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FACULTAD DE EDUCACION
LICENCIATURA EN IDIOMA EXTRANJERO INGLES
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Pedagogical research project undertaken to qualify for the bachelor program in English Language Teaching

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To God, for allow us conclude this project, to our families for supporting us in our career and in our lives and make this dream true.

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ABSTRACT

This research project is focused on the description and analysis of the processes of learning vocabulary with the implementation of interactive model of reading by using short stories with topics of interest to students of ninth grade in a private school in Bogota. Ten students participated in the project for more than six months. Among the main sources used to obtain data, field notes, and test artifacts Student`s generated during the process. Data analysis revealed that activities based on interactive reading model allowed the acquisition of new vocabulary to help students understand the stories and engage with the text, the author and the context in which the story was written.

Also, students were able to relate the themes of the stories to their own experiences reflecting on the cultural and intercultural themes that dealt stories. During the process, the students met with various objectives such as: predict, confirm hypothesis, associate words and produce new texts.

CHAPTER 1

INTRODUCTION

Learning vocabulary is a very important trait in any language learning process, and as an important characteristic it needs to be developed in a right way in order to promotesuccessful language development. This research project is related to vocabulary instruction and word knowledge; and through vocabulary learning, this project shows there is a strong correlation between knowing words and comprehending text (Beck, McKeown, &Kucan, 2008). In this research project, the reader will find aspects related to teaching English vocabulary to ninth graders using short stories in a private school in Bogota, Colombia.

Learning and teaching English as a foreign language, especially for teenagers, involves different strategies that could help not only the teacher but also motivate students to read. If students feel motivated, are involved in a comfortable environment, experience interactive reading, using different resources, materials and activities, they can increase vocabulary learning, making them also improve other English skills, because they will have the vocabulary to speak with others, or have words to write any task, even better to understand a listening or someone talking. This process involves several kind of learning strategies. Learning vocabulary in the second language (L2) is different from acquiring vocabulary in the first language (L1) because an L2 learner has already developed a conceptual and semantic system linked to the L1.

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Learners learn vocabulary in L2 easier when they are exposed to specific contexts such as reading. Reading is the open door through which students face the world`s words, and by reading they need to evolve the range of vocabulary they have if they want to understand what a reading wants to say to the reader (Stemberg, 1987).

Vocabulary learning involves different attempts, phonological categories, phonemes, morphemes and also memory learner organization. Each learner has individual necessities to learn vocabulary; for this reason the role of the teacher is to implement vocabulary learning strategies through interaction of efficient models which could involve learner and teachers at the same moment in order to make reading funny not just in school but also at home for reading. Reading is the best way someone can acquire knowledge. Teachers should make reading a need that students must fulfill if they want to have better English.

Interactive reading is an approach that requires some important aspects such as the reader's intention and motivation. Short reading books are interesting and motivating alternatives to be implemented in an English class in order to improve vocabulary learning and reading comprehension. On the other hand, it also promotes motivation and helps students to get rid of fears when they have to face a reading test. Learning through interactive reading facilitates students to develop their skills, and increases remembering topics for further learning, even interactive reading gives students the opportunity to experience different contexts in which they could practice the language with different people using diverse methodologies and strategies.

Student's motivation is one of the most important aspects to capture; that is why teachers should know and apply appropriate strategies if they want to have a focused class in which students contribute to the class. It is also one of the most important aspects to help students learn in an effective way, as they start creating and facing the educational context in a different way, and they start realizing how important is the class that the teacher plans and that they need to take advantage of that if they want to improve their process.

Not only students need to improve and think about their role in the entire process, teachers also need to think about how to avoid the monotony by changing the structure of the class and teaching through interactive communicative activities instead of passive lectures. Teachers must encourage students to take part in the activities in an active and spontaneous way taking into account that teenagers are focused on other kind of things, and teachers need to hook student'sattention; because of students' disposition is the key to achieve any class objective planned.

Resent research carried out in Colombia shows that students do not like reading. In 2012 Colombian people just read one book per year, according to a cultural survey made by DANE (DepartamentoAdministrativo Nacional de Estadística); Colombia is not a reading country, according to Luis Fernando Afanador – a teacher, poet and a literary critic -, students read only at school or when they have to do compulsory reading task at home, reading is not a hobby nowadays. For this reason the project implementation was based on interactive reading, where students were provided with different strategies in order to improve vocabulary knowledge, reading comprehension and reading motivation.

This study was carried out in a private school in Bogotá, the participants were a group of students from ninth grade, (age ranges between 14 to 16 years old) who provided significant information through of different instruments of data collection including: surveys, observations, artifacts and test, that have allowed this project to show the importance of vocabulary as the first thing, and as second important find reading as the way students could have a better language acquisition.

Statement of the problem

The idea of this research project came up as a result of the experience in the professional teaching practicum; because of a lack of vocabulary knowledge, reading comprehension and motivation for reading in ninth grader students was evident. Students showed low interested in reading, and said thatthey had had bad experiences in reading because their teachers had made this process difficult and boring. In other words teachers had made reading a dull skill to practice; teachers might not have realized the advantages of reading and its contribution to the second language learning process.

During the class session the learners do not deepen into the skills that the researchers pretended to improve (reading, writing), they only read and write just to answer the exercises in the textbook where the main issue is grammar. Besides, the brief texts shown in their textbook are not of the students' interest, because the topics are not related to the teenagers' background, and learners do not see any interesting vocabulary, stories and plots in the contents that they read .Therefore, there is not motivation in the vocabulary learning and

reading skill, and students will not have an appropriate reading comprehension and the critical thinking of a writing. As Carrell (1996) suggests, reading in English as a foreign language proves to be the most important of the skills due to its facilities of identification with the reader. Besides the improvement of the linguistic competences, when a person identifies oneself with the text he or she will obtain knowledge about the context and therefore the culture.

The participants of this study said that reading academic texts made them bored. To notice this special event was necessary to implement a Flyers test in order to know how were them in vocabulary and in reading comprehension. After their bad results it was necessary to implement a different reading process in order to motivate them in reading during the class and at home. They showed motivation and interest for short stories that were presented, because they were different stories they had not read before, and they were not so long and easy to understand. Besides, learning vocabulary is the largest and most important task that makes language learning easier, as students have the words to make their message understandable.

During the first class session in the professional teaching practicum, it was noticed that learners were not familiarized with reading and writing activities in their English classes. Reading comprehension activities implemented in first classes were difficult for students, for this reason it surged the necessity to implement different strategies in order to improve reading comprehension. It was also evident that in class they only devoted time to develop grammar exercises in a textbook. Besides, the readings included in the textbook did not motivate them due to the fact that the topics were not pertinent to their age, interests and background. Therefore, the vocabulary presented in their textbooks was not interesting and

appropriated to students' real situations. A lack of motivation in vocabulary learning and reading skills were notable. It was possible the reason students did not have an appropriate reading comprehension or critical thinking of writing. As Carrell (1996) suggests, reading in English as a foreign language proves to be the most important of the skills due to its facilities of identification with the reader. Besides the improvement of the linguistic competencies, when a person identifies oneself with the text he or she will obtain knowledge about the context and therefore the culture, and as a second language learners they start being part of another culture and students or learners need to be part of it, knowing their words, expressions, or idioms, those thing can be acquired by reading, and reading teach it in an interesting way hooking the learners attention, calling them to look for those words they need to have a better language development.

To identify the reading level and vocabulary knowledge, the Flyers tests of Cambridge English Language Assessment was applied (reading and writing part) (see annex 1). The result was not satisfactory since it showed acute deficiencies in vocabulary use and low reading comprehension was evident. Flyers test revealed that students in ninth grade did not have the enough English level in vocabulary and reading comprehension that they should have. The test lasted 40 minutes, according to the instructions for this type of test. These results motivated us to carry out this project, since as English teachers, it is necessary to have the responsibility to contribute new proposals that enhance students learning process according to praxeology, the educative model at Uniminuto. It made the process interesting for students, a process which challenged them to evolve the language skills they have, face language acquisition in different ways, showing also that there exist many ways to have and get better language levels.

Justification

Reading is one of the skills that promote language learning since it provides a great amount of input that assists the learning process, however, some teachers of English do not know the advantages that it has. When someone reads in the process of learning a foreign language, he enters in a kind of dictionary and starts to know a set of word that could give him an easier way to get a high proficiency in English. On the other hand, reading is a skill that provides students with a broader knowledge of the world and culture.

The aim of this study is to promote vocabulary-learning process through different strategies. Learning vocabulary process requires different strategies to improve students' knowledge; the teacher´s role is the main factor in L2 instruction; in vocabulary learning process, teachers can apply a host of strategies and activities (Brown, 2001), to help students learn. To present vocabulary to learners has a big impact because it determines their disposition to learn and the way in which learners are going to react to a reading text.

The participants of this study thought that speaking and listening were the only necessary skills to perform in a new culture and they avoided reading skill as part of the foreign language learning process. Reading in English as a foreign language will help students to comprehend the written language and also the situation that the society in which the text was written is living in. According to Gómez. (2012), reading has a significant influence on several areas; thus, the absence of this proficiency creates communicational gaps in the learners who in some cases barely will obtain basic tools to communicate.

The power of reading has numerous of evidences, it continues showing that those who do more recreational reading show better development in reading, writing, grammar and vocabulary, Krashen. (2004) showed some results hold for first and second language acquisition, and for children and adults. Correlational studies have consistently shown that those who read more show more literacy development. After decades of research and publication, Krashen conclude, in *The Power of Reading*, that reading is one of the most effective ways for language learners to acquire language skills in context. This reading, contrary to what many educators might suggest, needs to be "free" and "voluntary." (FVR = Free Voluntary Reading)Krashen provides plentiful and convincing evidence of a myriad of studies conducted all over the world that establish support for FVR. Students who consistently participated in FVR in their schools increased their reading comprehension, their writing style, their vocabulary, their spelling and their grammatical development. Test scores indicate that FVR is superior to explicit or direct (skill-based) grammar, spelling and reading skills instruction---not to mention that FVR is a lot more fun. In detail of these studies, Krashen (2004) relied on simple correlations. The results of such studies are reassuring and consistent with the view that reading results in language and literacy development, but correlation is not causality; it is quite possible that those who read better, as a result of more direct instruction in school, then go on to do more recreational reading. More recent studies in second language acquisition make this interpretation less plausible.

Objectives

General objective:

- To implement vocabulary learningthrough interactive reading in students of ninth grade in a private school in Bogotá in order to improve reading comprehension in English.

Specific objectives:

- To implement the Interactive Model of Reading to improve vocabulary learning processes andenhances reading comprehension.
- To encourage students to read in order to improve their vocabulary learning and the habit of reading.
- To evaluate the reading comprehension level of students before and after the implementation and compare the results.

Research question:

- What is the impact of vocabulary learning through interactive reading with short stories in students of ninth grade in a private school in Bogota?

Sub-questions:

- What is the importance of the use of vocabulary learning in students of ninth grade in a private school in Bogotá?
- What English learning benefits can students get after implementing interactive reading approach in the vocabulary learning?

CHAPTER 2

LITERATURE REVIEW

Previous research studies are also essential when the researchers look for a guide. In this part of the project, the reader will find some research studies which have explored similar methodologies such similar strategies and materials that helped the researchers to follow certain parameters.

This chapter supports the theory of interactive Reading when teachers want to improve the vocabulary knowledge in students of a private school, the influence of this approach in teenage students and also how effective it was. All the important concepts by experts were included in order to achieve the main goal of this project. Bearing in mind it is a qualitative study, it needs a methodology, and the interactive reading is explained as the main way to enhance vocabulary knowledge. Interactive reading is used as an approach to learn new words.

Reading must be understood as a skill that students could use in order to improve their vocabulary knowledge to promote their further English proficiency of language. Interactive reading includes strategies that helped to develop this research project and also to implement new strategies in the classroom. There are two important strategies that were implemented in

this project: bottom-up and top-down approaches which are interesting and motivating to achieve the goals in reading in L2.

The main goal of reading is comprehension of a text, and it depends on each student or learners to find strategies to accomplish the purpose of reading. There are different factors that influence in reading comprehension, the reader, the text, interaction between the reader and the text, manner of reading or strategy and fluency. In bottom- up process, readers build meaning from smallest units of meaning to achieve comprehension. In top-down processing the reader generates meaning by employing background knowledge; expectations, assumptions and then the reader confirm this expectation. The interaction between bottom-up and top-down processes need a balance, is it necessary to implement both together in order to make the interactive reading effective.

At this point, the concept of Interactive Reading has repercussions on the way the learner acquires a global idea and specific ideas about the text, i.e. the strategies and tactics that are carried out to fulfill a proper comprehension not just of the text but of the context in which the text was written. Regarding the context, the new words, idioms and expressions that a student learns are immersed in the language of the new text, and they are also part of the background of a culture. At this point it is imperative to explain the concepts of vocabulary and intercultural awareness.

Reading

An appropriate means to find oneself in a community and to identify the counterparts and of course succeed in any use of language is reading. Goodman (1996) defines reading as a receptive process in which the author or writer encodes the text and the reader decodes what is

read; that is to say, the reading process starts with linguistic representations proposed by the writer and ends with the meaning that the reader gives to the text.

Learners from different levels in foreign language learning can take benefit from reading with the purpose of increasing vocabulary. Reading entails a wide range of vocabulary wherewith the reader obtains considerable resources of new words (Schmitt, 2000). Certainly, Nation (2001) claims that the reading skill is the most influential factor in vocabulary development in both native speakers and foreign language learners. For advanced students authentic texts represent a significant source for vocabulary acquisition.

For beginners, the graded readers can be the basis for the input of new words. Nation (2001) states that graded readers are texts that have been prepared in order to learn a specific number of words. By quoting Nation (1999), Schmitt (2000) states the importance that graded readers have in vocabulary learning:

- They promote the expansion of vocabulary
- They encourage guessing from context
- They provide dictionary skills as most of words are known and partially known words are reinforced and consolidated

Reading is a pertinent means to fulfill the previous objective; according to Ramos (n.d) reading is a process that starts with decoding of signs and ends up with the comprehension of the whole text. Ramos (n.d) also suggests that throughout the reading process the reader adopts several attitudes towards the text in order to make predictions, contribute his or her knowledge and to interpret what is being read.

When a reader enjoys reading, many multidimensional skills are encouraged thanks to the enthusiasm for reading. One of those dimensions is the cultural knowledge that reading texts grants, this increases the literacy based on different cultural backgrounds. It is important to mention that in the reading process not just the cognitive factors have results on the effectiveness of the reading, affective and cultural factors can affect the perception of the reading.

It is known that there are many differences between spoken and written language (Brown, 2001), which could be advisable when it comes to strengthening the students' awareness about the advantage of written language. Some of the most relevant characteristics of written language are described as follows (Brown, 2001):

Permanence: when an individual utters a sentence, it just remains few seconds. Thus, the receptor has to make inferences and build his or her perceptions in a matter of seconds. On the other hand, written language is permanent (Brown, 2001), either in a book, on the walls, among others. The reader has more opportunities of coming back to the text to build a wide idea, have a position on the reading and understand it.

Processing time: spoken language entails a limit of time to answer and internalize what was said, whereas written language does not force the reader to deliver an immediate answer or to read in limited time. Every reader has a notion of time to understand a text, even though there are many assumptions about "fast readers and slow readers". Fast readers can assume the printed symbols developing rapid reading while "slow" readers are often taken as inferior. As a matter of fact, excepting for the time factor, fast readers do not have advantages over slow readers (Brown, 2001).

Distance: readers receive messages from written language from many contexts. Distance can develop the imagination of the reader regarding the assumptions, interpretation and inferences the reader makes from the context when the text was written (from another time) using just the words.

Orthography: in spoken language there are many elements to express feelings and sensations such as: rhythm, intonation, pauses, volume, and non-verbal signs among others. According to Brown (2001), in written language the reader has the opportunity to interpret the experiences of the writer through graphemes.

Complexity: spoken and written languages present different degrees of complexity, each one in its field. Spoken language has a propensity to use shorter clauses that lead to redundancy with many connectors (Brown, 2001) while written language uses longer clauses and subordination.

Vocabulary: written language allows more processing time to build sentences and phrases with low frequency words. Otherwise in spoken language, the individual uses limited vocabulary to be understood, the reason of this phenomenon is because of the factor of time.

Previous researchers about reading manifest the relevance of the reading skill in the process of second language acquisition. According to Cruz, Salas and Useche (2007) in their research project: *Developing Reading Skills in an EFL Classroom Through Storytelling*, the learners of a second language were aware of the importance of the reading skill in relation to other important skills: writing, listening, speaking and artistic skills in both academic and

everyday lives. Indeed, the object of the project was to analyze students' perceptions towards reading through storytelling; thus, to achieve the purpose, Cruz, Salas and Useche employed storytelling as first instance and then the short stories in order to link the text with the students' background. This methodology features the increased motivation when there is an approximation to the context of the reader mainly through TV shows. In comparison with the present study, the approximation to the students' context will be with short stories.

Interactive Reading

The aforementioned components in the reading process lead to a model which depicts two approaches of processing data (bottom-up and top-down). The interactive reading models of Rumelhartand McClelland (1981) and Goodman (1970) integrate the context in which the reader copes with the text and the influence of the context in the interpretation of that text. Goodman's as well as Rumelhart's model and any interactive model propose the combination of two strategies (bottom-up and top-down) in the reading process with the purpose of acquiring a wide comprehension (Rumelhart and McClelland,1981)Top-down is based on the hypothesis the reader establishes taking into consideration the previous knowledge about the organization of letters, words, sentences, phrases and even nonlinguistic elements in the text like: color of the letters, size of the titles, and so on. In concordance with the structure and the nonlinguistic aspects, bottom-up processing deals with the inspection of every printed symbol, i.e. letters, words, sentences etc., concluding with the meaning of the text. According to Rumelhart and McClelland (1981), throughout bottom-up processing the reader will associate every sound that he or she pronounces in order to make a link among them. Hence, the first

pronunciation that the reader makes is letter by letter contained in a word, and then the meaning of the word is found according to the phrase in which it is set out.

The initial hypotheses will be strengthened or, on the contrary, it will be weakened. When the reader has a reliable prediction, it becomes more specific and concrete because of the information contained in visual cues, that is to say, the hypothesis could be confirmed. Thus, the reading process will be facilitated. In general, this interactive reading combines the interaction of two processes of information in certain contexts: recognition of visual cues and background knowledge (Rumelhart, & McClelland, 1981).

Goodman's model of interactive reading is also mentioned by Brown (2001), who highlights the wide knowledge of the language required in bottom-up or data-driven processing because the reader has to select the elements that are relevant for understanding, choose the information to be retained and infer meanings. Regarding top-down or conceptually–driven approach, Brown (2001) denominates it as the interaction between the perception and the experience the reader has to understand the text.

Regarding learning in first and second language, Peregoy and Boyle (2001) state that the process that readers develop in first and second language is essentially the same, taking into consideration an interactive reading model. Thus, readers look at the page and establish a relation between the printed symbols and the sound that those symbols generate in their minds (graphophonics); then, elements of the language, including grammar, word order (syntax) and meaning (semantics), are set in motion to facilitate prediction and confirmation of the information read. During the process, the readers use their previous knowledge and background in relation to the topic of the text and its structure in order to create an

interpretation; if the interpretation does not make sense, the readers have to return to the text and read it again.

It is understood that there is a communication exchange among the author, the text and the reader that leads not only to a reference level but also to multiple interpretations and sensations (Mejia, 1992). According to Mejia (1992), the reader sets a range of personal, sensitive, associative and creative aspects towards the text in order to generate some cultural and cognitive constructs, but the reader also proposes expectations about what is going to be read created by the author. In this respect, the text stimulates the senses and the reader re-creates a new text depending on the linguistic signifiers that have caught the reader's attention. The new text is different from the text read because it is the effect of the combination of the perceptual and the logical and cognitive levels.

As a matter of fact, it is imperative to mention that, in terms of Mejia (1992), while the reading process is being carried out, communicative and linguistic competences are being developed. That is to say, when the reader perceives some visual cues, the linguistic competence is already working in the reader's perception and regarding communicative competence. All the logic, psychological and cognitive dimensions have an essential function during the reading process. Hence, interactive reading encloses many abilities concerning the academic area such as the aforementioned linguistic and communicative competences; that entails to interaction with the community considering this as a social ability.

