THE EFFECT OF PATTERNS OF ORGANIZATION IN READING
COMPREHENSION WHEN USING AUTHENTIC AND NON-AUTHENTIC TEXTS

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Dedication

To the best friend I have ever had, for all his unconditional support and all the wines and feasts shared.

TABLE OF CONTENTS

1. ABSTRACT

This paper reports on an exploratory study aimed at determining the effect of patterns of organization in reading comprehension when using authentic and non-authentic texts with intermediate EFL students in a private university in Cali. Findings show that both types of texts are complementary, and have no determining impact in terms of making comprehension easier or more difficult. The study is framed as classroom research, and is composed of quantitative aspects, which were the starting point for exploring those which were qualitative. The instruments used were questionnaires, an electronic survey and a focus group. The analysis showed that the recognition of patterns of organization may help students to become aware of the required elements to develop their reading skills however, it did not proof that all the participants managed to do so.

Key words: authentic and non-authentic texts, reading comprehension, patterns of organization

2. INTRODUCTION

In the Cali EFL context it is often believed that speaking is, if not the only communicative skill, that which is at the top of the rank. This tendency has relegated reading to second place in teaching. Institutions feel prouder of having students who can show proficiency in spoken English, rather than having students who have a profound comprehension of what they read. This probably has to do with the fact that reading comprehension can be considered not only an L2 issue but an L1. This study was based on the premise that reading is as communicative and important as any of the remaining skills, since it communicates, transmits and reports everything that is carried out in different fields. It came into being with the intention of revising the use of an element such as patterns of organization in the development of reading comprehension skills with a specific group of students at intermediate level. A set of reading comprehension questionnaires were used in order to evaluate how students dealt with finding information in a text by themselves, the resources they use to solve a problem of comprehension, how they express arguments to support their responses, and how patterns of organization enhance their reading comprehension skills. A questionnaire, survey and a focus group were used to identify three elements from which to obtain and classify information. The aim of this study was to focus on the reading, and to a lesser extent the writing skills that undergraduate students are developing at a particular level of instruction, and the results produced from the use of authentic and non- authentic texts during this process. It is expected that the findings will serve as a starting point for implementing more elements such as patterns of organization in the construction of reading comprehension practices that foster the interest of the student in becoming competent searchers of information, and at the same contributing in planting the seed for more structured readers and skillful writers.

3. PROBLEM FORMULATION

3.2 Question

Can students' reading comprehension skills be enhanced, through the use of patterns of organization with authentic/non-authentic texts?

If so

What difference would it have to use patterns of organization with authentic and non-authentic texts?

3.3 Objective

-To determine the effect of patterns of organization in reading comprehension of authentic and non-authentic texts

3.4 Specific- objectives

-To establish which patterns of organization facilitate reading comprehension.

-To recognize from which kind of texts students achieve more reading comprehension.

4. JUSTIFICATION

During the first classes of the course when working on reading comprehension activities some students had difficulties to cope with them. Besides, when checking exercises some students were able to give correct answers to some of the reading exercises given, but when they were asked to support their answers, they were not able to justify their answers.

Apart from this, the aim of the study was to serve as a sample to measure the impact of some of the readings used during the course to determine if the tools proposed (use of patterns of organization) were beneficial to potentiate the activities designed, based on the texts. It was expected that this information would be presented to the teaching community of the private university where the study was carried out, as support for the teaching practices applied in the institution with the purpose of paving the way for students in their reading comprehension.

5. LITERATURE REVIEW

In this part of the work a series of relevant concepts will be shown in order to establish the limits on which the study follows direction and focus. A number of authors are used as reference to enrich the review and allow the reader to have a clear starting point and guidance in the development of the study.

5.1 Authentic and non-authentic- texts

Authentic material has been defined as "any material which has not been specifically produced for the purpose of language teaching Nunan (1989), materials which "were not created or edited expressly for language learners. Authentic materials illustrate how English is used naturally by native speakers." Nunan and Miller (1995) "…real –life texts, not written for pedagogic purposes" (Wallace 1992:145) Both Nunan (1988) and Hedge (2000) agree that authentic or non-simplified texts are not produced for language teaching purposes and do not have "contrived or simplified language. Morrow (1977) claims that "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort (p.13). In addition to this, Kilickaya (2004) argues that authentic is "exposure to real language and use in its own community." The authentic material in this study will be used as a way of transmitting information in a very realistic way and taking into account the definitions provided will follow the characteristics already mentioned.

