feel frustrated if they don't celebrate Valentine?

PART THREE

Read the following text and say what would be positive and negative aspect of San Valentine.

"*This is more evidence to prove that many people this time of the year just feel uncomfortable. More and more people are becoming more hateful towards the holiday because of what it has become. The people have taken what was a celebration of love and turned it into a multi-million dollar business".*

Taken from: http://trnwired.org/2012/02/procon-should-valentines-day-be-celebrated-as-a-holiday/

POSITIVE ASPECTS OF THE CELEBRATION	NEGATIVE ASPECTS OF THE CELEBRATION

POST READING (SITUATION)

PART ONE

You are going to celebrate Love and Friendship day and you invite your friends to your house, but Fernando (your best friend) is angry with you.

1. **Would you invite Fernando to your house?_____**
2. **Would you talk to Fernando?_____**
3. **Would Fernando accept your invitation?_____**
4. **What would other friends say about Fernando?_____**
5. **Would you excuse Fernando?_____**
6. **What would you do if Fernando didn't go to your house ?_____**

PART TWO

Write a message of Love and Friendship to a friend and design the Postcard.

Dear _____
From: _____
To: _____
Message:

Self-Evaluation- How well can you do these ?

Indicator of domain	poor	Fair	Good	Very good	Excellent
Exemplify how to solve a real problem.					
Discover similarities and differences					
Demonstrate understanding of a situation					
Predict possible situations to a real situation					
Design a Postcard Message					

Teacher's evaluation. How well can students do these?

Indicator of domain	poor	Fair	Good	Very good	Excellent
Exemplify how to solve a real problem					
Discover similarities and differences					
Demonstrate understanding of a situation					
Predict possible situations to a real situation					
Design a Postcard Message					

Finally, the six reading guides constitute data.

CHAPTER III

3. RESEARCH DESIGN

This type of research is framed in the qualitative approach which is characterised by its goals that are related to understanding some aspects of social life and its methods which generate words, rather than numbers, as data for analysis. The qualitative method investigates the why and how of decision making, not just what, where, when. Therefore, smaller but focused samples are more often used than large samples. Most qualitative studies are small scale, concentrating on a single or small number of cases, and they provide depth and contextualised detailed information. Qualitative research includes a range of designs such as interviews, direct observation, and analysis of texts or documents or of audio and video recorded speech or behaviour. The selection of method is normally determined by a particular theoretical viewpoint, such as phenomenology which provides a basis for the research.

3.1 Research question

This research has asked the question "how could reading guides based on Bloom's taxonomy develop critical reading strategies in third cycle students at a public school?"

3.2 Research objectives

In order to fulfill all the requirements of this research and continue with the investigation process, this action research project has proposed some general and specific objectives as follow:
As a general objective the research has:

- To contribute to the development of reading strategies in English in third cycle students at a public school through reading guides that favor critical reading

As specific objectives, this research has:

- To identify the theory that supports the development of critical Reading strategies in English in third cycle students at a school in Bogotá.
- To design reading guides based on Bloom's taxonomy that contributes to the development of critical reading strategies in English in third cycle students at a public school in Bogotá.

- To apply and validate reading guides based on Bloom's taxonomy that contribute to the development of critical reading strategies in English in third cycle students at a public school in Bogotá

3.3 Research methodology

This study works with qualitative research paradigm which used the action research steps as a method in order to diagnose the problem, get enough evidence on that, plan an action to solve the problem, apply the critical reading guides with the idea to develop critical reading skills in third cycle students, collect data and results. Then, analyze those results based on the pedagogical design implemented to show how the implementation develop or not critical reading skills in third cycle students at a specific context of a public school in Bogotá .

3.4 Type of study

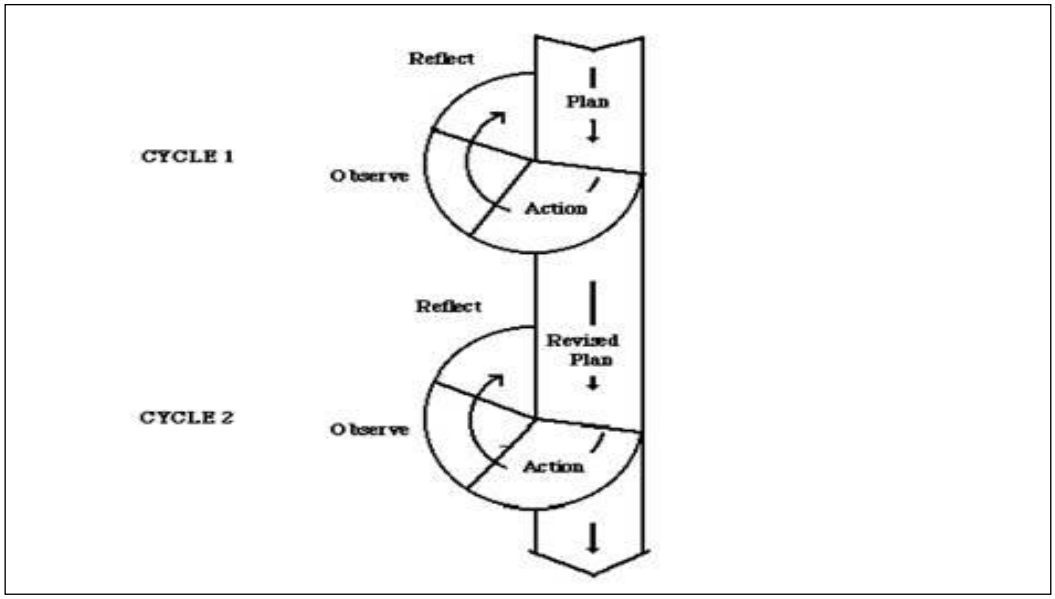
This research project has opted to work with action research seeing that it provides this project with the required steps to take actions in order to resolve the particular problem related to the low proficiency reading levels at school through the planning, designing and implementation of reading guides based on Bloom's taxonomy.

According to Carr and Kemmis (1986) action research is defined as a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention. A more detailed description of action research is provided by Kemmis and McTaggart (1988) who say that "it is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out".

Besides that, they say that the purpose in this type of action research is not to offer generalizations to other populations but to understand, act and reflect with the idea to solve a particular problem. These authors also give a practical guide based on four phases whose essential aspects are: planning, application, observing and reflecting.

Graphic 2. Kemmis and McTaggart (1998) action research diagram.

Taken from: http://www.citrenz.ac.nz/bacit/0101/0101eustace_files/image005.jpg



Before describing how this outline was applied in this study, the four stages are defined as follow:

Observing: In essence, it is about documenting the effects of critically informed action by using proper methods and techniques agreed upon beforehand. Throughout the observation stage, one should be persistent about monitoring and plan it well – collecting compelling evidence is essential to ensure that people are learning from what their experience actually is. Kemmis & McTaggart (1988).

Planning: This phase involves a period of investigation and problem analysis before drawing up a strategic plan of action. The general plan must be flexible sufficient to adapt unforeseen effects and constraints according to Kemmis & McTaggart (1988). For this study, the planning started with the idea of validating the problem scientifically and having enough evidence to prove that the problem exists.

Application: This stage contains the application of action plans that adopt the character of a material, social and political struggle towards progress. Due to this flexibility, negotiation and compromise may be essential. Change may be slow and build in small steps based on Kemmis & McTaggart (1988).

Reflecting: This stage involves the investigator reflecting on the results of the evaluation as well as on the method the whole action and research process went making sense of evidence. Reflection is typically aided by discussion among members. Group reflection leads to the reconstruction of the meaning of the social situation and offers the basis for the revised plan Kemmis & McTaggart (1988).

In this study planning is about the step of identifying and diagnosing the problem and looking for the possible ways how to help students to develop critical reading strategies in their current English learning process. The decision was to design, apply and evaluate the use of six reading guides to the development of reading strategies based on Bloom's taxonomy that favor critical reading in third cycle as part of this research process.

Then, the application was the implementation of these six reading guides to develop critical reading strategies in third cycle students. These reading guides involved teacher and students work on reading applied to the target population, the setting of goals for each guide, the designing of students' self-assessment and self-monitoring, and the evaluation of these reading guides to collect data. Also, a survey and field notes were used to contrast information and carried out the research process. In this way the researcher collected data directly from the students, the students' opinions through the survey and classroom observation through field notes.

The observation was followed by applying the chosen empirical methods such an entry test to diagnose the problem scientifically, and the consolidation of results obtained by students from 2003 to 2010 in the ICFES test. Also, some theoretical methods were used to look for information about the literature review. Therefore, it was observed by the teacher the continuous low proficiency reading comprehension levels at school in contrast to the results obtained by other students at local and national grades based on ICFES results.

Sometimes, students were asked to give information in Spanish because they were not able to express their thoughts properly in English understanding that they are basic learners of English.

The reflection stage was done by means of the data collected where the researcher could monitor and reflect on the findings of the experience of the process considering that the actions taken were led to have changes on the development of the critical reading process and for the progresses in the reading comprehension process.

Finally, this study will be focused in third cycle students' especially ninth graders with a population of 120 students where this research will concentrate on a group of 40 pupils in order to take a sample of 10 students' artifacts, a sample of 10 surveys on students' perceptions in order to collect data. Data will be gathered at random.

3.5 Context

Currently, IED San Agustin population has one thousand five hundred students in each shift. It offers pre-school, primary and high school until 11th grade. In specific, there are three courses of ninth graders with 120 students in total; between the ages of 14 and 16.
Students' parents have very low incomes. The students' parents work as masons, watchmen, sales people, maids, waiters and waitresses. Most of them have studied primary school and a few of them high school. A few parents are displaced by violence and bring their children to school without any previous English language knowledge.

The institution integrates handicapped children with Down's syndrome to regular classes and there is a special classroom for children who haven't taken classes before in order to alphabetize them. This classroom is called "Aceleración".There are between 40 students per class. The school is placed behind La Picota jail in San Agustin neighborhood. English Language instruction changed from three hours per week to two hours per week per course due to administrative requirements without the teachers' consent.

3.6 Participants

The participants of this study are students from a public school in Bogotá. They are 3 groups of 40 pupils. This study will be done with one group due to the analysis of data, the time the research takes and the resources needed for that. Students have scheduled a block of two

hours of English instruction per week, they are adolescents and they like music, sports, television videogames, the use of Facebook, and all possible celebrations the school has. These groups have 5 handicapped children integrated to regular classes where the curriculum must be flexible to evaluate them. There are some discipline problems such as bullying, the use of illegal drugs in some cases and the pregnancy of some girls seem the most difficult things to work with nowadays.

3.7 Instruments

This action research study used the following instruments to collect data. First, in order to validate the problem scientifically, the study conducts an entry test to diagnose students reading comprehension in English (Appendix B). Then, the consolidation and tabulation of the students' results obtained at the ICFES test from 2003 to 2010 to document the problem scientifically (Appendix C), and the teacher-researcher observation that constantly inquires him about the solution of that problem. Therefore, the first instrument to collect data is about the students' artifacts (six critical reading guides) (Appendix D) where most of the information is going to be collected and analysed. The second instrument works with is a semi structured survey (Appendix E) on students' perceptions on their work with the six reading guides that collect relevant information after the implementation of each reading guide in the classes. The third instrument to collect data through was Field Notes (Appendix F) where the teacher-researcher takes notes analyse and reflect on the process of implementing the proposal.

The next part presents the description of the empirical methods chosen for the study and the analysis of the data gathered during the whole process of the intervention and the corresponding results.

CHAPTER IV

4. DATA ANALYSIS

In order to collect and analyze data three instruments were used. The first one was the students' artifacts which were six reading guides for a semester; the second one was a semi-structure survey where pupils gave their opinions on the development of the guides and their perceptions, and the third instrument was fieldnotes for describing, analyzing, reflecting on the implementation of the pedagogical intervention.

Students' artifacts

This was the first instrument in order to collect and analyze data related to the development of lower order critical reading strategies. According to Koster (1996) a source of documents readily available to all language teachers is students' written texts. Students writing lends itself very easily, it analyzes which track development linked to deliberate interventions made to action research. Collecting samples or texts over a period of time enables teachers to assess the progress which students make as well as to diagnose areas for further action in classroom research.

Therefore, the six reading guides were given to students each one per month. Reading guide one was applied and instructions were given in English and Spanish. Dictionaries were allowed to be used. The teacher read and explained the indicator of domain, the contents, the time students had to work with each guide, and the organization of the classroom. Then, the teacher did the pre-reading exercises orally with students. After that, pupils work in while reading exercises in group work because new ideas and knowledge are essential to critical reading. Next, students work individually with the post reading exercises. Finally, students did self-evaluation based on an indicator of domain and a descriptor from poor to Excellent. The six reading guides were adapted to six topics they were interested in. They were my Favorite Music, Facebook, Stop bullying, Sports, Our Colombian TV, Love and Friendship. Two reading guides worked with a lower order domain. Reading guide one and two worked the Remembering Domain , reading guide three and

four took the Understanding Domain, and the fifth and sixth reading guide worked the Applying Domain, each guide had the corresponding indicators of domain to be evaluated.

