

**MASTER'S DEGREE IN TEACHERS OF COMPULSORY SECONDARY
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FINAL MASTER'S DISSERTATION: MODALITY 1

**LEARNING TO READ AND READING TO LEARN:
USING STRATEGIES TO IMPROVE LEARNERS'
READING ABILITIES**

A DIDACTIC PROPOSAL

Universitat Jaume I

Faculty of Human and Social Sciences

English Studies Department

Student: Paula Maronda Sanjuan

20237042D

Supervisor: Maria Luisa Renau Renau

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ABSTRACT

Reading is an unnatural skill. Human beings were born only to speak and listen. Nonetheless, as humanity evolved, so did their ways of communication and reading and writing became the permanent indicators of telling the story of events. Throughout the history of education, reading has been an immovable skill, and it has always been defined similarly. Notwithstanding, in the last century, different authors (Gates, 1949; Gough, 1972; LaBerge & Samuels, 1974; Rumelhart, 1977; Anthony et al., 1993; Arroyo, 1998; Kong, 2006; Farrell, 2009; Nunan, 2011; and Luque, 2011) have tried to define reading and change the way it is taught and perceived. Currently, the reading skill is seen as frustrating for teachers and annoying for students since, in most secondary schools, it is only used to teach grammar and vocabulary. Despite the fact that the current legislation in the Valencian Community and its *Document Pont* establish a learning methodology and essential reading strategies to be used, the reality within most Secondary Education schools is far from ideal. For this reason, with the primary objective of applying and improving learners' reading comprehension strategies in the subject of English as a Foreign Language, a didactic proposal based on implementing the reading strategies proposed by Farrell (2009) has been developed in *IES Politécnico*. This pedagogical proposal is designed to be implemented in the first level of Compulsory Secondary Education (ESO) during 9 different sessions of pre-, during- and post-reading stages. Results show that incorporating these reading strategies fosters pupils' learning when reading, bringing what has been learnt to other contexts aside from the educational one.

Keywords: *Reading, Reading Strategies, Students, Secondary Education,*

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1. INTRODUCTION

Since English was established as a Lingua Franca, the importance of teaching this language has been spread worldwide. Not only have diverse methodologies been created, but they have also changed countless times to meet English learners' needs. Old methodologies focused more on reading and writing rather than speaking and listening. These days, learners prefer to focus on speaking skills as they think this ability is far more essential than the others. Hence, as needs change, the approaches employed change too. Notwithstanding, the methodology has only varied how speaking is taught instead of changing the other skills. Currently, teachers prefer the use of more dynamic approaches in the classroom. Nonetheless, although reading strategies have existed for a while, traditional methodologies are still being used at schools.

The present paper introduces the use of different reading strategies proposed by Farrell (2009) as a resource when reading and comprehending in a secondary school to promote reading comprehension in the classroom. Similarly, this study tries to integrate distinct and original teaching methodologies so that learners have a more active role in the classroom. To apply this research, a didactic unit with different activities to achieve these goals has been designed. Therefore, this didactic unit focuses on teaching different reading strategies in a renewed and more dynamic way to first-year students of secondary education or ESO (Educación Secundaria Obligatoria). The main objectives of applying this proposal are not only to improve students' reading skills through the different strategies proposed but also to encourage them to find pleasure in the activity of reading and, hopefully, develop a habit of reading for pleasure.

Nonetheless, before delving deeper into the didactic proposal, it should be noted that thorough research which supports the use of these reading strategies in the classroom, how to

apply them and how to use the mother tongue, henceforth L1, as an advantage to learning the target language, hereafter L2, has been needed. Furthermore, this paper also describes the institution where the didactic proposal was executed, the group of students based on their age and cultural background, among others, followed by the explanation of the proposal and the results obtained after applying it. Finally, a conclusion on the proposal's implementation and an answer to the formulated research questions are presented in the last section of the paper.

2. THEORETICAL BACKGROUND

The literature addressed in this part defines the meaning of reading, provided by different researchers throughout the years. It also examines the differences between extensive and intensive reading, ER and IR. Furthermore, it explores top-down and bottom-up approaches, analyses the influence of the L1 on the L2 and delves into the different reading strategies that may help students. Furthermore, it also emphasises the benefits of reading to develop the other three skills, speaking, listening and writing, focusing on the latter in this paper.

2.1. Background research on reading

Nunan (2011) described reading and writing as unnatural aptitudes since humans were not programmed to read or write but to speak and listen. Some languages do not possess any written formats. As a result, they do not have the opportunity to be read. However, for those languages that have a written format and can be read, reading and writing skills evolved to have permanent evidence of events so they could be transported from one place to another.

Over the years, different authors have described reading in many ways. Some described it as an intricate organisation of cognitive processes that should include all types of thinking (Gates, 1949), others as a process that goes unidirectionally from words to phonics

to meaning (Gough, 1972). Several more as a linear process that works through memories (LaBerge & Samuels, 1974) or as a combination of visual knowledge and sounds (Rumelhart, 1977).

On the other hand, in the early 80s, reading was described as a complex process in which cognitive and mental functions of distinct degrees and positions connect to make sense of any extract's significance. That is, readers not only combine visual knowledge and phonics but also employ their linguistic knowledge with their own experiences (background knowledge) and integrate their reading strategies (Kong, 2006). In the 90s, reading was described as "the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation" (Anthony et al., 1993). Additionally, from the late 90s to the early 2000s, authors like Arroyo (1998), Kong (2006), Farrell (2009), and Luque (2011) have concurred that reading is not a static but rather interactive process that uses different information sources to develop comprehension. Therefore, it would be possible to say that the definition of reading has not considerably changed in the last five decades.

Almost every author agrees that reading is not an idle activity or process but rather a dynamic effect that integrates both top-down (background knowledge) and bottom-up (understanding of the linguistic aspects of the extract) approaches. Both concepts are defined in the following sections.

2.2. Top-down and bottom-up approaches

Having stated what reading is, it is significant to define the different approaches that are activated when reading: top-down, which focuses on the reader's general and background knowledge based on experience and prior learning, and bottom-up, which is more mechanical and focuses on some more specific details like recognising letters, words, syntax and vocabulary (Luque, 2011).

According to Rumelhart (1977), when using the top-down approach, reading consists of utilising different information sources as clues to enhance comprehension, such as photographs, text genre, and knowledge about the topic. The top-down approach blends content schema, what people know based on their experience, with textual schema, cultural and contextual knowledge of the target language. As Nunan (2011) states, “top-down reading [...] is based on the idea that the reader uses his or her background knowledge to make predictions about the meaning of a text, and then samples the text to extract clues to confirm or reject these predictions”. Namely, working from meaning to text.

On the contrary, the bottom-up approach considers reading as a means of decoding or deciphering written symbols into their “aural” or phonetic equivalent (Nunan, 2011). When reading is taught this way, students learn to mix sounds to create words, and this process is known as phonics (Nunan, 2011). However, when teaching English as the L2, the number of sounds must be considered since there are more sounds (46) than letters in the alphabet (26); therefore, some letters have more than one sound. On the other hand, when working with the bottom-up approach, the reader would be working from text to meaning, deciphering the words first and understanding the global meaning of the text later.

Notwithstanding, these approaches are not taught separately but complement each other. As Luque (2011) describes it, reading is considered a linear process, starting with the recognition of the minor components (sounds and letters), to finding the meaning of the word, to encountering and recognising the global meaning of the extract, that is, from bottom-up to top-down. Following these approaches combined, readers develop three specific processes: decoding, comprehension and reading metacomprehension (Luque, 2011):

- Decoding means translating symbols into visual and phonological meaning. That is, it provides a better understanding and reduces the burden on the working memory.
- Comprehension is divided into four categories: literal comprehension, inferential, critical reading and evaluative.

- Reading metacomprehension implies the knowledge of the strategies and the self-regulation, meaning “what”, “when”, and “where”, to apply the different reading strategies according to the type of text.

2.3. Extensive reading vs intensive reading

In order to start reading, it is essential to have a purpose. Therefore, the purpose behind reading cannot be forgotten. According to Rivers and Temperley (1978), people read for different reasons, such as obtaining knowledge and information, understanding directions, performing, or for pleasure. Every passage does not require the same reading strategies, nor is every extract the same.

It is imperative to distinguish between the different types of reading, ER (extensive reading) and IR (intensive reading). The concept of ER applies to the reading that learners and students frequently do, but not solely away from the school. Hence, ER is often regarded as pleasure reading and enhanced when learners choose the genres (Harmer, 2007). According to Day (2015), ER is about “learning to read” and has its main focus on fluency. Moreover, in ER, students manage to read without the pressure of being tested or receiving any grades.

On the contrary, IR applies to the type of reading that takes place, usually in the classroom. This type of reading is more focused on educational purposes than entertainment. Nonetheless, these types of texts may be passages from journals, websites, narratives, and an extensive range of genres, but that will be determined by the specific goal of students (Harmer, 2007). That is, educators will choose the genre depending on the topic they are working on at the moment. It is important to remark that study exercises often support IR to enhance different reading strategies. As Day (2015) states, IR consists of “reading to learn”, and its principal goal is understanding.

Additionally, ER and IR should not be seen as opposed to one another. Even though they fulfil different objectives, they complement each other since IR could develop into ER and the other way around.

2.4. The role of L1 on L2 learning

There have been many theories regarding the influence of L1 on the acquisition of L2. The Linguistic Interdependence Hypothesis shows that students' reading strategies in their mother tongues are transferred to their target language (Goodman, Goodman & Flores, 1979, in Kong, 2006). That is, the reading strategies could be used in both languages. The Compensation Hypothesis, however, suggests that if there are any problems in comprehension, these are counterpoised by paying attention to the global and conceptual processes (Luque, 2011). Finally, Clarke (1980) suggests that a lack of L2 linguistic knowledge has resulted in the usage of basic decoding strategies resulting in a problematic transference from the L1 to L2. This hypothesis confers these linguistic difficulties in the L2 to a lack of linguistic competence. Even though these three hypotheses have alternative explanations, the three concur with learners blaming and focusing on linguistic problems when there is a lack in their linguistic competence.

However, recent studies (Stevenson, Schoonen and de Glopper, 2007) have shown that a linguistic deficiency does not affect general comprehension processes (Luque, 2011). The linguistic competence and literacy skills show that higher improved and widened level skills in L1 reading can be transferred to the L2 reading status. With literacy and students' L2 competence, readers have to develop knowledge in the form of schemata which will help them understand the text concerning the reader's experience and culture, which also plays a significant role in the L2 reading situation. If both languages' cultures are similar, it will be

easier for students to comprehend the text. Therefore, along with the L2 competence and L1 literacy processes, students should broaden and utilise content schemata and linguistic and formal schemata, which directly influence readers' text comprehension (Luque, 2011).

Singhal (1998) defined *content schemata* as the knowledge readers, in this case, students, have and share of their world and culture. On the other hand, linguistic and formal schemata are defined as the knowledge of readers' language. Both schemata allow readers to store the information in their long-term memory to predict the content of the text they have to read. Hence, activating these schemata before the reading process benefits students' L2 reading comprehension, provided that the concepts found in the extract are related to their linguistic and cultural knowledge (Luque, 2011).

However, when these processes have not been automatised yet, students might face some problems when reading in their target language. According to Luque (2011), some of these problems are the following:

- Poor working memory, that is, students might forget what they have just read and cannot transfer the information to their long-term memory.
- Lack of connection between what is written and what students interpret. In other words, students cannot recognise some words and misinterpret them.
- Lack of vocabulary. Concerning the previous point, a lack of vocabulary makes students seek help in dictionaries, sometimes to check the exact words repetitively.
- Unable to transfer from their L1 to the target language. Students lack literacy skills in their mother tongue, so they are incapable of transferring the knowledge to the language they are trying to learn.
- Poor L2 knowledge, namely its culture or consonant cluster.

- Motivation. Students who are motivated tend to read more; therefore, their reading abilities improve, which motivates them to continue reading, which leads to more complex and extensive reading extracts. However, if students lack motivation, they find it difficult to persist in reading, aggravating their reading skills.
- Orthographic depth. Some languages, like English, do not have a correspondence between sounds and letters (phonemes and graphemes). However, some others, like Spanish, have a "shallow" orthography, meaning that there is a similarity between graphemes and phonemes. Students need to develop a phonetic ability to read the words with their sounds.