Having considered the definitions and statements above we can say that non authentic or simplified texts are the ones created for teaching a language and have a pedagogical purpose which intends to control the presentation of grammatical structures according to the level of the students. In more formal terms, Widdowson (1978, p.88) argues that a simplified version of such material is a "kind of translation from the usage available to author of extract to that which is available to the learner".

Ellis and Johnson (1994) suggest that simplified texts (non-authentic) involve enriched input that is made up of a significant number of typical examples about the target structure. These definitions helped to clarify the nature of the material found in the text book *Touchstone 3 second edition. McCarthy, McCarten, Sandiford. Cambridge University press 2005* from which some readings were used for this study.

Nation (2009) states that simplified texts are essential to meet the conditions needed for learning from extensive reading at a variety of levels of proficiency. Nuttall (1984) argues that an authentic text is valid and is the best answer for material selection as long as it is suitable for students, if it requires the teacher to use translation as the only way of coping with it then it is not well chosen. She proposes the teacher to simplify the text by removing new words and complex sentences while retaining as much as possible of the textual quality and discourse structures of the original. Researchers such as Lotherington-Woloszcyn and Cray (1986) also justify the adaptation of reading materials in order to satisfy students' needs.

This study attempts to find the effect of authentic and non-authentic texts in the reading comprehension process of students of intermediate level of English at a tertiary level through means of patterns of organization. Research on the use of authentic and non-authentic text in the EFL classroom is extensive; Marzban (2015), Khoshbakht ((2017), Castillo, Insuasty and Osorio (2016), Anani and Karimi (2008), Zainal & Baskeran (2010).

Previous studies have been reported on the same field but none of them refer to a particular tool on which to focus to develop the study. The patterns of organization are a main element in this research. As a first reference there is the study carried out by Marzban (2015) who focuses on authentic texts and their effect on reading comprehension in EFL students. The work is well conceptualized because it has an extended section dedicated to explain what kind of questions are used in reading

comprehension and why they are considered effective in the field. The critics that can be made are related with the tools used for the collection of data. Only multiple choice questions were used in the interventions with students. Another aspect which is not very convincing is the kind of conclusions such as *Authentic Reading can increase the reading comprehension in the student* this generality can be stated by anyone and represents in itself a possibility but not a supported fact.

A recent reference is from a study carried out by Khoshbakht (2017) that focuses on authentic materials and reading comprehension, presenting the higher means obtained at the end of the study but concluding that the impact was not very good. He writes generalities such as *The use of authentic based material was effective* without explaining the reasons or *through sharing opinions students could perform effectively in reading comprehension* probably by doing these, students could develop their speaking abilities but this is not a valid argument to state such a conclusion. Anani, M & Karimi, M. (2008) focus on the Impact of Simplified and Interactionally Modified Input on Reading Comprehension of Iranian EFL Learners. This study deals with the role of input modification in text comprehension. It compares linguistically-modified texts and interactionally modified texts by repeating measure design. The result of using texts under these conditions shows that the learners' comprehension is highest under the interactionally-modified text condition and lowest under the unmodified text condition with the linguistically-modified text condition in between. The results are discussed and suggestions are proposed for the improvement of reading pedagogy.

Castillo, Insuasty and Osorio (2017) in Colombia analyzed the extent to which the use of authentic materials and tasks contribute to the enhancement of the communicative competence. Their findings showed that the use of authentic materials and tasks, within the framework of a pedagogical project, had a positive impact on students' communicative competence progress on the teaching practices of the experimental group teacher. Among the aspects to be taken as a contribution

for this work there is the variety of tools used to corroborate the data collected, the conclusion in which it is stated that the teacher´s experience and the way they develops or implements the activities is key for the text to have a positive impact on the students' processes and the similarity of the context. This study covers a wider range of application since it is not focused only on reading but on all the abilities of language. This prevails as the main difference with the proposal of this work. Since the two abilities concerning this study were reading and writing, although the writing was not analyzed in depth it was an essential part to obtain the responses of many of the questions proposed in the questionnaires. Zainal & Baskeran (2010) serve as a counterpart to the usual pro-authenticity by openly favor in their comparative study the use of non-authentic texts for its beneficial effects on students. They also mention the importance of interviews as the complementary elements to give a steady support to the results obtained from the students on the findings. Some other references such as Nation (2000) and Bonesteel (2011) were used for the structuration of the research instruments. In their article they discuss the ways in which teachers can apply what has been learned from research. This reading is key for the elaboration of points, questions, reading comprehension activities that help students respond in an authentic way to what they have read. These guidelines were followed in order to create a research instrument that kept aligned with an authentic reading experience.