In the interest of this research project, the interactive reading model is suitable regarding all the possible benefits related to the development and improvement of the learners' cognitive and social skills. Rumelhart's and McClelland, (1981) model of interactive reading

,bottom-up and top-down, allows the learning and acquisition of numerous factors that influence the effectiveness of the reading process such us vocabulary, syntax, semantics, and pragmatics elements, which lead to understand social rules and cultural backgrounds. Mejia (1992) follows the ideas put forward by Rumelhart and McClelland, (1981) when it comes to create a link between the reader and the text, because beyond the reader's expectations and inferences about a text (form), there is also the reader's identification and association between his or her context and the text (content).

Since interactive reading deals with several factors regarding text and context, a crucial element to be addressed is vocabulary because it will be under study in both top-down and bottom-up approaches.

Teaching reading in a second language

The requirement that literacy demands on adolescents have increased more than it was expected in the past and during students' elementary school years. An increasing number of students from secondary school are having difficulties in reading comprehension due to the lack of decoding, fluency, and comprehension (Rasinski&Padak, 2005). Teachers need a comprehensive plan for assisting students in becoming lifelong readers and attaining the level of critical literacy crucial for success in the 21st century, it's important to take into account the "special needs and special talents, "of students in a class.

As a result, poor readers are exposed to know fewer words and have less genera knowledge of the world, develop poorer self-images as learners, and have less motivation to learn as they become older (Apel& Swank, 1999). It is an important trait that a second

language learner should have in a very high level, enough vocabulary knowledge. The idea that students faced those kinds of stories was aimed to improve and develop new vocabulary they did not know though a good methodology as it was interactive reading because it was an appropriated way in which learners could learn in a different but easier way. The other goal was to catch attention with the kind of books that were selected, since they motivated students to look for the meaning of new words. In this way they understood the English important traits in an autonomous and motivating way, being conscious of what they want to know.

There was another important thing that the research had to take into account. It was the idea that if teachers want to promote reading, teacher must develop and think about how to implement this methodology in a successful way in order to achieve the objective to read in a comprehensible way . If adolescents with deficiencies in literacy skills become stronger readers, secondary educators must also realize that reading development is a continuum that begins in the preschool years and then extends into adolescence and adulthood (Witkowski, 2002). In this way the use of this methodology should be taking as a principal way to teach a second language as English, it means, to continue using this important methodology in every day classes, but mixing it with student's needs, with the abilities they should improve in order to be a successful in second language reading. On the other hand, competent teachers have the responsibility to look for different activities, resources and assessment practices in order to has effective reading, it also give student's flexible opportunities in reading learning (Allington&Cunnigham, 1996; Lickeig, Parnell, & Ellis, 1995; Sanacore, 1997). According to Hallinger, Bickman, and Davis (1996) the relationship between leader (teacher) and students built a good environment and also have a positive effect that support reading, students who are

involve in this context are able to learn because it facilitates that the teacher knows the student´s literacy needs of the struggling adolescents reader. However, in adolescent students, one of the most important and effectively strategy is the practice through assessment. In the case of this project the interactive reading with short stories, the data collected showed the student interests in reading. To make it effective it was taken into account a study made by the IRA´s Commission on adolescents Literacy (CAL) that promotes the Literacy in adolescents. This study recommends some principles for best practices in adolescent's literacy. These principles demonstrate that the practice assessment facilitate the student´s learning in this program; here there is one of the most important (Moore et al., 1999): adolescents deserve access to a wide of variety of reading material that they can and want to read, adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum, and adolescents deserve assessment that shows them their needs and guides their teachers to design instruction that will help them grow as readers. As literacy students with special needs have increased over the years, principals must implement reading programs designed for specific groups according to particular interests. Implementing reading materials ensure student success and the development of reading through interaction.

However, planning literacy reading competences achieve student´s abilities in this special skill, reading can be made at every level in order to improve the student needs at school; teachers become skilled in a model of shared decision making and planning that leads to change and improvement in student performance; according to Leech & Fulton (2008) schools will develop the ability to cultivate synergistic creativity through learning networks.

Schools and institutions should foster an environment where students and staff feel comfortable to take risks and implement strategies to increase student achievement. In other words, with new research and different practices taking into account student need is crucial because teachers use a rational approach that encompasses a variety of stakeholders and leads to share a vision (Beach &Lindahl, 2007; Hambright& Diamantes, 2004; Leech &Fulton, 2008).

In this chapter the theory of the most relevant concepts that this study used were explained, it allowed understanding the way in which this research was developed. It besides, could support the aim of this study, to prove interactive reading is an effective approach to enhance vocabulary learning in the foreign language.

Vocabulary learning process

Some researchers suggest that vocabulary is one of the most important things in learners of second language development, mainly in reading skills. Some previous studies showed that children or teenagers which have a wide knowledge in vocabulary have better school achievement in general (Smith, 1941, cited in Beck, McKeown &Kucan, 2002), better reading achievement (Anderson &Freebody, 1981), or even people which have larger vocabulary knowledge is going to have better IQ's (Bell, Lassiter, Matthews, and Hutchinson, 2001). But there is one thing that this study has to take into account, the only one who has the real impact on vocabulary knowledge;a researcher showed that the teacher can do several things that could help to increase the vocabulary knowledge on people: Read to them: Some researchers suggest that when someone reads aloud (teachers or parents) tend to highlight

more the vocabulary from information books than from stories. (Lenox, 1995). Get them reading: People tend to learn new words when they are reading autonomously. Researchers estimate that 5-15% of all the new words we learn are through reading. In this way people who tend to read more will have richer vocabularies. (Nagy, Hernan & Anderson, 1985). Engage in rich oral knowledge: Learners also learn from oral activities, especially from listening, when they participate or face high-level conversations, they will have better vocabulary knowledge. Encourage parents to reading and talk at home: some "rare words" studies suggest children also develop new vocabulary at home; it could be through reading, or even through some TV programs. (Baker, 2000). Raise words consciousness: Simply encouraging the learner to recognize when they face new words or even recognizing words characteristics. In this way teachers have to draw that attention to new words, through some activities as games, song or humor. (Graves & Watts-Taffe, 2002)Teach important words / Teach conceptually-related words: This is the case of some important vocabulary that we have to teach before activities, or the colloquial vocabulary students should know to develop the task inside the classroom, it will help learners to understand and develop the context they are working in. (Beck, McKeown &Kucan, 2002)Enjoy words: In this important feature teacher play an important role, here teacher have to motivate students to learn new words, developing interesting activities students could enjoy, enjoying at the same time learning new words. (Graves & Watts-Taffe, 2002)

As it was mentioned in the previous paragraph, vocabulary is the first step to develop better school achievement. However, this study was mainly focused on features 2 and 7 (enjoy words and make them read). The purpose of this study was to use an interactive approach

which main goal was to get them read. But there was an important thing in this study, to develop a good reading process and make students enjoy words. One of the main objectives that this study had was to use a new resource in order to catch student's attention through short stories. As most teachers know story telling is the way they use to improve communicative skills; it is important to mention that in this research, taking into account that the population is a group of teenagers; the material must be selected carefully why short stories were selected.

Another important aspect that was taken into account in this study was the factor that could affect the learning process. Although learning vocabulary has a lot of advantages and there are important researchers that show and explain the importance of vocabulary in the second language acquisition, it is important to bear in mind the factors that can affect the vocabulary learning and acquisition processes. There could be some obstacles that make the process difficult. One of the difficulties in this process is when people take vocabulary from two different perspectives, it is the psycholinguistics models, it consists in creating an image of a word they have read, in many cases the psycholinguistic drawing that people make in their mind could be wrong, because they take the word in a literal way, the best example that could explain the mental drawings is the "false friends", words that could have a different meaning from its spelling (Carpet is different to folder), here the literary meaning is different from the real meaning.

The other is the bilingual perspective, here is when the cultural traits start to have more importance, in some cultures or different countries people tend to use different words to refer to the same word, for example, in USA people tend to refer to the word soda in different ways, in the east of the USA people call coke for the word soda, and in the west, American people

call it soda or pop. So, in learning vocabulary process it is important to know the differences in culture and customs of each one to contextualize students and in that way could identify the differences. As a result, the L2 learner, unlike the learner acquiring its L1, cannot expand his or her vocabulary solely through facing the language input, but sometimes the exposure to a L2 input is often limited to the classroom context, the objective of this study is highlighted, "The input may be increased by reading" (Ellis, 1997). When reading is used to increase vocabulary, there are several dimension that students will have to face in order to achieve an accurate vocabulary knowledge, if learners don't have any idea about that the use of the vocabulary and the words they acquired by reading, they will use in a wrong way, and the knowledge will be wrong too. When learners are reading they have to face different traits that words follow, as, orthography, phonology, morphology, syntax and semantics, if students keep in mind all this traits a word has, they will achieve the real vocabulary knowledge that they must have in order to get a high-level proficiency in the second language.

CHAPTER 3

METHODOLOGICAL RESEARCH DESIGN

This chapter includes the type of research, the research approach, the characterization of the participants and the context in which this study was carried out, and finally the instruments used to gather data. In this chapter, the methodological design is illustrated in order to visualize a possible solution for the weaknesses and reinforce the strengths of the participants.

The methodology constitutes an action research in as much as the interaction with the participants is aimed to strengthen the learners' competences. A qualitative research is also considered in which the data is collected in order to be analyzed in connection with learners and the problem.

Type of Study

Mixed Research

This project is a mixed research because first we identified the learners' strengths and weaknesses using different instruments to collect data; those instruments gave us information about student`s feelings, their interests, motivations; also we had numerical results which allow us notice student`s level in vocabulary and reading comprehension. Methods to collect data gave us qualitative and quantitative results; and this is the reason why type of study is focused in mixed research.

In this research, one survey was used to collect relevant information not only about the cognitive reading process of the learners but also about factual data, in this case the survey collected data from a targeted group of students about their opinions, experiences, behavior or knowledge in reading. Students answered questions about their reading interest. Also the implementation of Flyers test gave us results were students had grades from 1 to 5, 1 was the worst score and 5 was the highest rating. This method allow us know a qualification standard in ten student`s group.

At this point, mixed research is essential because it does not generalize the results but gather essential information for the sake of improving the weaknesses in the EFL classroom. Another crucial issue is the fact that qualitative research aims at obtaining data about values, opinions, impressions and so on, in a specific context (Family Health International, 2005). In the light of this study, the interaction and interpretation of different perspectives and attitudes are transcendental elements concerning intercultural awareness. Action research is used in this

project in order to detect an immediate problem in reading; it tries to solve a progressive problem led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues. Students do not like reading most of the times because they consider it is boring. Reading is not a hobby for them; they used to read for scholar obligations.

A qualitative research method can enhance the development of quality measure the development and dissemination of comparative quality reports as well as quality improvement efforts. Focus groups and cognitive interviews are now a standard part of the development of valid and reliable survey instruments. They are particularly useful in developing surveys to gather data on the experiences and responses of patients and consumers to plans services and providers. These two methods have also been adapted and applied to improve the development and dissemination of comparative quality reports to consumers and other audiences while key informant interviews and focus groups have been critical in the exploratory assessment of stakeholder responses to reports and their effects on consumers. It would be valuable to widen the use of qualitative methods especially structured observations to document in detail the delivery of services designed to improve quality so the implementation of complex processes can be more carefully measured and related to outcomes.

As Creswell (2012), a research is a process in which the researcher has to follow certain steps to gather data and then analyze them in order to understand a topic. A qualitative research explores the problem and tries to understand the environment in which the research is carried out (Creswell, 2012). It is the appropriate approach for this study because qualitative

research focuses on the behavior and attitudes of the participants including language, social organization, social control, among other factors (Creswell, n.d); (Holliday, 2007). Hence, the results may vary depending on the students' background, hypothesis and perceptions. Taking into consideration the feasibility of the project, a qualitative research focuses on understanding a phenomenon in a natural environment involving the participants related to the context.

According to Creswell (2003), qualitative research is carried out in a natural environment in order to involve the researcher in real experiences of the participants. Creswell (2003) also mentions other important characteristics about qualitative research such as the variation that many elements (questions, objectives) of the project may suffer during the research and the redefinition of those elements taking into account the participants' behavior and attitude towards the questions and the activities developed by the researcher. Qualitative research proves to be interpretative due to the researcher's intervention with respect to the data collected, the description of the problem and the in-depth analysis of the data (Creswell, 2003).

Quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods.Many data that do not naturally appear in quantitative form can be collected in a quantitative way. We do this by designing research instruments aimed specifically at converting phenomena that don't naturally exist in quantitative form into quantitative data, which we can analyze statistically. Examples of this are attitudes and beliefs.

The fact that the data have to be quantitative does not mean that they have to be naturally available in quantitative form. Non-quantitative phenomena (such as teacher beliefs) can be turned into quantitative data through our measurement instruments. Quantitative research is often placed in opposition to qualitative research. In many cases, this turns into a 'paradigm war', which is seen to result from apparently incompatible world views underlying the methods.

Action research

By quoting Nunan (1992), Lee (2006) implies that action research is carried out by classroom teachers or practitioners. Lee (2006) also explains that Burns (1999) has given a large and concrete definition of action research; he asserts that action research is contextual, and the problems investigated are situated in specific contexts. As a second statement, the author proposes that this type of research aims to improve and change abilities during the practice; and finally, action research comprises the change of things thanks to the gathered information and to the actions carried out.

According to Burns (2010), action research is part of the current educational movement, and it focuses on a reflective practice and the teacher as researcher. That means that the teacher takes over the role of a researcher and explores the participants and contexts of his or her personal teaching situation while he or she is immersed in the project being one of the participants. This teacher/researcher- student relation leads to an interaction in the researching environment. As far as question of interaction starting in the classroom, Lee

(2006) argues that action research occupies a privileged place due to the aim of changing things and improving abilities in learners.

Certainly, Burns (2010) explains the objectives that action research entails concerning the identification of weaknesses or problems. Burns (2010) states that one of the most important issues in action research is to identify what is going to be improved in the participants (who may include students, teacher, practitioners or even parents), explore the situation deeply and finally, propose a possible solution. As well as Burns (2010), Creswell (2012) affirms that the teachers' aim is to improve educational issues by exploring and studying the problems they face in their practice.

In the current study, fostering the reading of cultural and intercultural stories demands interaction, an influential practitioner who offers a structured plan in order to ameliorate certain skills in the students. In the interest of following this procedure, this project is divided into three stages which are going to be executed during the intervention. The first stage is a diagnosis in which the qualitative research approaches and the instruments for data collection are vital to gather factual information about the level of the problem and the sample population with whom the project is going to be implemented. To prove students weakness they did a test of CAMBRIDGE ENGLISH LANGUAGE ASSESMENT; reading and writing part were applied, there were 50 questions that were answered in 45 minutes. This test contain five parts were students have to ask and solve questions about common vocabulary according to their age and English level.

The second stage comprises the planning of strategies and tactics in order to involve learners into new short stories and texts related to their everyday lives. In this phase, the classroom teacher will provide the topics, contents and resources that will be used during the implementation of the project.

Finally, at the third stage, the pedagogical proposal was implemented using the interactive model of reading as a backup. At this point, the feasibility of the resources and strategies were questioned due to their pertinence in the achievement of the objectives of this project. When the phases were already completed, an analysis of the results and an evaluation of the students were carried out with the purpose of confirming if the objectives were achieved or not.

Setting

The study research was developed in a private school located on the 11th locality of Bogota D.C with four headquarters including a bilingual one. This institution manages between 45 to 50 students per classroom, and there are three or four groups per level. Its main philosophy is to contribute in the integral people training through a dynamic curriculum since the techniques and academics areas that could allow the students development in different dimensions as spiritual, communicative, ethic and esthetic.The institution with 25 years of experience, promote in its students a humanist philosophy under the principles of piety, simplicity, and work. The curriculum of the school is not only supported by the principles and standards of the Colombian Ministry of Education but also by the fundamentals of personalized education.Personalized education is a pedagogical model that is based on three

main foundations, philosophical, pedagogical, and methodological, which involve the development of the values of autonomy, singularity, opening, and transcendence through the teaching-learning process. In this regard, the school aims at the reinforcement of Christian values, set on a high academic level, emphasizing on learning foreign languages, and committed with the education of leaders capable of facing the challenges of a globalized world.

The classes are given in the same sequence that include an explanation and exercises as filling the gaps or make sentences, hardly ever students can develop speaking, writings or listening activities. What they practice the most is reading activities; they even develop a "Reading Plan"; reading plans were established in the lesson plans of English classes but nevertheless they were not appropriate them as it was said before. Students have many opportunities to have success in this research if they follow the sequences we want for them in order to improve the vocabulary they have because they felt motivated with short stories and interesting topics. The use of the reading plan could be a good base for students because they know what reading demands, but they do not to have the enough knowledge to face the new words that the actual reading has, in this way this study could help them to acquire new strategies to understand new words that also might allow them to understand better the readings.

It is possible to say that the activities proposed by the teacher created a good environment in the classroom. The students participated a lot but do not talk in English among them because they feel the English language as something difficult to use, and as there is not any motivation to do it between mates.

Regarding the interpersonal relationships, in the classroom the students are not always quiet when their classmates are speaking during the class. Students used to talk while the teacher is giving an explanation. It is difficult to keep student`s attention but the teacher asks for silence, and they comply with her command. At first sight, the relationship among the students is friendly and peaceful; however, there were some times that it was shown how the students isolate themselves when it comes to interact with other classmates. Nevertheless, when they created small workgroups they enjoyed the teacher's activities. Regarding the participation in class, boys and girls are equally active in this respect.

Participants and sampling

Participants

The students the researchers worked with are adolescents between 15 and 16 years old, they were 5 boys and 5 girls, of ninth grade of a private school of Bogota.These students come from different social levels; some of them live in the southwestern part of Bogotá city: Bosa and Kennedy; in the northwestern part: Engativa, Bochica; in the south part: Santa Isabel, El Carmen Madelena, and in a central part: Chapinero, Las Aguas. They have access to different tools to support their learning process.The group in which this study was apply was group which has different likes and interests, as skateboarding, football, videogames or social networks, including the activities they develop in the SENAarticulation, as cooking, fashion design or Hospitality and tourism, they show interest about the things they do because they check those context in the activities developed in the English classes.

Data collection:

Data collection instruments

The main objective of this project was to encourage students to read in order to improve their vocabulary and the habit of reading using Interactive reading as model and at the same time to improve the vocabulary learning processes and enhance reading comprehension through short stories. Throughout the research project students were able to use new vocabulary in order to enhance different reading dimensions such as comprehension, main idea, among others, as well as reinforce their skills. Accordingly, several instruments are required to gather meaningful data with the purpose of achieving the aim of the project.

The instruments used in this project were piloted to find out advantages and disadvantages of each instrument. Thus, as follows, the instruments are going to be described.

Researcher's journal

Alzate (n.d) defines journals as a record of important items that reveal learning as well as behavioral and cognitive aspects of the observed sample population in a determinate period of time. Likewise, journals also record the experience of the observant with the participants. Journals must contain several categories including events, behaviors, reactions, what was said, relations among participants and gestures (Mack, Woosong, McQueen, Guest and Namey, 2005).A field note comprises the narration of the events that happen in the classroom and the reflections about them. Journals are used in the observation has the following questions that allow have a reflection about the classes and the project Physical setting, Social environment and the way in which participants interacted within the setting, Participants and their roles in the setting, The best observed from the perspectives of the participants, Close approximations of comments that relate directly to the purpose of the study and Describe any impact you

might have had on the situation you observed. The observation notes appear with the relevant information for the observers' research that occurred during the class. The observers believe that it is important to have a space for personal comments in the journals. This instrument of data collection allowed the researchers to gather valuable insights during the activities, specifically during the reading activities. Many aspects were reflected in a detailed way in journals, such as the impression that the activities caused in the participants, the process of development of the activities, the results and conclusions during the implementation of the Interactive Model or Reading. All the aforementioned information supports this research.