Notwithstanding, when teaching reading, teachers may provide some guidelines to their students to improve their reading skills. Teachers, however, have to decide how to act based on their expertise, personality, students' interests and traits, and the course's objectives (Ur, 1996, Mora, 2001, Kong, 2006, in Luque, 2011). Luque (2011) introduces a new concept called "*círculo del lector débil*". In order to prevent it, strategies must foster students' motivation and fascination with reading. The following section describes some reading strategies students can use to help them with IR and ER.

2.5. Reading strategies

First, it is important to remark the difference between reading skills and strategies since these are two different concepts. Farrell (2009) defines *reading skills* as something instinctive readers apply to the text automatically. On the other hand, reading strategies are utilised intentionally to obtain a specific reading goal. Nonetheless, for advanced readers, strategies can become skills over time with training, and less experienced readers can be instructed on how to utilise them to improve their comprehension. Moreover, Farrell (2009) states that "there are no "good" or "bad" reading strategies because what is good for one

reader [...] may not work for another reader, and what is considered a “bad” reading strategy, may work for some readers”.

Herein lies the importance of teachers and their knowledge of teaching reading strategies. When introducing them, they should follow four steps: elucidate what type of strategy they are using, why they are learning it, how to use it and finally, observe how the training unfolds (Farrell, 2009). However, before explaining any reading strategies, it is relevant to organise the teaching process of these techniques, which are divided into three primary stages, pre-, during- and post-reading phases (Luque, 2011). Each strategy is taught in a determined phase to help enhance students’ knowledge of the topic. That is, teachers ought to know what strategy to use and when to use it.

Before reading, in the pre-reading phase, students’ knowledge (schema) should be initiated before they even start reading the extract. According to Farrell (2009), four different and beneficial exercises can be taught during this stage: word association, direct experience, cinquain, and prediction.

- Word association consists of trying to discover students’ previous knowledge on the topic, even before they read the extract.
- Direct experience, as the name suggests, consists of “hands-on learning”, that is, students strengthen their knowledge (new or old concepts, vocabulary, etc.) by participating in physical activities.
- A cinquain is a five-line poem. It may aid students in expanding their previous knowledge and improve their creativity.
- Prediction. This strategy can be used in the pre-reading phase and during reading one. Before reading, students may predict from the elements of the text (title, headings or

even pictures) what the text is about, which activates their prior knowledge on the topic, and they may relate it to previous experiences.

The during-reading phase occupies most of the class time since, during this stage, students have to read the passages various times (Luque, 2011). This phase outlines three strategies: prediction, questioning and summarising (Farrell, 2009).

- Prediction, as commented before, could be developed both in the pre-reading and during-reading stages. Stauffer (1969) in Farrell (2009) introduces the concept of “directed reading teaching activity”, henceforth DRTA, which improves students’ capability to read thoughtfully. However, the role of the teacher is especially present with this strategy.
- Questioning. As opposed to traditional teaching, with this strategy, students are the ones asking questions to comprehend the text instead of the teacher. Educators, then, advise students to devise “do-it-yourself questions” (Farrell, 2009).
- Summarising. It is probably one of the least favourites among students; however, summarising can help them understand the given passage’s main idea since they do it with their own words.

In the after-reading stage, students can confirm or modify their first predictions. This stage completes and links the “before” and “during” reading stages and gives a sense of cohesion and coherence. Moreover, in this phase, students would be able to describe, draw or show the meaning of the text through drawings or characterisation (Farrell, 2009). On the other hand, they could also work with the text, once they have finished the during-reading phase, regarding vocabulary worked in class (underlining, identifying, describing), linguistic or grammar elements and/or unknown vocabulary. The techniques worked during these stages

will gradually apply to more and longer texts while students become more independent and can go from IR to ER autonomously.

Numerous researchers (Kong, 2006, Avendaño & González, 2020, Marymonska, Ponomarova, & Byrkun, 2021), alongside primary and secondary education teachers, have been trying to reproduce and apply these strategies when teaching reading in the classroom and observe the improvements of students on this specific skill. These reading techniques have been used not only to teach other languages, such as English in the case of Kong (2006) or Marymonska, Ponomarova, & Byrkun (2021) but also to teach students' native tongues, as in the case of Avendaño & González (2020). They used reading processes to enhance their critical thinking skills at the same time they taught how to improve students' interpretation and comprehension of different types of texts.

These studies also showed how reading strategies are beneficial for acquiring other skills such as speaking or writing. According to Avendaño & González (2020), production is also a means to obtain and improve, in this case, reading skills while gaining the knowledge of additional abilities.

2.6. Objectives and research questions

Following the thorough explanation of the theoretical background and before introducing the didactic proposal, it is crucial to describe this study's main objectives and research question.

First and foremost, the main objectives of this research are to improve the students' reading skills through the reading strategies proposed by Farrell (2009), which are mentioned in the previous section. Hence, two different research questions arise:

1. To what extent can be reading strategies in their L1 help students improve their reading in L2?

2. Will the strategies adopted lead to any understanding of the students' reading skills?

These two research questions will be answered and explained in the conclusion section after the implementation, and the results have been shown.

3. DIDACTIC PROPOSAL

3.1. Context

This research has been conducted in *IES Politécnico*, a Public Secondary School in Castellón de la Plana, Spain. Castellón de la Plana is the capital of the province of Castellón, with approximately 172,589 inhabitants according to *INE* results from 2021. Secondary school *IES Politécnico* was opened in 1928 as a Training and Development (T&D) school. However, it was located in Francesc Ribalta high school until 1966, when it was transferred to *Parque del Oeste* due to the city's growth and high demand for studies purely based on professional training. Notwithstanding, three decades later, the building was demolished on account of problems with the building's structure and foundation, a higher demand for studies and again, population growth. Thereon, in 2003 the school was transferred to *C. del Cantó de Castalia, 1, 12006* in Castellón de la Plana, Castellón, Spain, and it became a Secondary Education School where T&D studies along with secondary and baccalaureate studies were and are still taught today.

Currently, the school is divided into 528 secondary education students, 159 baccalaureate ones and 628 T&D learners. Furthermore, *IES Politécnico* also has students with Significant Curriculum Adaptation (*ACIS* in Spanish) and Individual Education Program, learning-disabled tweens and teenagers, and students with learning difficulties. Some of these students belong to *PR2*, *PMAR* and *PR4*, which are programs to help students improve their learning abilities, as seen in *Figure 1. Students at IES Politécnico* below.

Número total d'alumnes:	ESO: 528 Batxillerat: 159 Formació Professional: 682
Alumnes amb dictamen d'escolarització:	- 1r ESO: 9 - 2n ESO: - 3r ESO: - 4t ESO: - 1r Batx: - 2n Batx:
Alumnes amb ACIS:	- 1r ESO: 9 - 2n ESO: - 3r ESO: - 4t ESO:
Alumnes amb necessitats de compensació educativa:	- Incorporació tardana al sistema educatiu - Retard d'escolarització o desconeixement d'idiomes oficials de la C.V. per emigrant o refugiat - Minoria ètnica o cultural en desavantatge social - Escolarització irregular per itinerància o abandonaments educatius reiterats periòdics - Residència en zona social, cultural o econòmicament desfavorida - Dependència d'institucions de protecció social del menor - Inadaptació al medi escolar
Alumnes atesos en P.T. (graus II i III de suport educatiu):	- 1r ESO: 10 - 2n ESO: - 3r ESO: - 4t ESO:
	- 1r ESO: 2 - 2n ESO: - 3r ESO: 1 - 4t ESO: - 1r Batx: - 2n Batx:
Alumnes amb seguiment de la ONCE:	
Alumnes als diferents programes:	- Grup PR2 2n ESO: 12 - PMAR - 3r ESO: 12 - PR4 - 4t ESO: 12

Figure 1. Students at IES Politècnico

3.2. Subjects

The teaching proposal has been implemented in a class of 19 pupils attending their first year of high school, 1st of ESO, in *IES Politècnico*. This class was chosen among two other classes of 1st of ESO after careful consideration during the internship observation period. Hence, the group chosen to implement this didactic unit has been a class that most enjoyed reading. Most subjects are between 12 and 13 years old, with a couple of students aged 14, since it was their second time doing the course.

It is important to remark that this group has been selected for its students' good behaviour and their involvement in the activities developed in the classroom. Additionally, it should be noted that this specific group has an average level of A2 in the English language, except for some pupils who possess a B1 level of English according to the Common

European Framework of Reference for Languages, henceforth mentioned as CEFR. Therefore, the development of the activities proposed was much more accessible and smoother in this group. On the other hand, it must be commented that this class also had certain students who did not show any interest in the subject nor in participating and even skipped class, not only during the progression of the didactic unit but also during the year course.

3.3. Assessment instruments

The assessment of the learners has been based on determining their previous knowledge of reading abilities by conducting a questionnaire and an exam to assess what they have acquired after the proposal.

Before implementing the didactic unit, learners completed a 6-question questionnaire that tested their previous knowledge of reading comprehension skills and abilities and also their reading habits. In order to apply the didactic unit, it was essential to be aware of students' former knowledge of the topic and enthusiasm for the skill.

Thereupon, after the implementation of the didactic unit, learners undertook a 3-question exam that examined students' acquired knowledge. The exam was divided into scanning, skimming and reading comprehension questions (strategies previously explained and handled in the didactic unit) to analyse if the development and effectiveness of the activities proposed had any positive or negative effects on learners' skills.

3.4. Materials

This section of the document depicts the materials used during the teaching proposal. Within the materials used, ICTs and other online resources are also included to foster

students' motivation and learning, besides helping them utilise the ICTs to take advantage of them.

First of all, unit 6 from the textbook *Dynamic*, belonging to Oxford publishing house, is used to teach them some vocabulary regarding the didactic unit. Moreover, some activities and online resources such as videos included in the book are also considered for the proposal. Along with the textbook, some web pages and online resources are employed to help pupils develop and enhance their reading abilities, such as *WordReference*, *CambridgeDictionary* and *YouTube*. Additionally, the usage of mobile phones and tablets for the development of some activities like creating a recipe or searching for information to create a poster. Another vital tool utilised in the classroom is *PowerPoint*, used by the teacher and the students when creating their presentations.

On the other hand, more traditional materials are also used in this didactic proposal, such as the basics like pens, pencils, felt-tips, colours, scissors, glue, notebooks, A4 sheets and cardboards, among others, to complete the activities proposed by the teacher and so that learners can create their own. Furthermore, students also receive worksheets created by the teacher, such as the *cinquain*, the recipe and story cut in halves, or real-world materials such as travel magazines.

All in all, these materials mentioned above have been considered to foster learners' learning and participation and assist them in improving their reading abilities and performing well in their future.

3.5. Didactic Unit

The section addressed in this part of the paper describes the didactic proposal in table format. Furthermore, Table 1 shows a contextualisation of the proposal, which explains the

group to whom the proposal has been applied, the subject area, and the objectives and the critical competencies used to develop and employ the didactic unit. This proposal has utilised Unit 6, “On the street” of Dynamic1 book, which is used in both ESO and Bachillerato. This unit focuses on food vocabulary and contains some valuable texts employed in class to enhance learners’ reading strategies. On the other hand, authentic materials such as short stories have also been exploited in the classroom.

Furthermore, it is essential to remark that this proposal tries to achieve first the main objectives set, with a group of different goals needed inside each session. Additionally, it tries to answer the research questions previously mentioned in section 2 (objectives and research questions) of the paper, with nine sessions of 55 minutes divided into three groups pre-, during- and post-reading. Nonetheless, these questions are further discussed in the conclusion section of the paper.