In summary, previous studies found were conceived taking into account the similar starting consideration which is that authentic texts seem to be over non authentic texts in terms of effectiveness, some of them just reinforce this theory by citing previous studies in which the same conclusion is presented. To the light of the present study the idea is to start without giving dominance, neither to authentic nor to non-authentic texts but to see the extension of their reach by showing in detail elements that can prove a benefit. This stands as the first reason for the conception of this work. The second being the fact that most of the studies made were focused on external groups this may sound very objective but at the same time very distant.

The intention of this study is to see from within what happened during the process of the interventions and profit from the proximity to collect all the possible data. More than proving which kind of text can be more enriching to the reading comprehension process of the students the intention is to analyze the elements that needed to be applied and how they were applied in the formulation of questions and activities based on the texts provided to obtain the best from each text. The use of organizational patterns can be explained by the help they may provide to develop bottom down skills which foster the ability of identifying macro structures As Aebershold, & Field, (1997) state, readers with common knowledge of the world are able to "predict" the meaning of the reading text, verify or decline the previous guesses, and ultimately, understand the text by way of an inferential and constructive reading process. So through patterns of organization the idea of this study was to develop schemata in the student

5.2 Reading

Nuttall (1984) elaborates a definition of reading by calling it a process which first requires correctly recognition of the words we meet in print. She offers a set of words such as understand, interpret, decode, and articulate, in order to state a definition that cannot be framed but which seems to be alive and evolving from their early stages to the most advanced ones. Nuttal states that the reader makes sense of the text in terms of his own presuppositions, this is an interactive process.

For Nation (2008) Reading is a source of learning which can be a goal in its own right and a way of reaching goals that requires knowledge and skills. Nuttal (1982) states that reading is not just a linguistic exercise but is involved with the getting of meaning out of a text for some purpose. For the purpose of this study Nuttal's statement was considered a guideline, and participants were seen as interactive readers who were capable of explaining in a clear way how they obtained information

from texts and how they processed it to provide particular, detailed answers based on the questions they were asked.

5.3 Reading in L2

According to Alderson (1984) foreign language reading appears to be both a language problem and a reading problem, but with firmer evidence that is a language problem due to the low levels of L2 competence. Nuttall on her side, states that the most typical use of reading in a foreign language class is to teach the language itself and that readings from texts help the teacher to present or practice specific linguistic items such as vocabulary, structures and so on.

5.4 Reading comprehension

Having already established the differences between the kinds of texts used in this study we will move one step further to structure the body of this work by considering Reading comprehension. Serravallo (2015) stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. If readers can read the words but do not understand what they are reading, they are not really reading. According to Wooly (2011) Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. These considerations were taken into account in the methodological section of this work since they fit very well in the way the participants of this study were exposed to elements that got connected at the moment of the reading section.

5.5 Patterns of organization

Mikulecky & Jeffries (2007) refer to patterns of organization as a reading comprehension skill such as skimming, making inferences or summarizing. They argue that they help the readers to know how the information will be presented in a way that makes sense giving them a mental structure to follow as they read and that patterns make it easier for the reader's brain to understand and remember information.

Hess (2006) refers to patterns of organization as *text structures*. He defines them as organizational structures used within paragraphs or longer texts, appropriate to genre and purpose. He maintains that research in literacy learning indicates that an understanding of various text structures and their purposes contributes to student's ability to comprehend what is read and that some text structures are more easily learned and understood before other more complex structures.

For this study Hess' definition was adopted since text structures were considered useful for creating awareness in readers whose skills are still under formation. The important point being the fact of identifying how texts are written and what particular intention they have. The kind of texts used in the course fit very well in some particular patterns so the association factor was hoped to be strong in order to make connections. Apart from this, the author views that patterns help students develop a more complex structure in their reading process when text selection is used properly.