Surveys

This instrument for compiling information is an alternative to collect data or to complement an interview according to Burns (2001). Surveys need predetermined written questions and contestants are supposed to be able to response them. It is significant to carefully prepare and pilot them previously to avoid ambiguities in reference to the information the instruments are intended to collect; researchers should also guarantee confidentiality of the participants. Consequently, sixty surveys were applied at random, ten per reading guide. Surveys were applied individually after students finished work with each reading guide for a semester.

Classroom observation and Fieldnotes

According to Hambling (1997) observation is the core state of action research. It permits researches to document and reflect systematically upon classroom interaction and events. The term observation is used in the sense of taking regular and conscious notes of classroom actions and events which are particularly pertinent to the issue or the topic being explored

Subsequently, fieldnotes based on Chiseri-Strater and Sunstein (1997should be written as soon as possible after leaving the fieldsite immediately if possible. Even though we could not think so when we are partaking and observing, we are all likely to forget significant details unless we write them down very quickly. Chiseri-Strater and Sunstein (1997) have developed a list of what should be included in all fieldnotes:

1. Date, time, and place of observation
2. Specific facts, numbers, details of what happens at the site
3. Sensory impressions: sights, sounds, textures, smells, taste
4. Personal responses to the fact of recording fieldnotes
5. Specific words, phrases, summaries of conversations, and insider language
6. Questions about people or behaviors at the site for future investigation
7. Page numbers to help keep observations in order.

4.1 Results

Table 10 shows the results obtained from the students' artifacts in order to develop on the *Remembering Domain.*

TABLE 10. READING GUIDE 1 -2 RESULTS FOR THE REMEMBERING DOMAIN

DOMAIN: REMEMBERING	Indicator of domain/Scale	Poor		Fair		Good		Very good		Excellent	
		Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
	1. Match characters with pictures of famous people	0%	0%	0%	0%	20%	0%	50%	0%	30%	100%
	2.Design and identify main characters in a word puzzle.	10%	0%	10%	0%	30%	30%	30%	70%	20%	0%
	3.Recall specific details, information, and ideas in a text	0%	0%	20%	0%	30%	50%	50%	50%	0%	0%
	4.Remember relevant information about international and national artists	0%	0%	0%	0%	20%	0%	60%	0%	20%	100%
	5. Analyse the meaning of a song and give an opinion about it.	0%	0%	0%	10%	60%	30%	30%	60%	10%	0%
	6. Identify facts and fundamental information in a text.	0%	0%	10%	0%	10%	20%	30%	50%	50%	30%
	7. Recall specific details, information, and ideas from this text.	0%	0%	10%	0%	20%	40%	60%	30%	10%	30%
	8. Express Do's and Don'ts about the use of Facebook.	0%	0%	0%	0%	60%	30%	30%	60%	10%	10%
	9. Share ideas about Facebook and reflects on the proper use that.	0%	10%	0%	20%	10%	30%	70%	10%	20%	30%

	10. Stablish the purpose of a webpage	0%	0%	20%	0%	30%	20%	50%	40%	0%	40%

TABLE 10. READING GUIDE 1 -2 RESULTS FOR THE REMEMBERING DOMAIN

Table 11 shows the results obtained from the students' artifacts on the *Understanding Domain*

	TABLE 11.READING GUIDE 3 -4 RESULTS FOR THE UNDERSTANDING DOMAIN										
	Indicator of domain/Scale	Poor		Fair		Good		Very good		Excellent	
		Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
DOMAIN: UNDERSTANDING	1.Exemplify a similar situation about Bullying	0%	0%	0%	0%	20%	10%	80%	10%	0%	80%
	2. Infer relevant aspects about bullying from the reading.	0%	0%	10%	10%	70%	80%	20%	10%	0%	0%
	3. Compare information from the reading with through True / False statements.	0%	0%	20%	0%	10%	50%	60%	50%	10%	0%
	4. Give personal opinions about bullying	0%	0%	50%	20%	30%	30%	20%	40%	0%	10%
	5. Summarise the topic with own ideas.	0%	10%	0%	40%	10%	40%	30%	10%	60%	0%
	6. State the main idea in a text	0%	0%	20%	20%	30%	30%	30%	50%	20%	0%
	7. Give descriptions of famous sport people	0%	0%	0%	0%	40%	20%	20%	10%	40%	70%
	8. Understand the literal ideas in a text	0%	0%	0%	0%	40%	60%	50%	40%	0%	0%
	9. Infer information from a text	0%	0%	20%	20%	40%	80%	40%	0%	0%	0%
	10.Give personal opinions on a topic	0%	0%	10%	20%	40%	20%	50%	50%	0%	0%

Table 12 shows the results obtained from the students' artifacts on the *Applying Domain.*

DOMAIN: APPLYING

TABLE 12. READING GUIDE 5-6 RESULTS FOR THE APPLYING DOMAIN

Indicator of domain/Scale	Poor		Fair		Good		Very good		Excellent	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
1. Give opinions on TV programs	0%	0%	20%	0%	10%	0%	50%	90%	20%	10%
2. Give examples of Colombian TV programs	0%	0%	0%	0%	30%	0%	60%	80%	10%	20%
3. Organize a timeline to show events	0%	0%	0%	0%	10%	0%	50%	70%	40%	30%
4. write how to handle a situation	0%	0%	10%	30%	20%	10%	40%	60%	30%	0%
5. Diagram positive and negative aspects on TV	0%	0%	10%	0%	30%	30%	50%	50%	10%	20%
6. Exemplify how to solve a real problem.	0%	0%	10%	10%	50%	50%	40%	40%	0%	0%
7. Discover similarities and differences	0%	0%	0%	0%	40%	40%	50%	60%	10%	0%
8. Demonstrate understanding of a situation	0%	0%	0%	0%	50%	40%	40%	50%	10%	0%
9. Predict possible situations to a real situation	0%	0%	20%	10%	30%	30%	40%	50%	10%	10%
10. Design a Postcard Message	0%	0%	0%	0%	0%	0%	90%	80%	10%	20%

The second instrument applied to collect data is the following table shows the results obtained from the data collected through students' survey in order to know the students perceptions on the activities for each reading guide. The survey consisted of four main questions (Q) with multiple choice. Each survey was applied after students finished guide. Thus, ten samples were taken per guide and data was tabulated as follows. See (Appendix E) for a sample.

TABLE 13. RESULTS BASED ON STUDENTS PERCEPTIONS TO THE DEVELOPMENT OF THE SIX READING GUIDES.

Q1. What activity or activities do you like the most in the critical reading guide?	GUIDE 1	GUIDE 2	GUIDE 3	GUIDE 4	GUIDE 5	GUIDE 6
1.1 The matching exercise.	50%	40%	20%	30%	30%	40%
1.2 The design of a crossword puzzled	10%	10%	10%	20%	20%	0%
1.3 The reading and the comprehension questions.	0%	0%	10%	40%	40%	60%
1.4 The comparison chart of positive and negative aspects	50%	0%	10%	10%	10%	40%
1.5 The reflections and opinions section	10%	0%	30%	30%	30%	50%
1.6 The representation of a situation through a cartoon or picture	30%	50%	20%	60%	60%	60%
1.7 The self-evaluation rubric to evaluate your work	10%	10%	40%	0%	0%	10%
1.8 The teacher's evaluation rubric	10%	0%	0%	0%	0%	0%
1.9 All the activities	50%	50%	40%	20%	20%	40%
1.10None of the activities	0%	0%	0%	0%	0%	0%
Q2.What activity or activities were more difficult for you?	GUIDE 1	GUIDE 2	GUIDE 3	GUIDE 4	GUIDE 5	GUIDE 6
2.1 The matching exercise.	10%	10%	20%	0%	20%	0%
2.2 The design of a crossword puzzled	30%	0%	40%	20%	20%	0%
2.3 The reading and the comprehension questions.	70%	50%	50%	20%	50%	40%
2.4 The comparison chart of positive and negative aspects	0%	40%	40%	40%	30%	30%
2.5 The reflections and opinions section	50%	50%	30%	20%	20%	20%
2.6 The representation of a situation through a cartoon or picture	0%	0%	10%	20%	30%	20%
2.7 The self-evaluation rubric to evaluate your work	0%	10%	10%	10%	0%	0%
2.8 The teacher's evaluation rubric	0%	0%	20%	0%	0%	0%
2.9 All the activities	0%	0%	0%	10%	20%	0%
2.10 None of the activities	0%	0%	0%	0%	0%	0%
Q3. What do you learn with the critical reading guide?	GUIDE 1	GUIDE 2	GUIDE 3	GUIDE 4	GUIDE 5	GUIDE 6
3.1 Remember information about the topic	80%	20%	20%	20%	30%	40%
3.2 Learn new vocabulary	30%	30%	40%	30%	50%	50%
3.3 Identify the main ideas in a text.	10%	40%	10%	30%	50%	50%
3.4 Compare and contrast information from the text	10%	0%	20%	20%	60%	60%

3.5 Analyse the meaning of a song , a text, a message, etc	80%	30%	10%	50%	50%	50%
3.6 Comprehend a text much better in English.	30%	70%	60%	60%	70%	60%
3.7 Be critical about a text, a song, a message, a situation, etc.	40%	40%	60%	50%	60%	60%
3.8 Evaluate yourself	20%	10%	30%	10%	10%	10%
3.9 All of the previous things	20%	0%	10%	10%	10%	20%
3.10 None of the previous things.	0%	0%	0%	0%	0%	0%
Q4. What can't you do with the critical reading guide?	GUIDE 1	GUIDE 2	GUIDE 3	GUIDE 4	GUIDE 5	GUIDE 6
4.1 Remember information about the topic	0%	0%	10%	0%	10%	0%
4.2 Learn new vocabulary	60%	10%	30%	40%	20%	0%
4.3 Identify the main ideas in a text.	10%	20%	10%	30%	20%	20%
4.4 Compare and contrast information from the text	10%	40%	40%	40%	20%	20%
4.5 Analyse the meaning of a song , a text, a message, etc	10%	10%	20%	20%	10%	10%
4.6 Comprehend a text much better in English.	70%	50%	30%	20%	40%	20%
4.7 Be critical about a text, a song, a message, a situation, etc.	10%	70%	30%	10%	30%	20%
4.8 Evaluate yourself	0%	0%	0%	10%	10%	10%
4.9 All of the previous things	0%	10%	10%	0%	10%	0%
4.10 None of the previous things.	0%	0%	0%	0%	0%	0%

Fieldnotes

The third instrument to collect data was fieldnotes which were taken in six different moments. It means one per each reading guide in class observation. These fieldnotes are based on Chiseri-Strater and Sunstein (1997) who developed a list of what should be included in all fieldnotes. See (Appendix F) for a sample taken.

1. Date: a semester
2. Time: 2 hours classwork and 2 hours homework
3. place of observation: San Agustin IED public school in the morning shift
4. Specific facts, numbers, details of what happens at the site : 40 students per class

There are 40 students of ninth grade who are working with critical reading guides one to six in order to develop critical reading skills. Students work in small groups as they normally do that with their guides, a few of them work individually. Students are allowed to use their dictionaries

1. Sensory impressions: sights, sounds, textures, smells, taste

Class start 6.30, it's very cold in the morning. Some students are early while others arrive late for the first hour of class. Students become familiar after the second critical reading guide and with each one of the topics in each guide such as Music, Facebook, Bullying, Sports, Colombian TV, and Love and Friendship. Students are enthusiastic, happy and confident with these topics and their critical reading guides.

2. Personal responses to the fact of recording fieldnotes

Fieldnotes help me to organize ideas, work, duties and activities in the class. Also, they help me to observe, describe, analyse and reflect on each class. It is a demanding exercise because the time required for that. It helps me to practice my writing skills.

3. Specific words, phrases, summaries of conversations, and insider language

Students say these critical reading guides are different from the traditional copies or exercises in classes or the use of the board. They take guides more interested from the first time to the last one. Students like most of the topics although Bullying was not the most interesting for them.

4. Questions about people or behaviors at the site for future investigation

-Would critical reading guides be worked in groups or absolutely individually?
-Can the use of a dictionary help students develop critical reading skills?
-what couldn't develop critical reading skills in students?
-Do unfamiliar topics block students thinking in order to develop critical reading skills?
-Can cheating affect the process in order to develop critical reading skills?
-Can the language proficiency affect students' development of critical reading skills?

5. Page numbers to help keep observations in order.

There were six fieldnotes taken according to the development of each of the six critical reading guides. Fieldnotes pages were numbered from one to twelve.

1. jottings:

Good selection of topics for each reading guide, adolescents like the entire topic although bullying is not really interesting. Students like pre-reading exercises, and the post-reading activities in contrast with while reading activities that they like but they have more difficulty because the tasks they have to do for each critical reading guide and the higher of the level for each of the critical reading guides and the skills worked in each one of them.