Students' artifacts

As Merriam (1998) argues, researcher-generated documents are documents created by the researchers for the participants in order to learn more about the situation and the sampling that are being explored. According to Merriam (1998), in a qualitative research some suitable documents are lesson plans, students' assignments, objects in the classroom, teacher's evaluation, among others.

In this research project, test and artifacts such as workshop activities during the class based on Interactive reading contributed in many levels. At first instance, they facilitated the obtaining of more and better data as Merriam (1998) suggested; second, they contain accessible, easy and free information for the researcher, and artifacts enabled the analysis of certain issues and showed the students' process both in reading. The population that experience this project have shown their interest on the project by doing all the tasks posted by researchers, it has allowed also researchers see the motivation they feel for complete and didthe activities, what also has shown this project is a good road to make students feel interest

in reading and the vocabulary learning. Chapters of some short story books were showed in order to contextualized them into interactive reading; learners used previous knowledge for comprehension. Second the implementation of reading about some stories established the interactive reading such a tool to learn vocabulary.

Interactive reading develops different linguistic competences, learners are aware to learn easily through visual cues (images, tittles, words). During the implementation of short stories, allow previous students interpretation of the texts or chapters about stories that students have read.

Student`s tests

According to Schargel (2012), Tests are currently being used to evaluate students, teachers, and the entire educational system. Because of this emphasis, more standardized tests are being examined and homework and class work time is being devoted to preparing students to take them while less time is being spent on instruction. Test English for Academic Purposes (EAP) helps students to prepare better their skills, listening, reading, speaking and writing. In this case the Cambridge English: Movers (YLE Movers) is a special test for children, tests introduce children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English. Standardized tests are sometimes used by certain countries to manage the quality of their educational institutions. In practice, these assessments typically appear in the form of standardized tests. Test scores of students in specific grades of an educational institution are then used to determine the status of that

educational institution, i.e., whether it should be allowed to continue to operate in the same way or to receive funding. The application of one the flyers test was in order to let us know student`s level according to their age and the educational level they were, also it let us know the necessities, strengths and weaknesses from students in ninth grade in order to create strategies to improve vocabulary learning and reading comprehension using interactive reading. The tests are written around familiar topics and focus on the skills needed to communicate effectively in English through listening, speaking, reading and writing.

Role of the researcher

The role of the researcher in this study was participant and observer since the proposed activities involved the active participation of the researcher. As Merriam (1998) argues, the success of data collection depends on the relation between the information revealed to the researcher and the confidentiality in the participant. Certainly, researchers have to be committed with the development of the activities but it is crucial not to be fully involved in the values and goals of the participants (Adler and Adler, 1994).In fact, the researchers of this study could have an active participation in the reading and vocabulary acquisition activities inasmuch as a process of observation and participation was performed during one and a half year and because of the researchers' interest of understanding the phenomena. Thus, the students felt more comfortable expressing their suggestions, predictions and beliefs while it was easier for the researchers to gather data.

In this chapter the methodological aspects were explained, i.e. the setting, the participants, the role of the researcher, the instruments and data collection procedures.

In the next chapter, the description of the pedagogical intervention is described based on the methodological approach, in this case Interactive Reading with ninth grades of a private school in Bogotá.

CHAPTER 4

Instructional Design

As this research is developed and based on the interactive reading model, the lessons were made focusing on the use of some methods and strategies that could allowed the vocabulary improvement and the reading comprehension. The material that was used by researchers and the population was chosen based on student's interest and needs. The data

about students' needs and interests was collected with some surveys during teaching practicum.

When researchers collected this information with the surveys, it was found that students had interest in English stories, but when those are short. Also it was found at professional teaching practicum that students are not able to understand a reading because of two things; first, they do not tend to practice reading frequently and when reading is used it is not based on their interest, second; they do not know enough vocabulary for a reading understanding. In this way lesson plans tried to catch their attention making them conscious about the vocabulary learning for a better reading comprehension, using warm-ups using vocabulary, and activities that demanded to use the vocabulary they have learnt explaining what they have learnt.

This study has followed a coherent process in which students first were examined in the practicum researchers have done at the school, researchers have found that population had problems with new words they face, then researchers noticed that students in an have an activity in which they had to face the new words, in a reading texts in their English classes, they do not show interest about the readings. Researchers then did a survey in which students have showed they did not like reading they have; they preferred reading short horror stories. Researchers looked for a short horror story based on their level that could help them to improve their vocabulary. Then reading strategies had to be established in order to get a coherent reading process, in which students could feel comfortable and improve the weaknesses they have, the interactive reading was the method researchers found useful to use short stories as the way of vocabulary improvement. After that, a study was needed to be

developed in order to help students in the vocabulary improvement, promoting also other skills such as speaking or listening, seeing that when a learner has the enough vocabulary is able to express and retain the information they need, and he or she is able to understand whatever information he or she is facing.

In this way nine sessions were planned in order to use the method researchers have considered is useful in the improvement of vocabulary, also sessions in which students have been evaluated in order to know what their level was before and after the project, then researchers through those test have known if the project is viable or not. Students have learned by through activities that made them infer from the text, then, they returned for checking, they went through the most general to the most specific things the short story offered to the reader.

Activities such as drawing, making summaries, matching, personal dictionaries, making phrases with unknown words, posters, or oral presentations about the book, have allowed learners to have a close relationship with those strange words making those words more familiar for students and easier to use in other skills as writing, speaking or listening, improving also the second language acquisition. Also assessment played an important role in the implementation activities, because it allowed making students feel in a formal education environment, and also it improved their role inside the classroom when assessment showed their advantages and disadvantages during the implementation.

The use of bottom up and top down activities and strategies have also helped the researchers to make students predict what they thought about a title or about some words inside the reading that were confirmed if they were right or wrong. It also helped to create a

reflection in each situation in which students had troubles or failed in their answers assessing their own processes.

The objective of the activities was to promote the learning vocabulary with short stories using the interactive model as the base for learning, also to give students new strategies in which they could learn a word, or even to predict what a word means by reading the context, but not only reading was the center of the lessons, as they were reading a kind of story they liked, they wanted to share what they thought about the story, their structure and the end it had making them develop a critical approach in which they debated the writer point of view and the story he wrote.

Session	Objetives	Pedagogical Activities	DataCollectionInstruments
Session1	To gather information about students level in reading though a flyers test.	There was not any pedagogical activity	Test
Session2	To introduce the topic and the content of the book. To introduce the personal project students must develop while the	Students did a drawing about what the title meant for them. Then they read the chapter 1 noticing that what they though was wrong, also they highlighted the unknown words in order to writethemin the personal dictionary (Personal	Students Artifacts Researcher`s journal

	implementation.	project)	
Session3	To relate concepts with drawings. To predict what is going to happen on second chapter based on the first chapter comprehension. To explain what they have understood about second chapter.	Students started with a guide that has allowed them to relate what the unknown words they have seen with a drawing that was on the guide. Then to every student was given a paragraph of the second chapter, they had to use any way of explain their classmates what the paragraph refer to.	Student`s artifacts  Researcher`s journal
Session4	To identify adjectives in a reading. To differentiate adjectives from other words.	Students had to read chapter three and they had to highlighted every adjective they found on the reading, they wrote down on the personal dictionary, then students chose the strangest adjective and in a piece of paper, they wrote the adjective, and its meaning.Theyshowedittotheir	Student's artifacts Researcher`s journal

		classmates.	
Session5	To use unknown words in English sentences. To read a chapter of the book following a reader guide.	Researchers read the fourthchapter,andstudents had to follow the reading, then the chapter was read twice, but in this case students take turns reading. Then they had to highlight the words they found strange, they had to write those words on the personal dictionary and they also had to write a sentence per each word using the English tense they wanted.	Student`s dictionaries Researcher's Journal
Session6	To create a way to explain a chapter of the book in groups.	Researchers divided the class into three groups, giving every group a chapter of the book (Chapter 5, 6, 7).Every group had to do a summary about the chapter highlighting the most important situations. They had also to extract the unknown words, and create a poster showing the words and the	Researcher`s journal

		meaning through drawings, explanations or descriptions.	
Session7	To present a chapter of the story highlighting the most relevant situations.	Students had to present their chapters, two groups made a poster showing the relevant situations of the chapter, the other group did a littlepresentationaboutthe chapter. Then they showed the unknown vocabulary, and all of them used drawings to explain the meaning of the words. While students were developing their presentation, their classmates were writing the unknown words on the personal dictionary.	Researcher`s journal
Session8	To show what students have learnt about the book	Students did a test in which the understanding about the book had to be shown.	Test
Session9	To show if students havelearntvocabularyreading a short story.	Students did a flyers test twice in which they have shown the vocabulary they have acquired	Test

		during the project and the implementation.	

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CHAPTER 5

Data analysis and Findings

As was stated previously, the principles of Interactive Reading encourage many dimensions to be improved upon, including vocabulary learning and reading comprehension. In this part of the project, the data analysis is presented in order to understand the relevance of the Interactive Reading approach based on the findings.

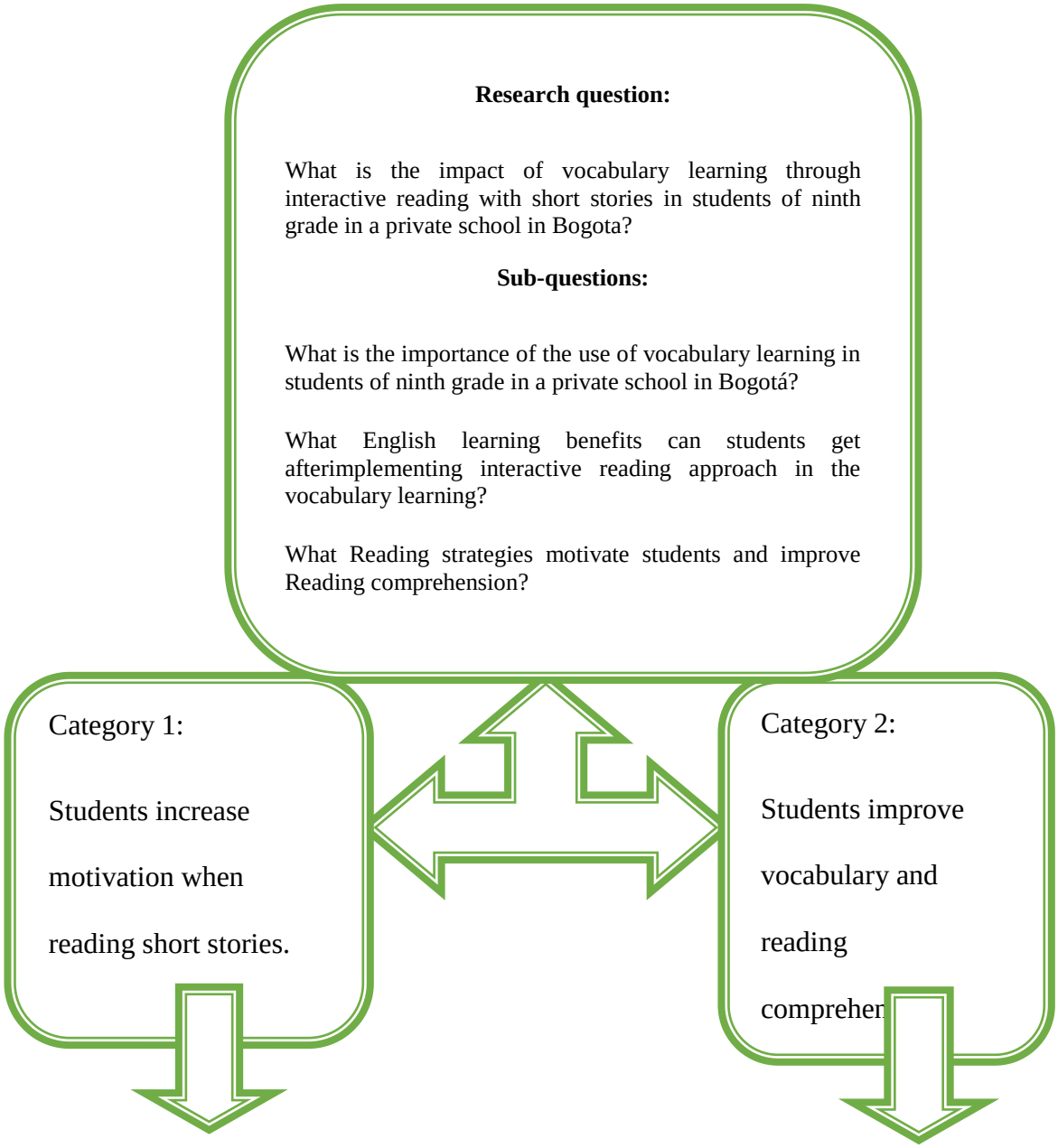
To collect the data, the researchers used different instruments: field notes, students' artifacts and tests. The role of the field notes was very important because with this instrument, impressions about learners' processes regarding vocabulary and comprehension were reflected. Regarding to the students' artifacts, they were profitable since the researchers could learn and know more about the learning situation that was researched on.

Once the data was collected, the researchers started to recognize patterns that appeared repetitively through the implementation and proved to be important to the researchers' attention regarding the students' learning process. Because the patterns were presented in the majority of the English classes, it was necessary to take them into consideration to identify the categories and subcategories of analysis.

In order to analyze the data, we used the grounded approach defined by Corbin and Strauss (1990) as letting emerge theory from the data collected in a systematic way and analyzed along the research process; thus, we aimed at obtaining insights through the analysis of data collected during the project process. This approach involves a series of careful steps: reading the data, finding patterns, and presenting some categories of the analysis. Researchers use categories obtained from the data to focus on making implicit belief systems explicit.

Categories of analysis

To present the categories and subcategories that emerged during the data analysis, it is imperative to remember the objective of this study. This research project is aimed on vocabulary learning based on short stories using as a method interactive reading in a private school in Bogotá.



Subcategories

- Reading for pleasure
- Development of creativity

Subcategory

Students get better grades in written tests.

Category 1: "Students increase motivation when reading short stories"

These categories answer the research question and the sub questions this project has.

Research question

*"What is the impact of vocabulary learning through interactive reading with short stories in students of ninth grade in a private school in Bogotá?"*During the implementation of the project, ninth graders felt interested about all the reading activities developed in the classes given by the researchers *(Annex 4.2., Researcher Journal)"Students could show interest about the activities they were doing, they were interesting. They had to guess what the story is about, and even they did not know they try to draw whatever they think"*.

On the other hand, they showed disinterest reading in their formal classes; because as it has been said before longer stories were not something interesting for them; they have too

much information and to get the main idea of the reading is hard, and the plot was not interesting for them. It also contributed to the creation of a belief around students that reading is boring and it is not useful in a second language acquisition.

Sub questions

What is the importance of the use of vocabulary learning in students of ninth grade in a private school in Bogotá? Researchers could notice it is important to have a vocabulary learning strategy at schools in the way to increase the range of words a student has. This contributes in the learning process, because it does not only help in the reading skill, it is also a way to improve and have a better development of the other skills. It means, it is necessary to use new strategies for have an easier acquisition of a second language, with strategies that could catch students attention making them focus on the role they have to do; to acquire the language.

*"What English learning benefits can students get after implementing interactive reading approach in the vocabulary learning?"*As they acquired a huge range of new words students could perform better roles on the other language skills, they could have a better speaking using the words they learned, also if they use the words learned in a speaking way they will be able to hear it in a listening, and beyond they are going to have enough vocabulary for develop a writing. This approach benefits students because they experience new strategies in the acquisition of a second language; they are not living the same things

every day, what makes the SLA a process interesting for them, promoting their creativity and their personal strategies for the acquisition of the second language.

"What Reading strategies motivate students and improve Reading comprehension? "Students are motivated by using stories according to their interest: something short, easy to read, and that hooks them. Interactive reading allows them to practice the content a book has including its vocabulary through activities. When learners have a variety of vocabulary in their speech they are going to have a better reading comprehension, because they know enough words to get the main idea of any text.

Researchers found that when students read short stories, they can comprehend the text easier, feel more comfortable and understand all the important events of the story. Nowadays teenagers do not have enough motivation about education as they are interested on other kind of things, and teachers confuse this lack of motivation with laziness. Teachers need to realize they have to offer them the possibility to break those paradigms and have a real learning process by using resources that could catch their attention. Learners showed their interest on the resources used by researchers what means: *"They can be motivated in reading, but it need to make them feel interested, so it is necessary to fulfill their interest, by choosing reading with topics they like"* (*annex 4.2 Researchers'' Journals*)

Students could have an easier reading process taking into account stories are short, and when they realize it is a short story without too much information they start being interested on read, but more when they know the story is about something they like what makes them feel motivated to develop the reading skill. But what they do not know is the explicit objectives it has, first; improving the vocabulary using a reading that they are able to read quickly and that they are going to enjoy, and second; to improve other skills, for example, if they have enough vocabulary knowledge they could use those words in a spoken activity or context, or even use those words they have learned in a writing activity, having a better development on the second language learning.

Learners felt interest for reading the story and know the end. Researches used a horror story *"The Legends of Sleepy Hollow"* that was chosen in a focus group at the beginning of the observations where students could share the kind of stories they like the most, researchers could notice horror stories are interesting for them because they have a plot that catch their attention. Also these stories offer many traits that students are focus on and they like to see in a reading. In this way the motivation that students showed in the project development could be divided into two subcategories.

Subcategory 1: Reading for pleasure

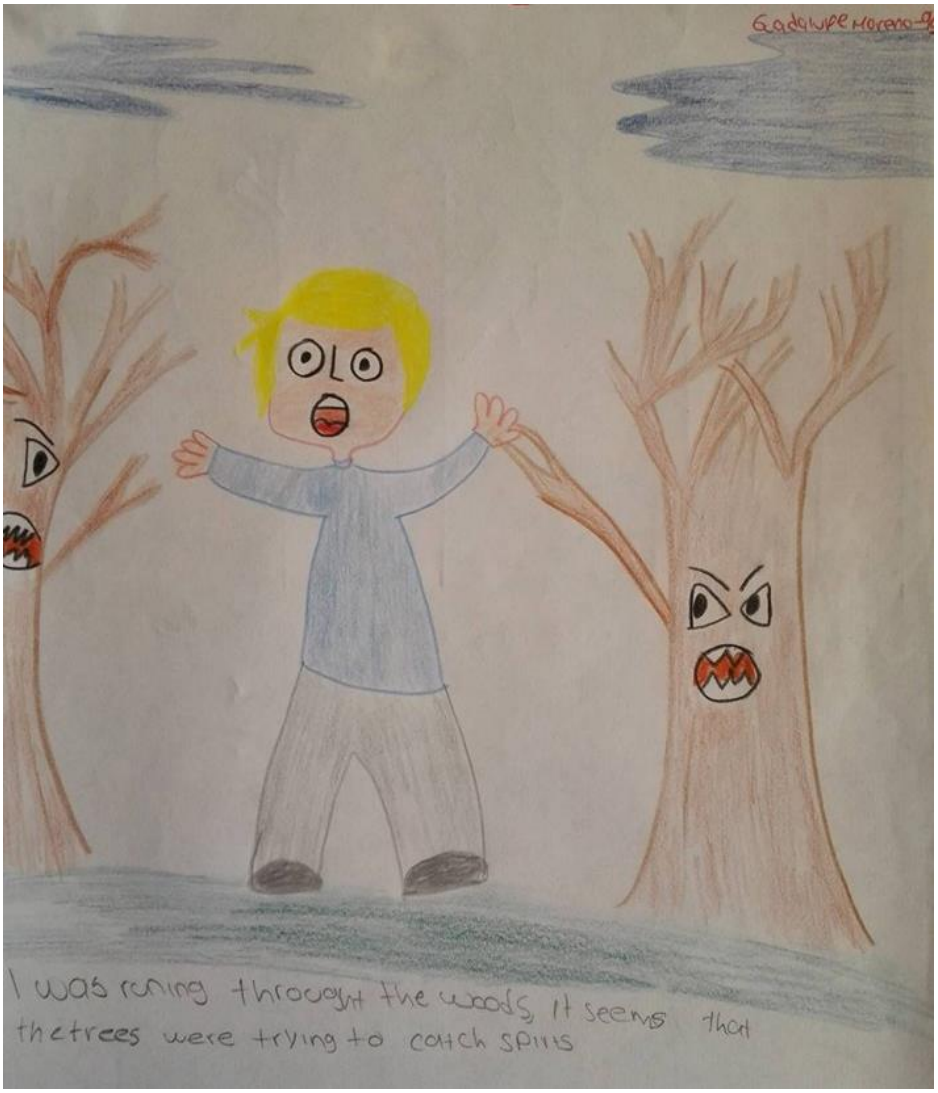
Reading is one of the most important skills a learner needs to develop; it gives them the opportunity to acquire knowledge summarized in words. The role of teachers starts to be a little difficult here, because it is necessary to make reading seem important for learners, then they could notice the power of reading taking advantage about all the things reading skill could promote, but how to do this?