Based on Hess, the types of text structure are:

1) Sequence: In this pattern, steps of phases of a process of project are specified.
2) Time order: This pattern is found in most narrative texts and establishes events over time.

17

3) Enumeration/Description: This pattern states a topic and then develops the listing or elaboration of descriptions, characteristics, or attributes.

4) Definition structures: This pattern defines and exemplifies class, attributes and functions and in some instances will include ways something is similar to or different from other things.

5) Compare –Contrast: This pattern shows similarities and dissimilarities between objects, actions, ideas, or processes.

6) "Top-level structures" requiring a more holistic understanding of ideas presented

7) Cause-effect: This pattern carries the implication that the effect is produced by a specific cause or that the consequences follow from the specified antecedents.

8) Problem-solution: At one extreme the problem and the solution are labeled as such. At other extreme, the pattern is a series of questions and answers that may or may not lead to a resolution of the problem or issue.

9) Proposition-Support: Similar to the previous pattern but here arguments and counter arguments are both presented in support of a thesis statement.

10) Judgement/critique structure: This pattern uses a set of criteria to evaluate information or ideas that have been presented.

11) Inductive/Deductive: The first pattern presents illustrations and examples and then moves the reader to draw a conclusion from the examples. The deductive pattern conversely presents a generalization and then follows it with specific examples.

The patterns of organization that were selected to be considered in the questionnaires were limited to the following options:

- ❖ Cause-effect
- ❖ Comparison-contrast
- ❖ Definition

- ❖ Problem-solving
- ❖ Sequence

The reason for doing this was that the texts from the course book had these particular patterns as their basic structures. This was one of the first limits estipulated. For a detailed look at questionnaires see Appendix 1.

6. METHODOLOGY

This study was framed in the classroom-based action research methodology defined by Hensen (1996) as the process of studying a school situation to understand and improve the quality of the educative process. According to Hensen, Action research offers the advantages of helping the teacher develop new knowledge directly related to their classroom, promoting reflective thinking and teaching, expanding teacher's pedagogical repertoire and also putting teachers in charge of their craft. Stringer (2004) refers to it as a model consisting of three stages: *look* in which information is gathered, *think* in which the collection of data is analyzed to identify the significant information and finally *act* in which new formulated information is used to devise solution to the issues being investigated. Burns (2010) goes further and argues that AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. She maintains that this type of research is immediate to our teaching situation, and that it is an appealing way to look more closely at puzzling classroom issues to delve into teaching dilemmas.

This methodology was chosen because it is classroom-based and it allows the teacher to focus on a single issue in this case the question of how students comprehension skills could be enhanced through the use of patterns of organization with authentic and non-authentic texts, testing in a systematic way something that had always been done without collecting data, and only focused on the non-authentic type of text. This method seems to fit perfectly well in the purpose of this study by providing information that could be revised with the help of the participants and promote a new dynamic in the classroom in which reading would be perceived as a challenge that was being constantly assessed.

6.1 CONTEXT

The study was conducted with 18 EFL intermediate level students from English 2 which corresponds to level B1.1 according to the CEFR, Group G at a private university in the city of Cali, Colombia. The University language program offers 5 levels of EFL to undergraduate students and English is taught following the guidelines of the CEFR, expecting students to reach level B1 at the end of the whole English program, aspect which is also an expected outcome from the part of the Colombian National Ministry of Education having as a guideline the development of an intercultural communicative competence assumed from the theoretical conceptions of Byram (1997) who describes it as the capacity of interacting with people from different countries and cultures.

Students attend classes 3 times per week; each class is 2 hours long. We use the textbook, *Touchstone 3 Second edition Cambridge University press.* The pacing of the contents is one section of unit per class. The unit is divided into 4 sections; A, B, C, D. The last section corresponds to reading.

6.2 PARTICIPANTS

The participants for this study were a total of 18 students of tertiary education. 4 female and 14 male with ages ranging from 17 to 21 years of age. Most of them from different regions of Colombia including Pasto, Popayán, Pradera, Tulúa. Cali and other cities. The participants are from undergraduate programs such as medicine, communication, system engineering, applied mathematics and civil engineering. More than half of the students in this class had a scholarship. In this class there were students from second semester up to seventh semester in their respective majors. All of the participants had taken level English 1 at the university and were accustomed to the dynamics and working style performed in these courses.