2. Description:

Students normally start working with pre-reading activities; they finish them very quickly and easily. The critical reading guide about music was easy for them to do as well as the reading comprehension questions. Second reading was a little more demanding but interesting because the topic of Facebook. Students can do reflections activities in order to say what good things they can do in Facebook in contrast with bad things they can't do with that webpage. Students share opinions on that in Spanish, reasons are very clear for them in Spanish, they have some difficulty to write them into English but they do it. There are grammar and syntax problems but ideas are clear expressed. It's necessary to repeat the instructions for some students. Students are able to analyse information and give their point of view,

although students require working on exercises where they have to go and investigate about a topic. Students normally finish the guides on the time given to the class, a few of them need extra time but they ask for permission to hand it in later after the break. The teacher allows those students to do so. All students remember information on the topics given as pre-reading exercises were given to them.

3. Analysis:

All Students know the topics worked in the reading guides very well. Students state their points of view according to each one of the topics of each of the six guides. Students can answer literal questions based on the critical reading guides. They have to practice more exercises on contrasting, comparing, and more complex skills such as summarizing and concluding a topic. Students self-evaluate very well. They recognise what they can or can't do. Reflections are important to help students develop critical reading skills and exercises where they have to solve a situation. Sharing opinions with other contribute to develop their minds and construct other ideas and thoughts related to a topic. Some tasks require to be worked and practice more deeply.

4. Reflection:

Students are motivated with the use of reading guides, pre-reading and post reading exercises such as matching, crossword puzzled, hidden messages, contrasting exercises, comparing, give negative and positive aspects of a topic, are their favorite activities and while reading has become from difficult to a little easier based on the questions and the level of the skill evaluated. Students identify main ideas on the different critical reading guides with no problem at their speed. Students love to draw and represent situations in a graphic way. Students share opinions and demonstrate their knowledge of the topic, but if they don't know about the topic they ask their classmates. Some students like to be self-evaluated. Students can analyse a text o message of a song or a video and state their opinions although they require more language knowledge to express that. Thus, students develop their critical reading skills in a very organized worked, carefully planned, step by step from lower levels to higher ones. Students need to practice much more but students are critical. Language contribute to their development of these critical reading skills, it doesn't matter if it is English or Spanish.

4.2 Analysis of the results

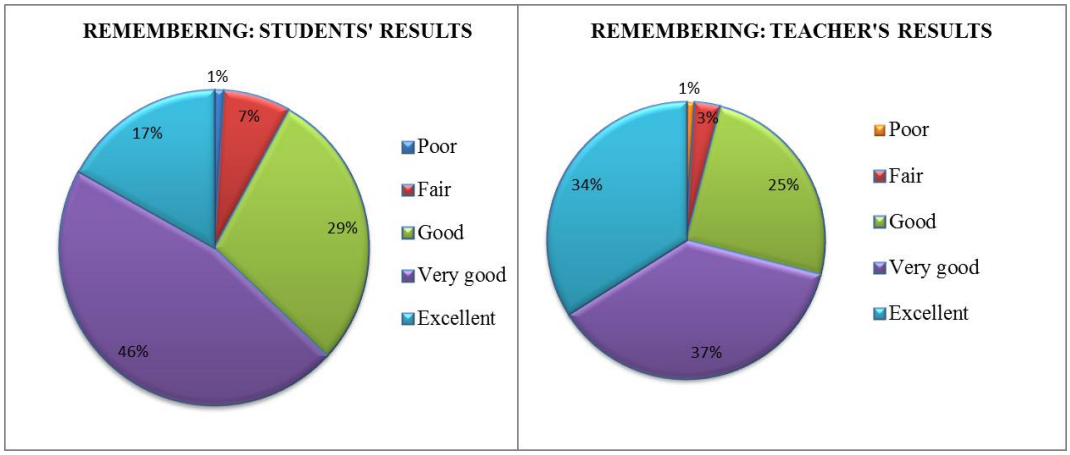
The following analysis of results is done based on the data collected through three instruments. The first one was on a sample of ten students' artifacts, the second one a sample of 10 surveys on students' perceptions on their work through reading guides and the last one on teacher's fieldnotes.

4.2.1 Result analysis on students' artifacts

In order to the development of reading strategies on third cycle students, six reading guides were designed, applied and evaluated. Consequently, guides one and two developed the Remembering domain; guides three and four developed the Understanding Domain; guides five

and six developed the Applying domain. Thus, these six guides developed critical reading strategies for remembering, understanding and applying domains based on the revised taxonomy of Bloom proposed by Krathwohl (2001). Each had a self-evaluation grid. Also, reading guides had a teacher's grid to evaluate the students' performance on the development of reading strategies. The grids had five indicators of domain and a scale of assessment as poor, fair, good, very good, and excellent. The assessments of the Remembering, the Understanding and the Applying domains were evaluated with ten indicators of domain each. It means five indicators of domain were worked per guide for a total of ten indicators. (See table 11).

Therefore, Results on the Remembering domain can be seen on table 11 where ten indicators of domain were assessed by the student as well as by the teacher. For instance, it was observed that 70% of the students were able to achieve the first indicator (match characters with pictures of famous people) in the scale of good while 20% do it in the scale of very good and 30% in the scale of excellent. The teacher's evaluation for this first indicator was 100% in the scale of excellent. As a result, the ten indicators of domain represent the 100% for the domain of remembering. Here, 17% of students got an excellent level on the remembering domain while 46% of pupils achieved a very good level, 29% obtained a good level, 7% acquired a fair level and 1% of students gained a very low level on the remembering domain. In contrast to the teacher's evaluation, 34% of students got an excellent level on the remembering domain while 36% of pupils achieved a very good level, 25% obtained a good level, 3% acquired a fair level and 1% of students gained a very low level on the remembering domain. The following graphic3 shows these previous results.



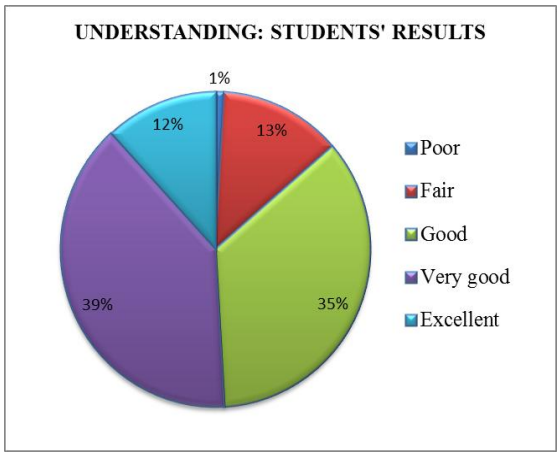
92% of students achieved the *remembering domain* in contrast to the teacher's results which mean that 96% of students get the remembering domain. As evidence on those results, it can be compared on reading guide 1 sample 1 a student's answer to a question:

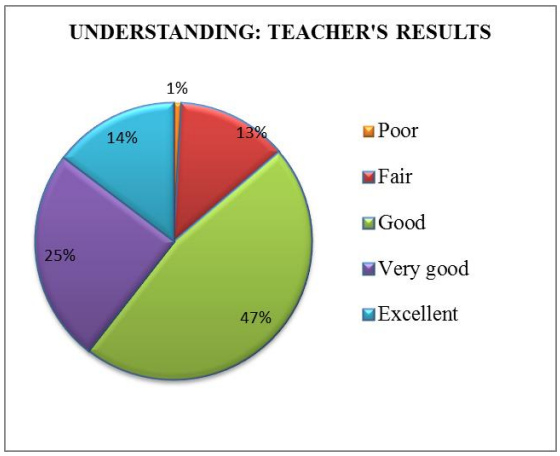
S1. Question: What is the role of the women on the video of the song "Hoy voy a beber" from Nicky Jam?
S1. Answer: "her role is to sell and answer the call"
S2. Answer: "an intimate partner of the singer"
S4.Answer: "easy women"
S5: Answer: "to dance and insinuate the man sound objects sexual".

Another evidence that can be seen o reading guide 2 sample 5 a student's answer to the things he can and cannot do with Facebook.

THINGS YOU CAN DO WITH FACEBOOK	THINGS YOU CANNOT DO WITH FACEBOOK
S6. Can chat , seep photos, upload photos, can play, can join a group, you can add Friends	S6. Cant research task, can't do work, you can not learn languages, can no the information from strangers, can not buy things
S9. Contact a family member who is out of town, upload new photos and videos, discover new things, invitations to events, remember birthdays	S9. Lack of privacy, fake, profiles, impersonate users. This cause great addiction in young stray from the meaning of what is being surrounded by people. This page is very insecure many people have been deceived and abducted.

Then, results on the Understanding domain can be seen on table 12 where ten indicators of domain were assessed by the student and the teacher. For instance, it was observed that 20% students were able to achieve the first indicator (exemplify a similar situation) in the scale of good while 80% do it in the scale of very good and 0% in the scale of excellent in the students grid while the teachers evaluation for this first indicator was 10% in the scale of good, 10% in the scale of very good and 80% in the scale of excellent. Thus, the ten indicators of domain represent 100% for the whole domain of understanding. Here, 12% of students get an excellent level on the remembering domain while 39% of pupils achieve a very good level, 35 % obtain a good level, 13% acquire a fair level and 1% of students gain a very poor level on the understanding domain. In contrast to the teacher's evaluation, 14% of students get an excellent level on the remembering domain while 25% of pupils achieve a very good level, 47% obtain a good level, 13% acquire a fair level and 1% of students gain a very poor level on the understanding domain. The following graphic 4 represents the previous results.





86% of students achieved *the understanding domain* on the students' results in contrast to the teacher's results which mean that 86% of students get the understanding domain. As evidence on these results, it can be observed on critical reading guide 3 sample a student's answer to the question:

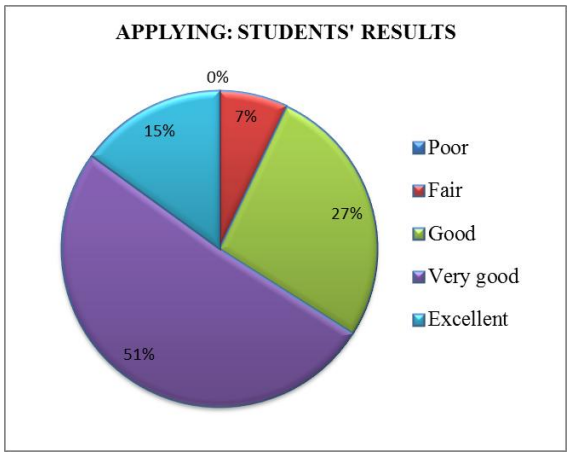
S2. Question: Why do people bully?
S2. Answer: "Bullying is bad, is aggressive, is intentional, of power, or strength, intimidation, physical bullying, non verbal bullying or emotional, cyber bullying"
S4. Answer: "to want to call the attention, for you to do to feel apocopation the others, by diversion, by fault of love, by envy, being aggressive, to want to feel important, for to respect the others, nor to think the consequence"
S5. "Insecurity, the attention, feeling superior, from fun, imbalance of power or strength, satisfaction of aggressor"

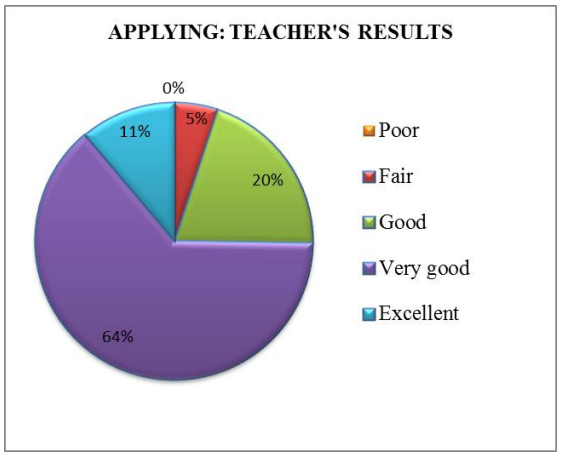
A second example of evidence on these results can be seen on critical reading guide 4 sample and a student's answer to the question:

S1. Question. What has Brazil gained with this world Cup?
S1. Answer: "tourist and inhabitants"
S5. Answer: "visitors"
S7. Answer: " Good publicity"

Next, results on the applying domain can be seen on table 13 where ten indicators of domain were assessed by the student as well as by the teacher. For instance, it was observed that the 20% students were able to achieve the first indicator (give opinions on TV programs) in the scale of fair, 10% in the scale of good, 50% in the scale of very good and 20% in the excellent scale in the students grid while the teachers evaluation for this first indicator was 90% in the scale of very good and the 105 in the scale of excellent. So, the ten indicators of domain represent 100% for the whole domain of applying. Here, 15% of students get an excellent level on the remembering

domain while 51% of pupils achieve a very good level, 27% obtain a good level, 7% acquire a fair level and 0% of students gain a very poor level on the applying domain. In contrast to the teacher's evaluation, 11% of students get an excellent level on the remembering domain while 64% of pupils achieve a very good level, 20% obtain a good level, 5% acquire a fair level and % of students gain a very poor level on the understanding domain. The graphic 5 represents the





previous results.