CONTEXTUALISATION OF THE PROPOSAL	
SUBJECTS/GROUP	19 students from 1 ESO (12-14 years old)
SUBJECT AREA	ENGLISH
MAIN OBJECTIVES	<ul style="list-style-type: none"> - To improve the students’ reading skills through reading strategies - To get students to produce written works through these same readings using these strategies - To activate students’ previous knowledge of vocabulary related to the topic and help students understand the structure, vocabulary and verbs used in the readings - To develop and enhance students’ creativity and imagination - To foster both group work and autonomous work - To improve students’ oral and written expression - To develop students’ critical thinking
CONTENTS	Oxford book Dynamic1 + Real content materials

TIMING	9 sessions of 55 minutes
KEY COMPETENCES	<ul style="list-style-type: none"> - CCL - CD - CPAA - CSC - CEC - SIE

Table 1. Proposal's contextualisation

SESSION 1 PRE-READING			
OBJECTIVES		KEY COMPETENCIES	
<ul style="list-style-type: none"> - To activate students' previous knowledge of vocabulary related to food - To develop and improve reading skills - To enhance group work and participation 		<ul style="list-style-type: none"> - CCL - CD - CPAA - CSC 	
TIMING		DISTRIBUTION AND LOCATION	
<ul style="list-style-type: none"> - 1 session of 55 minutes 		<ul style="list-style-type: none"> - Individual work - Group work 	
DEVELOPMENT			
ACTIVITY	TIMING	DESCRIPTION	MATERIALS
QUESTIONNAIRE	5'	A questionnaire about reading strategies is given to the students. It is a short questionnaire (only six questions). Therefore, students do not need to spend too much time completing it.	<ul style="list-style-type: none"> - Questionnaire on reading strategies (see

			appendix 1)
VOCABULARY	15'	Once they have finished answering the questions from the questionnaire, the teacher explains that this unit will consist of food. The teacher will make a quick review of students' previous knowledge. Moreover, students will be asked to come to the board while other students utter words related to the vocabulary in Spanish or English and students will have to translate them. In the meantime, everyone will write every word and its translation in the notebook.	- Images of the student's book. Oxford editorial (page 79) (see appendix 2)
PREDICTION (Pre-reading)	15'	<p>After this exercise, the teacher will divide students into groups, and they will have to sit together until the end of the term. Once they are together, they must come up with a name to call their group.</p> <p>As soon as they have come up with the names, the teacher will tell the students to look at the pictures from page 70 (student's book Oxford) and avoid reading the short texts below them. Now students, in groups, will have five minutes to predict what the texts are about. They will have to give a couple of ideas using only one or two words (they will have to write their ideas down).</p> <p>Once they finish, students will have to say their ideas aloud while the teacher writes them on the board (everyone will have to copy all the mentioned ideas). Moreover, they will have to explain why they have thought about these ideas, that is, what they have seen in the images that made them think about those concepts.</p> <p>As seen in section two of this paper, prediction is a reading technique used during the pre-reading stage.</p>	<p>- Student 's book. Oxford editorial (page 70) (see appendix 3)</p> <p>- Screen</p> <p>- Projector</p> <p>- Computer</p> <p>- List of vocabulary</p>

<p>CINQUAIN (Pre-reading)</p>	<p>20'</p>	<p>When students finish this part, the teacher will tell them that now they are going to do a cinquain. Since students will not know or have a clear idea of a cinquain, the teacher will define it and its usage. Then, the teacher will give them a paper sheet with an example of how to write a cinquain.</p> <p>First of all, the teacher will assign one of the images to each group. Then, students will have to brainstorm ideas of vocabulary related to food (verbs, feelings, adjectives, nouns, etc.). They will be able to use the ideas they stated in the previous activity. The teacher will aid them in any way possible, answering students' doubts or giving feedback.</p> <p>After finishing the brainstorming, it will be time to write their cinquains as a group. They will have to think of a title, two words that describe the title, three words that express an action, four words that express a feeling and then a particular word from the title.</p>	<p>- Worksheet on cinquain (see appendix 4)</p>
<p>EVALUATION</p>			
<p>- The questionnaire gathers all the necessary information from students. This information will be used to apply the didactic unit properly so that students make the most of it.</p>			
<p>COMMENTS</p>			
<p>- For the first activity, "Questionnaire", it is essential to remark that this questionnaire will help the teacher gather all the necessary information about the students and their current abilities when reading.</p>			

Table 2. First session pre-reading, block 1

SESSION 2 DURING-READING			
OBJECTIVES		KEY COMPETENCIES	
<ul style="list-style-type: none"> - To develop and improve reading skills - To enhance group work and participation - To learn how to summarise 		<ul style="list-style-type: none"> - CCL - CPAA - CSC 	
TIMING		DISTRIBUTION AND LOCATION	
<ul style="list-style-type: none"> - 1 session of 55 minutes 		<ul style="list-style-type: none"> - Group work 	
DEVELOPMENT			
ACTIVITY	TIMING	DESCRIPTION	MATERIALS
PREDICTION (DRTA) <i>What do you mean?</i>	10'	In the first ten minutes of the task, a general introduction of what the activity consists of will be given to the students. Next, the teacher will give the students the titles of the images they have previously worked with. However, this time students will not have the images with them, only the titles. Then, the teacher will ask the students what they think these titles mean. In groups, students will have to answer this question.	<ul style="list-style-type: none"> - Images' titles (see appendix 5) - Papers - Pens - Images page 70 Oxford Editorial (see appendix 3)
QUESTIONING: <i>Write a question, ask me a question</i>	20'	In the next twenty minutes of the session, students in groups will be given the first lines of the texts. All the groups will work with the same lines of the same texts, later on, they will read the lines together, and each group will have to come up with some questions on a sheet of paper and write down the answers on another one. When they finish with the first text, they will continue with the lines of the following text until they have done all five	<ul style="list-style-type: none"> - Texts about food (see appendix 6) - Pen/Pencil - Notebook/A4 paper

		<p>extracts. They will be writing questions and answers during the whole process.</p> <p>Once they finish, they will have to exchange only the questions with the other groups and answer them. As soon as they have completed the task, all the groups will compare the answers.</p>	
<p>PREDICTION (DRTA) <i>Drawing Race</i></p>	10'	<p>Finally, for the last part of the prediction task, each group of students will receive a title and have to illustrate it. That is, students will need to sketch what the title represents. When they finish, they will get the images from the pre-reading stage, and they will compare their drawings with the images.</p>	<p>- Papers with the title of the texts</p> <p>- Colours</p> <p>- Pen/Pencil</p> <p>- Notebooks/A 4 papers</p> <p>- Images</p>
SUMMARISING	15'	<p>Once students finish comparing the images with their drawings, the teacher will explain that in the following activity, they will have to summarise the text's content in one line. However, a first description of how to summarise texts will be given as follows:</p> <ul style="list-style-type: none"> ● Firstly, students need to recognise the topic sentence and its localisation, which is generally based on the beginning. Therefore, students need to underline it. ● Secondly, when summarising, students need to be able to detect unimportant information, such as examples or lists. ● Finally, when they have underlined the topic sentence and omitted the irrelevant facts, they can summarise with their own words or the same as the book if their level is not that advanced. <p>As soon as the explanation is over, students in groups will</p>	<p>- Pen/Pencil</p> <p>- Paper</p>

		write a one-line summary: one line per text (5 texts equals 5 lines in total). It is essential to state that the teacher will provide as much aid as students need and will be observing their progress.	
EVALUATION			
<ul style="list-style-type: none"> - According to the “Documento Puente” see appendix 16, in this session, students should distinguish between the communicative competence of written texts such as people, objects and places’ descriptions. - Moreover, they should also identify, in a guided way, the type of text and its structure while looking for the vital information, the main ideas and the most relevant details of the texts. - Finally, students should infer the meaning of new words or expressions while the teacher guides them. 			
COMMENTS			
<ul style="list-style-type: none"> - The “PREDICTION (DRTA)” activity will be divided into three different parts: 1) PREDICTION (DRTA) <i>What do you mean?</i> 2) QUESTIONING <i>Write a question, ask me a question.</i> 3) PREDICTION (DRTA) <i>Drawing Race.</i> 			

Table 3. Second session during-reading, block 1

SESSION 3 AFTER-READING	
OBJECTIVES	KEY COMPETENCIES
<ul style="list-style-type: none"> - Enhancing the reading techniques to boost students’ writing skills - Helping students understand the cycle of before, during and after reading with the reviewing of the predictions 	<ul style="list-style-type: none"> - CCL - CD - CSC - CPAA
TIMING	DISTRIBUTION AND LOCATION
<ul style="list-style-type: none"> - 1 session of 55 minutes 	<ul style="list-style-type: none"> - Individual work

- Group work

DEVELOPMENT

ACTIVITY	TIMING	DESCRIPTION	MATERIALS
INITIAL AND FINAL PREDICTIONS: Debate	10'	For the first part of the post-reading stage, students will have five to ten minutes to check their initial predictions (the ones made in the pre- and during-reading stages) and debate and adjust them in any way based on what they read in the text.	- Initial predictions
BRAINSTORMING: Ideas for the description of your favourite and least favourite restaurant	10'	<p>When students finish debating, they will write a description, similar to the texts they will have worked with, about two different places in their hometown/country. One of the descriptions will be about their favourite restaurant and the other about their least favourite restaurant.</p> <p>First, students in groups will choose their favourite restaurant. After that, they will brainstorm ideas for the descriptions (online resources such as wordreference.com or dictionarycambridge.org are allowed to be used to help them with the vocabulary). Students will have five to ten minutes to brainstorm as many concepts as possible. These concepts will be related to what they like about the place, the food, the decoration, the price, whether they can book a table, go alone, with friends, with family, etc.</p>	<ul style="list-style-type: none"> - Pen/pencil - Paper - Online dictionaries (Word Reference/ Dictionary Cambridge)
WRITING: Description of your favourite and least favourite restaurant	30'	As soon as the time is over, students will need to have on a paper sheet all their ideas for describing their favourite place. The teacher will explain that they will have thirty minutes to complete the brief description of the two establishments. The description will be about 50-100 word-length and have to be handed to the teacher at the	<ul style="list-style-type: none"> - Pen/Pencil - Paper - Colours - Mobile phones or tablets

		completion time.	
EVALUATION			
<ul style="list-style-type: none"> - According to the “Documento Puente”, see appendix 16, in this session, students should identify new and essential information in written texts by applying comprehension strategies such as dictionaries. 			
COMMENTS			
<ul style="list-style-type: none"> - For homework, students will have to write about their least favourite restaurant and hand it in individually. They will need to brainstorm ideas again, following the first example, and then write the text in a blank paper. 			

Table 4. Third session post-reading, block 1

SESSION 4 STORY TIME (PRE-READING)			
OBJECTIVES		KEY COMPETENCIES	
<ul style="list-style-type: none"> - To activate the topic’s relevant knowledge - To help students learn how to create content schemata - To foster reading processes - To promote group work 		<ul style="list-style-type: none"> - CCL - CD - CPAA - CSC - CEC - SIE 	
TIMING		DISTRIBUTION AND LOCATION	
<ul style="list-style-type: none"> - 1 session of 55 minutes 		<ul style="list-style-type: none"> - Individual work - Group work 	
DEVELOPMENT			
ACTIVITY	TIMING	DESCRIPTION	MATERIALS

WORD ASSOCIATION	8'	To determine students' previous knowledge of the topic, the teacher will write "GOOD FOOD" on the board. Students will have to respond orally to what this sentence means to them. Once everyone has answered, they will have two minutes to write down as many words or sentences related to this crucial sentence. When the time is over, the teacher will write on the board every word or phrase the students have previously written down. This activity will be done individually, so students will not sit in groups.	<ul style="list-style-type: none"> - Board - Paper - Pen/Pencil - Markers
HANDS-ON LEARNING Create a poster	40'	<p>For this activity, students will need to sit in groups. Each group will receive cardboard, scissors, glue, coloured A4 paper and travel magazines.</p> <p>The teacher will tell the students that the concepts for this lesson are "cooking", "travelling", and "culture" and that they will have to create a poster linking the three concepts together. That is, students will choose a country, and they will have to create a poster that shows the typical food, the place and an explanation of why it is worth visiting. Students can use their mobile phones to look for any information. They will have 40 minutes in total to complete this activity.</p> <p>When students finish with their cardboards, they will have to explain to their classmates what their poster consists of briefly.</p>	<ul style="list-style-type: none"> - Cardboards - Scissors - Glue - Colour and A4 paper - Pens and pencils - Felt-tip pens - Mobile phones (internet) - Travel magazines

EVALUATION

- For the activity "Hands-on learning: Create a poster" the teacher will be supervising the students and correcting any spelling or grammar mistakes (it is important to remark that grammar and spelling mistakes are not assessed in this didactic proposal).
- According to the "Documento Puente" see appendix 16, in this session, students should distinguish between the communicative competence of written texts such as people, objects and places' descriptions.