Teachers must offer resources based on students' interests. This can be seen in Annex 4.4 Researchers Journals *"Students start reading because they want, it is not mandatory to read the story, but students read it because they are interested on what the story is about"*. In this way if students start reading for pleasure,they will continue to read and learn from the process.

When a reader enjoys reading, many multidimensional skills are encouraged thanks to the enthusiasm for reading; it means students are focus with all their senses on the reading, enjoying and learning at the same time, developing a fluent process in which the reading is the tool in which the student acquires new knowledge, new language and new vocabulary. Such Ramos (n.d) suggests "*throughout the reading process the reader adopts several attitudes towards the text in order to make predictions, contribute his or her knowledge and to interpret what is being read",* that's the way in which students show their interest through their personal dictionaries, making an own resource for them, that contributes their learning and their second language process and acquisition;

Subcategory 2: Development of creativity

One of the most important things researchers could find after the implementation of the project was that students could show their creativity level; by the artifacts (Annex 3) Students were able to express their vocabulary acquisition through drawing:



Students wrote a sentence in which there wasa word they did not know, and then they drew a picture to explain it. Their creativity helped them to create new ideas to remember vocabulary they do not know but which is important in the language they are learning, *"Students definitely take advantage of their personal skills, as creativity, they are not only developing their tasks, they are also evolving the things they can do as draw"* (*annex 4.3 Researchers Journal*)

Students created dictionaries that allowed them to remember the words they did not know the meaning of; this shows how creativity plays an important role in language acquisition. Students had an autonomous role, developing personal strategies for vocabulary acquisition (*Annex 3.2*)

Their creativity was the way in which researchers have found students were interested in the reading, because through the artifacts and the task they did, researchers noticed the dedication they used for accomplish the objectives of the activities (*Annex 3*). Then this project have also found students evolve their skills and capabilities when they are interested on something or when they enjoy the resources teachers use, because they develop it in a freely way, it is not mandatory to do it, they decided the way in which they are going to show the knowledge they have get, and sometimes is the best way in which a teacher could notice the capabilities students could have giving them the opportunity to use their strengths mixing with the knowledge in order to achieve the goals the classes have for the learning process.

Category 2 "Students improve vocabulary and reading"

Tests allowed researchers to see the real improvements students had during the project and how useful this project could be in the second language acquisition, not only for the improvement of vocabulary knowledge, but also for the evolution of other skills, such as speaking or listening. Through the tests that were applied researchers could analyze if the

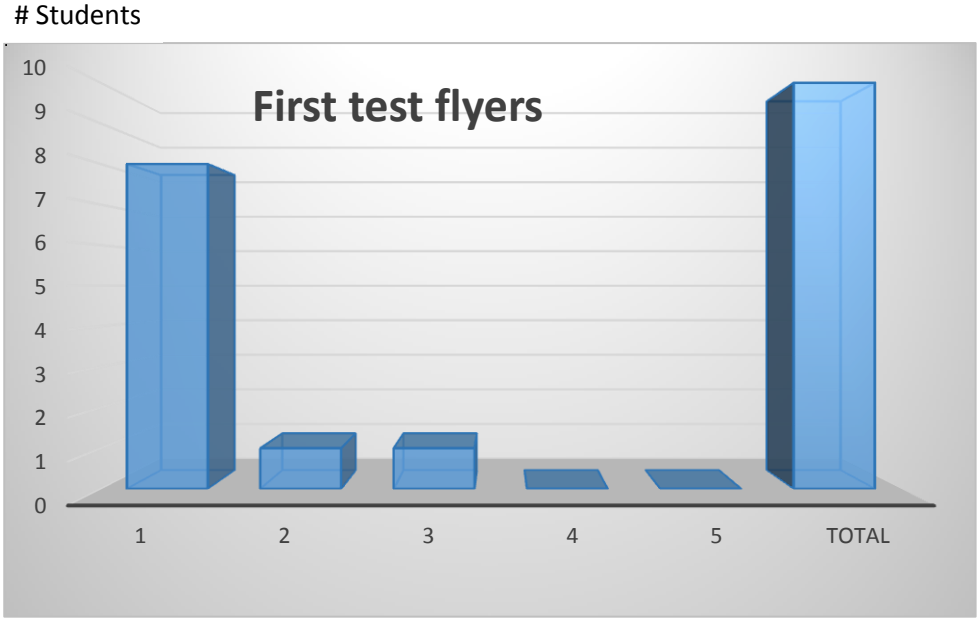
process students followed was successful, measure what they acquired in the project implementation. The way in which these test were presented show the situation before the implementation and after the project development. The first set of results showed that students did not have enough vocabulary to be successful. After the project development and implementation, results showed students improved their vocabulary and reading level. (*Annexes 1 and 2 "Tests applied")*

Subcategory 1: Students get better grades in written tests

It was necessary to analyze the contrast between the first and the second tests applied in order to see how useful the project was and its results, in this way the results given by the test are reflected by the following figures:

Figure 1

In figure 1 it is shown that eight students obtained a grade of 1.0, one student of 2.0 and one student got 3.0. Only one of them passed the exam.

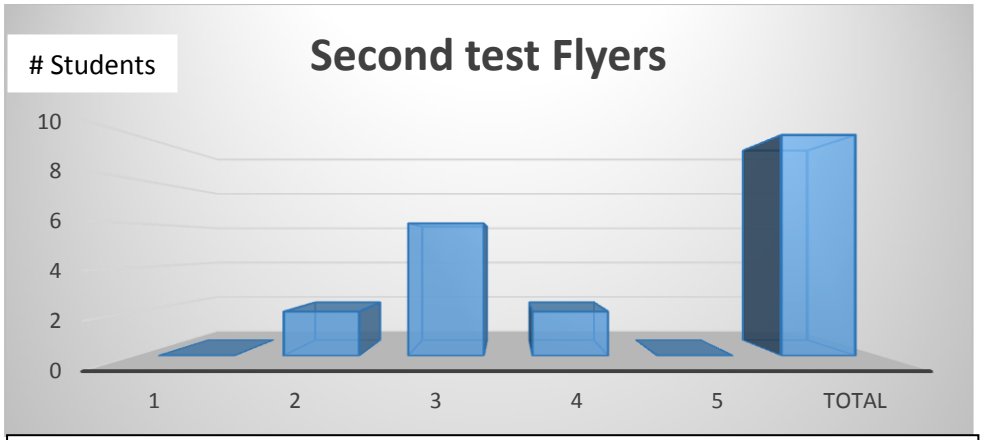


Grade

ive, in which 1

Figure 2

Figure 2 shows the results that were obtained from the second implementation of the test. Students have achieved better scores in the second. Allowing researchers say that learners have improved their vocabulary learning. In this test two students obtained 2, six students obtained 3 and two students got 4.



Grade

Results of the Second Cambridge test applied in a scale from 1 to five, in which 1 is the worst grade and 5 the best.

The first test allowed researchers to create a plan that could help students improve the vocabulary learning in first instance and the reading comprehension in the other hand. *Figure 1* allow understand students did not achieve the level the test wants to prove; even the majority of them fail the test. As it is shown in annex 1, in this first test the score was 1.2 in a range

from 0.0 to 5.0, in which 0.0 is the worst score and 5.0 is the best. As it is shown by the table and the test shown in the *annex 1* the results this student had was so low. And compared with his classmates there was not huge differences in their grades they acquired in the test applied.

In the second test applied the student previously analyzed and their classmates achieved better scores. In Figure 2 it is shownhow students improve after the implementation of the project proposed by researchers, they had a better reading comprehension, and a wide range of vocabulary was acquired in the way they showed it on the second test they did. It is necessary to analyze the same student that was mentioned before (*Annexes 2*). This student showed a better score in his final test, which allowed researchers say the project, has helped students to improve their vocabulary learning.

Beyond researchers have found through this tests applied that students have developed their reading skill, evolving also their vocabulary allowing them to use a range of words in a formal test that have shown how they improved after a reading that they have enjoyed, they have read so quick and that they have worked, giving them the belief reading is a good way in which they can acquire a second language in the way they like the most, using a tool that catch their attention, something that is not long or boring, something that in little words they will be hooked by.

This study allowed understand through this tests students can improve their skills if it used a strategy that will give them a real knowledge, a strategy they are not going to reject. This has allowed understand teachers need to be focus firstly on their students, when the main

focus is students and their needs, teacher is able to know what road is going to take for achieve the only purpose a teacher has; show knowledge to students, or to teach.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions that emerged from the result of the data analysis, as well as the implications of the implementation of Interactive Reading in vocabulary learning. Limitations of the study are also established in this chapter aside from further research on vocabulary learning and student`s motivation in reading.

Conclusions

The aim of this research project was to analyze the vocabulary learning process based on short stories using as an Interactive reading in a private school with students of ninth grade in Bogota. In the implemented sessions there were pre-reading, while-reading and post-reading tasks based on the Interactive Model of Reading as well as the production of oral and written texts which included the students' perceptions and the vocabulary that they learnt.Regarding the research question of this study, the findings suggest that students pass through a learning process in which they created meaning by making predictions about the reading guided by contextual clues and questions asked by researchers. This process worked as a pre-reading task.

These tasks facilitated the activation of the students' prior knowledge and allowed connections with their personal background and with their classmates, as well as the associations that they did between the printed word and its definition. That was how students created meaningful correlations with the stories and their creativity drawing and writing short sentences improving their vocabulary. Certainly, while-reading activities promoted the students' creativity because they were able to reflect and meditate through the short stories being aware of the situation that the author experienced and therefore, expressing the interaction with the text, with the author and personal background. In this stage, students applied the vocabulary that they learnt in pre-reading tasks to understand the topic of the text and they also confirmed or discard their hypothesis about the story.

Moreover, post-reading tasks worked as a stage where students could express the reflections and perceptions they had about the story. Since students established a relation between their personal background and the topics that the stories handled, the texts were catchy and interesting to the students, thus, they felt encouraged to produce either a written text including drawings, short texts or paragraphs. Admittedly, during the implementations of the different activities, the students did not have to translate the definitions, phrases or words to understand the story. They had a process in which they could express themselves in a foreign language.

Implications

The implications that this paper brings out are related to several agents such as: the participants, the teachers / researchers, and the educative institution.

The implications for the participants include the self-awareness of multiple aspects namely: the active role in the reading process, building bonds with the text and prior

knowledge and expanding vocabulary. Regarding the reading process, students were able to give meaning to phrases and words using different tactics, so as to understand, comprehend and have a bond with the story. Besides, the participants were aware of their active role in the reading process since they could give meaning to printed symbols, including themselves in an interactive process where they could relate with the writer and the text as well.

Regarding the implications for teachers/researchers that this project brings out, one of the most important is the exploration of different teaching methods. During the pedagogical intervention, the researchers were aware that there are many methodologies (in this case the Interactive Model of reading) which are reliable to teach students tactics that increase not only vocabulary but also ameliorate reading comprehension.

Another implication that this project carries is the continuous learning. The researchers reflected about the constant ability to apply new learning strategies not only to teach the students but also on a personal level. As a matter of fact, the world is changing and it is imperative to renew and refresh the ways of teaching and surely ways of learning.

Now, the implications for the educative institution where we did the implementation is that this project may work as guidance for other teachers in the area of foreign language teaching because they could take advantage of the reading model that this paper proposes in order to increase students' vocabulary and ensure a profitable communication.

Finally, the implications for ELT community in Colombia are very important as well. This paper may offer new techniques of teaching English as a foreign language especially in the vocabulary learning area. It is essential to state that the fact of helping students to comprehend, understand and connect themselves with texts without depending on translations

and dictionaries. Besides this proposal paper may foster the diversity of cultures, enriching one from another.

Limitations

Throughout the implementation of this research project, there were many challenges that were overcomed with the time with the purpose of analyzing the students' process. It was difficult to develop more activities related to the project, even though, this event allowed the teachers/researcher to organize more precisely the time for the sessions. On other hand the time for the activities related to this project was limited, because some cases students had to complete activities related to the English class or the institution programmed extra-curricular activities in that time. Another limitation was also the use of the same test (pre-post), results could have been better because they already knew the test.

In addition, the sessions often implied some audiovisual aids such as televisions and video-beam but the educative institution has little electronic equipment. Hence, the researchers managed to use other audiovisual aids like: laptops, computers, tablets, speakers and images to carry out properly the sessions.

Further research

This research project presents a significant contribution concerning student`s vocabulary learning and motivation. First, it would be interesting and motivating to carry out a study in which the student`s felt motivated to read short English stories. Thus, the project could have students who have had interest in reading not just at the school; even at home,

reading can be fun. As for our own future teaching and research, we think it could be interesting to explore listening and reading comprehension, implementing different tools, which help students to improve these skills; it may enrich our practice as a teachers and a researchers.

Second, to verify if the intercultural awareness was fulfilled, it would be meaningful a research which approaches the effectiveness of the communicative competence. Hence, three main fields would be on the focus of the study: socio-cultural competence, strategic competence and linguistic competence (Canale and Swaim, 1980).

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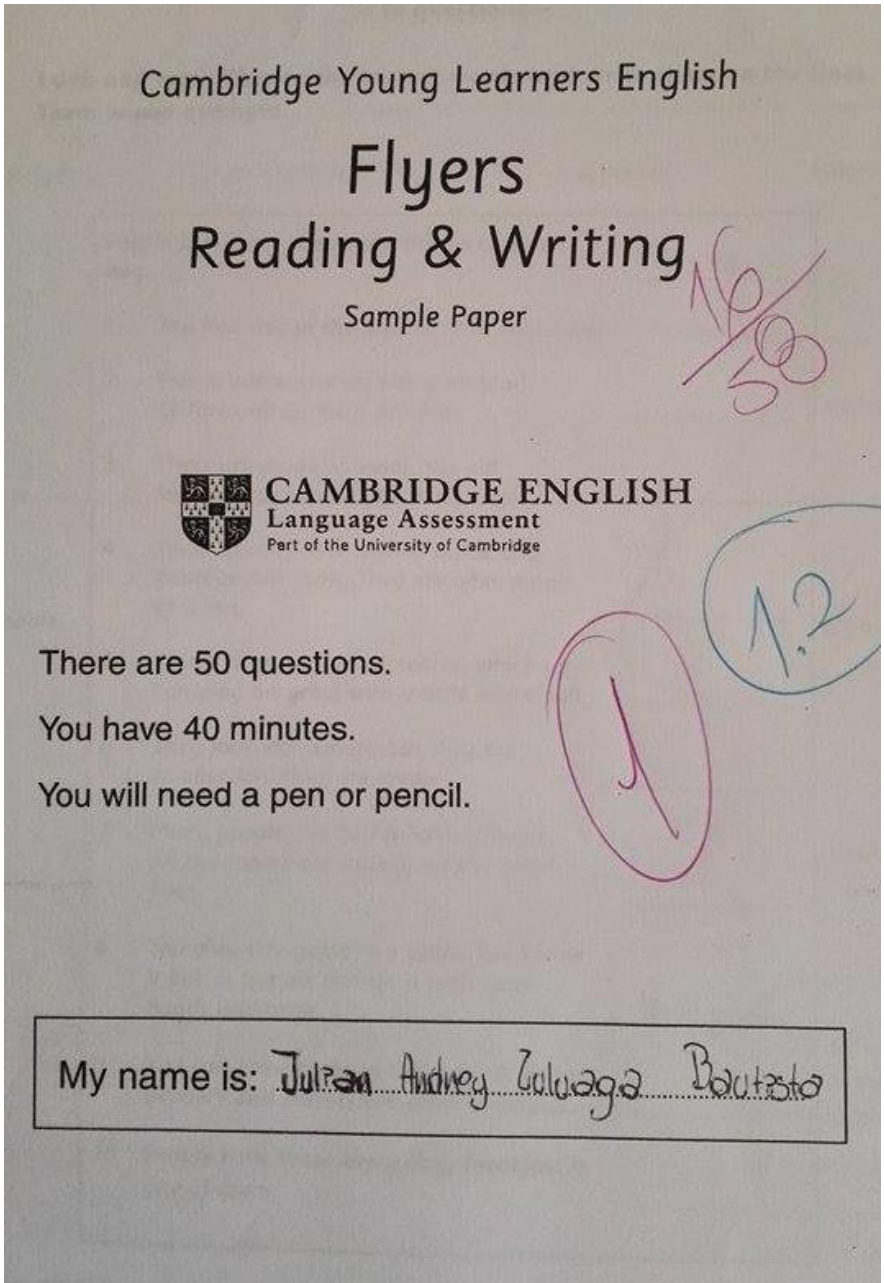
Annexes

Annex 1 (First test applied)


Cambridge Young Learners English

Flyers

Reading & Writing

Sample Paper

16/50

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

1.2

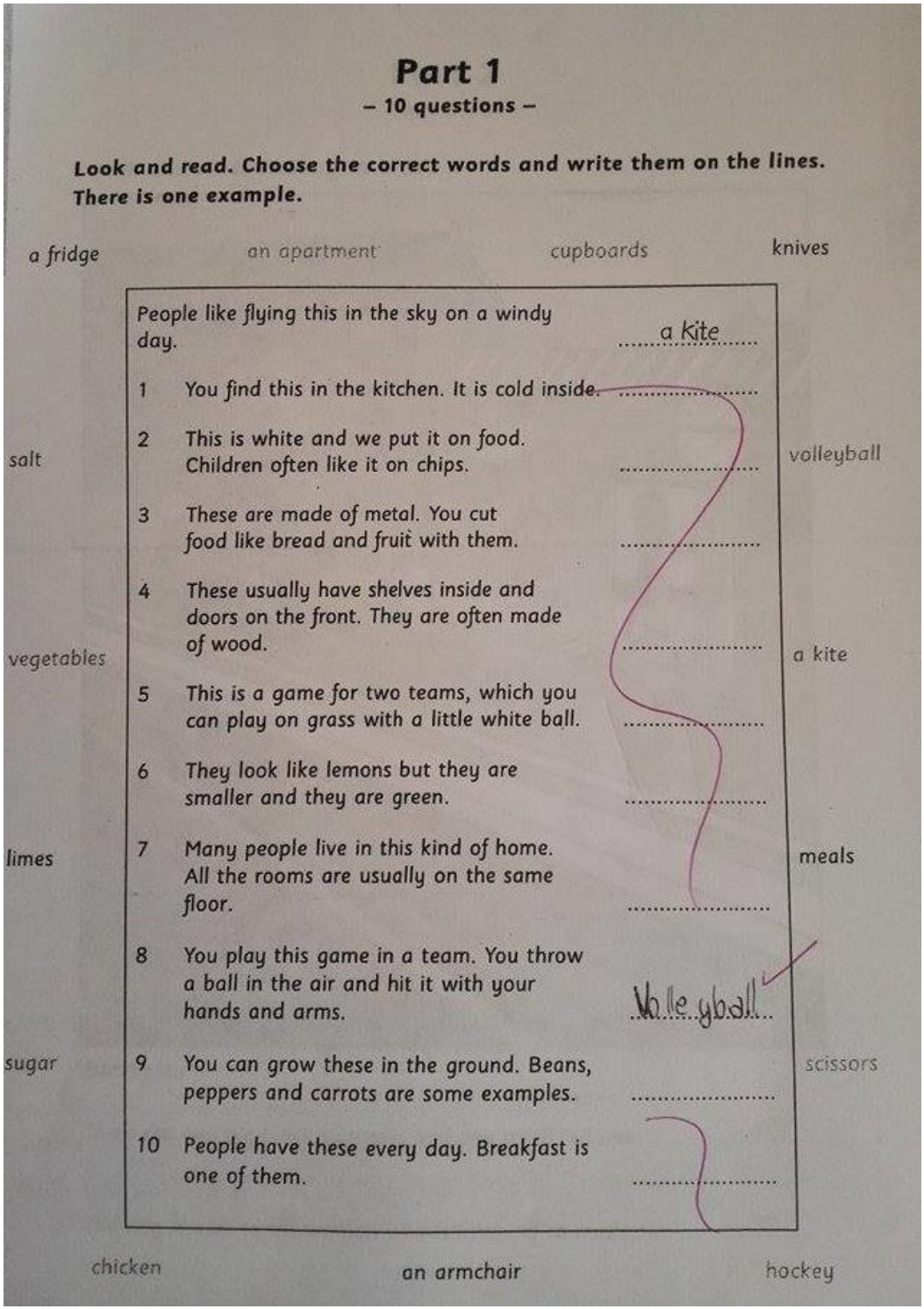
There are 50 questions.