93% of students achieved the *applying domain* on the students' results in contrast to the teacher's results which mean that 95% of students get the understanding domain. As evidence on these results, it can be seen on reading guide 5 sample a student's answer to the situation:

You are part of the CNTV and a parent presented a complaint because there is a lot of violence and sex on TV.
S1. Question : How would you solve that problem?
S1. Answer: "Mejoring TV programs from family"
S3. Answer: "shutting the scenes"
S5. Answer." To block the channel"

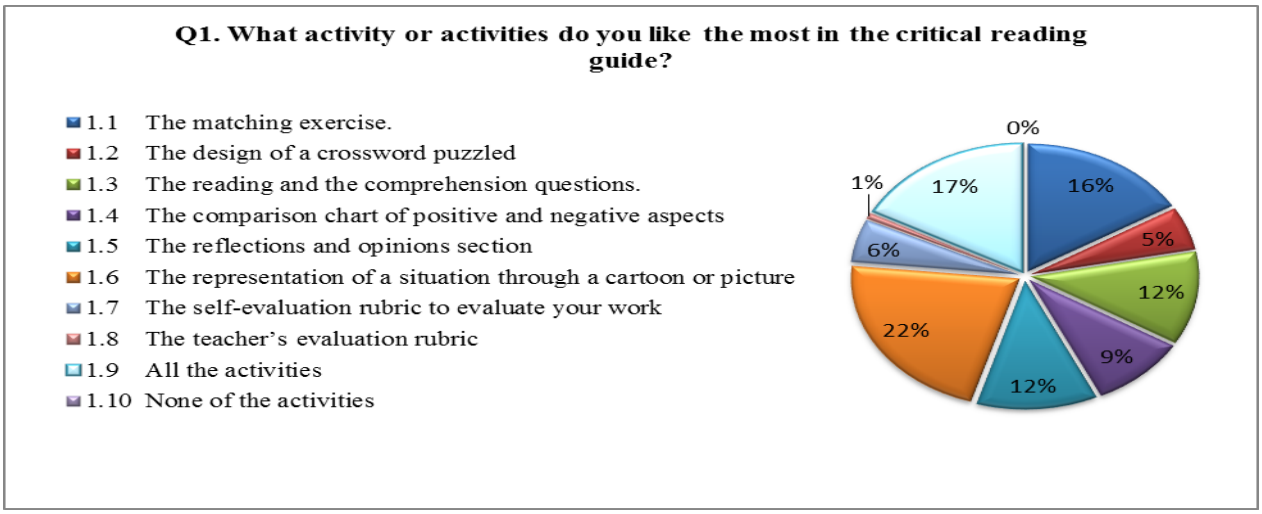
A second example of evidence on these results can be seen on reading guide (6) sample and a student's answer to the situation:

You are going to celebrate Love and Friendship day and you invite friends to your house, but Fernando (your best friend) is angry with you.

S1. Question: Would you talk to Fernando?
S1. Answer: "If sometimes"
S2. Answer: "yes, because after all it is my best friend"

A third example of evidence on these results can be seen on reading guide 6 sample and a student answer to the activity to write a message of love and friendship for a friend.

S1. Dear: friend
From: Bogotá
To: dear friend
Message: "Hello, I want to tell you how important you are to me on this day I want you to know that you're my best friend thank you for so many shared by au the things we've experienced moments and we have yet to live I love you best friend."

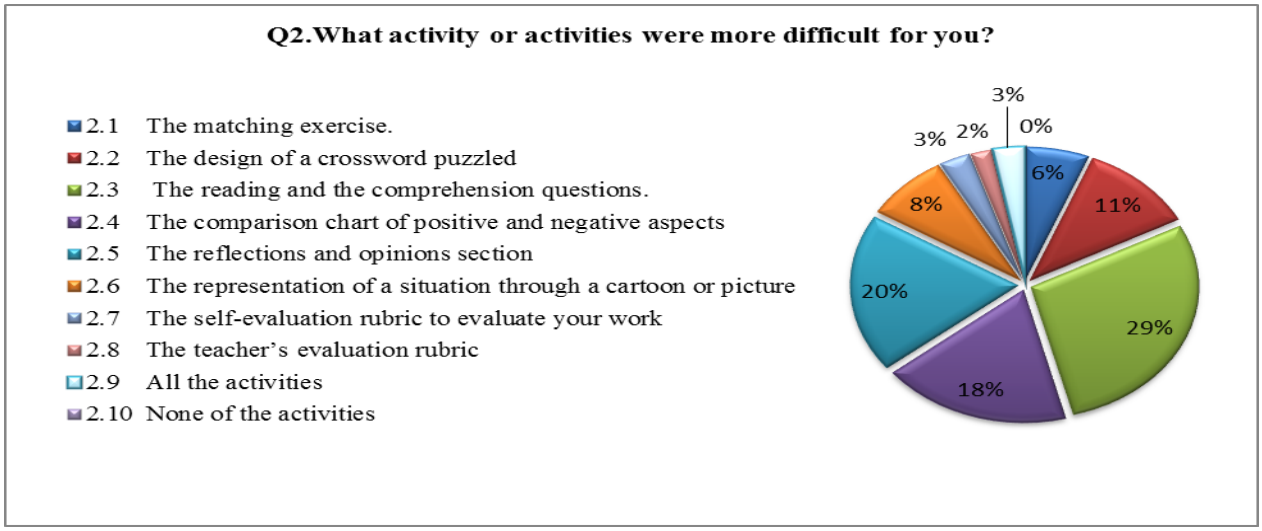


The previous samples were taken from each one of the students' artifacts to see how reading strategies can be worked to the development of critical reading skills on third cycle students at a public school, but students' artifacts is the first instrument to show how data was collected. The second instrument to collect data was the survey, and the results it provides on this study can be seen as follow.

4.2.2 Results analysis on students' survey

On the following graphic it can be seen the question and the ten items students were asked on their perceptions to the development of the six reading guides during the process of this study. Data collection was based on the four questions provided in the survey and the following aspects emerged as follow for question one, and so on:

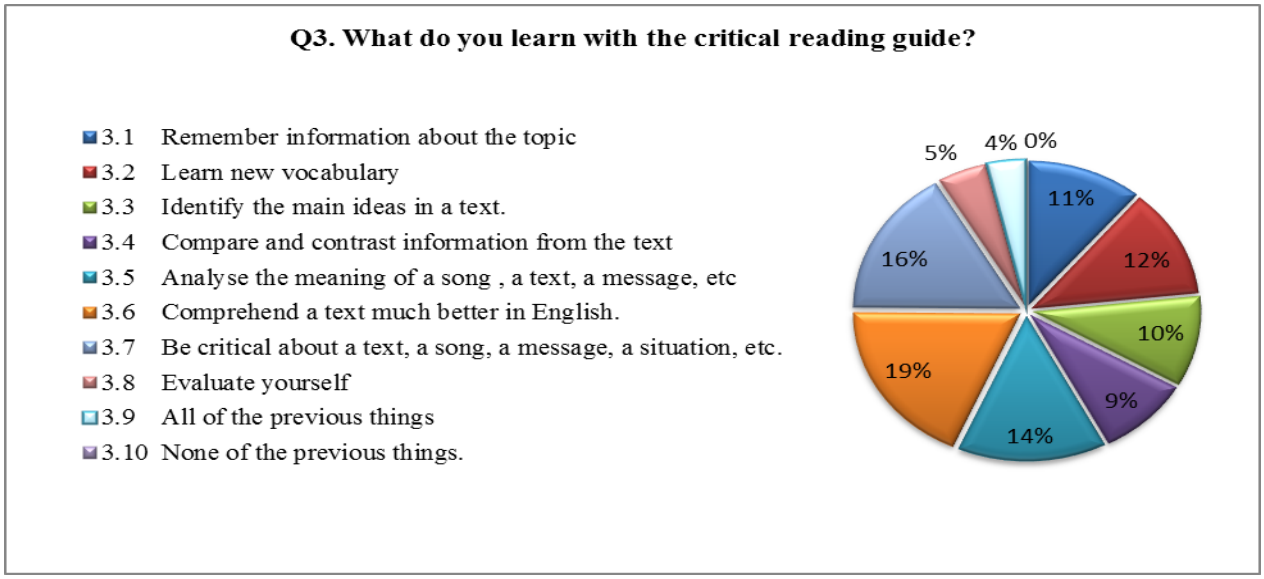
According to the previous graphic 6, it can be seen that the development of reading



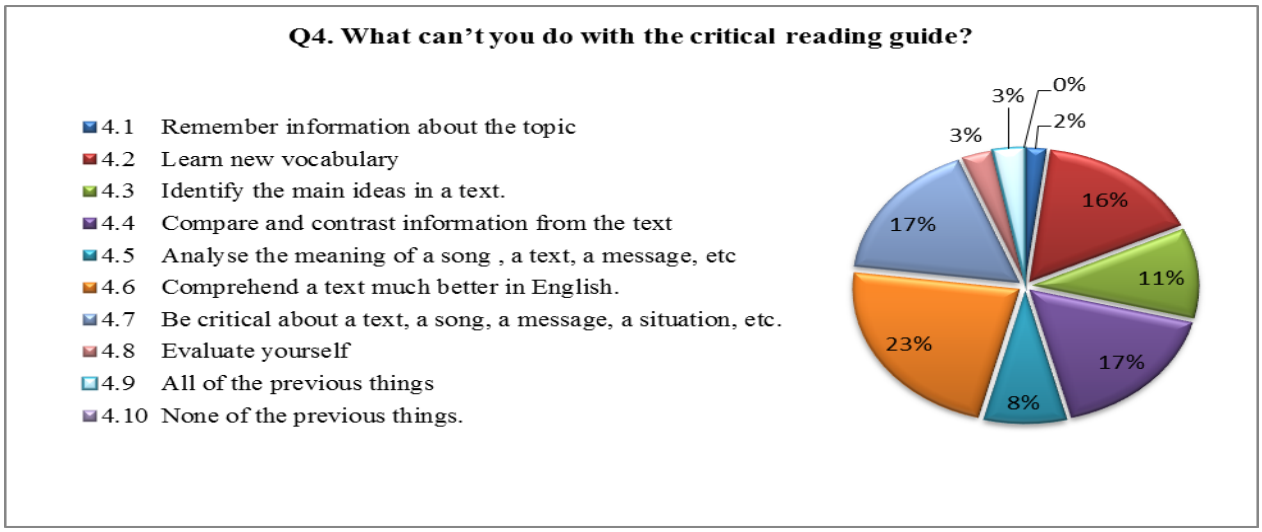
strategies require the design of different kinds of exercises and activities in order to achieve the development of reading strategies based on Bloom's revised taxonomy by Krathwohl (2001). Therefore, the development of reading strategies should be given through a variety of exercises and activities that take the student from things they like to do and things they are not familiarized with. Graphic 7 shows the students perceptions to Question two on the survey.

On the second question, students give their opinions on each of the ten items and results can be seen as the activities students consider more difficult to develop critical reading skills.

The previous graphic 8 shows results on students' perception to question 3.



Then, on the question number 3, students were to ask and reflect on what they think they learn with reading guides through this study. The following graphic 9 represents those results.



On the fourth question, students give their opinions on each of the ten items and results can be seen as the skills students consider they cannot do with critical reading guides to the development of reading strategies. For instance, the 23% say that to comprehend a text much better in English is something they can't do with the reading guide.

Apart from the graphics, students also write a comment about their perceptions on the development of critical reading guides, their activities and exercises. As evidence on that some samples were taken as follow:

S1. "Me parecieron muy importantes, me gustaron, aprendemos cosas, y distintos métodos de jugar con palabras"

S2. "Me parece un buen trabajo pues porque me ayuda para entender mas lecturas en ingles y las actividades que tiene son muy educativas y aparte de eso aprendemos cosas nuevas"

S4: "pues a mi me gusto mucho lo de las guias, esas guias me hicieron aprender mas sobre la lectura, me gustaría seguir trabajando, esas guias hacen que aprendamos mas ingles y muchas cosas nuevas también, son fáciles e interesantes"

S5. "Las guias me parecieron chéveres algunas por texto se me dificultaron un poco y las imágenes características fueron chevres las preguntas algunas son fáciles y otras no pero todas fueron chevres".

Consequently, the previous results obtained from the three instruments allow the investigator to triangulate the collection of data.

Triangulation analysis

Taking the three instruments used to collect information about the development of reading strategies based on Bloom's taxonomy , the design ,the implementation and the evaluation of the six reading guides , and based on Denzin (cited in Cohen and Manion) 1989. It is defined a typology of triangulation used in investigation, and it is divided into six categories as follow:

1. Time triangulation: Here, researchers considered diverse factors of change and process through the use of longitudinal and transversal designs.
2. Space triangulation: This triangulation attempts to overcome the studies carried out in the same country or in the same subculture by using cultural cross techniques
3. Combined levels of triangulation: in this type of triangulation it is used a deep level of analysis of the three main levels of the social studies(individual level, interactive level "groups" and collective level "organized, cultural or social".
4. Theories triangulation: this type of triangulation uses the unusual of competitive theories in order to lead a specific point of view.
5. Researchers triangulation: this type of triangulation contains more than one observer.
6. Methodological triangulation: this type uses: (a) the same method in different occasions, or (b) different methods are used over the same object of study.