<ul style="list-style-type: none"> - Additionally, pupils should recognise the type of text and its structure while looking for the important information, the main ideas and the most relevant details of the story. - Ultimately, learners should deduce the meaning of new words or expressions with the teacher’s aid when necessary.
COMMENTS
<ul style="list-style-type: none"> - For the “Hands-on learning: Create a poster” activity, students will need the vocabulary they worked with in the previous activity, “word association”. Therefore, the teacher will not erase anything written on the board. - For the “Hands-on learning: Create a poster” activity, the teacher will show the students an example of what they must do (see appendix 7). However, they may create the poster as they seem fit.

Table 5. First session, pre-reading, block 2 (Storytime)

SESSION 5 STORY TIME (DURING-READING)			
OBJECTIVES		KEY COMPETENCIES	
<ul style="list-style-type: none"> - To foster group work - To improve students’ reading abilities through reading strategies - To enhance students' creativity and imagination 		<ul style="list-style-type: none"> - CCL - CPAA - SIE - CEC 	
TIMING		DISTRIBUTION AND LOCATION	
<ul style="list-style-type: none"> - 1 session of 55 minutes 		<ul style="list-style-type: none"> - Group work 	
DEVELOPMENT			
ACTIVITY	TIMING	DESCRIPTION	MATERIALS

<p>PREDICTION (DRTA) <i>The Little Peach Who Spoke Italian</i></p>	<p>‘8</p>	<p>In this activity, students will be in groups. The teacher will give each group the title of the story they will read “The Little Peach Who Spoke Italian”. All the groups will have five minutes to guess the story, and then they will share their ideas with their classmates.</p>	<p>- 4 pieces of paper with the title of the story (see appendix 8) - A4 paper - Pen/Pencil</p>
<p>PREDICTION (DRTA) <i>Little by Little</i></p>	<p>‘30</p>	<p>Once students have made their predictions, the teacher will give each group the first paragraph of the story. Students will have five minutes to read the passage. After they finish reading, the teacher will ask the students how precise their predictions were and to underline the words or phrases that confirmed their initial guesses.</p> <p>As soon as they finish, the teacher will give students questions about the passage they have just read so they answer and will display them on the projector too. Once they finish, the teacher will distribute the remaining parts of the story in sequence, and they will proceed to do similar activities with each part. For the following three parts, students will have to read and answer the questions the teacher gives them. For the last parts, students must change the text to the first person singular.</p>	<p>- Story (see appendix 9) - Questions (see appendix 10) - Projector - Whiteboard</p>
<p>PREDICTION (DRTA) <i>What happened next?</i></p>	<p>17’</p>	<p>For the final phase of the during-reading phase, students will be asked to write or draw, in groups, a continuation of the story with the title “What happened next?”. Students will need to imagine what may have happened after the end of the story, so it is a continuation since the end of the story was an open ending.</p>	<p>- A4 paper - Pen/Pencil</p>
<p>EVALUATION</p>			

<ul style="list-style-type: none"> - The teacher will supervise the groups and correct spelling or grammar mistakes when necessary for the activity “Prediction (DRTA) What happened next”. Moreover, the teacher will help the students whenever they need it.
COMMENTS
<ul style="list-style-type: none"> - In the first activity, “Prediction (DRTA) <i>The Little Peach Who Spoke Italian</i>”, the teacher will tell the students that there are no right or wrong answers, so students should not be shy to share their opinions. - The second activity, “Prediction (DRTA) Little by Little”, has two phases. The first is checking their predictions, and the second is answering some questions to get to know the story better. This helps students with their reading abilities since these questions are similar to those they have to ask themselves when reading any extract.

Table 6. Second session, during-reading, block 2 (Storytime)

SESSION 6 STORY TIME (AFTER-READING)	
OBJECTIVES	KEY COMPETENCIES
<ul style="list-style-type: none"> - To help students give a logical comprehension of the story as a whole - To improve students’ oral and written expression - To develop students’ critical thinking - To foster both group work and autonomous work 	<ul style="list-style-type: none"> - CCL - CPAA - SIE - CSC
TIMING	DISTRIBUTION AND LOCATION
<ul style="list-style-type: none"> - 1 session of 55 minutes 	<ul style="list-style-type: none"> - Individual work - Group work

DEVELOPMENT

ACTIVITY	TIMING	DESCRIPTION	MATERIALS
<i>“I’m Tiberius Copernicus ”</i>	30’	<p>For this activity, the teacher will tell the students that they are now Tiberius Copernicus. That is, they are in Tiberius’s shoes and have to write down how they would have felt if they were the ones who had left the tiny peach seed behind. Students will have ten minutes to write down everything they can. The teacher will tell students they should not worry about grammar or spelling mistakes.</p> <p>For the second part of the activity, students will have to sit in a big circle with only their notebooks in their hands. Once all of them are sitting down, the teacher will start by choosing someone aleatory, and they all will have to read or explain to the class what they have written down about their feelings if they were Tiberius Copernicus.</p>	<ul style="list-style-type: none"> - Pen/Pencil - Notebook /A4 paper
DEBATE	25’	<p>Once students finish sharing their opinions, they will return to their groups. The teacher will show on the projector the following questions: “Have you ever loved something or someone very much? Do you think love is only expressed towards a person? Why or why not?”. Students in groups will have five to seven minutes to talk with their groups and answer these questions. After they finish answering, they will share their comments with the other groups. Students will have eight to ten minutes to debate.</p>	<ul style="list-style-type: none"> - Projector - Whiteboard - Pen/Pencil - Notebook/A4 paper

EVALUATION

- Regarding the “Documento Puente” in this session, students have to write a text with the help of the same story they have seen in class during the past two sessions. Therefore, they must use the vocabulary and the structures they have seen and worked on. Nonetheless, the teacher will guide them through the process and help them whenever needed.
- Additionally, as 1ºLE.BL3.2.1 states that students must read what they have written down in their notebooks. That will help them understand the written text and the oral composition.

COMMENTS

- The first activity, “I’m Tiberius Copernicus”, is divided into two parts. The activity is 30 minutes in total. That is, in the first part, students have 10 minutes to complete it. In the second part, students have 1-2 minutes to express their opinions and feelings to the class.
- For the second activity, “DEBATE”, students will have 10 minutes to debate in groups and answer the questions, and then they will have 15 minutes to debate with all the class (in groups).

Table 7. Third session, post-reading, block 2 (Storytime)

SESSION 7 RECIPE (PRE & DURING-READING)

OBJECTIVES		KEY COMPETENCIES	
<ul style="list-style-type: none"> - To help students understand the structure, vocabulary and verbs used in recipes - To improve students’ reading skills - To develop students’ creativity - To foster both group work and autonomous work 		<ul style="list-style-type: none"> - CCL - SIE - CSC - CPAA 	
TIMING		DISTRIBUTION AND LOCATION	
<ul style="list-style-type: none"> - 1 session of 55 minutes 		<ul style="list-style-type: none"> - Individually - In groups - In pairs 	
DEVELOPMENT			
ACTIVITY	TIMING	DESCRIPTION	MATERIALS

<i>Is cooking only ingredients?</i>	5-10'	For the first activity, the teacher will write on the board, “Is cooking only ingredients?” and students will have to answer this question. Then, the teacher will show them an image of a recipe with only ingredients and ask students to read it. Once they finish reading, the teacher will ask them if they understood the recipe type being cooked by only reading the ingredients.	- Recipe with only ingredients (see appendix 11)
Brainstorming + cooking verbs	15'	As a whole class, students will tell the teacher all the cooking verbs they know, and the teacher will write them on the board (students will have to copy them on their notebooks). If students do not know many cooking verbs, the teacher will give them a worksheet with stickers of images and words of the actions (verbs), and they will have to stick the image with the correct word together.	- Worksheet - Stickers (images and verbs) - Pens/Pencils - Notebooks
Conceptual Map	15'	Once students finish the previous activity, they will sit together in groups. To develop this following activity, the teacher will explain to the students what a conceptual map is and how to do it, and show them an example of what they are required to do. Therefore, for the next activity, the teacher will give each group the name of different recipes; “Making pancakes”, “Making mac’n’cheese”, “Make a pizza”, and “Bake a cake”, along with A3 papers where they will draw their conceptual maps. When they finish, they will have to stick them onto the wall and explain their reasoning to the rest of the class.	- Conceptual map image and example (see appendix 12) - A3 papers - Colour pencils/pens
Re-organise	15'	When students have finished explaining their conceptual maps, the teacher will give each group five halves of recipes. They will have to arrange them and put them in order. Nevertheless, the teacher will explain the different time sequencers (first, then, after that, finally, etc.). If students have problems with the meaning, the teacher will translate the words. Furthermore, it will be emphasised that time sequencers are very	- Recipes cut in 5 halves (see appendix 13) - Time sequencers PowerPoint - Pens/pencils

	<p>important when we read or write a recipe since they dictate the steps we must follow and when.</p> <p>After the explanation, the students will put the recipe in the correct order. At the end of the activity, all the groups will decide if the recipes were in the correct order and why (they will have to explain using the time sequencers the teacher will have previously explained about).</p>	- Paper sheets
COMMENTS		
<ul style="list-style-type: none"> - For the activity “Is cooking only ingredients?”, students will be prone to answer affirmatively to the question. For the second question, students will not be able to understand the recipe and what type of recipe it is because the ingredients could be used for any other recipes they might know. Therefore, the answers may vary. 		

Table 8. First session, pre- and during-reading, block 3 (Recipe)

SESSION 8 RECIPE			
OBJECTIVES		KEY COMPETENCIES	
<ul style="list-style-type: none"> - To help students write a recipe with the appropriate vocabulary - To show students how to use Information Technologies 		<ul style="list-style-type: none"> - CCL - CD - CPAA - SIE 	
TIMING		DISTRIBUTION AND LOCATION	
<ul style="list-style-type: none"> - 1 session of 55 minutes 		<ul style="list-style-type: none"> - In pairs or groups of three 	
DEVELOPMENT			
ACTIVITY	TIMING	DESCRIPTION	MATERIALS

Rearrange the class... <i>again!</i>	5'	For the next activity, the teacher will divide each group and will create pairs or groups of three out of the initial groups. The teacher will explain that now they have to write a recipe, and then they will have to cook it at home while they record themselves. The next day, they will have to bring the videos to class and present them to their classmates.	
<i>Alexa, how do I cook a...?</i>	15'	<p>The teacher will now play a couple of videos as examples of what students will have to do for the following day. One of the videos belongs to their student's book, while the other belongs to Natasha's Kitchen YouTube channel.</p> <p>The teacher will play the videos with subtitles; if needed, the teacher will need to define the speed of the videos (instead of x1, the video will be played at x0.75 or x0.5 speed).</p>	<ul style="list-style-type: none"> - Student's book video Oxford editorial (page 76) (see appendix 14) - Best Chocolate Chip Cookies Recipe-Natasha's Kitchen (see appendix 15)
<p>RECIPE</p> <p><i>Let's cook</i></p>	35'	Once they are finished with the videos, it will be time to start writing their recipes. First, the teacher will explain that they will need to choose a recipe. It is best if students choose a recipe must know. Secondly, students will have to start writing the ingredients, the quantities and the procedure. This activity will be helpful since they may utilise their recipes as their script for their videos.	<ul style="list-style-type: none"> - Pen/pencil - Paper sheets - Notebooks

EVALUATION

- Regarding the "Documento Puente" in this session, students have to produce written texts with the help of simple samples, such as the conceptual map and some samples seen in the previous session.
- In addition, students will write these texts using the vocabulary and structure seen in class.

COMMENTS

- As explained above, students' homework will be to record themselves and create a PowerPoint presentation with their recipe and a video of them cooking. The video cannot be longer than 2 minutes.
- For the last activity, "Let's cook", the teacher will walk around the classroom and help students whenever needed.