You have 40 minutes.

You will need a pen or pencil.

1

My name is: Julian Andrey Zuluaga Bautista



Part 1

– 10 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

a fridge an apartment cupboards knives

	People like flying this in the sky on a windy day.	a kite
1	You find this in the kitchen. It is cold inside.	.....
2	This is white and we put it on food. Children often like it on chips.	.....
3	These are made of metal. You cut food like bread and fruit with them.	.....
4	These usually have shelves inside and doors on the front. They are often made of wood.	.....
5	This is a game for two teams, which you can play on grass with a little white ball.	.....
6	They look like lemons but they are smaller and they are green.	.....
7	Many people live in this kind of home. All the rooms are usually on the same floor.	.....
8	You play this game in a team. You throw a ball in the air and hit it with your hands and arms.	Volleyball
9	You can grow these in the ground. Beans, peppers and carrots are some examples.	.....
10	People have these every day. Breakfast is one of them.	.....

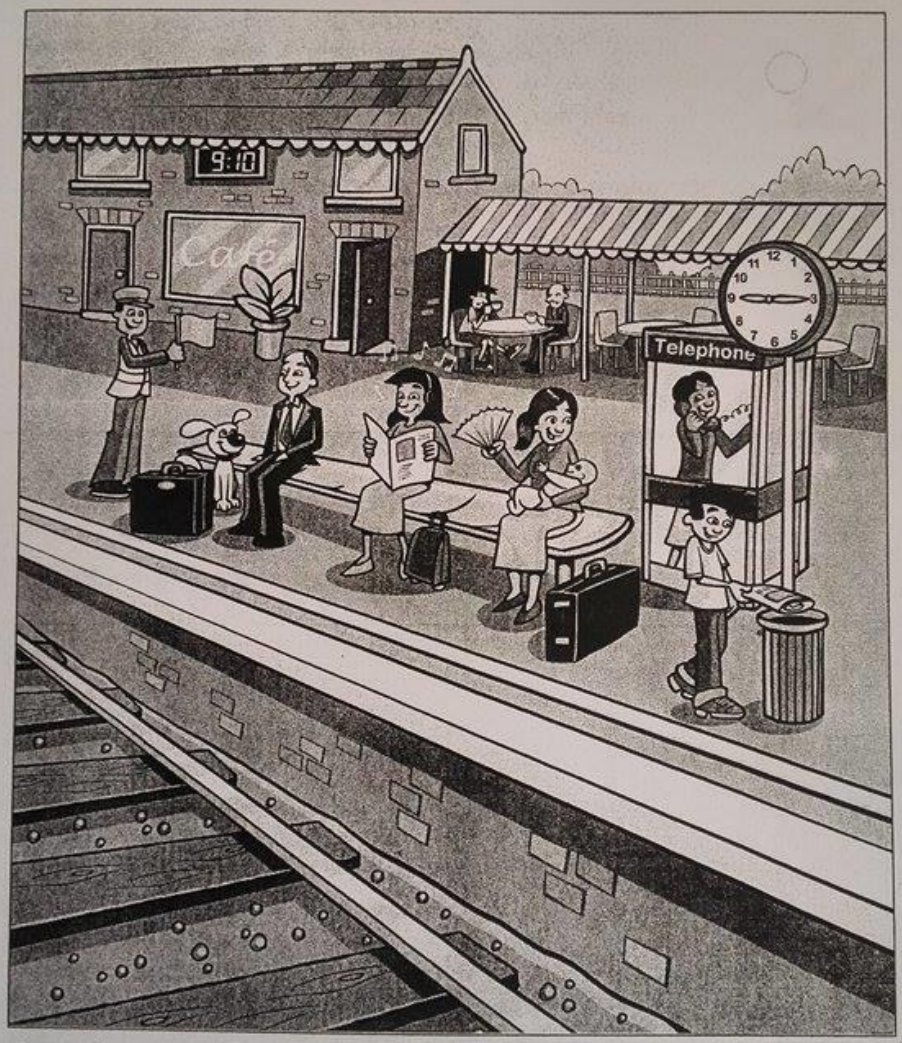
salt volleyball vegetables a kite limes meals sugar scissors

chicken an armchair hockey

Part 2

– 7 questions –

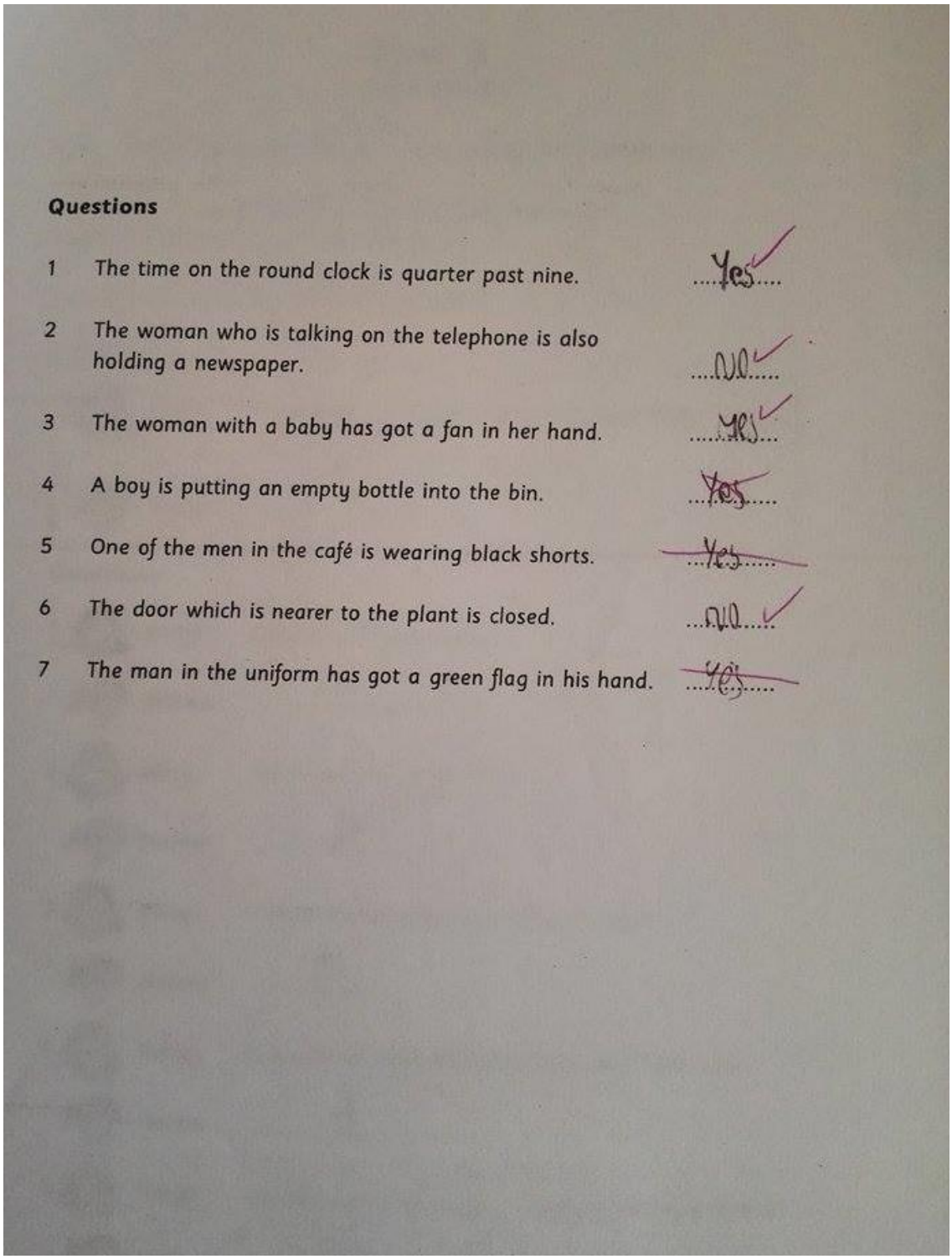
Look and read. Write yes or no.



Examples

There are two big black suitcases and one small red one. ....yes....

The dog is next to the woman who is listening to music. ....no....



Questions

1 The time on the round clock is quarter past nine. ....Yes....

2 The woman who is talking on the telephone is also holding a newspaper. ....no....

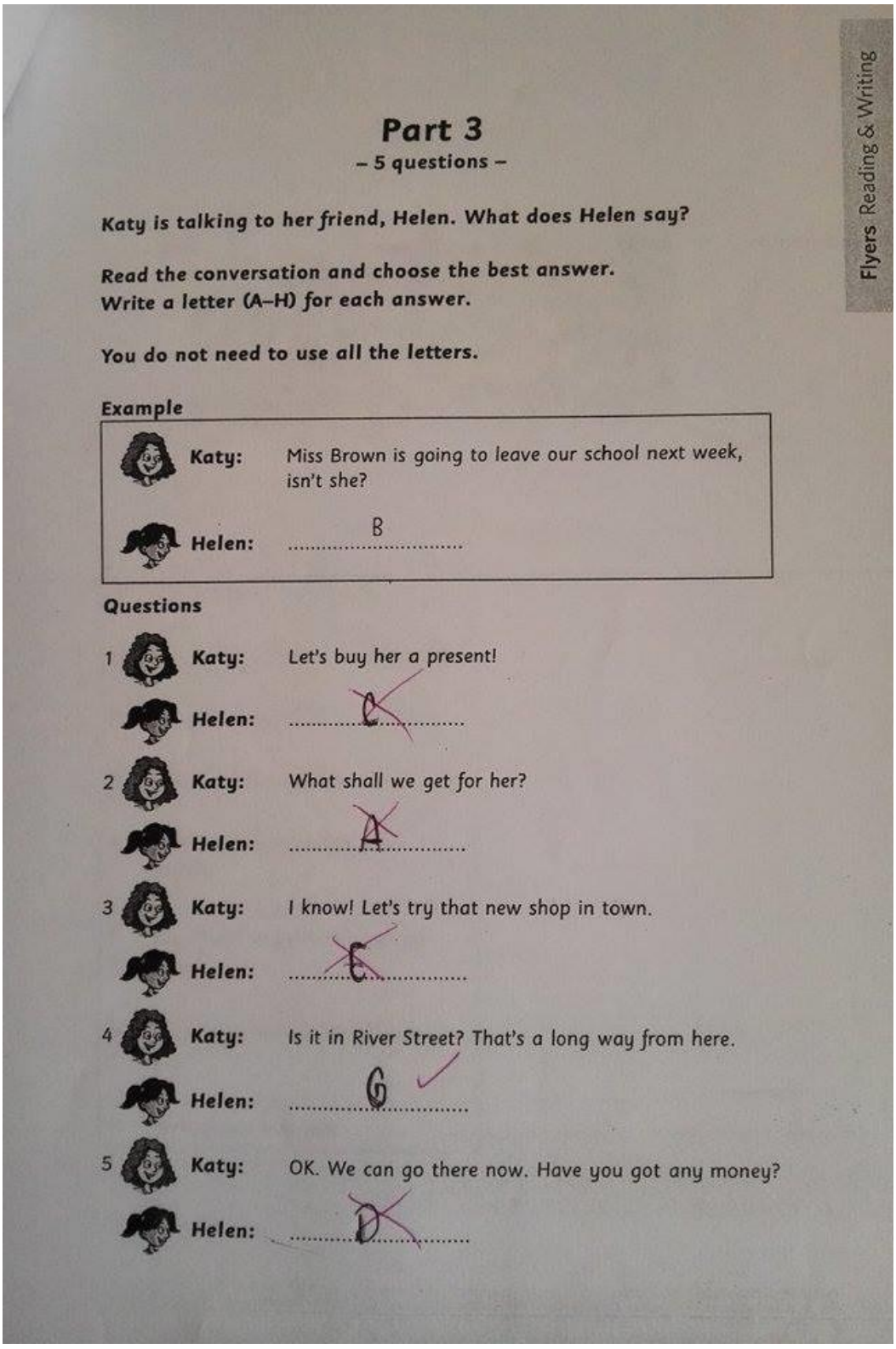
3 The woman with a baby has got a fan in her hand. ....Yes...

4 A boy is putting an empty bottle into the bin. ...Yes....

5 One of the men in the café is wearing black shorts. ...Yes....

6 The door which is nearer to the plant is closed. ...no....

7 The man in the uniform has got a green flag in his hand. ....Yes....



Flyers Reading & Writing

Part 3

– 5 questions –

Katy is talking to her friend, Helen. What does Helen say?

Read the conversation and choose the best answer.
Write a letter (A–H) for each answer.

You do not need to use all the letters.

Example

Katy: Miss Brown is going to leave our school next week, isn't she?

Helen: B

Questions

1 **Katy:** Let's buy her a present!

Helen: C

2 **Katy:** What shall we get for her?

Helen: A

3 **Katy:** I know! Let's try that new shop in town.

Helen: E

4 **Katy:** Is it in River Street? That's a long way from here.

Helen: G

5 **Katy:** OK. We can go there now. Have you got any money?

Helen: D

Part 4

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

My aunt went on holiday last .....month..... but she couldn't take her cat, Tiger, to a hotel with her, so he stayed with us. My aunt gave us some food for Tiger and Mum put it in the hall. Most of the time, Tiger enjoyed **(1)** ..... in our garden, but at dinner time he always came into the hall to eat. On Saturday afternoon, Mum said to me, "Can you give Tiger his food today because I have to go out?"

"Of course, Mum," I answered and at five o'clock I went

(2) .....closed..... to call him.

"Tiger! Tiger! Time to eat!"

But he didn't come. I wanted to watch a TV programme in the living room so I **(3)** .....ready..... a window for Tiger to come in. Ten minutes later, I heard something strange and I **(4)** .....ran..... into the hall. When I got there, Tiger and three other cats from our street were all eating their dinner from his **(5)** ..... !

A	Yes, she did.
B	Yes, that's right! **(Example)**
C	Oh yes, the one near the hospital.
D	OK. She'd like that!
E	I don't know. It's difficult to choose.
F	No, I need to go home and get some.
G	Yes it is, so we'll have to go by bus.
H	He had one last year.

example				
month	sleep	outside	torch	ran
ready	closed	bowl	sleeping	opened

(6) Now choose the best name for the story.

Tick one box.

Tiger goes to a hotel ☐

Tiger' s dinner party ☐

Tiger runs away ☐

Part 5

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Emma's favourite doll

My name is Betty and I have a little sister called Emma. She has lots of dolls, but her favourite one is called Daisy. Mum and Dad gave it to her when she was a baby and she takes it everywhere with her. She takes it to school and to her bedroom and when we sit down to eat, the doll always sits next to Emma.

Last Sunday, our family went to the park to have a picnic. We took our dog, Treasure, with us and of course, Emma took Daisy too. There were a lot of people in the park because it was sunny. We found a place near the lake to have our picnic. After lunch, Emma and I went on the swings. After a few minutes, Emma said to me, "Betty, I want Daisy on the swing with me. Can you go and get her for me?" "OK!" I answered.

But when I went back to our picnic, Daisy wasn't there. "Mum!" I shouted, "we've lost Daisy!" Dad looked in all the bags and Mum and I looked under our sweaters and other things, but we couldn't find her. I went to tell Emma the bad news, but when I got there, I saw Treasure. He carried Daisy carefully in his mouth. "Look!" said Emma, "Treasure has brought Daisy to play with me. He's very kind."

Examples

Betty has a little sister called Emma.

Daisy is Emma's favourite doll.

Questions

1 Emma got the doll when she has lost of dolls.

2 Daisy always sits nex to Emma when she eats.

3 The family had a Picnic in the park on Sunday.

4 The park was full of people because It as sunny.

5 Emma and Betty played on _____ after lunch.

6 Mum and Betty looked everywhere, but they _____ the doll.

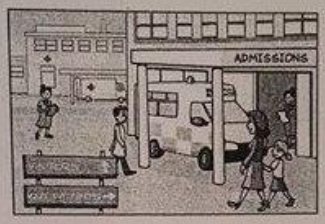
7 _____ brought the doll to Emma.

Part 6

– 10 questions –

Read the text. Choose the right words and write them on the lines.

Hospitals



Example When we think of ...a... hospital, perhaps we only think of

1 doctors and nurses there, but other people ...work's..... there too.

2 They all do important jobs. ...There..... are secretaries, cooks and engineers. In hospitals with a lot of children, they have teachers

3 who give ....them..... lessons when they can't go to school. Some

4 people go to hospital .....just..... for one day, but other people

5 need to ....stay..... there for a longer time. If you go to hospital,

6 sometimes you .....must..... to wait a long time before you see the

7 doctor .....because doctors have a lot of work to do. If you are in

8 hospital for a long time, you need to take clothes and ....some books or comics to read. Often your friends and family bring you

9 cards and flowers .....or..... they visit you. Hospitals are full of

10 people .....who..... want to help you, but most of us still want to go home quickly.

Example	a	an	the
1	work	works	working
2	That	There	Someone
3	this	these	them
4	just	still	already
5	stay	stays	staying
6	have	must	should
7	but	because	if
8	much	some	every
9	than	when	or
10	who	which	what

Part 7

– 5 questions –

Read the letter and write the missing words. Write one word on each line.

Dear Camera Club,

Example I have read about the competition in your magazine.

1 I am sending you a photo that I ..... with my

2 camera in London last year. The picture is .....

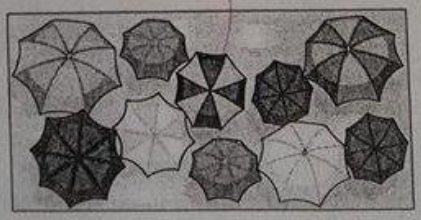
3 "Sea of Umbrellas". That day ..... very wet, so everyone had an umbrella. It looked like a sea of umbrellas.