For the present research project, triangulation fits to the typology of time triangulation, due to the fact that it takes into account the change factors the students have during the development of critical reading skills in a specific time line. In this occasion, it is used longitudinal studies in which data that comes from the same group is collected in different instants of the time sequence.

Based on the previous information and taking into account the research question, general objective as well as the specific objectives; the following categories emerged in the triangulation of the three data collection instruments: Students artifacts grid , survey applied to pupils after each critical reading guide, and teacher's observation through fieldnotes.

Research Categories

Six categories emerged. The first one **Remembering** subdivided into10 subcategories; the second one **Understanding** with 10 subcategories, the third one **Applying** with 10 subcategories

, the fourth one **Motivation ,** the fifth one **Integrated Skills,** and the last one **Prior knowledge** to answer the research question as shown in the following table. **After the table each category is explained, supported on theory, evidence is validated through the source of the three instruments.**

Table 14 shows the categories and subcategories based on the triangulation analysis.

Research Question	Category	Evidence
How could reading guides based on Bloom's taxonomy develop critical reading skills in third cycle students at a public school?	1. Remembering 2.Understanding	Students' artifacts, a survey , and class observation through fieldnotes
How could critical reading guides based on Bloom's taxonomy develop critical reading skills in third cycle students at a public school?	3.Applying	Evidence Students' artifacts, a survey , and class observation through fieldnotes
How could critical reading guides based on Bloom's taxonomy develop critical reading skills in third cycle students at a public school?	4. Motivation	Students' artifacts, a survey , and class observation through fieldnotes
How could reading guides based on Bloom's taxonomy develop critical reading skills in third cycle students at a public school?	5. Integrated skills: speaking, reading and writing.	Evidence Students' artifacts, a survey , and class observation through fieldnotes
How could reading guides based on Bloom's taxonomy develop critical reading skills in third cycle students at a public school?	6.Prior knowledge	Evidence Students' artifacts, a survey , and class observation through fieldnotes

Based on the previous table 15, the following categories are explained in detail.

1 Remembering

This category involves memorization and recall of information. Learners showed that they are able to absorb, remember, recognize and recall information. It is the building block of all subsequent levels of learning because the learner must remember information presented before progressing to the next levels. It is when memory is used to give and make definitions, facts, or lists, or recite or retrieve material. More concretely, it is evidenced in the following excerpts.

Reading guide 1 sample 1 a student's answer to a question:

S1. Question: What is the role of the women on the video of the song"Hoy voy a beber" from Nicky Jam?
S1. Answer: "her role is to sell and answer the call"
S2. Answer: "an intimate partner of the singer"
S4.Answer: "easy women"
S5: Answer: "to dance and insinuate the man sound objects sexual".

(Source: students' artifacts)

Therefore, the development of critical reading skills should be given through a variety of exercises and activities that take the student from things they like to do to things they are not to familiarize with.

(Source: survey)

Students are motivated with the use of critical reading guides, pre-reading and post reading exercises such as matching, crossword puzzled, hidden messages, contrasting exercises, comparing, give negative and positive aspects of a topic, are their favorite activities and while reading has become from difficult to a little easier based on the questions and the level of the skill evaluated. Students identify main ideas on the different critical reading guides with no problem at their speed. Students love to draw and represent situations in a graphic way. Students share opinions and demonstrate their knowledge of the topic, but if they don't know about the topic they ask their classmates. Some students like to be self-evaluated. Students can analyze a text o message of a song or a video and state their opinions although they require more language knowledge to express that. Thus, students develop their critical reading skills in a very organized worked, carefully planned, step by step from lower levels to higher ones. Students need to practice much more but students are critical. Language contribute to their development of these critical reading skills, it doesn't matter if it is English or Spanish.

(Source: teacher's field notes)

2. Understanding

It is about constructing meaning from different types of functions that could be written or in graphic messages and activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining according to Krathwohl (2001) on revised Bloom's taxonomy. Students were able to recognize not only what a text says, but also how that text portrays the subject matter. So students had to read the same work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding. This can be seen on reading guide 3 samples: a student's answer to the question:

S2. Question: Why do people bully?

S2. Answer: “Bullying is bad, is aggressive, is intentional, of power, or strength, intimidation, physical bullying, non verbal bullying or emotional, cyber bullying”

S4. Answer: “to want to call the attention, for you to do to feel apocopation the others, by diversion, by fault of love, by envy, being aggressive, to want to feel important, for to respect the others, nor to think the consequence”

S5. “Insecurity, the attention, feeling superior, from fun, imbalance of power or strength, satisfaction of aggressor” As evidence on these excerpts, it can be seen on Guide 4 survey sample S1 to Q1: where the student answered that he was able to make reflections and give opinions as well as on Q3: he was able to identify the main ideas in a text, and Q4: be critical about a text, a song a message or a situation, etc.

(Source: students’ artifacts)

Evidence can be seen on Guide 4 survey sample S3 Q1: the student likes the reading and the comprehension questions exercise, the comparison chart of positive and negative aspects, the reflections and opinions section of the critical reading guide 4. Also, he said for Q4: that with the guide he learn to comprehend a text much better in English, be critical about a text, a song, a message or a situation.

(Source: survey)

3. Applying

It is generally known that applying refers to situations where learned material is used through products like models, presentations, interviews or simulations. Krathwohl (2001) states that applying is about carrying out or using a procedure through executing or implementing. During the implementation of the project, students followed a process in reading to see what a text says may suffice when the goal is to learn specific information or to understand someone else's ideas. But when they read for understanding and applying, they usually read with other purposes. They need to solve problems, complete diagrams, write summaries or design an advertising campaign. They showed they could evaluate what they have read for and integrate that understanding with their prior understanding of the world. So, at the end they decided what to accept as true and useful.

This can be seen on reading guide 5 samples: a student’s answer to the situation:

You are part of the CNTV and a parent presented a complaint because there is a lot of violence and sex on TV.
S1. Question: How would you solve that problem?
S1. Answer: "Mejoring TV programs from family"
S3. Answer: "shutting the scenes"
S5. Answer." To block the channel" Apart from the graphics, students also write a comment about their perceptions on the development of critical reading guides, their activities and exercises. As evidence on that some samples were taken as follow:
S1. "Me parecieron muy importantes, me gustaron, aprendemos cosas, y distintos métodos de jugar con palabras"
S2. "Me parece un buen trabajo pues porque me ayuda para entender mas lecturas en ingles y las actividades que tiene son muy educativas y aparte de eso aprendemos cosas nuevas"
S4: "pues a mi me gusto mucho lo de las guias, esas guias me hicieron aprender más sobre la lectura, me gustaría seguir trabajando, esas guias hacen que aprendamos mas ingles y muchas cosas nuevas también, son fáciles e interesantes"
S5. "Las guias me parecieron chéveres algunas por texto se me dificultaron un poco y las imágenes características fueron chevres las preguntas algunas son fáciles y otras no pero todas fueron chéveres".

(Source: students' artifacts)

"Students were able to give opinions through writing characteristics on TV programs as well as given examples of Colombian TV programs by category"

(Source: survey)

Also, the teacher said that "students completed a timeline table very well without their dictionaries just by looking at the text" and finally, the teacher stated that "students were able to complete stated positive and negative aspects about TV contrasting information on a diagram".

(Source: teacher's field notes)

4. Motivation

This fourth research category responds to the main research question, since it shows that students enhanced writing as a consequence of being intrinsically motivated and self-confident during the phases of the task cycle. In this logic, Williams and Burden (1997, p. 120) as cited in Harmer (2007, p. 98), state motivation as "a state of cognitive arousal which provokes "decisions to act", as a result of which there is "sustained intellectual and/ or physical effort" so that the person can reach some set goals. This was seen in the self-selected tasks the students performed, in which they searched for further information to complement the issue dealt with in the EFL class. Learning tasks and student activities, whether individual or collaborative, were relevant to and appropriate for the needs, preferences, and capabilities of the students. Language learners were instructed to complete curricular requirements, e.g. projects and assignments that allowed

them to apply not only their linguistic skills but also other innate and unrefined thinking and reasoning abilities. Moreover, they were prompted to further classroom-generated knowledge through investigative, creative, and technology-reliant output. If there is a good classroom atmosphere, anxiety is reduced and the students´ self-confidence is increased. Teachers should not "make" students speak but "have" and "help" students do so. The samples that follow illustrate the aforesaid aspect:

As an evidence, students completed work with the guides such as guide sample 4 where learners showed interest on exercises, and did the tasks. It can be seen on Appendix D. As evidence on that students have to write an opinion about their perceptions on the implementation of these six reading guides that can be seen on sample survey.

G5. S4. page 2. where the student wrote "pues a mi me gusto lo de las guias, esas guias me hicieron aprender mas sobre la lectura, me gustaria seguirlas trabajando, estas guias hacen que aprendamos mas ingles y muchas cosas nuevas tambien, son faciles e interesantes"
Another sample G5. S7 the student said " mi opinion es que fueron divertidas asi uno aprende mas rapido y practica, son faciles y entretenidas, me gustaria seguir
hacienda estas clases de guias me parecen muy entretenidas".

(Source: students' artifacts)

"The topic of music was interesting, the questions were a little difficult for them but students were motivated to work with the guide"

(Source: survey)

Another sample on field notes 2 can be seen on literal # 6 where the teacher wrote "facebook, common topic for students, they like that, they took the guide more interested". Also, on field notes 4 Literal 6 the teacher said" good choice of this topic, sts feel enthusiastic with the guide".

(Source: teacher's field notes)

5. Integrated skills

Oxford (1990) argued that in order to integrate EFL instruction , teachers ought to consider to select instructional materials, textbooks, and technologies that stimulate the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, and vocabulary. Although it is difficult to plan a critical reading guide having in mind four skills, it was possible to work with some strategies that promote speaking, reading and writing.

Teachers should always help learners say what it is they want to say by building together with the students a complete utterance. It is very common for students to have trouble sometimes in explaining concepts in the target language. In general, they feel they cannot do it because they are still not aware of their own knowledge. It is then when teachers have to help them realize they can do it by themselves.

As evidence, it can be seen on reading guide 6 that students have a reading section with comprehension questions; students have a situation to discuss with another partner,
The instruction said "You are going to celebrate Love and Friendship day and you invite your friends to your house, but Fernando is angry with you"

They had to write a message to a friend" Instruction on the guide said " Write a message of Love and Friendship to a friend and design a postcard" Thus, it is seen these three skills integrated to the guide.

(Source: students' artifacts)

Survey sample G5 S1 shows that the student chose and had to write in English their answers on the guide. The student answered to Q3 literal 4.4 as compare and contrast information from the text through similarities and differences between Saint Valentine and Love and Friendship days"

(Source: survey)

An evidence for this category is seen on teachers' field notes sample 1 " students understand and answer literal questions" and "they talked about their artists, and favorite songs and genres in Spanish. Next students complete the post-reading exercise"

Field notes sample 2 in the description section said "students answer reading comprehension questions to comprehend the whole text. There are some questions to ask for their opinions and reflect on that. Students say things they can-can't do with Facebook and write it down on their guides"

(Source: teacher's field notes)

6. Prior-knowledge:

One of the most significant prerequisites for reading is the background knowledge students have. Cunningham and Allington (1994) argue that background knowledge is a meaningful component of reading comprehension. They cited research (Pearson and Fielding (1991) demonstrated that the quantity of prior knowledge a reader has could be determinant of how much he can understand of the text of the reading. With the implementation of this project

the teacher could activate the students' content schemata (background knowledge of the content area of a text) and formal schemata (background knowledge of the formal, rhetorical and organizational structures of the texts). The feeling of security that this generated helped them understand the listening and written information better. Listening and reading comprehension depend crucially on the students' being able to relate information from the text to their existing background knowledge. Thus, it is considerable that teachers teach students how to use their own background knowledge as a strategy in order to understand a text. Evidence is given as follows:

It can be seen that each student artifact deals with pre-reading activities that help the students to activate their prior knowledge fundamental to develop critical reading skills. A sample can be seen on G5 S7 where the instruction said "Complete the chart about TV and write the opinion about it" The chart must be completed with the TV program, and completed with a characteristic that they remember. In the same sample part two the students have to complete the chart with examples of TC programs according to the category given.

(Source: students' artifacts)

Survey G4 S10, indicates the student answered to Q1 that he likes "the matching exercise" and on Q4 that he learns "all the previous things" from the critical reading guide.

(Source: survey)

As evidence on another survey G5 S8, the student answered to Q1 that he likes "the matching and the design of a crossword" and on Q4 that he learns "all the previous things" from the critical reading guide.

(Source: survey)

As evidence on that survey G2 S 2, the student answered to Q1 that he likes "the matching exercise and the design of a crossword puzzle" and on Q3 that he learns "to remember information on the topic". As evidence on teacher's field notes 3 on the Jottings section it is said "sts recognize the topic, it became more common recently because sts have worked with that" and "students like pre-reading exercises".