Table 9. Second session, post-reading, block 3 (Recipe)

SESSION 9 EXAM

OBJECTIVES	KEY COMPETENCIES
<ul style="list-style-type: none"> - Putting into practice what they have learnt during all the 8 sessions - To help students practise with PowerPoint presentations 	<ul style="list-style-type: none"> - CD - CCL
TIMING	DISTRIBUTION AND LOCATION
<ul style="list-style-type: none"> - 1 session of 55 minutes 	<ul style="list-style-type: none"> - Individually - In pairs or groups of three

DEVELOPMENT

ACTIVITY	TIMING	DESCRIPTION	MATERIALS
Exam	15'	For the last session students will have an exam that will test their reading skills and will check if these have improved or remained the same.	<ul style="list-style-type: none"> - Reading exam - Pens
<i>Show me what you cooked!</i>	40'	Once students finish the exam, as the final activity, they will have to show the class their PowerPoint presentations and cooking videos.	<ul style="list-style-type: none"> - PowerPoint presentations - Projector

EVALUATION			
<ul style="list-style-type: none"> - The teacher will assess the exam considering what they have worked on during this didactic unit. - The teacher will have a rubric to tick/cross that students have used what they worked on in the previous session. 			
COMMENTS			
<ul style="list-style-type: none"> - For the activity “<i>Show me what you cooked!</i>” It is better if students do it after the exam, so they have time to finish the exam without worrying. 			

Table 10. Exam session and presentation

4. RESULTS

The following section describes the results obtained from the students of 1st ESO following the implementation of the didactic proposal. These data have been gathered through the questionnaire mentioned above and the exam, namely the questionnaire in the first session and the reading exam in the last one, showing the learners' evolution during their learning progress. Through pie and bar charts, the initial and final results of learners' evolution are presented and compared.

4.1. Initial questionnaire

In order to properly implement the didactic proposal, research on pupils' previous knowledge was needed. Consequently, a 6-question questionnaire (see appendix 1), with multiple choosing, free answering and test-format questions, was presented to the students. Moreover, it is necessary to mention that the questionnaire was delivered to the students in their mother tongue (Spanish). Nonetheless, all the questions and responses have been

translated into English for this paper. The results of the questionnaire and its queries are presented below.

The first question asked to learners is whether they enjoy reading or not. Although this question might appear nonessential, it is vital to know if learners are interested in reading since teaching them the reading strategies might be more manageable and beneficial. Therefore, the answers were divided into “Yes”, “No”, and “Depends”, as not everyone likes reading in general but a specific type of texts, genre, etc.

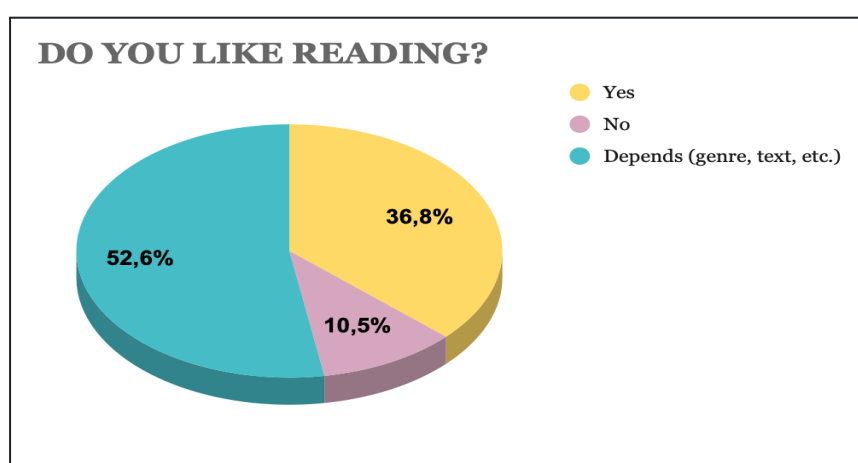


Figure 2. Percentage of students who like reading

As can be observed in Figure 2, 89,4% of the answers were favourable. In contrast, only 10,5% of students did not like reading at all. That is, 17 out of the 19 students that attend that class like reading, some enjoy reading explicit genres and some others like reading in general, which leads to the second question of the questionnaire: “What type of genre do you like reading?” as can be seen in *Figure 3* below.

It should be noted that what scholars appreciate reading in their free time is also meaningful since this didactic proposal is focused on IR instead of ER, as mentioned in section two of this composition.

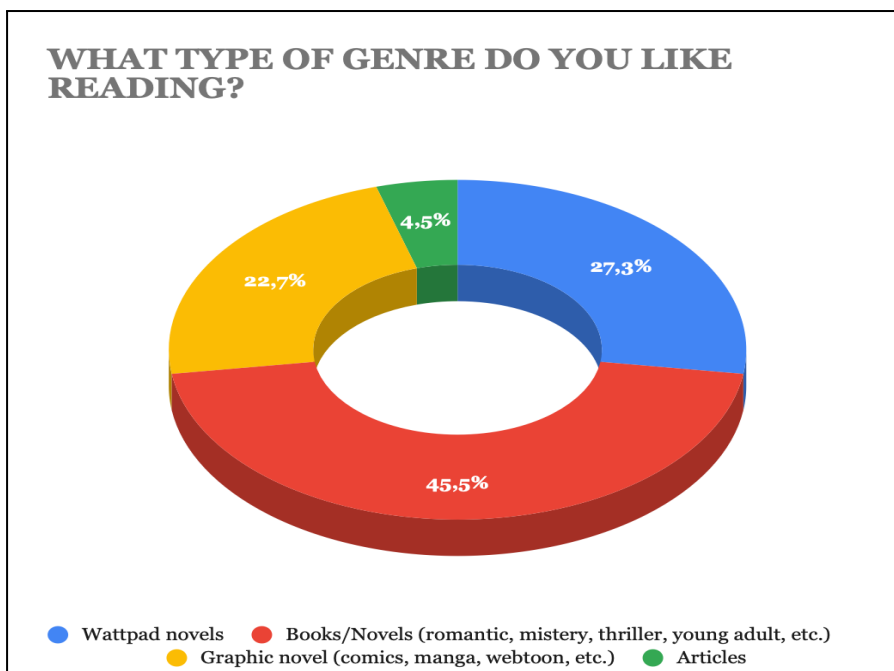


Figure 3. Percentage of the different genres students like reading

Concerning this second question, only students who answered affirmatively in the previous question could respond to the second one, mainly because in this section, they had to specify the classes of texts they like reading. Moreover, students were given three lines to reply since there was no specific option.

As it can be observed, most learners prefer to read books or novels from different genres. Nonetheless, graphic novels such as comics, mangas, webtoons, etc., and Wattpad novels are also favoured among 12-14 years old. On the other hand, it is worth mentioning that some students also enjoyed reading articles from scientific journals, provided that the topic interested them.

Consequently, the following question: “When you are reading, and there is a word you do not understand, you...” was also conveyed for them to answer honestly when they read in English and Spanish. *Figure 4* below illustrates students’ answers on the matter.

When you are reading and there is a word you do not understand, you...

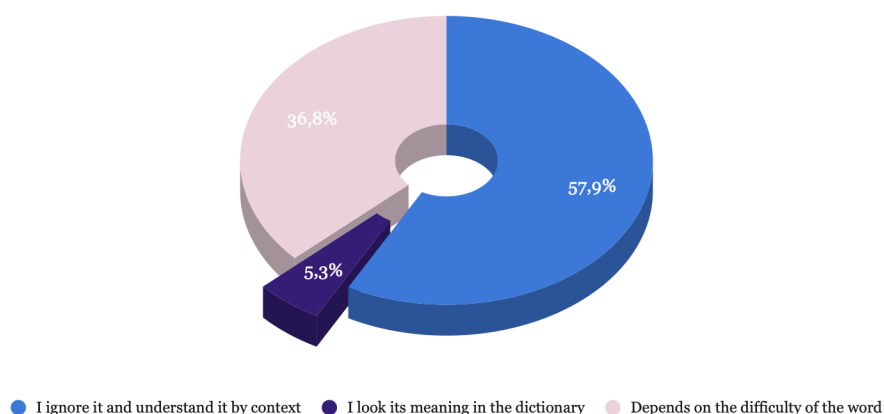


Figure 4. Students' actions when stumbling upon a word they do not know

In *Figure 4*, it can be seen that most students (57%) overlook a word and attempt to understand it by context when they are reading. Nonetheless, 36% of them, or seven students, responded that depending on the difficulty of the word, they prefer to seek its meaning in a dictionary since it is probably challenging to try and guess it by context. On the other hand, only 5% of students directly search for the definition in the dictionary should they find a word they do not comprehend.

It could be interpreted from this response, as well as the previous ones, that learners who appreciate reading are much more likely to try and assume a word by its context rather than stop reading to search for it in a dictionary. Hence, question four from the questionnaire, see *Figure 5*, tries to understand students' strategies when comprehending the meaning of the texts during their reading time. It should be commented that these answers are entirely from the students. That is, there were not many options to choose from; therefore, these have been assembled and translated into English.

Do you do something specific to understand the text when reading? For example reading every word to understand the meaning or reading whole paragraphs to understand the text

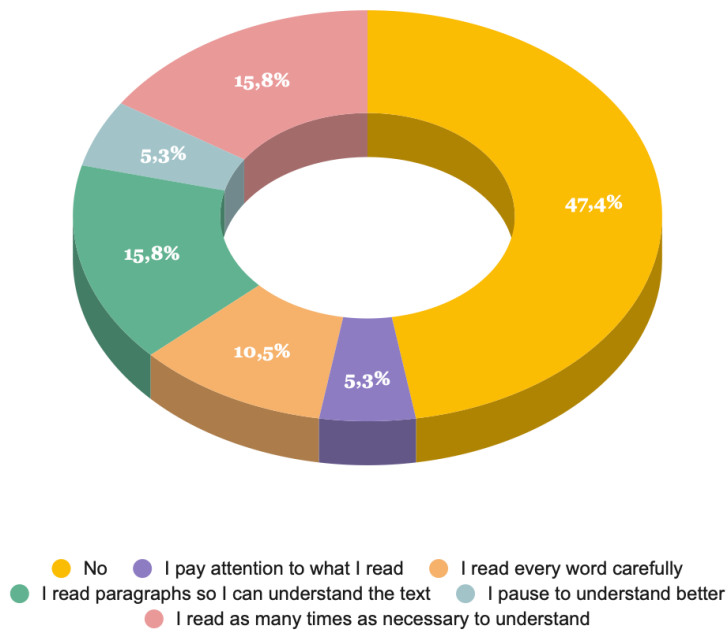


Figure 5. Number of students that employ their own reading strategies

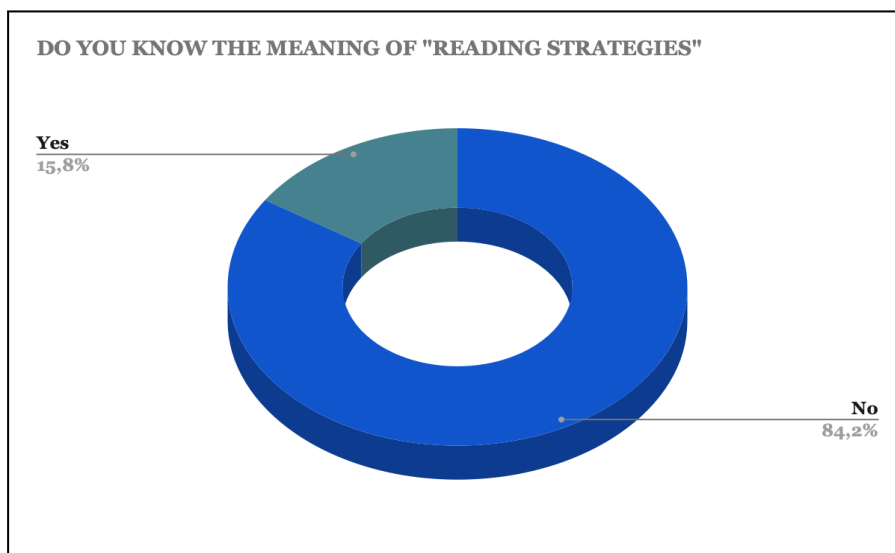


Figure 6. Percentage of students who know the meaning of “Reading Strategies”

As a result, when learners had to answer question five: “Do you know the meaning of reading strategies?” as seen in Figure 6, 84,2% replied negatively, confirming that in all their

academic years, there was not an instructor who ever attempted to prepare and teach them about reading strategies, to develop their reading comprehension skills. Nonetheless, only 15% of the pupils attempted to describe “reading strategies” by trying to separate the two words and inferring the meaning.