4 Please can you send it back to me ..... you have finished with it? I have written my name and address

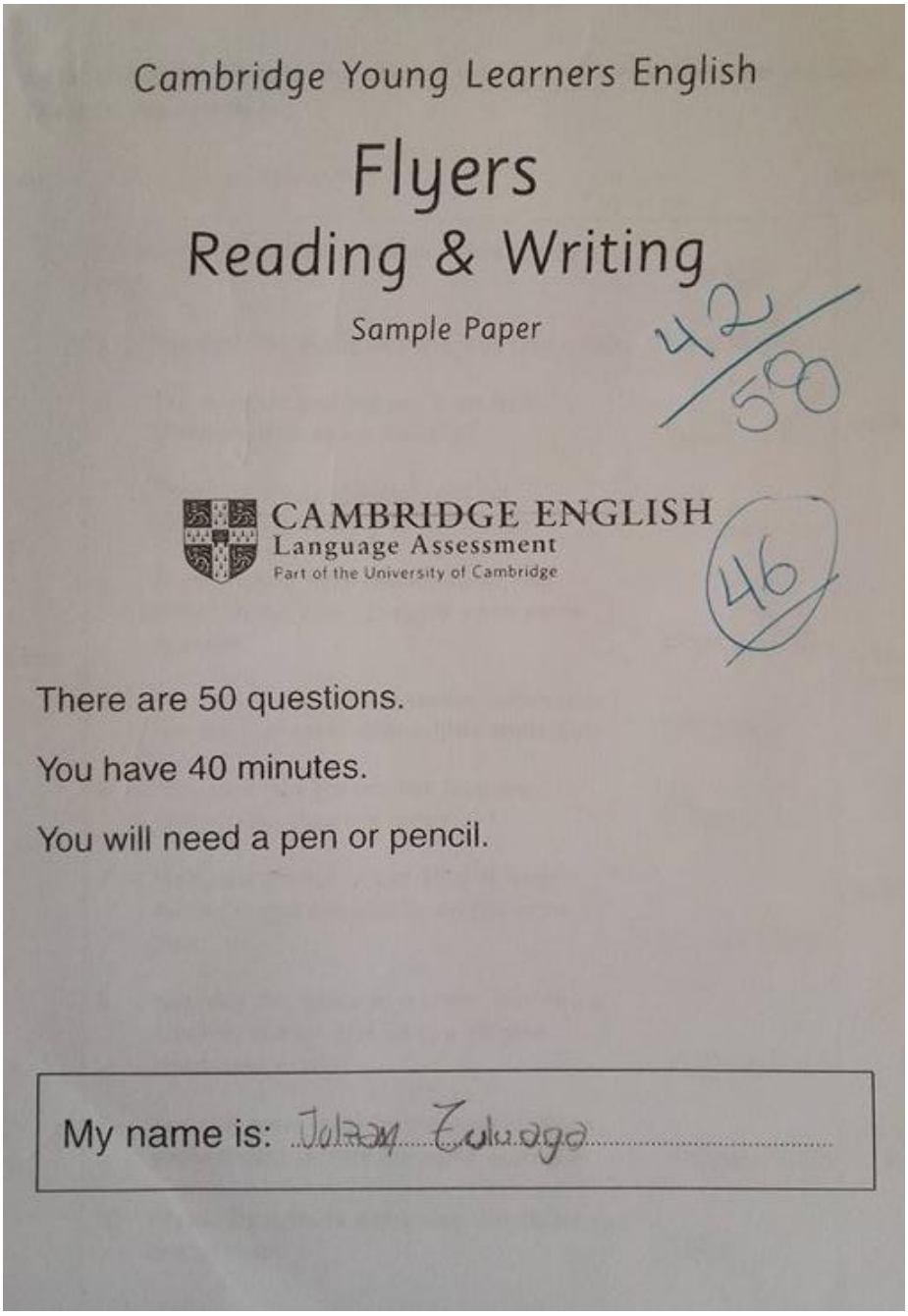
5 ..... the back.

from

Harry Green



Annexes 2 (Second test applied)



Cambridge Young Learners English

Flyers

Reading & Writing

Sample Paper

42/50

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

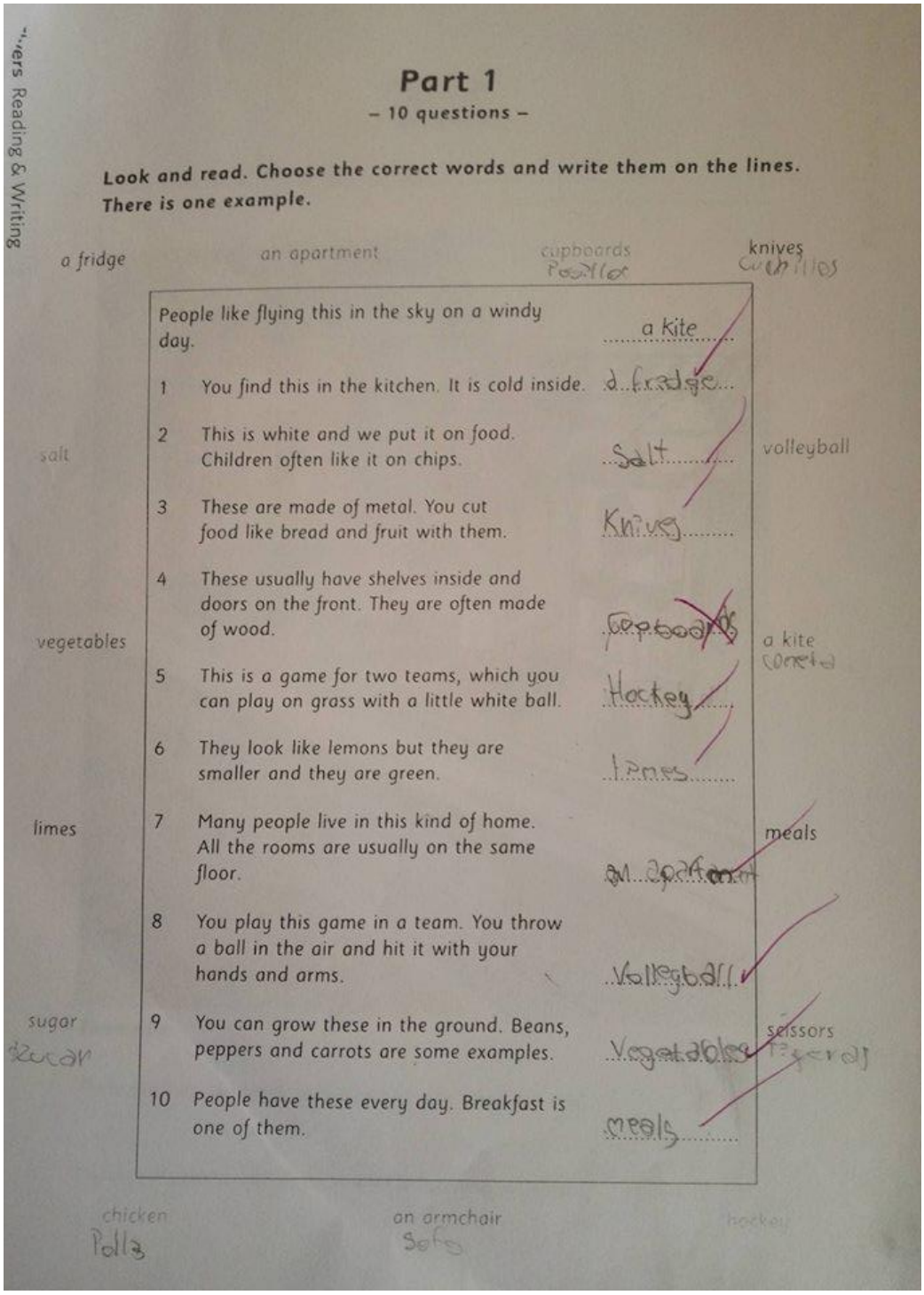
46

There are 50 questions.

You have 40 minutes.

You will need a pen or pencil.

My name is: Julian Eduardo



...ers Reading & Writing

Part 1

– 10 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

a fridge an apartment cupboards knives

	People like flying this in the sky on a windy day.	a kite
1	You find this in the kitchen. It is cold inside.	a fridge
2	This is white and we put it on food. Children often like it on chips.	salt
3	These are made of metal. You cut food like bread and fruit with them.	knives
4	These usually have shelves inside and doors on the front. They are often made of wood.	cupboards
5	This is a game for two teams, which you can play on grass with a little white ball.	Hockey
6	They look like lemons but they are smaller and they are green.	limes
7	Many people live in this kind of home. All the rooms are usually on the same floor.	an apartment
8	You play this game in a team. You throw a ball in the air and hit it with your hands and arms.	Volleyball
9	You can grow these in the ground. Beans, peppers and carrots are some examples.	Vegetables
10	People have these every day. Breakfast is one of them.	meals

salt vegetables limes sugar

volleyball a kite meals scissors

chicken an armchair hockey

Part 2

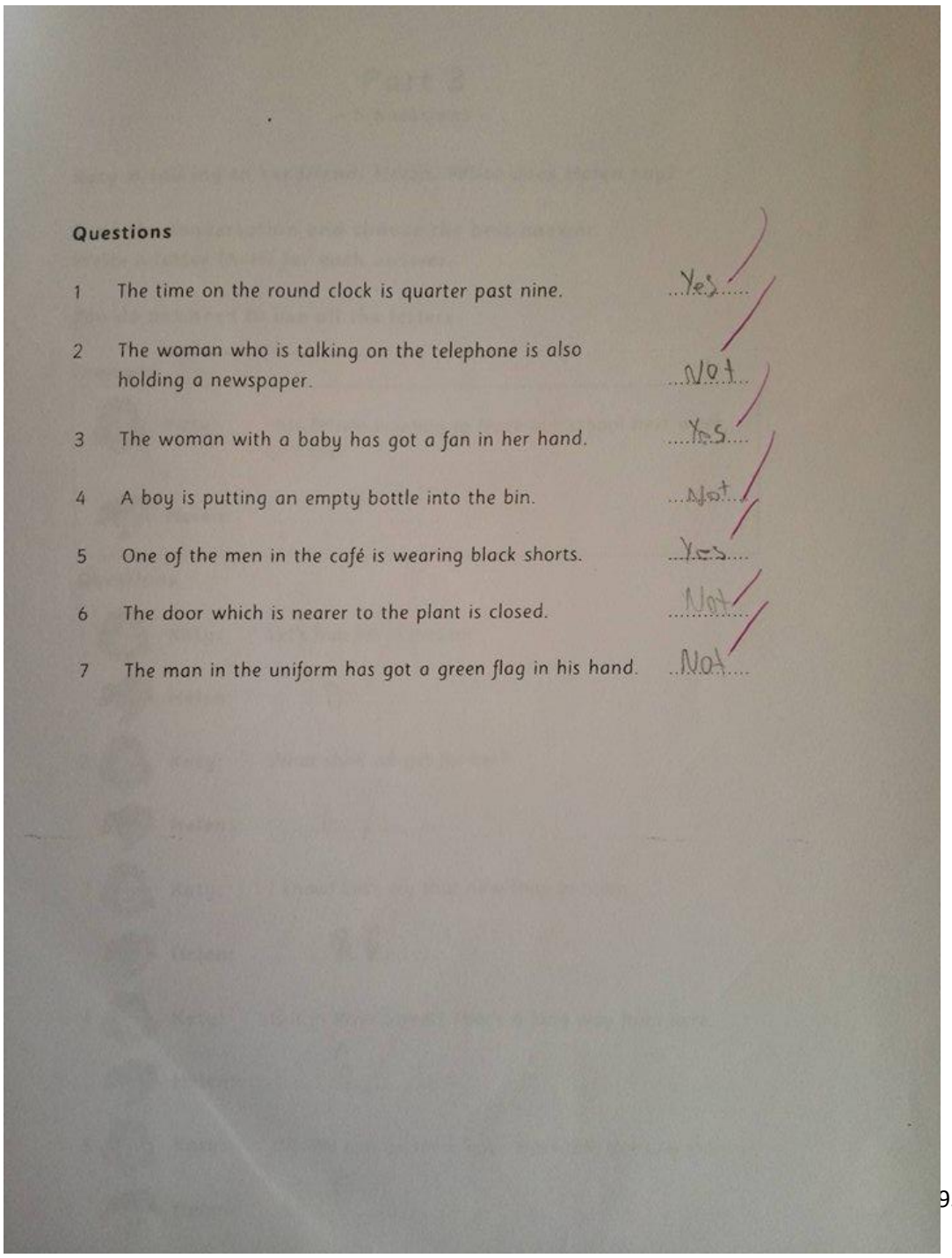
– 7 questions –

Look and read. Write yes or no.

Examples

There are two big black suitcases and one small red one. yes

The dog is next to the woman who is listening to music. no



Questions

1 The time on the round clock is quarter past nine. ...Yes.....

2 The woman who is talking on the telephone is also holding a newspaper. ...Not...

3 The woman with a baby has got a fan in her hand. ....Yes....

4 A boy is putting an empty bottle into the bin. ...Not...

5 One of the men in the café is wearing black shorts. ...Yes....

6 The door which is nearer to the plant is closed. ...Not.....

7 The man in the uniform has got a green flag in his hand. ..Not....

Part 3

– 5 questions –

Katy is talking to her friend, Helen. What does Helen say?

Read the conversation and choose the best answer.
Write a letter (A–H) for each answer.

You do not need to use all the letters.

Example

Katy: Miss Brown is going to leave our school next week, isn't she?

Helen: B

Questions

1
Katy: Let's buy her a present!

Helen: D

2
Katy: What shall we get for her?

Helen: E

3
Katy: I know! Let's try that new shop in town.

Helen: A G

4
Katy: Is it in River Street? That's a long way from here.

Helen: C

5
Katy: OK. We can go there now. Have you got any money?

Helen: F

A	Yes, she did.	
B	Yes, that's right!	**(Example)**
C	Oh yes, the one near the hospital.	
D	OK. She'd like that!	
E	I don't know. It's difficult to choose.	
F	No, I need to go home and get some.	
G	Yes it is, so we'll have to go by bus.	
H	He had one last year.	

Part 4

– 6 questions –

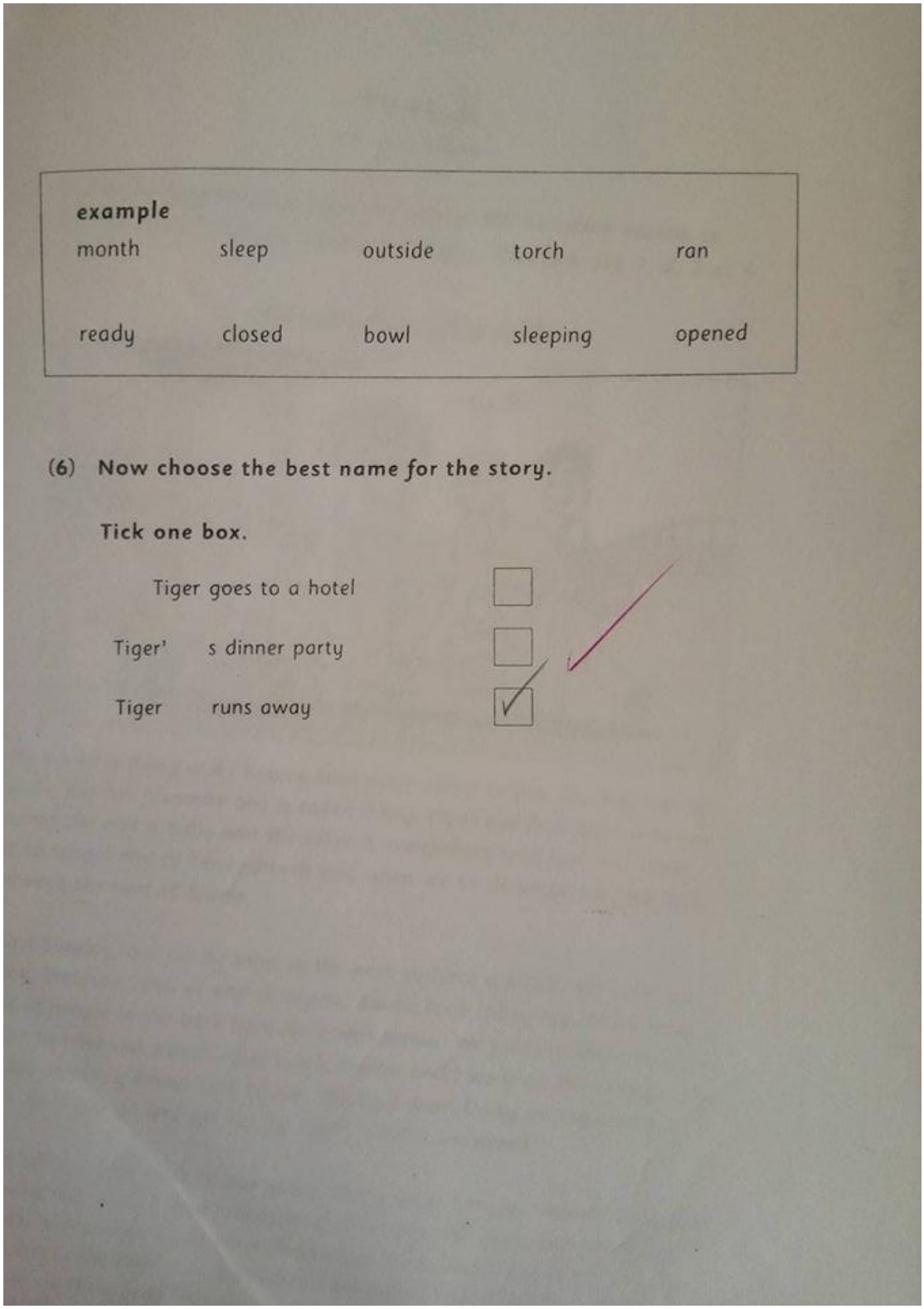
Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

My aunt went on holiday last month but she couldn't take her cat, Tiger, to a hotel with her, so he stayed with us. My aunt gave us some food for Tiger and Mum put it in the hall. Most of the time, Tiger enjoyed (1) sleep in our garden, but at dinner time he always came into the hall to eat. On Saturday afternoon, Mum said to me, "Can you give Tiger his food today because I have to go out?"

"Of course, Mum," I answered and at five o'clock I went (2) outside to call him.

"Tiger! Tiger! Time to eat!"

But he didn't come. I wanted to watch a TV programme in the living room so I (3) opened a window for Tiger to come in. Ten minutes later, I heard something strange and I (4) ran into the hall. When I got there, Tiger and three other cats from our street were all eating their dinner from his (5) bowl !



example

month	sleep	outside	torch	ran
ready	closed	bowl	sleeping	opened

(6) **Now choose the best name for the story.**

Tick one box.

Tiger goes to a hotel ☐

Tiger's dinner party ☐

Tiger runs away ☑

Part 5

– 7 questions –

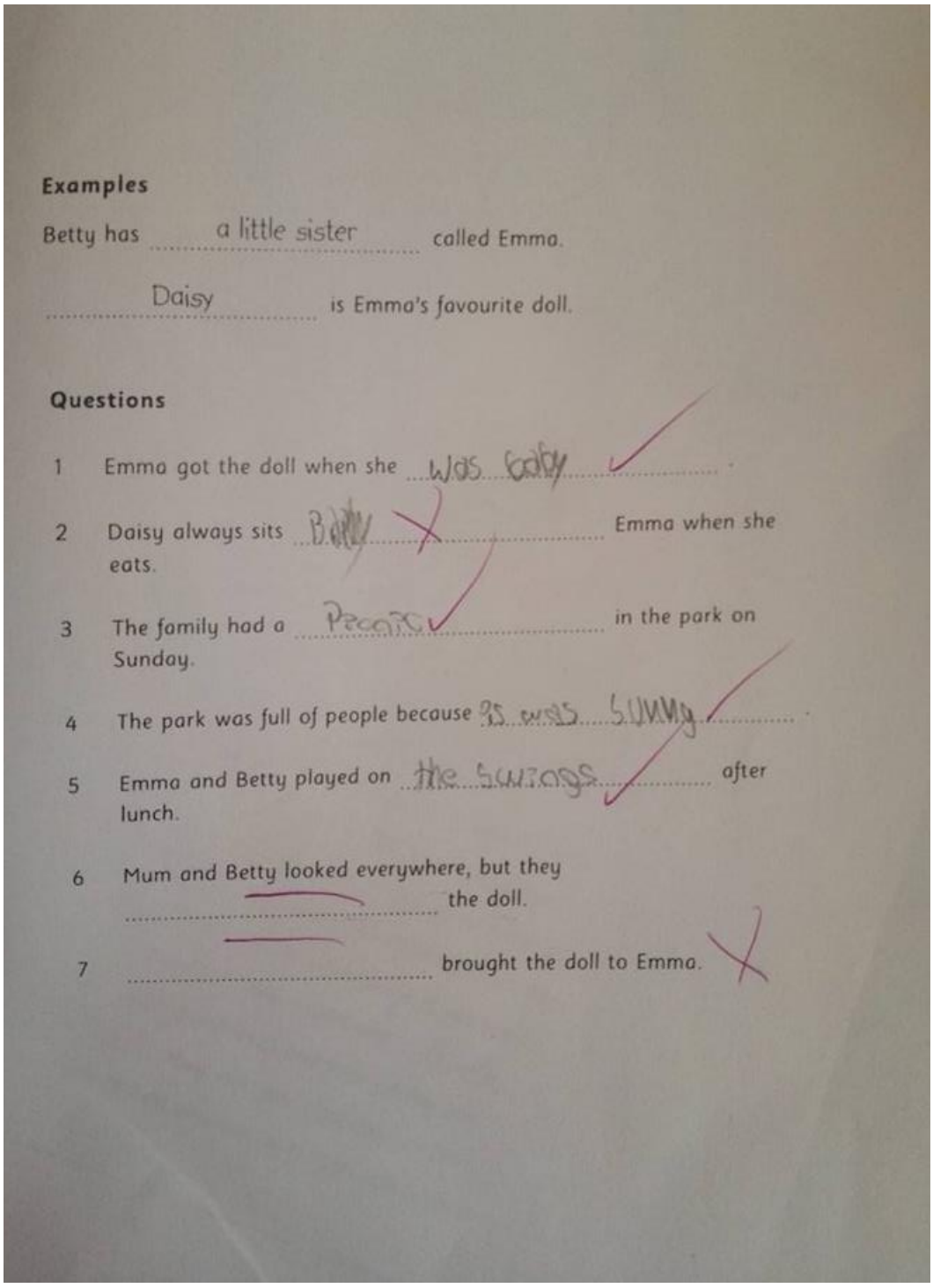
Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Emma's favourite doll

My name is Betty and I have a little sister called Emma. She has lots of dolls, but her favourite one is called Daisy. Mum and Dad gave it to her when she was a baby and she takes it everywhere with her. She takes it to school and to her bedroom and when we sit down to eat, the doll always sits next to Emma.