6.3 STAGES IN THE METHODOLOGY

6.3.1 Stage 1

Identification of the situation to be studied Having seen that the reading comprehension skills of students in this level was always checked only by the time they presented the mid-term exams (three tests along the semester) and that only a very small percentage of the tests covered this skill, the idea of developing a study that could assess the reading process in a systematic way was conceived.

6.3.2 Stage 2

Selection of texts taking into account the presence of particular patterns of organization in their structure, non-authentic texts were selected from some of the units of the book *Touchstone 3 second edition.* This was made in order to assess the effect of this kind of text on students not only as a task to be performed in class but also as an activity from which data would be collected to identify how participants were really doing in the Reading exercises of this level. Taking into account the topic proposed in each Reading for non-authentic texts, authentic texts were selected with the intention of providing students with a different source of information about the same topic. This was the basis on which comparisons would be made in order to find out the impact of both kind of texts.

6.3.3 Stage 3

First instrument of data collection used

6.4 Questionnaires

According to Burns (1999) This form of data collection involves predetermined questions presented in a written form and are characterized for taking into consideration the language level of the students, the brevity and clarity of the questions, and the extent to which learners have the knowledge required to answer the questions. This instrument was selected because it can be used to assess reading and writing at the same time and also because it promotes the individual analysis and self-reflection in students when working on their reading comprehension skills individually. 13 participants were selected from the original number of 18 due to the fact of having being present in at least 83 % of the questionnaires. This decision was made in order to have consistency in the compilation of data from the questionnaires. These students completed the paper-based questionnaires in the classroom. The questionnaires covered reading comprehension of texts, the use of patterns of organization being considered from Hesse's perspective as text structures and detailed information search. To recapitulate the reading strategies used in this study were Answering questions and recognizing text structures. The questionnaires had an average of between 10-12 questions of different kinds in each workshop; open questions, multiple choice questions, and fill in the gaps.

6.4.1 Questionnaires preparation

Questionnaires were prepared taking into consideration bottom down questions that helped to identify the general structures presented in the text, as well as features of a good intensive reading exercise, apart from this, pronominal questions were

included with the general aim of developing in the learner what Nation (2009) calls the ability to comprehend texts, not just a text. All questions were made taking as starting point the texts. The quesitions proposed in the text book were not considered for the questionnaires because the idea was to have the freedom of their creation without following an already established way of checking reading comprehension which at times tends to be very basic, an example of this was the True or False type activity which may be answered by mere guessing.Apart from this the study's intention was not to put to the test the quality of the questions provided by the book.

Each questionnaire contained a particular set of questions, some of them related to lexical components, some of them related to the comprehension of details and some of them related to the pattern of organization which was predominant in the text.

In order to maintain the concordance on the interactive reader conception previously expressed in the section of Reading, the procedure of pre-reading was used in the questionnaires. Abraham (2002) states that an interactive approach "demands that the teacher activates the student's schema" during the pre-reading phase by helping "students recognize the knowledge that they already have about the topic of the text" (p.6) the while-, and the post-reading strategies were as well included with the intention of providing the questionnaires with the characteristics of contemporary reading tasks.

6.4.2 Description of the process made prior to interventions with reading comprehension questionnaires in class

Participants were informed about the study which would be carried out in class with their participation with the purpose of working on the skills of reading and reading comprehension. It was explained that this study would be part of a thesis for a master's program. First the acceptance from their part was considered orally and in a second instance a written document was made and collected from every

participant in order to make things formal. The director of the program of study was informed as well and his written consent for this activity was also obtained.

Protocol for the Reading comprehension questionnaires. This protocol was designed with the aim of having a specific procedure to be followed in a systematic way.