This question was about describing the meaning of reading strategies, and only 3 of the students tried to give a coherent answer. Some of the examples can be seen below:

“Yes, these are some strategies that help us understand texts better when we read” Student 1.
“I think that reading strategies are strategies like underlining the words or phrases that help us comprehend a text or noticing the important parts of the text when reading” Student 2.
“I guess that if I had to define them, I would say that some of the reading strategies could be highlighting the words from the text I like and think can help me get the gist of the reading” Student 3.

Table 11. Learner’s answers to “What are reading strategies”

Thus, the last question on the questionnaire was to offer students some examples of reading techniques and ask if they employed any when reading. This question was multiple-choice, i.e., they could choose all of them if they did use all the strategies. Figure 7 shows these results.

DO YOU USE SOME OF THESE STRATEGIES WHEN READING?

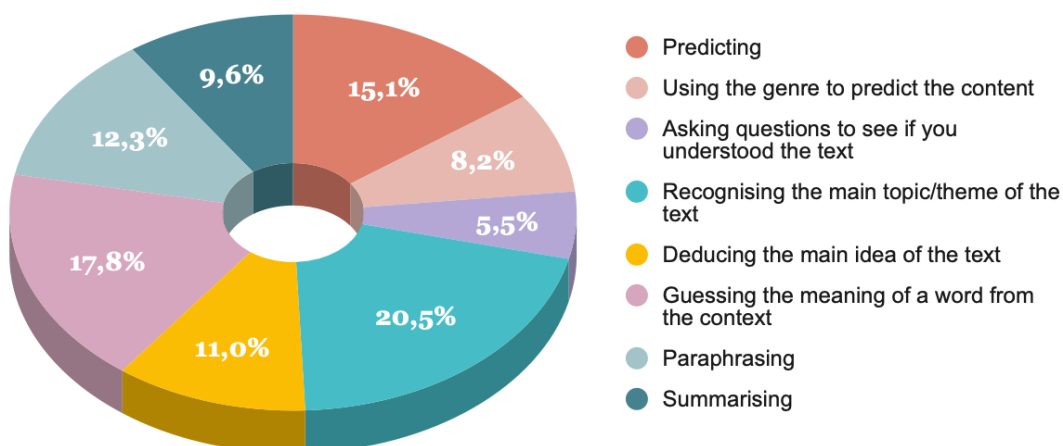


Figure 7. Percentage of different reading strategies used by students

It is not surprising to notice that pupils utilise reading strategies without realising. Some of the reading strategies they use the most are recognising the main topic, guessing the meaning of a word from the context and predicting what the texts will be about by reading the title, subtitle or even looking at the images. Notwithstanding, scholars also summarise or paraphrase when they read some extracts and want to understand them. It should be commented that these reading strategies belong not only to the pre-reading stages but also the during and after-reading ones. Thus, pupils use some of these strategies unconsciously and unknowingly.

4.2. Reading exam results

After implementing the didactic unit, it was compulsory to test whether learners achieved the expected knowledge and acquired the essential reading strategies. For this purpose, a reading comprehension test (see appendix 1) was developed in English and given to the students in the last session of the proposal. The exam consisted of a short text about a

British celebrity culinarian and the different types of programmes he had, the food he enjoyed cooking and the projects he held.

Related to the text, there were 3 reading comprehension questions about it. The first activity was about scanning the text and locating five different adjectives that described a chef's cooking, and the total marking of this question was 3,5.

Question 1: Write five adjectives to define Jamie's cooking

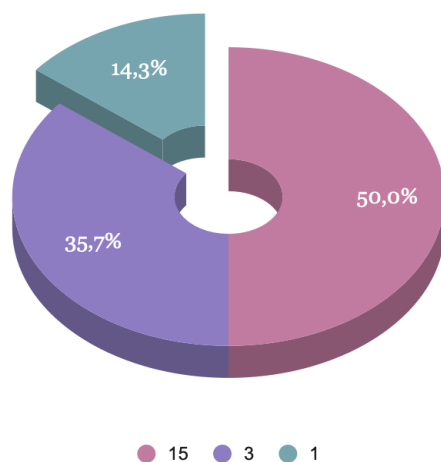


Figure 8. First question's results: Scanning activity

As shown in *Figure 8* above, 15 students (50%) found all five adjectives obtaining a total marking of 3,5. On the other hand, only 3 (35,7%) got a marking of 2,5 since they could not find all the adjectives. Finally, only one pupil obtained a total score of 1 since only one adjective was written down in the exam.

The second activity comprised four questions about the text and had a total marking of 3 points. To complete this activity, pupils should have utilised the scanning strategy to find the information they were seeking.

Question 2: Answer these questions about the text

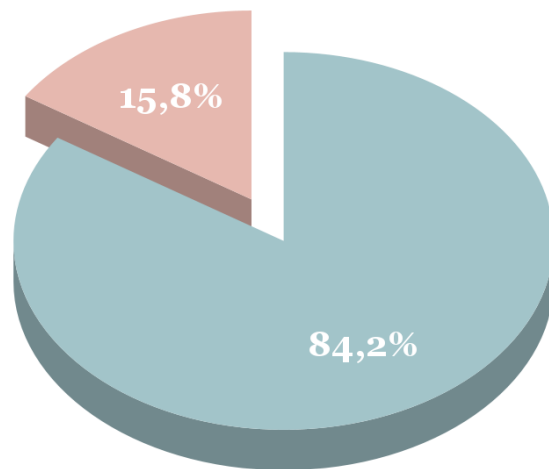


Figure 9. Second question's results: Scanning activity

Figure 9 above shows that 84,2% of the students obtained a score of 3 points, meaning that they answered accurately and with precise information from the text (it should be said that students could copy directly from the text instead of using their own words, but trying to paraphrase was also encouraged). Conversely, only 15,8% of them got a total score of 2,75 since they did not complete one of the questions.

Finally, the third activity on the exam was a reading comprehension question. It consisted of determining whether the sentences provided were correct or wrong, and the total marking for this question was 3,5 points.

Question 3: Decide if the sentences are true or false

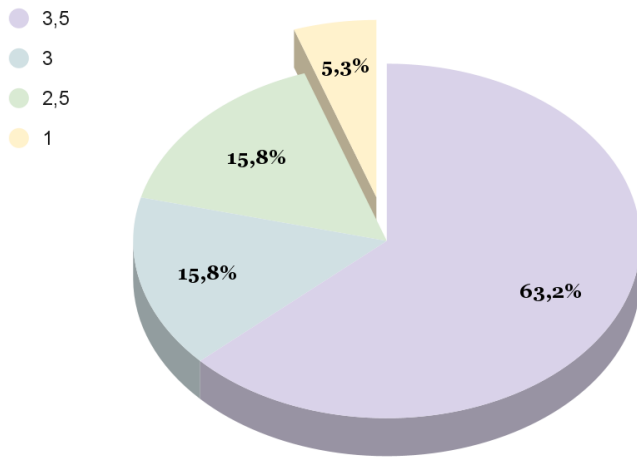


Figure 10. Third question's results: Reading comprehension

As seen in Figure 10 above, 63,2% of the learners scored the maximum mark in this part of the exam. Additionally, 31,6% of them got 3 and 2,5 points, respectively. Lastly, only 5,3% of the pupils did not pass this part of the test and only got one question correct.

Once all the questions have been examined and explained independently, it is time to observe the general results regarding the exam.

READING EXAM: GENERAL RESULTS

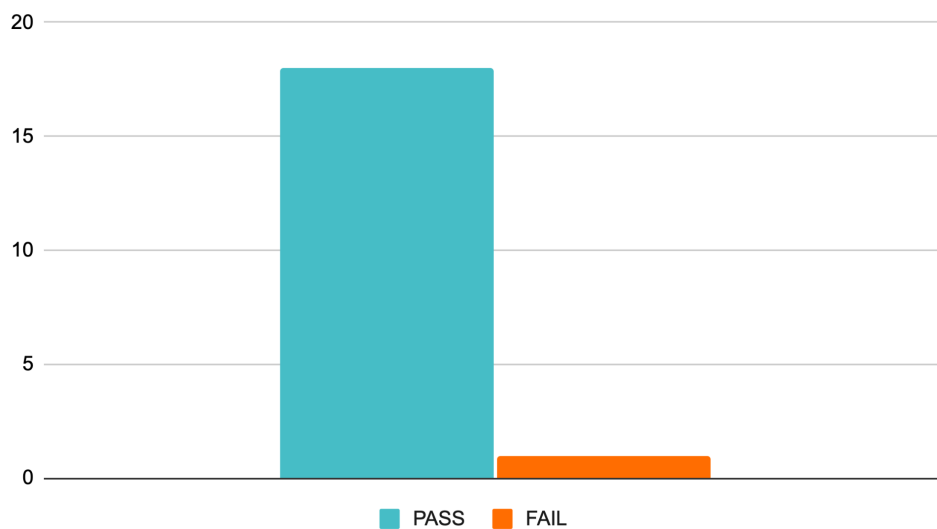


Figure 11. Number of pupils who passed and failed the reading comprehension exam

As seen in *Figure 11*, 94% of the students passed the test. Nonetheless, it should be expressed that the student who failed the reading comprehension exam was one of the pupils who had previously written in the questionnaire that reading was not enjoyable and thus, was not practised by this learner. Furthermore, this student had a final mark of 4.8 out of 10.

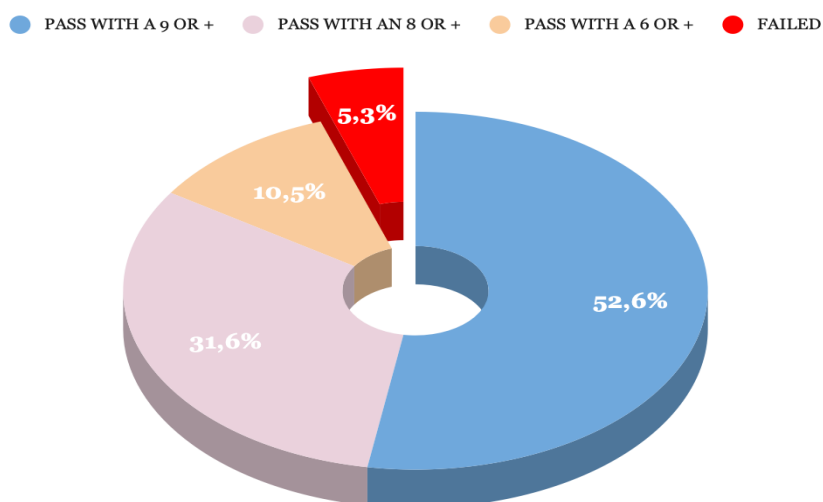


Figure 12. Percentage of students' marks

On the other hand, the students' marks have also been analysed, and *Figure 12* above depicts them. Considering all their marks, the graph has been divided into learners that "passed with a 9 or more", "passed with an 8 or more", "passed with a 6 or more", and "failed".

Remarkably, more than 80% of the class passed the reading comprehension test with a marking of 8 or more, guaranteeing that the reading strategies introduced and instructed in class have been beneficial for them.

5. CONCLUSION

Even though humans were not born to read or write, and these two processes are considered unnatural, there would not be proof of human existence without them. As humanity evolved, so did reading and its teaching approach. Even though reading strategies have remained slightly the same throughout the 20th and 21st centuries, the way teachers and researchers use them has been changing in recent years. Reading is a dynamic process that, if allowed, might lead every student to learn any language and their culture. However, it does not mean that reading is the only skill that needs to be taught.

Notwithstanding, it should not be disregarded as a secondary skill either since reading has been proven to provide essential linguistic understanding to writing, speaking and even listening skills. The more learners read, the better their ability to acquire and understand a language will be. Nonetheless, we live in a time and a place where it is becoming more and more difficult for people, in general, to open a book and read for pleasure. Therefore, if it is challenging for students, in this case, to read for pleasure, it is even more complicated to make them read for educational purposes.