Last Sunday, our family went to the park to have a picnic. We took our dog, Treasure, with us and of course, Emma took Daisy too. There were a lot of people in the park because it was sunny. We found a place near the lake to have our picnic. After lunch, Emma and I went on the swings. After a few minutes, Emma said to me, "Betty, I want Daisy on the swing with me. Can you go and get her for me?" "OK!" I answered.

But when I went back to our picnic, Daisy wasn't there. "Mum!" I shouted, "we've lost Daisy!" Dad looked in all the bags and Mum and I looked under our sweaters and other things, but we couldn't find her. I went to tell Emma the bad news, but when I got there, I saw Treasure. He carried Daisy carefully in his mouth. "Look!" said Emma, "Treasure has brought Daisy to play with me. He's very kind."



Examples

Betty has a little sister called Emma.

Daisy is Emma's favourite doll.

Questions

1 Emma got the doll when she was baby.

2 Daisy always sits Betty Emma when she eats.

3 The family had a Picnic in the park on Sunday.

4 The park was full of people because is was sunny.

5 Emma and Betty played on the swings after lunch.

6 Mum and Betty looked everywhere, but they ..... the doll.

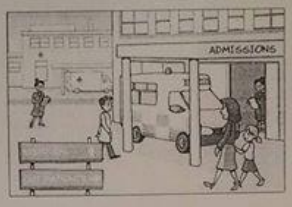
7 ..... brought the doll to Emma.

Part 6

– 10 questions –

Read the text. Choose the right words and write them on the lines.

Hospitals



Example When we think of ..a.. hospital, perhaps we only think of

1 doctors and nurses there, but other people ..works.. there too.

2 They all do important jobs. ..There.. are secretaries, cooks and

engineers. In hospitals with a lot of children, they have teachers

3 who give ..them.. lessons when they can't go to school. Some

4 people go to hospital ..just.. for one day, but other people

5 need to ..stay.. there for a longer time. If you go to hospital,

6 sometimes you ..should.. to wait a long time before you see the

7 doctor ..because.. doctors have a lot of work to do. If you are in

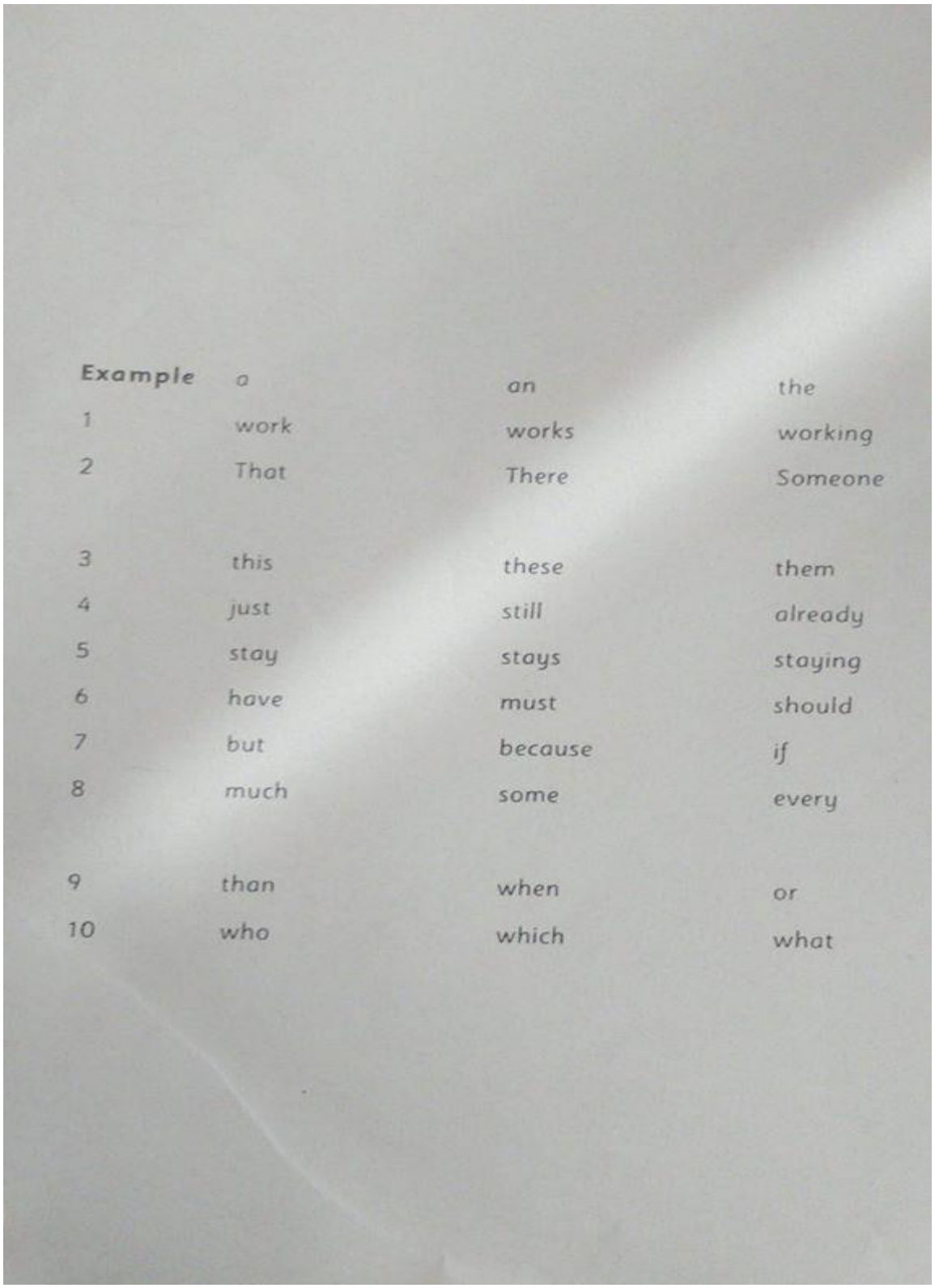
8 hospital for a long time, you need to take clothes and ..some..

books or comics to read. Often your friends and family bring you

9 cards and flowers ..when.. they visit you. Hospitals are full of

10 people ..who.. want to help you, but most of us still want to

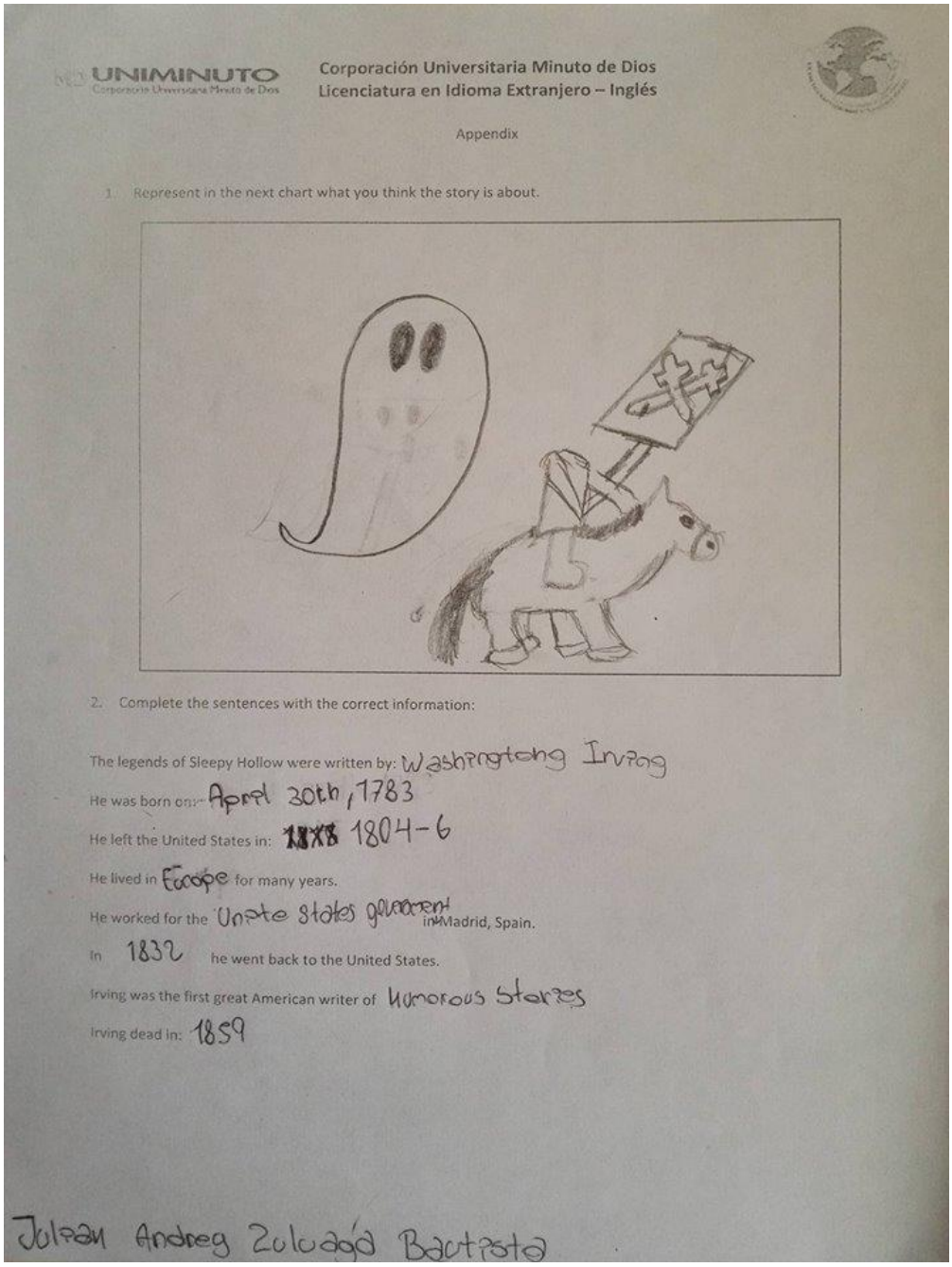
go home quickly.



Example	a	an	the
1	work	works	working
2	That	There	Someone
3	this	these	them
4	just	still	already
5	stay	stays	staying
6	have	must	should
7	but	because	if
8	much	some	every
9	than	when	or
10	who	which	what

Annexes 3 (Artifacts)

Activities in class



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Appendix

1. Represent in the next chart what you think the story is about.

2. Complete the sentences with the correct information:

The legends of Sleepy Hollow were written by: Washingtong Irving

He was born on: April 30th, 1783

He left the United States in: ~~1818~~ 1804-6

He lived in Europe for many years.

He worked for the Unite states goverment in Madrid, Spain.

In 1832 he went back to the United States.

Irving was the first great American writer of Humorous Stories

Irving dead in: 1859

Julian Andres Zuluaga Bautista

Zharla Gonzalez Mancera 901

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Appendix

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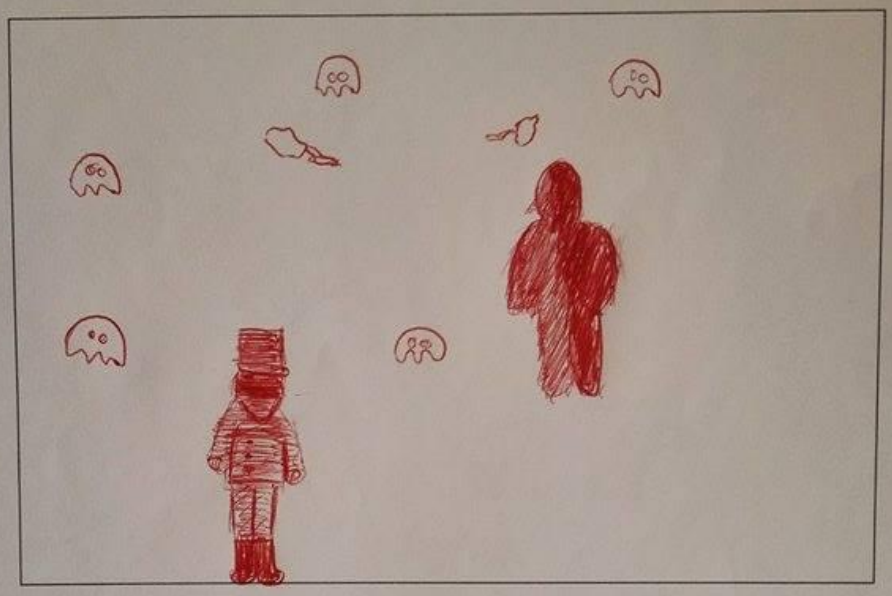

2. Complete the sentences with the correct information:

The legends of Sleepy Hollow were written by: Washington Irving

He was born on: April 30 1783.

He left the United States in: 1804 - 1806.

He lived in ~~Europa~~ Europa for many years. 1804 1806.

He worked for the governements in Madrid, Spain.

In 1832 he went back to the United States.

Irving was the first great American writer of humorus stories.

Irving dead in: 1859

Samantha Rodriguez

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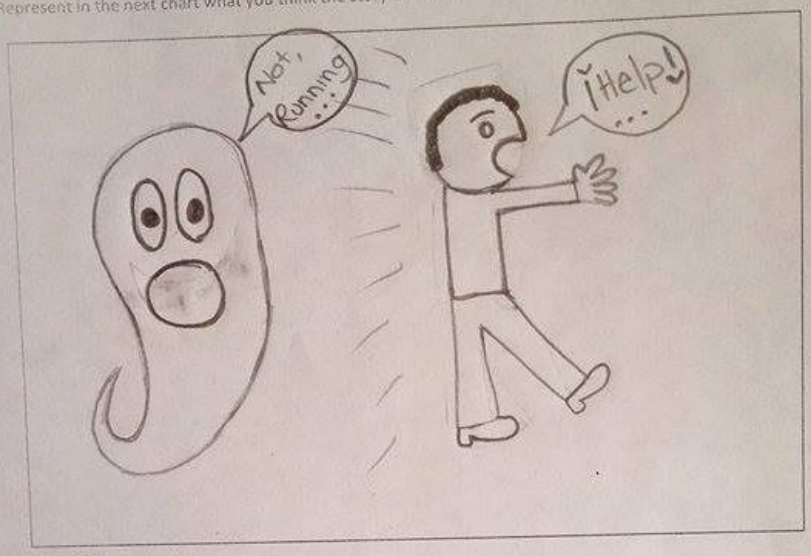

2. Complete the sentences with the correct information:

The legends of Sleepy Hollow were written by: Washington Irving.

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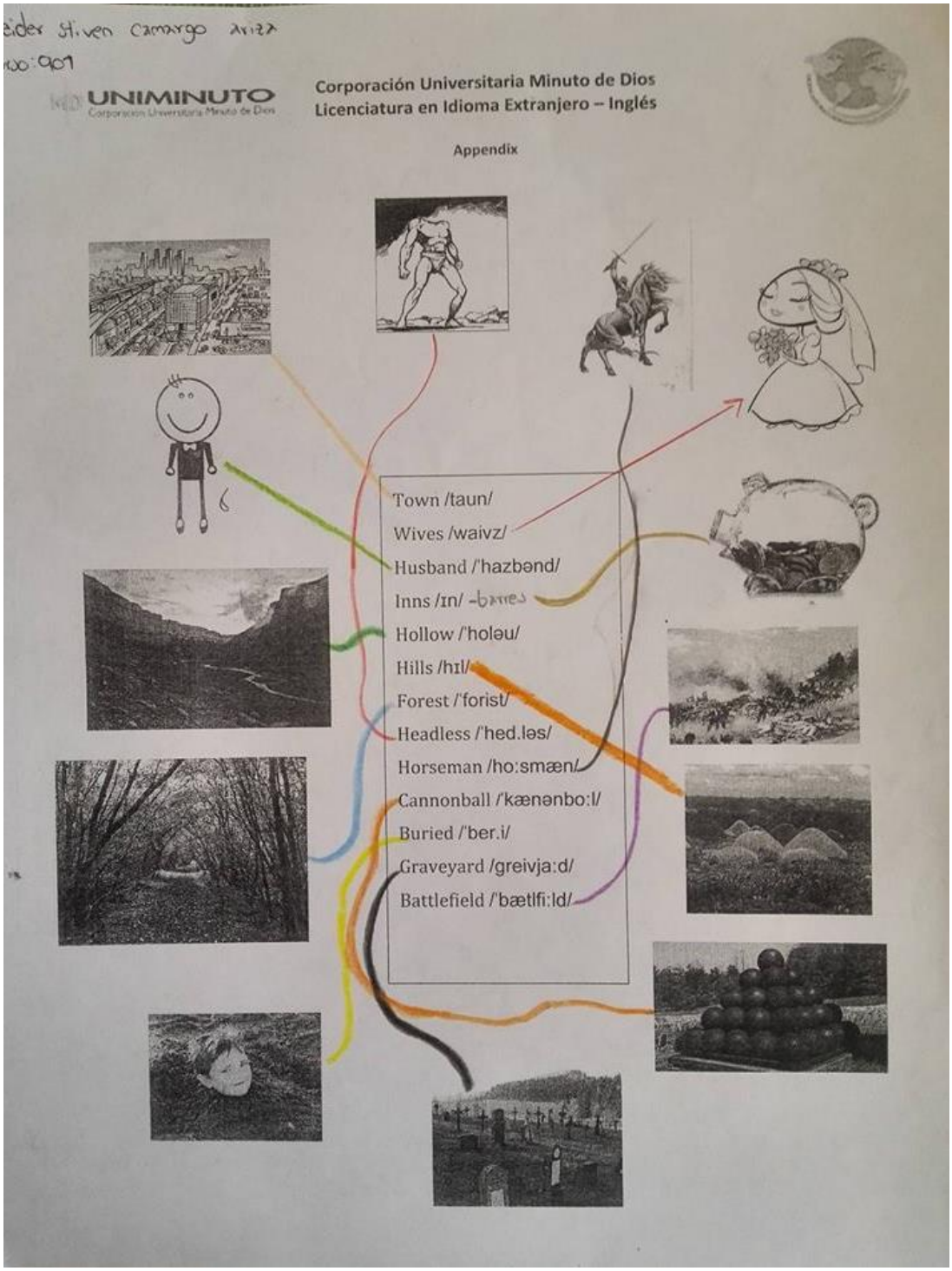
Irving dead in: 1859.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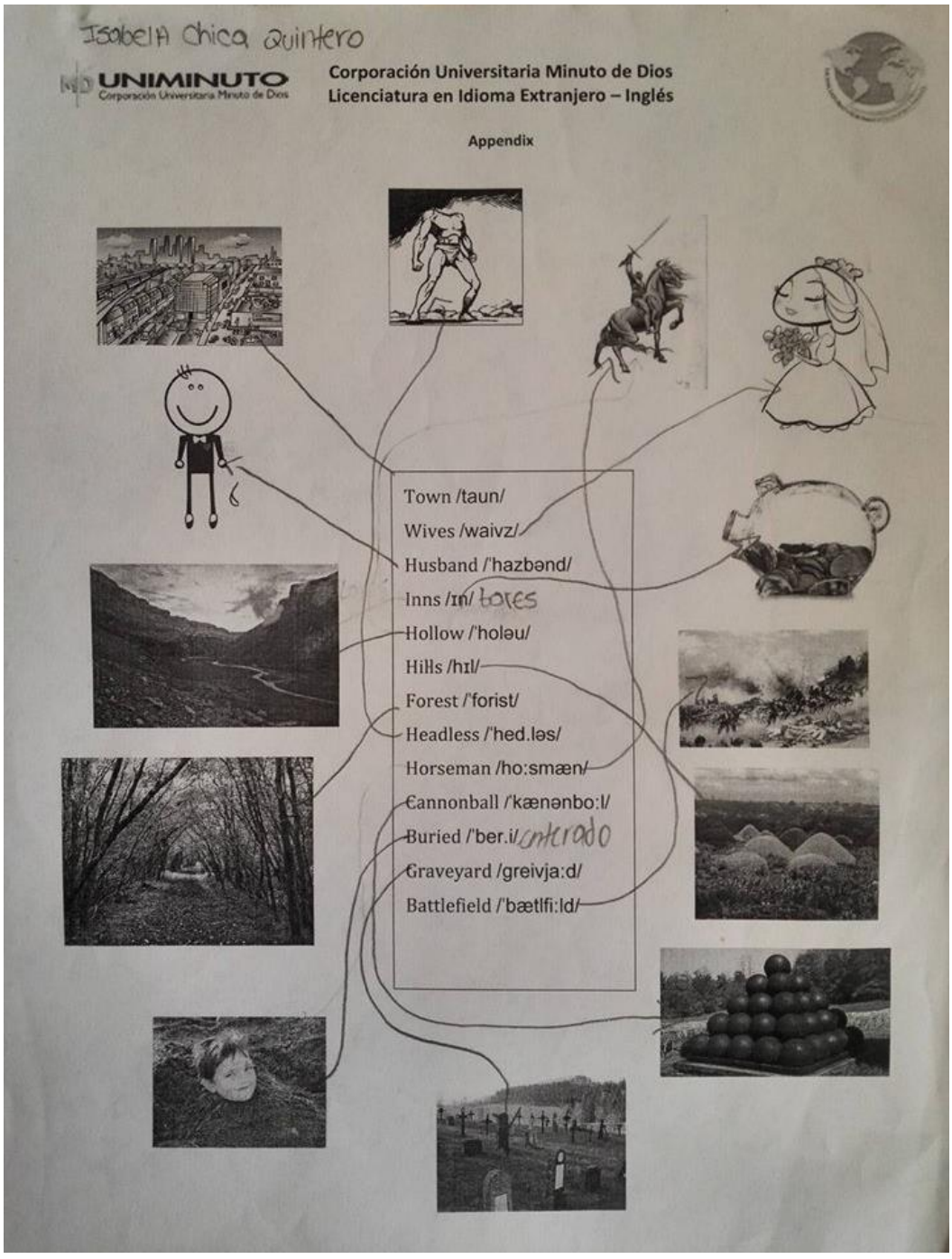
Appendix
Town /taun/
Wives /waivz/
Husband /'hazbənd/
Inns /ɪn/
Hollow /'holəu/
Hills /hɪl/
Forest /'forist/
Headless /'hed.ləs/
Horseman /ho:smæn/
Cannonball /'kænənbo:l/
Buried /'ber.i/
Graveyard /greivja:d/
Battlefield /'bætlfi:ld/