(Source: survey)

A third sample is field notes 4 where the teacher said" good selection of the topic, men more interested than women, but both have prior knowledge on this topic"

(Source: teacher's field notes)

Finally, after results were shown, analysis of data was done; categories emerged from the three instruments, some relevant conclusions can be stated as well as implications and limitations.

CONCLUSIONS

- It is observed that students achieved reading strategies in a 93 % on the Remembering domain, 84 % on the Understanding domain and 78 % on the Applying domain but it is seen that students need to work argumentation in order to give sustained opinions.
  - Low order skills such as Remembering, Understanding and Applying are the base to develop critical reading strategies in third cycle students at a public school. It is clear that high order skills are fundamental in critical reading but they require a further study.

  - Critical reading is an active process that implies students' interaction with the text to understand it as a whole. Then, I agree with Wallace (2003) who states that the text is the center of departure and that students at school made meaning from texts they were exposed and engaged in the critique.

  - Critical reading strategies have to be taught explicitly, reinforce, and practice through planned activities as I agree with Bosley (2008). The design, the implementation and the evaluation of reading guides based on Bloom's taxonomy contributed to the development of those reading strategies .

- Reading guides were easy to handle, meaningful, interesting, attractive for students' sight; and topics were very motivating for adolescents not only to read but reading critically

- Pre-reading activities activated prior knowledge fundamental to read a text critically. While-reading activities developed low order skills necessary to read critically. Post-reading activities encouraged students to do extra-work that promoted the development of critical reading.
- Self-assessment played an important role because students were involved ,valued their progress, promoted the participation in the process of evaluating and were engaged in the critique as Wallace (2003) pointed out.

IMPLICATIONS

The present study implies some pedagogical considerations after the understanding of the situation and the whole research process that gave us the opportunity of proposing some alternatives in order to change the English teaching and learning reading process at San Agustin IED School in third cycle graders. The design and the implementation of critical reading guides enhance students of third cycle to develop their critical reading skills.

Critical reading guides are relevant tools that promote critical reading strategies in English because they help to develop students 'reading comprehension in English. Innovation was a great part of this process because the traditional method of reading was changed and a series of interesting and careful planned activities were carried out based on the students' needs, and interests.

The use of reading guides permits the constant observation, planning, organization, implementation and evaluation of an action research process in order to improve the students' process of reading. For the students, this process helped them understand much more the importance of reading in English and know how interesting reading could be when the pupil is part, participate and has the chance to evaluate his /her own process. For the school, the development of critical reading skills through the use of critical reading guides contributed to achieve the school mission and vision statements which are placed in the development of critical thinking.

LIMITATIONS

One of the limitations for the study was the time due to the fact that English classes at school are 2 hours per week to develop Critical reading skills, it was necessary to motivate students to finish their critical reading guides with post-reading activities at home.

Another limitation for the development of this study was the photocopies needed for the development of critical reading skills. At first, students took the first two reading guides, but then the others four guides had to be paid by the researcher due to the lack of resources in the public school as well as the parents economic problems.

A third limitation to the development of this study was the use of English because students can develop their reading skills in mother tongue but they require more knowledge on English knowledge necessary to develop higher order skills.

FURTHER RESEARCH.

This research project contributed to the development of critical reading skills in third cycle students at a public school. Students developed their Remembering, Understanding and

Applying domains which are considered low order skills according to Bloom's revised taxonomy (2001). Therefore, it would be really important to see how students could develop high order critical reading skills through the design, the planning , the implementation and the evaluation of higher order domains such as Analysing , Evaluating and Creating,

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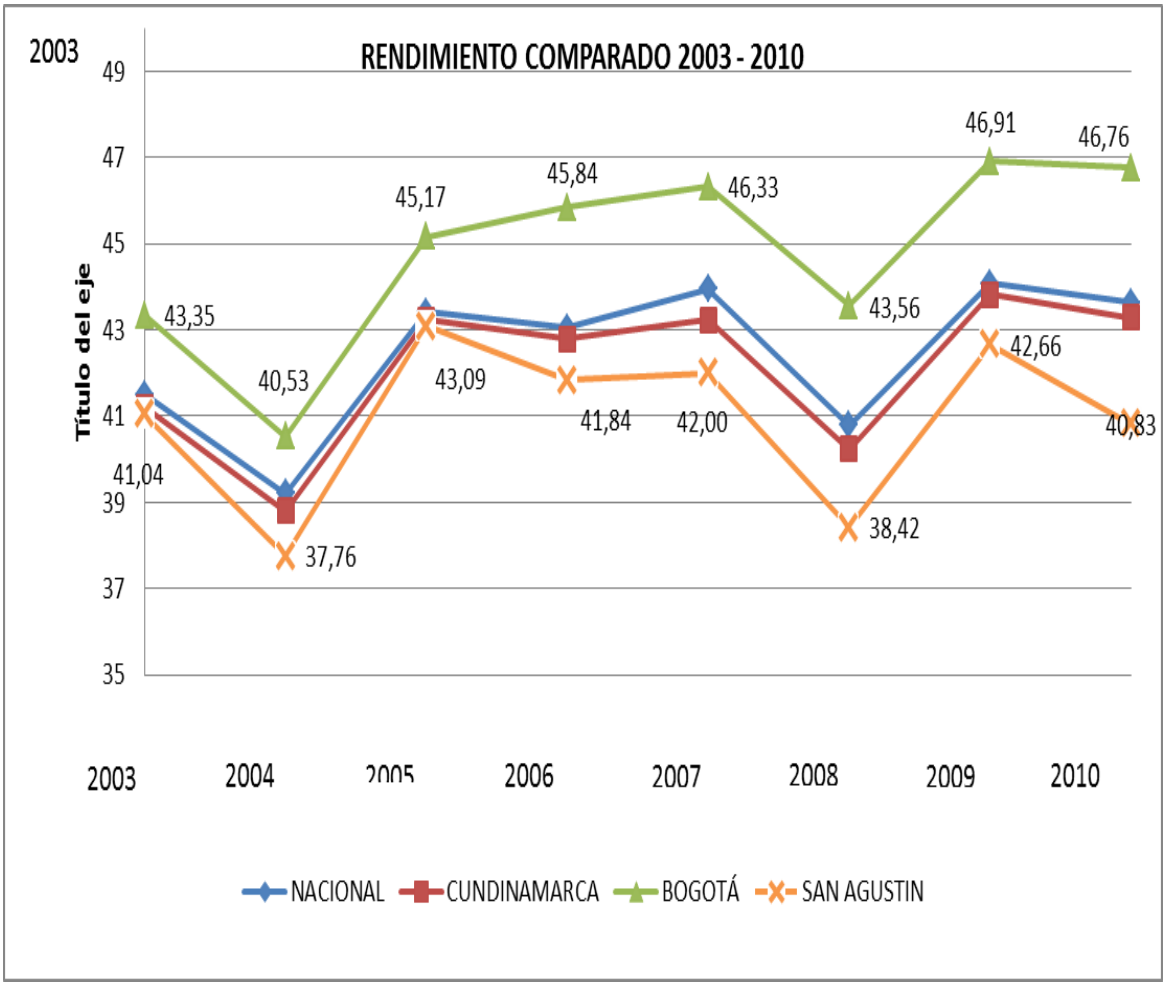
APPENDICES

Appendix A.ICFES results obtained by students at IED San Agustin from 2003 to 2010 in contrast with Bogotá, Cundinamarca and Colombia results.



Appendix B. Entry test applied to students to diagnose their reading comprehension.

Lea el siguiente texto detenidamente y de respuesta a cada una de las preguntas dadas después de la respectiva lectura

At the Simpsons' breakfast table, Homer reads the newspaper.

Homer: Ah, the morning horoscope. "Today will be a day like every other day"-- D'oh! It is not good, it is terrible again.

Bart walks down the stairs in his red hat singing the music of "The Simpsons".
Marge is unhappy because "that annoying tune of music."
Bart responds very happy: "Jahwol, meinMommerant."

Lisa: Why are you so happy Bart at this moment?
Homer: Yeah. You kids have to go to school at this moment, I have to go to work; the only one who can relax is Marge.

Bart: We are having a field trip today! Ah, Lisa, is it a good idea to invite to all the kids from Springfield Elementary?
Bart: Oh, I am sorry; I remember your class isn't going to the trip.
Lisa: You are right,
Bart: school is for losers.
Bart: [polishing Lisa's diplomas]. These are not excellent diplomas for me to polish. They are for stupid pupils.
Lisa: Hush, [Lisa kicks Bart very angry]. This is my Nobel Peace Prize diploma: how ironic this situation is.
Bart: You, Lis: Lis! Come back, Lis! Come back!
Lisa: [dreamy] Why? I'm so much happier here.

PRE-READING-(knowledge)
1. Make a list of the main characters of the Simpsons mention in the story.

_____

2. How many awards does the Lisa have? Write an example.

_____

WHILE READING (comprehension)
3. Make a summary of the main ideas about the Simpsons with your own words.

_____

4. Draw a picture showing what happened in the History of the Simpsons. Do the picture at the back of this piece of paper.

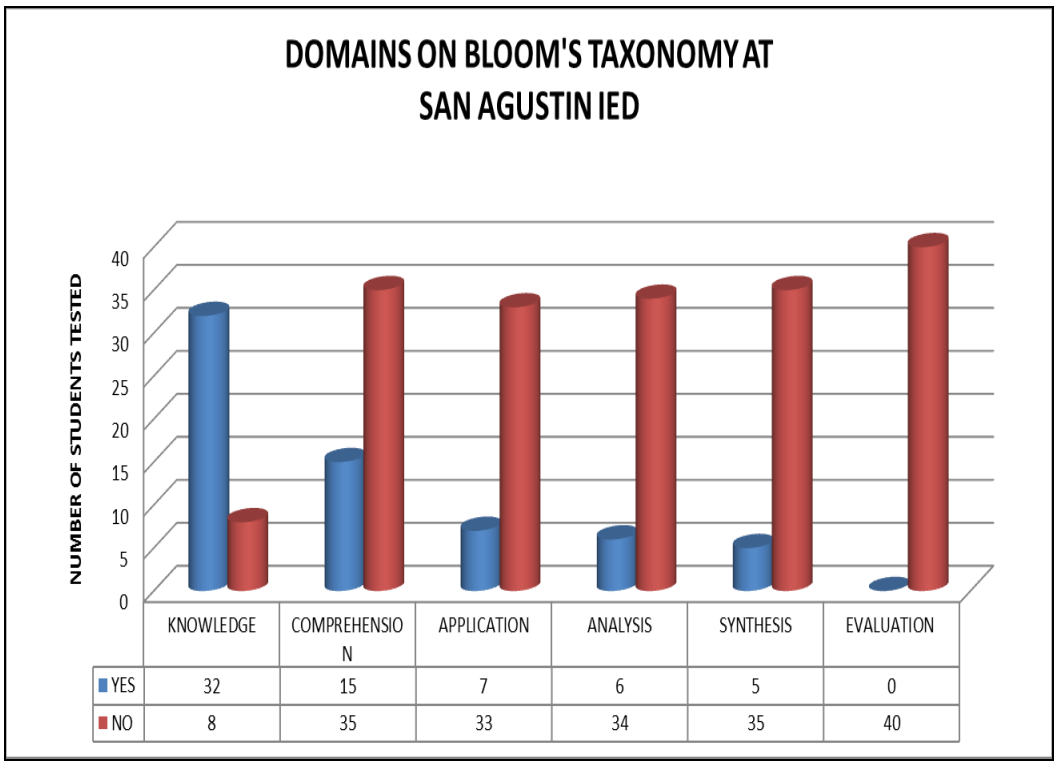
WHILE READING (Application)
5. Think about Lisa kicking Bart and write what you can do in the same situation.