Considering my observation period at *IES Politécnico* and my three-month stay among learners of different ages, cultures and backgrounds, it should be noted that the vast majority of them did not like the act of reading. Nevertheless, not all of them agreed on that. Hence, I chose one of the classes where they enjoyed reading the most, as seen in the questionnaire's answers, even though they did not like reading the textbooks or whatever the teachers gave them. Moreover, applying the didactic unit based on necessary and proper reading strategies in this class was more manageable and less time-consuming than having applied it in any other class where they were not as interested or keen on reading, considering the short time I had with them. Consequently, with the development of this proposal and its

implementation, the traditional methodology of teaching English was disregarded to apply a more unusual and distinct approach to start and teach “how to read to learn”, where students were active learners who had to participate and cooperate. At the same time, the role of the teacher was based on the explanation of the concepts and activities, guide and supervisor when needed, and evaluator in the final task.

Finally, it is crucial to respond to the research questions that can be seen in part 2 (theoretical background) and part 3 (didactic proposal) of the paper. Answering the first question, “to what extent can reading techniques in their L1 help students improve their reading in L2?” the questionnaire results revealed that students who liked reading in general, but most precisely in their L1, showed a better understanding of the activities. Most scholars already used some processes unknowingly and without anyone teaching them about their meaning or usage. Moreover, students could comprehend in an easier and faster way the instructor’s explanations and the assigned tasks. On the other hand, learners could link what they used to do in their L1 to what it was being taught in their L2.

As for the second question: “Will the strategies adopted lead to any understanding of students’ reading skills?”. Exam results show that these strategies pave the way and start leading to an initial comprehension of learners’ reading abilities. Nonetheless, further research is needed to determine whether, with extra reinforcement, practice, and time these techniques can improve learners’ reading comprehension aptitudes, not only in their L2 but also in any languages they might know and learn in the future and lead to a complete comprehension in their reading skills.

All things considered, the main purpose of this paper has been to create a didactic unit to help pupils learn and implement the different types of reading strategies and encourage

them to use them whenever they have to read any extract so that they can really notice, comprehend and even foster their learning when reading.

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7. APPENDICES

APPENDIX 1

CUESTIONARIO SOBRE ESTRATEGIAS DE LECTURA

*Obligatorio

1. ¿Te gusta leer?

Marca solo un óvalo.

- Sí
- No
- Según (depende del género, texto, etc.)

2. Si has contestado "sí" o "según", especifica qué tipo de textos escritos te gusta leer (e.g.: libros, cómics, novelas (wattpad), revistas, artículos, etc.) *

3. ¿Cuando estás leyendo y no entiendes alguna palabra, la ignoras y sacas el significado por contexto o la buscas en el diccionario? *

Marca solo un óvalo.

- La ignoro y la saco por contexto
- La busco en el diccionario
- Depende de la dificultad de la palabra

4. ¿Haces algo específico que te ayuda a entender el texto que lees? Por ejemplo, leer cada palabra para entender el significado o párrafos para entender el texto. *

5. ¿Conoces las "estrategias de lectura"? Si es así, ¿cómo las definirías? *

6. ¿Utilizas alguna de estas estrategias cuando lees? *

Selecciona todos los que correspondan.

- Predecir de qué va a ir el texto solo viendo los detalles (e.g.: título, encabezado, imágenes, etc.)
- Utilizar el género del texto para predecir el contenido
- Hacerte preguntas para saber si has entendido el texto
- Reconocer el tema principal del texto
- Deducir la idea principal del texto
- Adivinar el significado de una palabra que no conoces a partir del contexto
- Parafrasear (replantear el texto en tus propias palabras para comprenderlo mejor)
- Resumir (centrarse en las partes importantes del texto dejando fuera detalles poco importantes)

APPENDIX 2

Extra vocabulary

6.1 Food

apples	mushrooms
beans	oil
beef	onions
bread	pasta
cheese	rice
chicken	salad
chickpeas	spices
chilli sauce	sugar
chips	tomatoes
chocolate	yoghurt

6.2 City life

entertainment
graffiti
litter
live music
market
public transport
road
square
stall
street performer
tourist
traffic
tram

6.1

crunchy (<i>adj</i>)	spicy (<i>adj</i>)
healthy (<i>adj</i>)	sweet (<i>adj</i>)
salty (<i>adj</i>)	tasty (<i>adj</i>)

6.1 Learn it!

beef (<i>n</i>)	pig (<i>n</i>)
cow (<i>n</i>)	pork (<i>n</i>)
fish (<i>n</i>)	chicken (<i>n</i>)

6.4 Learn it!

cook (*n & v*)
cooker (*n*)
cooking (*n*)

APPENDIX 3



APPENDIX 4

Name _____

Date _____

Cinquain Graphic Organizer






A cinquain is a five-line poem that describes a person, place, or thing.



Apple
Red, Shiny
Biting, Chewing, Picking
Hunger, eating, appetite,
fullness
Fruit

Manzana
Rojo, Brillante
Mordiendo, Masticando, Recogiendo
Hambre, comer, apetito,
plenitud
Fruta

Use this organizer to write your own cinquain.

	◀	One word title
	◀	Two words that describe the title
	◀	Three words that express an action
	◀	Four words that express a feeling
	◀	A different Word for the title

APPENDIX 5

The Cheese Wheel
Graham Bradbury

Spice Box
Grace Regan

Luardo's
Simon Luard

The Grilling Greek
Spyros Blentzas

La Churreria

APPENDIX 6

Come to The Cheese Wheel to try something different. You can't make this at home! Graham Bradbury's Italian team make fresh pasta and then they put it inside a whole cheese. You can choose a sauce to eat with the pasta: mushroom, cheese or tomato and chilli.

For **healthy** and vegetarian Indian food, go to Spice Box. Grace Regan can make delicious curries with **crunchy** vegetables and pulses, such as chickpeas. She uses a lot of different spices.

At Luardo's stall, you can eat **spicy** Mexican burritos. Choose from pork, beef or chicken and add cheese, salad, rice and black beans. Don't forget the sauce! A good burrito from Luardo's always includes his spicy 'pico' salsa.

The taste of Greece ... chicken, pork or halloumi cheese in soft pitta bread with red onions and yoghurt sauce. For a quick snack, try their chips with **salty** feta cheese.

For something **sweet**, try the tasty Spanish snack, 'churros'. La Churreria cook the churros in hot oil while you wait. Eat them with sugar and chocolate sauce!

Complete all activities in your notebook

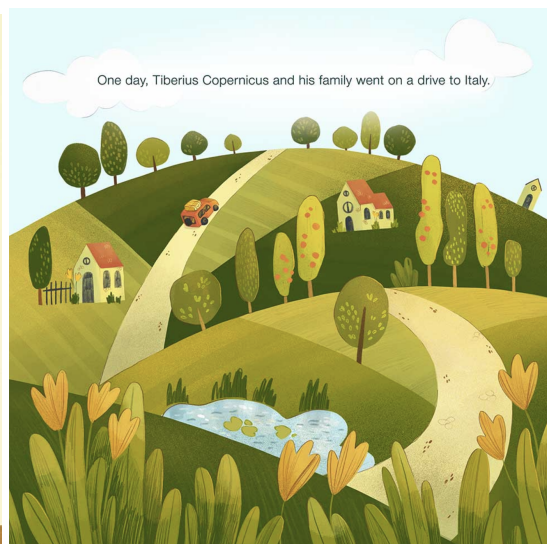
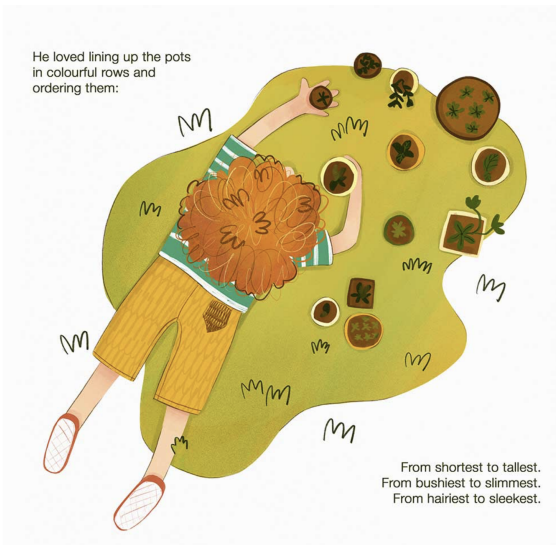
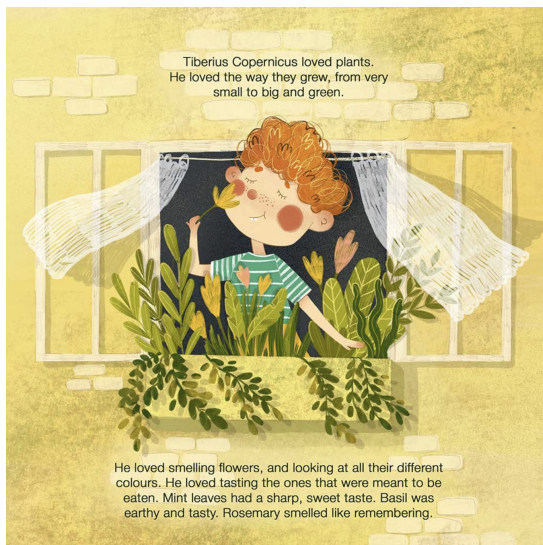
APPENDIX 7



APPENDIX 8

The Little Peach Who Spoke Italian

APPENDIX 9





It was very hot in Italy, because it was the summer time. On the beach, Tiberius Copernicus ate gelato and pizzas, and tomatoes with basil and olive oil.



There were no seeds in any of these things, except in the tomatoes, which were too slippery to catch.

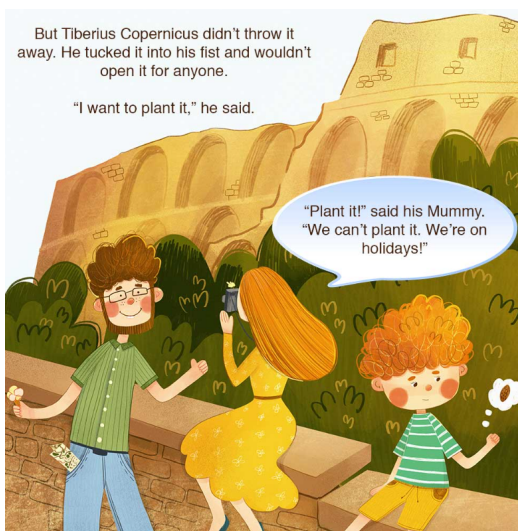


But one day, Tiberius Copernicus ate a peach. It was covered with a soft down. It was so sweet and juicy! After he'd eaten it, Tiberius looked at the little peach stone left over in his hand.



"Throw it away," said Mummy.

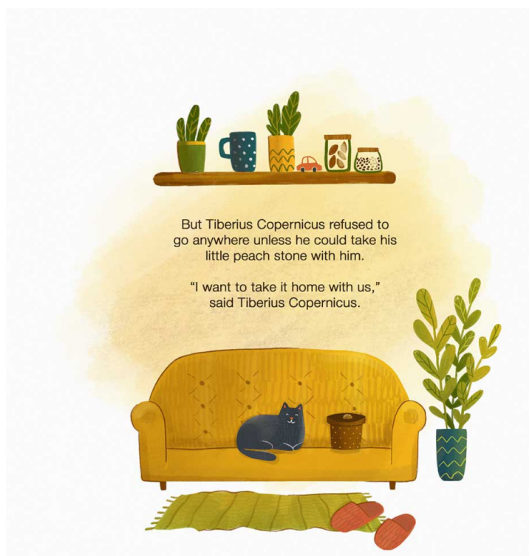
"Throw it away," said Daddy.



But Tiberius Copernicus didn't throw it away. He tucked it into his fist and wouldn't open it for anyone.

"I want to plant it," he said.

"Plant it!" said his Mummy. "We can't plant it. We're on holidays!"



But Tiberius Copernicus refused to go anywhere unless he could take his little peach stone with him.

"I want to take it home with us," said Tiberius Copernicus.



Mummy and Daddy looked at Tiberius Copernicus's face. It was a face that meant what he said.



So Daddy found a pot. They put some dirt in it, and planted the little peach stone. It looked comfortable in the pot.

They gave it some water, and put its bottom in a plastic bag in case it leaked in the car. Tiberius Copernicus nursed it in his lap all the way around Italy.