Isabela Chica Quintero
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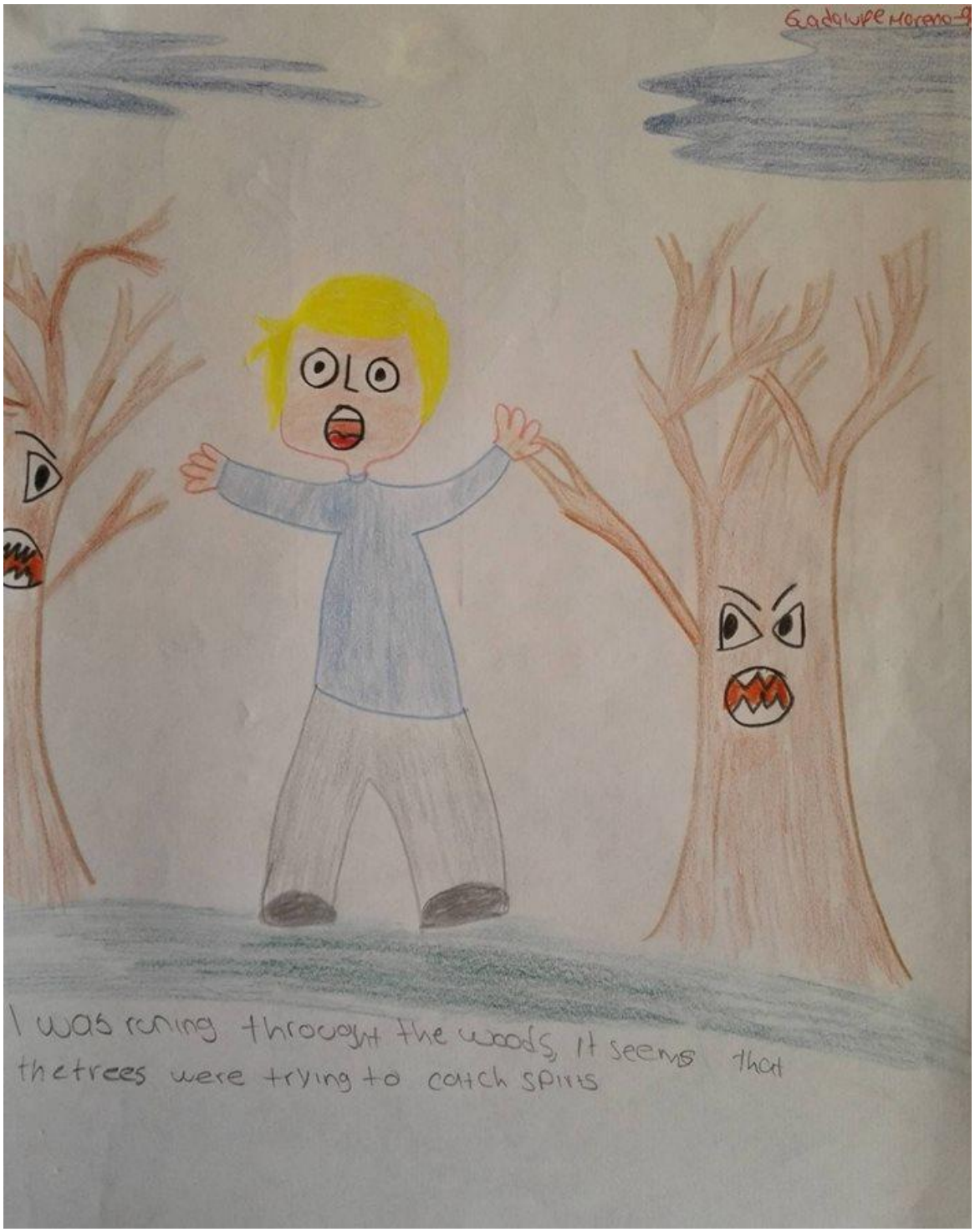
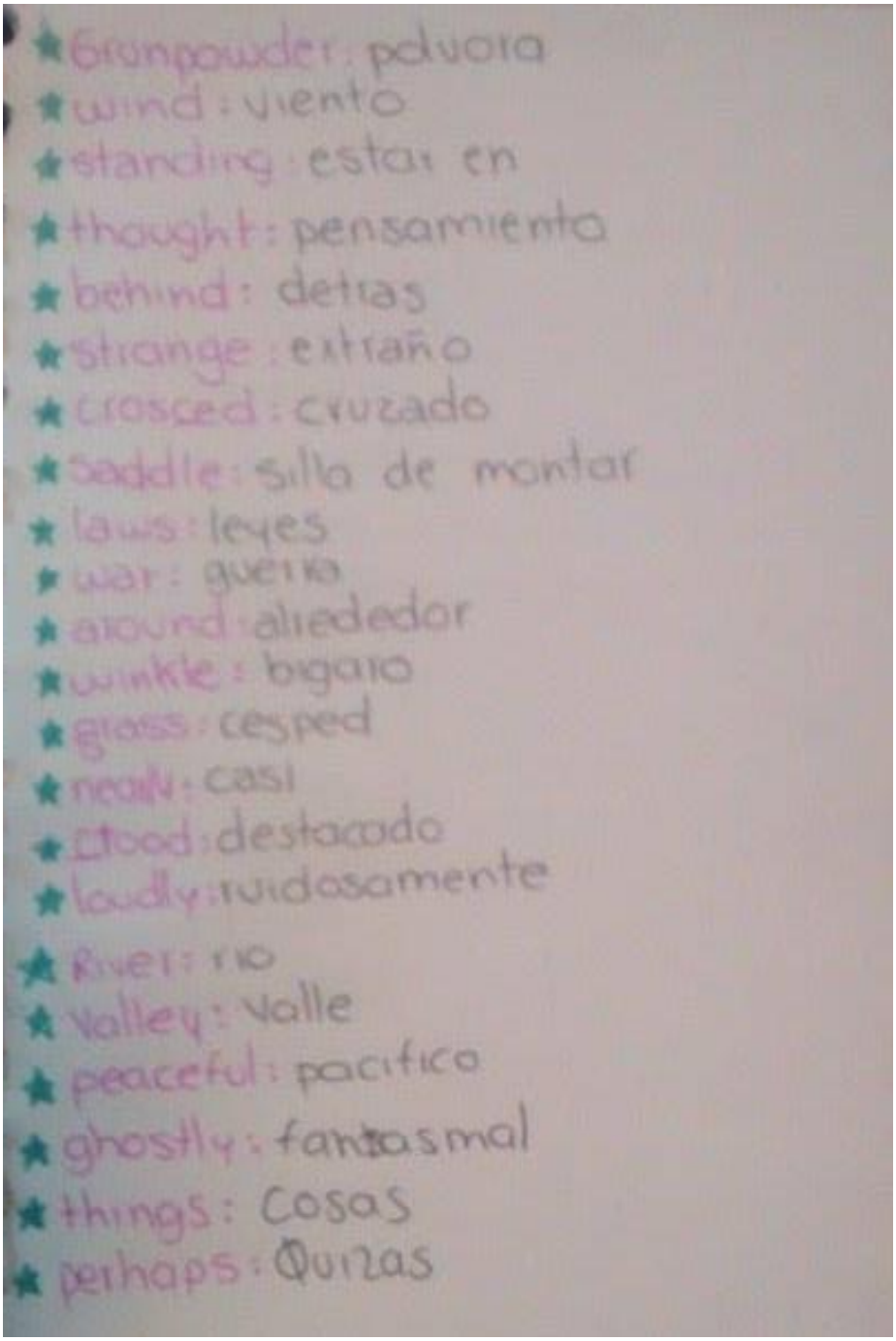
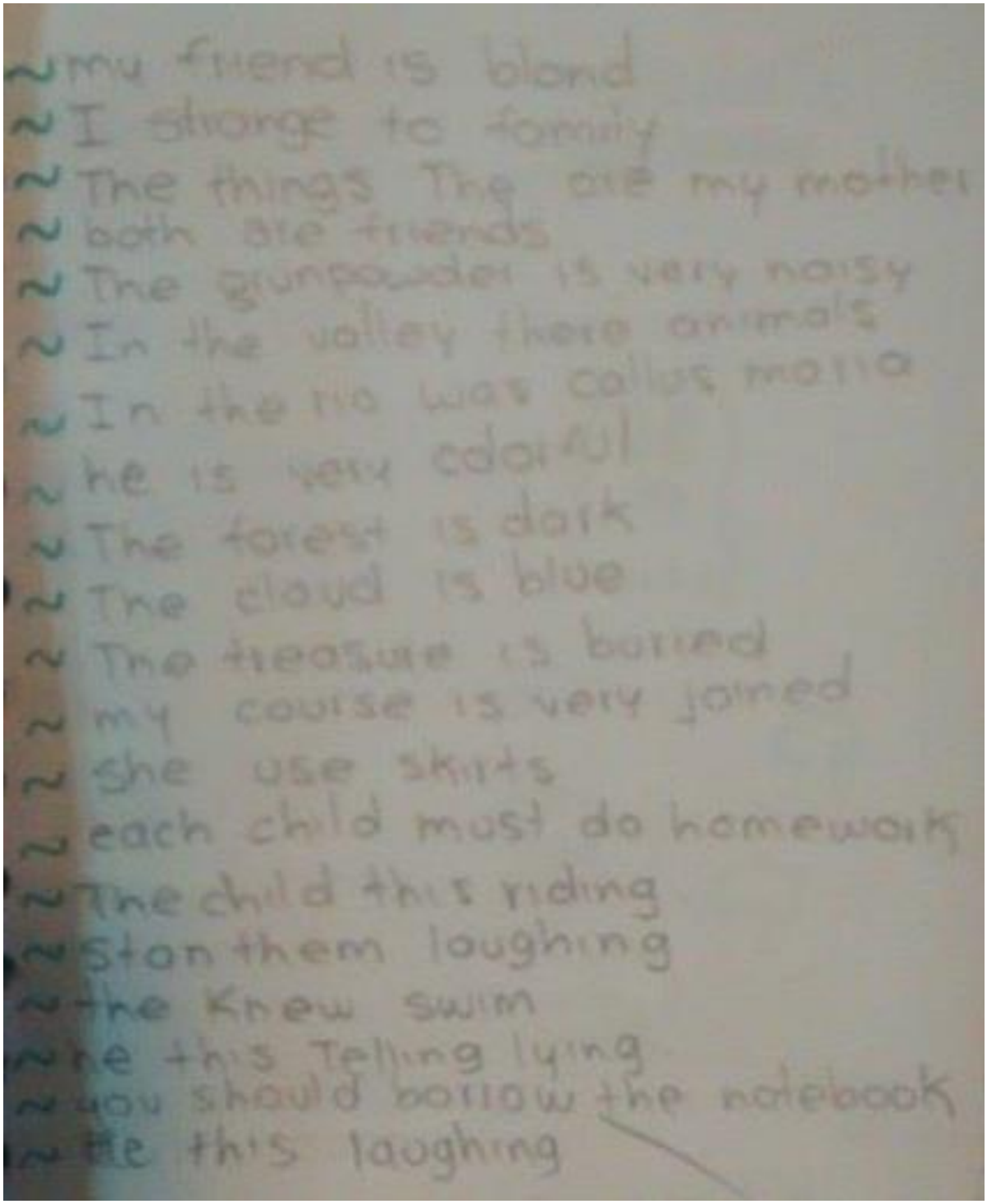
Appendix
Town /taun/
Wives /waivz/
Husband /'hazbənd/
Inns /ɪn/ bares
Hollow /'holəu/
Hills /hɪl/
Forest /'forist/
Headless /'hed.ləs/
Horseman /ho:smæn/
Cannonball /'kænənbo:l/
Buried /'ber.i/ enterado
Graveyard /greivja:d/
Battlefield /'bætlfi:ld/


Guadalupe Moreno 9
I was runing throught the woods, it seems that
the trees were trying to catch spirits

Dictionaries


Gunpowder: pólvora
wind: viento
standing: estar en
thought: pensamiento
behind: detras
strange: extraño
crossed: cruzado
saddle: silla de montar
laws: leyes
war: guerra
around: alrededor
wrinkle: bigote
grass: cesped
nearly: casi
stood: destacado
loudly: ruidosamente
River: rio
Valley: valle
peaceful: pacifico
ghostly: fantasmal
things: cosas
perhaps: Quizas


mu friend is blond
I stange to family
The things The are my mother
both are friends
The gunpowder is very noisy
In the valley there animals
In the no was callus maria
he is very cdorful
The forest is dark
The cloud is blue
The treasure is buried
my course is very joined
she use skirts
each child must do homework
The child this riding
ston them laughing
the Knew swim
he this Telling lying
you should borrow the notebook
he this laughing

ENGLISH VOCABULARY LEARNING THROUGH INTERACTIVE READING USING SHORT STORIES IN NINTH GRADERS

Annexes 4 (Field notes)

4.1

Journal Session #1

- Physical setting.

  The setting was not comfortable, because students were presented a test in which they were not prepared, they had only to put the knowledge in practice. They feel insecurity and anxious about the results they will have.

- Social environment and the way in which participants interacted within the setting

  It was necessary to make them feel relaxed saying them, the results were going to be used in a project.

- Participants and their roles in the setting.

  They were involved in the test. They were concentrated the whole lesson doing the test.

- The best observed from the perspectives of the participants.

  They feel scared about test, they have a belief test is a way in which they could fail the subject they are learning, and not to have an improvement in the process they are following.

- Close approximations of comments that relate directly to the purpose of the study.

  As it could be observed they were engaged by the test, in this way they were going to show the real knowledge they had before the implementation of the project.

- Describe any impact you might have had on the situation you observed

  They were scared about test, but beyond about their knowledge, they though it could not be enough for have a successful result.

4.2

Journal Session #2

- Physical setting.

  The setting was different in this class, it was more formal, and students had to complete activities that have allowed them to create ideas about the book and its main topic and plot.

- Social environment and the way in which participants interacted within the setting

  Students could show interest about the activities they were doing, they were interesting. They had to guess what the story is about, and even they did not know they try to draw whatever they think.

- Participants and their roles in the setting.

  They were involved in the activity drawing, and completing the main information about the book we were going to use in the project.

- The best observed from the perspectives of the participants.

  They feel comfortable, they started to know what they were going to do, what they were going to read, this have made the reading something different to they used to do.

- Close approximations of comments that relate directly to the purpose of the study.

  Students are motivated about the lecture, they started to read it, but also they want to finish it.

- Describe any impact you might have had on the situation you observed

  They can be motivated in reading, but it need to make them feel interested, so it is necessary to fulfill their interest, by choosing reading with topics they like

4.3

Journal Session #3

- Physical setting.

  Students have experienced a reading context in which they have done different activities that helped them to understand the idea of the book, and to acquire new vocabulary.

- Social environment and the way in which participants interacted within the setting

  Students took advantage in each class to look for those words they do not know by writing it in their personal dictionaries, it means they are interest in improve their vocabulary range.

- Participants and their roles in the setting.

  Students developed a role in which they are engaged by the reading and the words they do not know, it has made them to be challenged by the project and the process they are following.

- The best observed from the perspectives of the participants.

  They showed the creativity they have, doing drawings that allow understand, they remember better the unknown words by mental and graphic representations.

- Close approximations of comments that relate directly to the purpose of the study.

  They are motivated for vocabulary learning, they like to search for unknown words and they write them in the dictionaries in order to know their meanings.

- Describe any impact you might have had on the situation you observed

  Students definitely take advantage of their personal skills, as creativity, they are not only developing their tasks, they are also evolving the things they can do as draw.

4.4

Journal Session #4

- Physical setting.

  The setting was comfortable; students have understood the second chapter doing some activities that gave them strategies to understand the main aide of the chapter.

- Social environment and the way in which participants interacted within the setting

  Students have shared their opinions about the book, by using their creativity; not only in their class activities, but also in the dictionaries they created for save the new words they met.

- Participants and their roles in the setting.

  They were involved in the activity looking for all the adjectives chapter three has. Making them more focus on the reading and its main features.

- The best observed from the perspectives of the participants.

  They realized reading is a way in which they could face the knowledge and its traits; there they found some adjectives what made them more conscious about the words they are seeing on the readings.

- Close approximations of comments that relate directly to the purpose of the study.

  They have used interactive reading as one strategy to have a better reading process, this approach have allowed them to make different activities in which interaction with the book and the activities is the way to acquire vocabulary

- Describe any impact you might have had on the situation you observed

  Students start reading because they want, it is not mandatory to read the story, but students read it because they are interested on what the story is about