6. Give examples of students at school that have the same problems as Lisa and Bart.
_____

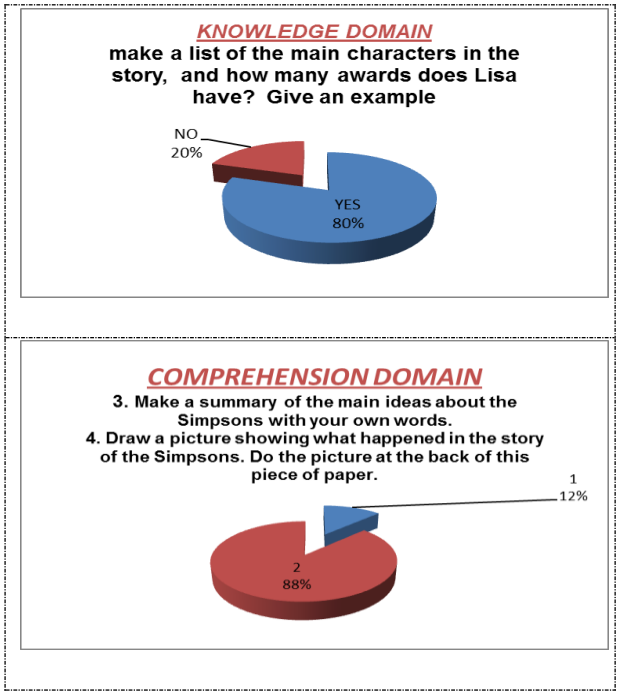
WHILE READING (ANALYSIS)
7. Select parts of the story that are funny, sad, happy or incredible.
Funny_____
Sad_____
Happy_____
Incredible_____
8. Compare or contrast Lisa and Bart._____
WHILE READING (SYNTHESIS)
9. 1Write three new titles for this story that are related to Lisa and Bart in this situation.
_____
9.2 Create a new character for this story and write how the character can fit into the story.
_____

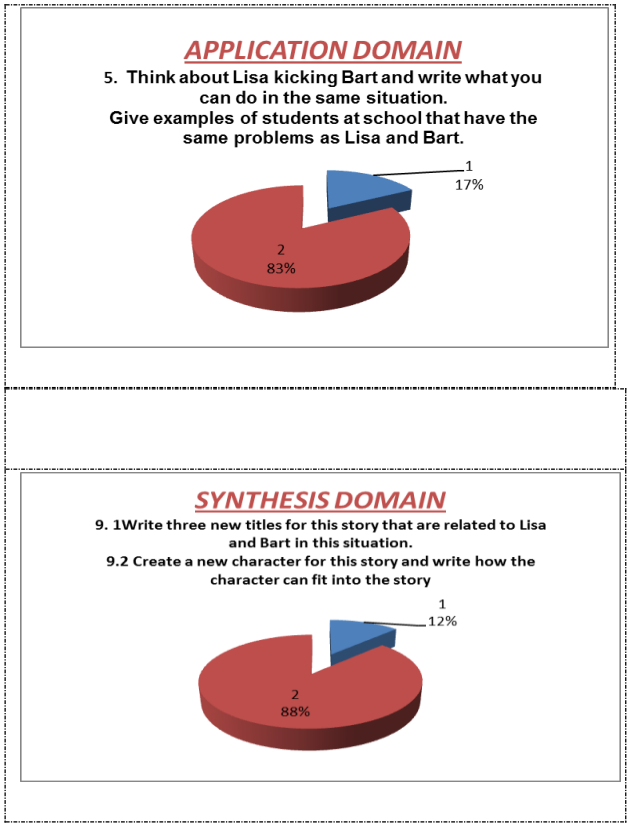
WHILE READING (EVALUATION)
10. 1Write a recommendation why the story should be read by other students
_____
10.2 Judge Lisa and Bart's behaviour in the story. Defend Lisa or Bart and tell why.
_____

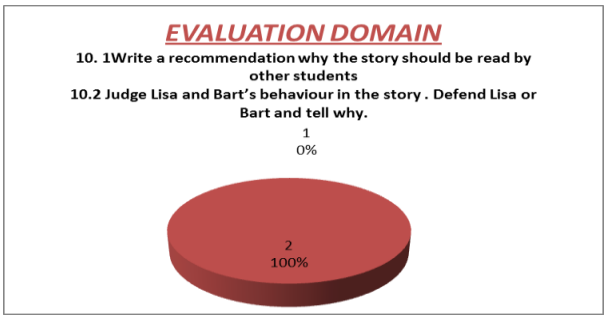
Appendix C. Results obtained by students with on the entry test



Appendix C. Results obtained by students with the entry test






EVALUATION DOMAIN
10. 1Write a recommendation why the story should be read by other students
10.2 Judge Lisa and Bart's behaviour in the story . Defend Lisa or Bart and tell why.
1
0%
2
100%

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LOW ORDER THINKING SKILL
APPLY-APPYING
CRITICAL READING GUIDE 5

STUDENT'S NAME: Nicolas Ruiz Gonzalez COURSE: 902 DATE: 28/08/14

Domain: Apply-Applying
Indicators of domain: Use information in another familiar situation or applying acquired knowledge, facts, techniques and rules in a different, or new way.
Contents: The TV, Colombian TV programs, Positive and Negative aspects of TV.
Standards: identify the sequence of actions when someone describes something. Time: 4 hours classwork and homework
Resources: guide, dictionary, board, internet.

Pre-reading exercise

OUR COLOMBIAN TV

1. **Complete the chart about TV and write your opinion about it.**

TV PROGRAM	NAME	CHARACTERISTIC
	EL CHAVO DEL OCHO	EL CHAVO IS VERY FUNNY , A GOOD PROGRAM FOR CHILDREN
	El Desafio	El desafio is very good Program From Adults
	La Suegra	La suegra is very good Program A good From Adults and childrens
	Sabados Felices.	Sabados Felices is very Funny, A godd Program From Family
	El capo	El capo is vident, Not good Progrdm From childrens
	Los Fugitivos	Los Fgitivos is very good Proggram, A good From Adults
	Los Simsons	Los Simsons is very Funny, A good program From Family

Images taken from http://3.bp.blogspot.com/-GyaDyzCR7VM/UWG5_H7IWwI/AAAAAAAAAE-o/VTjjy3_9iOo/s400/el+capo4.jpg

PART TWO

2. **Complete the chart with examples of TV programs according to the category.**

TELENOVELA	NEWS	SPORTS	MUSICALS	REALITIES	COMEDY	CARTOON
La suegra	NTN24	Fox Sports	Canal 13	El desafio	El chavo del 8	Dragon Ball Z
Los fugitivos	RCN	ESPN	La Yalerra	[illegible]	The Big Bang Theory	Naruto
Rebelde	Caracol	ESPN+	Radiola TV	La Voz Colombia	Sabados felices	Another
El capo	UNO	WIN Sport	Radio Reloj	Yo me llamo	[illegible]	Los Nuevos Cartoon
Familias enfrentadas	Noticias Caracol	Football Manager	Vallenato Music	The Factor	Happy tree friends	El Payaso loco
Los Graduados	City Noticias	Gol Caracol	MTV	Factor XS	South Park	Maria de Nadie
El estilista	El Espectador	Fox Sports 3	Musica	Mentes Criminales	MAD	Los Simsons

While Reading exercise

OUR COLOMBIAN TELEVISION

Taken from: http://en.wikipedia.org/wiki/Television_in_Colombia adapted by Ferney López

The Colombian television is characterized for broadcasting telenovelas, series, game shows and TV news. Until 1998 it was a state monopoly. There are two privately owned TV channels and three state-owned TV channels with national coverage, as well as six regional TV channels and dozens of local TV stations. There are numerous cable TV companies operating in Colombia under each Colombian department statutes. These cable companies have their own channels, in addition to a variety of international channels. TV in Colombia has always relied on technological advancements from developed countries importing all the equipment. Television in Colombia was inaugurated on 13 June 1954 during the government of General Gustavo Rojas Pinilla, who was impressed with the new invention during a visit to Nazi Germany. Rojas imported Siemens and DuMont equipment and hired Cuban technicians to set up a TV station in time for the commemoration of Rojas's first year in office. A test broadcast was made 1 May 1954 covering Bogotá and Manizales.

AppendixD. Reading guide sample.

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LOW ORDER THINKING SKILL
APPLY-APPYING
CRITICAL READING GUIDE 5

STUDENT'S NAME:_____ COURSE:_____ DATE:_____

Initially television in Colombia was public, with emphasis on education and cultural topics until, in 1955, the government developed a system of concessions, in which the State was in charge of the television infrastructure and gave programming slots to private companies known as programadoras. The first of these companies was Producciones PUNCH, followed by RTI Colombia. In 1963 Inravisión, the public broadcaster, was created. Before that, it was operated by the Televisora Nacional, part of the Radiodifusora Nacional de Colombia. In 1966 the government then tried to privatize the sector, opening a private license in Bogotá. Caracol, RTI and Punch would bid on the license, but the winner was Consuelo Salgar de Montejo and her Teletigre. On 11 December 1979, regular color television broadcasts started in Colombia using the NTSC standard. Colour television was first introduced in October 1973, when programadora Cenpro Televisión made a colour broadcast during an education seminar with Japanese-made equipment. The inauguration and the first match of the 1974 FIFA World Cup were broadcast live in colour, but they could be seen in colour only on big screens in Bogotá and Cali.

In the 1970s and 1980s, the Colombian national television system had three national networks: Cadena Uno, Cadena Dos and Cadena Tres. In 1984, the first of the regional networks in the country was created, Teleantioquia which signed on the next year. Other regional networks, such as Telecaribe and Telepacífico, were created by the then-Minister of Communications Noemí Sanín. In the 1990s Teveandina, Telecafé, and Teleislas would join them. 1987 saw the introduction of cable television to the country after bidding in 1985. TV Cable began operations at the end of December 1987.

The Colombian Constitution of 1991 and a law in 1995 created the Comisión Nacional de Television (CNTV, National Television Commission), an autonomous entity in charge of policies for public television and regulation of television contents. The CNTV started working in 1995. Then, a court decision forced Inravisión to ban sexual and violent scenes from the franja familiar (family block). Television was classified in two types of franjas, including the franja infantil and franja. In 1997, the government through the CNTV gave away licences to set up privately owned television networks. These licences were granted to Cadena radial colombiana (Caracol TV) and Radio Cadena Nacional (RCN TV). Both private stations began functioning as TV networks on 10 July 1998.
CoLombia adopted the European digital terrestrial television standard on August 28. Señal Colombia —Colombia's state-owned channel— has made digital terrestrial television broadcast tests since 2006, in northwest Bogotá and downtown Cartagena, transmitting in the three DTV formats (ATSC, DVB-T, and ISDB-T). HDTV-ready television sets (DVB-C) have been available in Colombia since 2003, but as of December 2010 cable companies have not broadcast HD content to their subscribers. Satellite television DirecTV Colombia offer HD channels.
On December 28, 2010, Caracol TV and RCN TV officially started digital broadcasts for Bogotá, Medellín and surrounding areas on channels 14 and 15 UHF using DVB-T h264. Señal Colombia and Canal Institucional had started test digital broadcasts earlier in 2010.On January 9, 2012 Colombia adopted the latest European digital terrestrial television standard.

PART ONE

Read the text "OUR COLOMBIAN TELEVISION", and answer the quiz.

1. Colombian TV is characterized for broadcasting ...
   a. Shows b. Violence X Telenovelas d None
2. A programadora that is not Colombia is...
   a. Punch b. Televisa c. RTI X None
3. In 1955, Colombian TV was initially emphasised on ....
   a. Comedies b. Violence X Education d. None
4. Violent scenes were prohibited by.....
   X A commission b. a legal decision c. public audience d. None
5. Colour TV appeared thanks to ....
   a. The telenovelas b. The world Cup c. the CNTV X None

PART TWO

Complete the TIMELINE with information from the reading.

YEAR	EVENT	YEAR	EVENT
May, 1954	TV was inaugurated	1974	FIFA World Cup
June, 1954	Tv is inaugurate on Colombia	1979	Regular Color TV
1955	Tv is Educative	1995	The CNTV started working
1963	The Public Broadcaster was create	2010	Señal Colombia and canal institucional started
1966	Opening a private license in Bogotá	2012	Digital terrestrial television standart

PART THREE (SITUATION)

You are part of the CNTV and a parent presented a complaint because there is a lot of sex and violence on TV.

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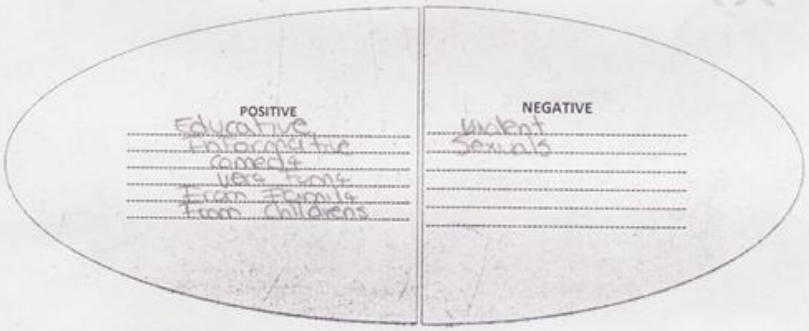
LOW ORDER THINKING SKILL
APPLY-APPYING
CRITICAL READING GUIDE 5

STUDENT'S NAME:_____ COURSE:____ DATE:_____

From Good Form.

3. What examples of programs can you recommend to the parent?
El Bayara, Loco Tomado Jerry or Average Time.
4. What elements would you change to Colombian TV?
Elminate the violence From TV.
5. What positive aspects would you give about the TV?
Educative and Informative TV.
6. What negative aspects wouldn't you say about TV?
Violence exercise
7. What recommendations would you give to these parents?
Parental Control From Programs Violents or Sexuals.
8. What would happen to these parents after you give recommendations?
Convence Parents of Family.
9. Would you complain because violence and sex on TV?
Elminate Programs or Parental control
10. What would you do if your children watch a lot of violence and sex on TV?
Eliminate Programs or Parental Control.

Post-reading exercise
COMPLETE THE FOLLOWING DIAGRAM WITH POSITIVE AND NEGATIVE ASPECTS ABOUT TV.