Every time they stopped the car, Tiberius Copernicus took the pot filled with dirt and put it somewhere sunny. He thought the little peach stone might like to talk to the other plants they saw there.



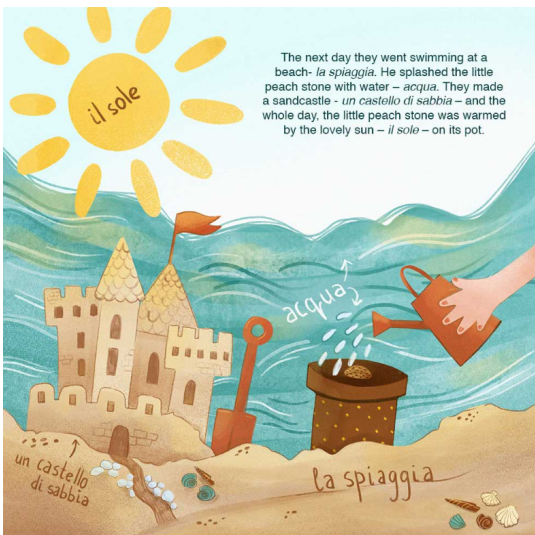
"But what will your little peach stone do when we arrive back at home?" asked Mummy. "He will speak Italian, and the other plants won't understand him."

"I will talk to him," said Tiberius Copernicus. He kissed the side of the pot and hugged the stone close to him. But inside, something was starting to worry. What if the peach stone was lonely back at home?



Tiberius Copernicus knew there was only one thing to do.

He would have to learn Italian.



The next day they went swimming at a beach - *la spiaggia*. He splashed the little peach stone with water - *acqua*. They made a sandcastle - *un castello di sabbia* - and the whole day, the little peach stone was warmed by the lovely sun - *il sole* - on its pot.



At the end of the day, Tiberius Copernicus held the pot close to him and said

"Ti amo, little peach stone."



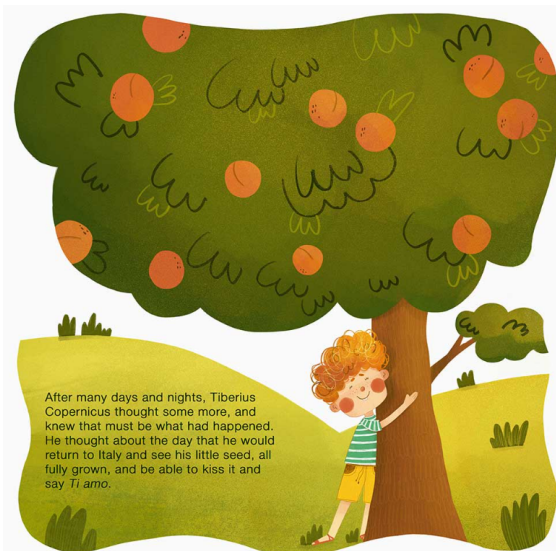
And like this, Tiberius Copernicus began to learn Italian. He learnt that *il cielo* means 'the sky', and *un giardino* means a garden, and *gli alberi* means 'the trees'. He tried to speak with the little peach stone about the things it would understand and be interested in, because that's what we do with people we love.

One morning towards the end of their holidays, Tiberius Copernicus went in a boat in a lake on top of a mountain. When he came back in, he dried off and put his clothes back on. When the whole family was back in the car and had been driving for many hours, Tiberius Copernicus suddenly remembered what he had forgotten at the lake.

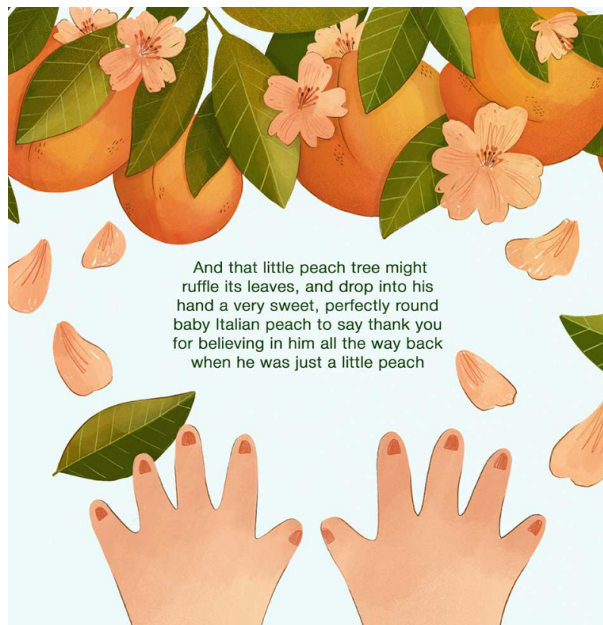
"My little peach seed!" he cried. And then he cried some more, because he had left the little stone in its pot all the way back at the lake.



It was too far to go back. Tiberius Copernicus felt very lonely – *solitario* – for many days and nights. But then he thought about the little peach seed, and wondered if another little boy, an Italian boy, might have found his peach friend and planted him somewhere sunny.



After many days and nights, Tiberius Copernicus thought some more, and knew that must be what had happened. He thought about the day that he would return to Italy and see his little seed, all fully grown, and be able to kiss it and say *Ti amo*.



And that little peach tree might ruffle its leaves, and drop into his hand a very sweet, perfectly round baby Italian peach to say thank you for believing in him all the way back when he was just a little peach

APPENDIX 10

LET'S TALK ABOUT THE STORY

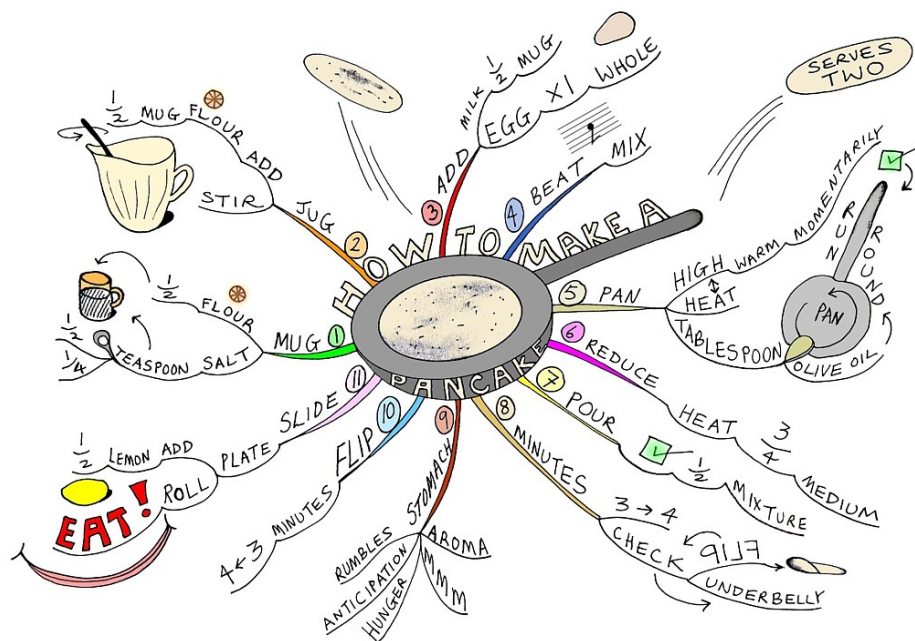
1. WHO IS TIBERIUS COPERNICUS?
2. WHAT DID HE LOVE DOING?
3. CAN YOU FIND THE TYPES OF SEEDS HE LIKED TO COLLECT?

APPENDIX 11

Ingredients:

- oil
- 1 onion
- 1 red chilli
- 225g chicken
- spices
- 150ml water
- 200g tomatoes
- tomato sauce
- 300g chickpeas
- rice or naan bread

APPENDIX 12



APPENDIX 13

FIRST TAKE A BIG BOWL.

NEXT, PUT IN THE BOWL: FLOUR, 4 EGGS, ½ LITRE OF MILK, SOME YEAST AND SOME SALT.

THEN, MIX WITH A WHISK.

AFTER THAT, USE SOME BUTTER TO COOK THE PANCAKES IN THE PAN.

FINALLY, COOK THE PANCAKES IN A FRYING PAN.

APPENDIX 14



APPENDIX 15

Botón de reproducción (k)

Cream those together on medium-high speed until smooth.

#natashaskitchen #chocolatechipcookies #cookies

La mejor receta de galletas de chispas de chocolate - La cocina de Natasha

52.015 NO ME GUSTA COMPARTIR DESCARGAR GRACIAS CLIP GUARDAR ...

APPENDIX 16

3	1ºLE.BL3.1. Identificar, aplicando estrategias de comprensión escrita, la información esencial, las ideas principales y los detalles más relevantes en textos muy breves, continuos y discontinuos, en diferentes soportes, en un registro formal, informal o neutro, sobre temas cercanos a sus intereses, en los ámbitos personal, público, educativo.	1ºLE.BL3.1.1. Identifica la información esencial en textos escritos muy breves y estructurados , en diferentes soportes, aplicando estrategias de comprensión escrita tales como el uso de diccionarios bilingües y glosarios .	CCLI CD CAA
		1ºLE.BL3.1.2. Distingue la información esencial, las ideas principales y los detalles más relevantes en textos sobre temas próximos a sus intereses en los ámbitos personal, público y educativo .	CCLI
		1ºLE.BL3.1.3. Identifica, de manera guiada , el tipo de texto y su estructura, así como el registro formal e informal en anuncios, informes, noticias, canciones e historietas , en diferentes soportes: <i>podcast</i> , videoconferencias, etc.	CCLI CMCT
	1ºLE.BL3.2. Leer en voz alta textos literarios o no literarios, muy breves y bien estructurados, articulando correctamente las palabras, con ritmo, entonación y una progresiva automatización que le facilite la comprensión del texto.	1ºLE.BL3.2.1. Lee en voz alta textos muy breves y bien estructurados, articulando correctamente las palabras, con la entonación y ritmos necesarios para adquirir una progresiva automatización que le facilite la comprensión del texto.	CCLI

1ºLE.BL3.3. Detectar en textos escritos, de manera guiada y cuando aparecen de manera explícita, los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, al comportamiento, a las relaciones interpersonales, a las costumbres, celebraciones, manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor.	1ºLE. BL3.3.1.Reconoce las fórmulas sociales características de relaciones cotidianas que expresan disculpas, agradecimientos, o despedidas y las normas de comportamiento en invitaciones y fiestas.	CCLI CSC
	1ºLE.BL3.3.2. Detecta, de manera guiada , los aspectos socioculturales y sociolingüísticos en canciones, textos literarios, monumentos y personajes, considerando la diversidad y las diferencias en el grupo desde una perspectiva inclusiva como elemento enriquecedor.	CCLI CEC
1ºLE.BL3.4. Distinguir, de manera guiada y con la ayuda de ejemplos, las funciones comunicativas del nivel y las estructuras morfosintácticas asociadas, así como la organización textual y el léxico de uso frecuente, las convenciones ortográficas, tipográficas y de puntuación, para la comprensión de textos escritos muy breves, claramente estructurados y en diferentes soportes.	1ºLE.BL3.4.1. Distingue la función comunicativa en textos escritos tales como la descripción de personas, objetos y lugares o la narración de acciones habituales en presente y pasado así como la expresión de planes y proyectos.	CCLI CD
	1ºLE.BL3.4.2. Reconoce un repertorio limitado de palabras y expresiones de uso muy frecuente , así como colocaciones básicas relacionadas con el tema.	CCLI
	1ºLE.BL3.4.3. Identifica las estructuras morfo-sintácticas y discursivas adecuadas al nivel.	CCLI
	1ºLE.BL3.4.4. Distingue las convenciones ortográficas, tipográficas y de puntuación, para la comprensión de textos escritos muy breves , claramente estructurados y en diferentes soportes.	CCLI CD
1ºLE.BL3.5. Inferir, de manera guiada, el significado de palabras y expresiones nuevas en textos escritos muy breves, en diferentes soportes, con apoyo audiovisual y del contexto.	1ºBL3.5.1. Infiere, de manera guiada , el significado de palabras y expresiones nuevas en textos escritos muy breves , en diferentes soportes, con apoyo visual del contexto y del contexto.	CCLI CAA