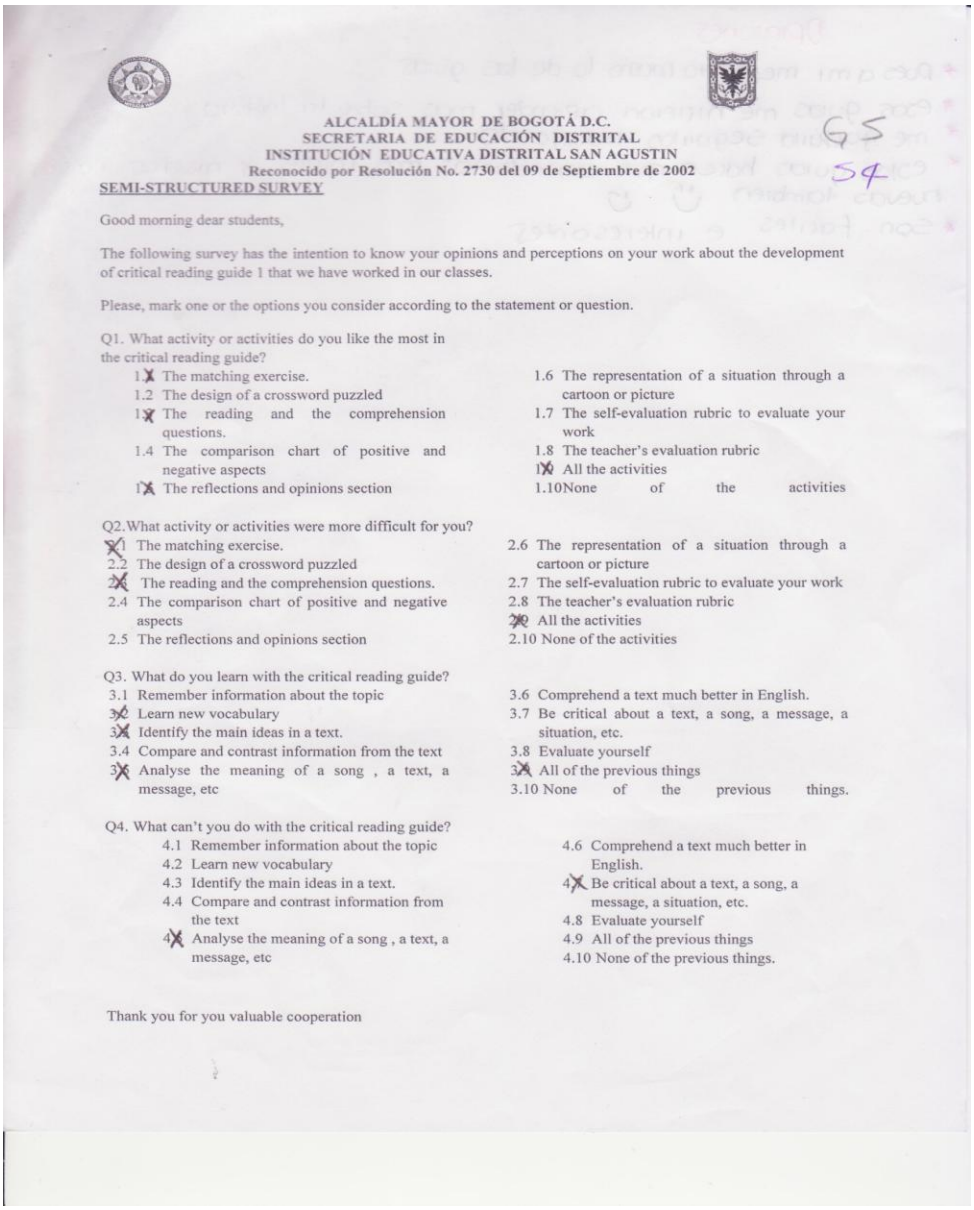
Self-Evaluation- How well can you do these things in this Critical Reading Guide 5?

Indicator of domain	poor	Fair	good	Very good	Excellent
Give opinions on TV programs				X	
Give examples of Colombian TV programs				X	
Organize a timeline to show events				X	
write how to handle a situation			X		
Diagram positive and negative aspects on TV			X		

Teacher's evaluation. How well can students do these in the Critical Reading Guide 3?

Indicator of domain	poor	Fair	good	Very good	Excellent
Give opinions on TV programs				✓	
Give examples of Colombian TV programs				✓	
Organize a timeline to show events				✓	
write how to handle a situation				✓	
Diagram positive and negative aspects on TV			✓	✓	

Appendix E. Survey applied to ask for students' opinions on their work with the six critical reading guides.



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G5
54

SEMI-STRUCTURED SURVEY

Good morning dear students,

The following survey has the intention to know your opinions and perceptions on your work about the development of critical reading guide 1 that we have worked in our classes.

Please, mark one or the options you consider according to the statement or question.

Q1. What activity or activities do you like the most in the critical reading guide?

1.X The matching exercise.
1.2 The design of a crossword puzzled
1.X The reading and the comprehension questions.
1.4 The comparison chart of positive and negative aspects
1.X The reflections and opinions section
1.6 The representation of a situation through a cartoon or picture
1.7 The self-evaluation rubric to evaluate your work
1.8 The teacher's evaluation rubric
1.X All the activities
1.10None of the activities

Q2.What activity or activities were more difficult for you?

X1 The matching exercise.
2.2 The design of a crossword puzzled
2.X The reading and the comprehension questions.
2.4 The comparison chart of positive and negative aspects
2.5 The reflections and opinions section
2.6 The representation of a situation through a cartoon or picture
2.7 The self-evaluation rubric to evaluate your work
2.8 The teacher's evaluation rubric
2.X All the activities
2.10 None of the activities

Q3. What do you learn with the critical reading guide?

3.1 Remember information about the topic
3.X Learn new vocabulary
3.X Identify the main ideas in a text.
3.4 Compare and contrast information from the text
3.X Analyse the meaning of a song , a text, a message, etc
3.6 Comprehend a text much better in English.
3.7 Be critical about a text, a song, a message, a situation, etc.
3.8 Evaluate yourself
3.X All of the previous things
3.10 None of the previous things.

Q4. What can't you do with the critical reading guide?

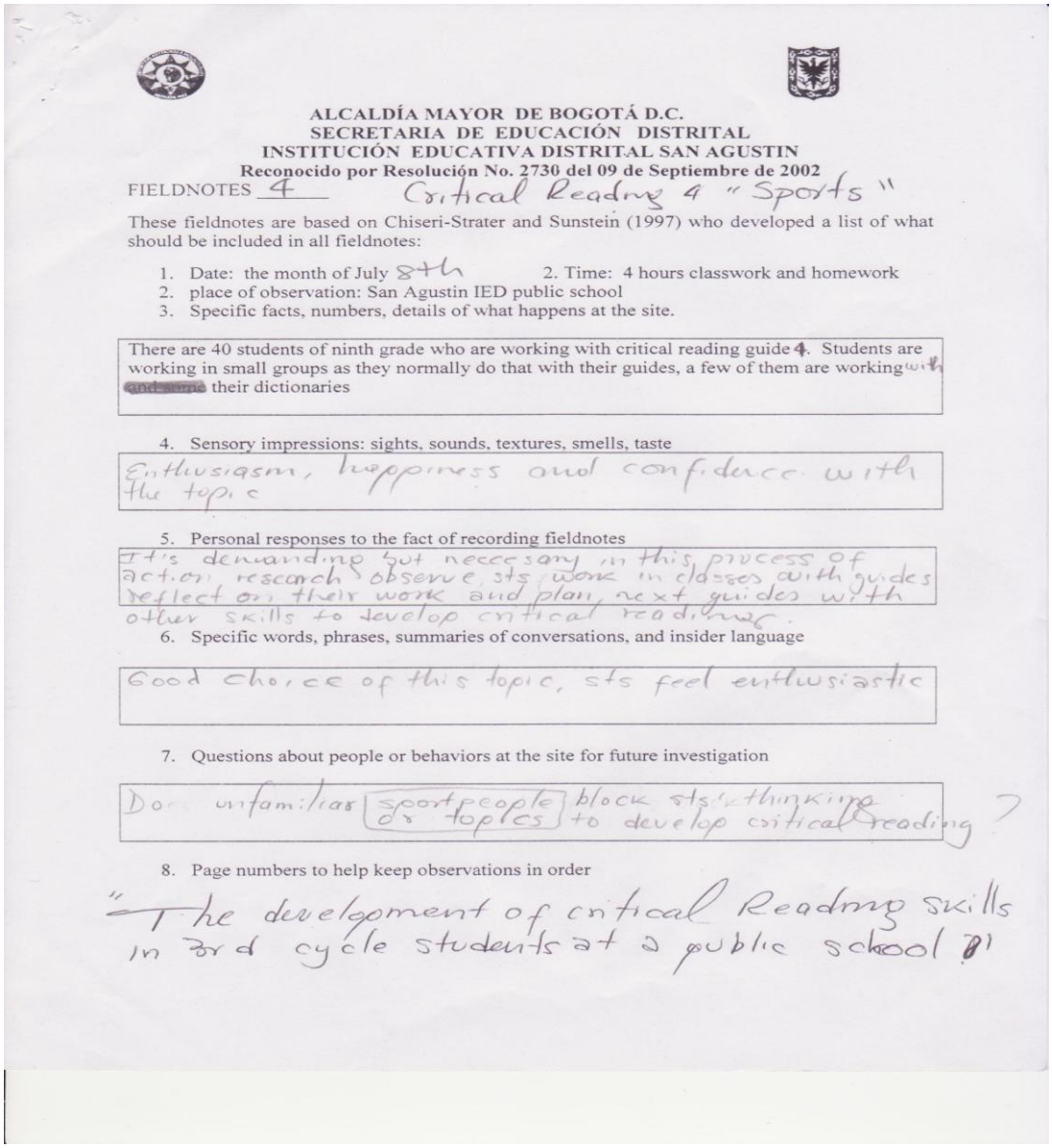
4.1 Remember information about the topic
4.2 Learn new vocabulary
4.3 Identify the main ideas in a text.
4.4 Compare and contrast information from the text
4.X Analyse the meaning of a song , a text, a message, etc
4.6 Comprehend a text much better in English.
4.X Be critical about a text, a song, a message, a situation, etc.
4.8 Evaluate yourself
4.9 All of the previous things
4.10 None of the previous things.

Thank you for you valuable cooperation

Opiniones

* Pues a mi me gusto mucho lo de las guias
* esas guias me hicieron aprender mas sobre la lectora
* me gustaria seguirlos trabajando
* estas guias hacen que aprendamos mas ingles y muchas cosas nuevas tambien ☺ ☺
* Son faciles e interesantes

Appendix F. Field notes taken by the researcher when applying the six critical reading guides.



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FIELDNOTES 4 Critical Reading 4 "Sports"

These fieldnotes are based on Chiseri-Strater and Sunstein (1997) who developed a list of what should be included in all fieldnotes:

1. Date: the month of July 8th 2. Time: 4 hours classwork and homework
2. place of observation: San Agustin IED public school
3. Specific facts, numbers, details of what happens at the site.

There are 40 students of ninth grade who are working with critical reading guide 4. Students are working in small groups as they normally do that with their guides, a few of them are working with and some their dictionaries

4. Sensory impressions: sights, sounds, textures, smells, taste

Enthusiasm, happiness and confidence with the topic

5. Personal responses to the fact of recording fieldnotes

It's demanding but necessary in this process of action research observe sts work in classes with guides reflect on their work and plan next guides with other skills to develop critical reading.

6. Specific words, phrases, summaries of conversations, and insider language

Good choice of this topic, sts feel enthusiastic

7. Questions about people or behaviors at the site for future investigation

Do unfamiliar sport people or topics block sts' thinking to develop critical reading ?

8. Page numbers to help keep observations in order

"The development of critical Reading skills in 3rd cycle students at a public school" 81

There are 4 major parts of fieldnotes when writing them:

1. Jottings: Notes

Good selection of topic, men more interested than women, but they both have prior knowledge

2. Description:

sts read and look at the pictures of sports they know most of them, others don't they classify them according to their knowledge without difficulty. Comple the spatmen chart and describe characters good, sts know a lot about the Topic because it was recent. They do the reading questions good, and give opinions on the ceremony of inauguration and closing in Brazil. They discuss about the song, the video of the song share opinions, but have a little information on topics or problems in Brazil

3. Analysis:

sts continue working very Good with activities of pre reading and post-reading because the connection to theis prior knowledge, I think they have improved reading better. sts identify main idea in a text, infer information from the reading (basic), share opinions, the task about the problems in Brazil was not done properly.

4. Reflection:

-Sharing ideas with other classmates help sts to improve knowledge, understanding, could help sts improve their critical reading skills, from a basic reading level to a higher one, the self-evaluation also contribute to value their own work and be part of the process of reading. To search information on the web can be a next stepe to improve reading.

Research Question:

How could critical reading guides based on Bloom's taxonomy