1. To remind participants that each workshop applied is part of a study and does not represent a grade for the current course.
2. To tell participants that they are expected to read carefully the text, answer all the questions from the workshop and concentrate while doing the activity.
3. To ask participants just to have a pencil or a pen on the table in order to answer the questionnaires.
4. To show them the length of the text, if it is printed just on one side of the page or on both sides.
5. To indicate the number of questions of the questionnaires so that all questions be responded.
6. To let them know that in spite of the fact that the purpose of the study is to see how well they do by themselves, it is possible to ask for clarification if the comprehension of a particular question is not totally achieved.
7. To tell them that it is ok if they write, underline, draw or alter the neatness of the text in order to helps themselves with their reading process.
8. To indicate on the board that they would have 25 minutes to do the workshop.
9. To ask them not to write anything on the section CODE.
10. To tell them that by the end of the activity they are required to be in the classroom for the correction of the workshop.
11. To proceed with the handling of both text and workshop.
12. To pay attention to participants while working on the questionnaires in order to remind them that independent work is expected from their part.
13. To be attentive to collect the material (text and workshop) once a participant indicates she/he is done.

14. After last participant in having finished the workshop has delivered his/her material all materials both text and questionnaires from one participant will be passed to a different participant.

15. Peer correction will be applied by teacher selecting a participant to read the first question and another participant to read the answer written on the workshop he/she has at hand.

16. Participants will be asked to write an X in front of the answer if it is not correct and a thick in the same place in case it is correct.

17. The procedure will be repeated until all points are answered and explained if necessary.

18. Participants will be told to count the number of ticks and write the total of correct answers over the total of questions made in the workshop.

19. Questionnaires will be collected by the teacher.

20. The codification will be established based on the first participation of every participant.

21. A photocopy of each workshop will be made to be delivered on the next session of class to the corresponding author. Very focalized feedback and questions will be made from the part of the teacher to find out information on how the workshop was perceived and developed.

22. The original questionnaires will be read in order to have a first impression on the performance of the activity.

23. Data will be stored and classified and the exact same process will be repeated with next workshop.

6.5 Act. Stage 3

Phase 1

6.5.1 Reading Texts. The reason of why the printed format of the texts was provided to the participants

One of the first dilemmas faced with the selection of the format of texts was that of paper vs screen reading. Though any of the options could have been used due to the facilities and technical dispositions of the workplace, paper based reading was favored. Some arguments will be presented to support this choice. A study conducted by Wu and Chen (2011) cocluded that a majority of tertiary students upon choosing the appropriate text by digital means would often print it to be able to better digest the text. This suggests that these students have an intuitive understanding of how best to find, comprehend and retain the text. Ackerman and Goldsmith (2011) maintain that factors such as tactile and olfactory feedback have a great impact on the retention and comprehension of reading. Since these conclusions are considered for the nature of L1 readers it was expected that they worked for L2 readers as well. Apart from what the authors above have mentioned, paper reading allows the reader to interact in a closer way with the text by making notes or underlining words, that accounts for the perception of the researcher. Providing the reader with the same characteristics of the original text, that is to say full color vivid images such as well printed lines was also considered as a key element for creating a positive effect during the development of this study. This paper based hard copy presentation format was unified for both types of texts the ones taken from the course text as well as the ones from digital sources.

6.5.1 Implementation of questionnaires (Activity being executed)

The purpose of each workshop was to test participants reading skills as well as their ability to identify the predominant pattern of organization present in the text and the particular elements that could be used to identify it.Little by little the intention was

not just the identification of such elements but their use when formulating answers supported on the texts.

A fixed number of 6 interventions was defined This corresponds to 6 different days in a two months lapse for the application of all the questionnaires.

A total of 3 non authentic texts and 3 authentic texts were used, alternating them in the sequence of presentation. First an authentic text then a non-authentic text, the idea was that not always the same sequence occured so that no preconception could be made about any of the type of texts.

The average time for answering each workshop was 25 mins. The workshops were provided in the last hour of the session. After the completion of workshops 15 mins were dedicated to out loud peer correction which was made in class with the guidance of the teacher in order to have a first feedback on how the activity had gone.The purpose of this activity was to get students involved in the identification of key elements, explanations among themselves, clarifications made by their own classmates, feedback to stimulate their own reflctions on reading, the invitation for students to be active participants in the reading academic process and a challenge to assess their own advances when responding to questions from questionnaires in L2. The benefit of this activity was the creation of a structured environment when the reading activity took place in class and the fact that the study was linked to the development of communicative skills in the course. After the peer correction was made, questionnaires were collected by the teacher and a preliminary assessment was made on the results obtained.

A total of 40 minutes were used per intervention. Ten minutes from the next session of class were used for individual feedback when papers were given back to students. For obtaining information on questionnaires a full total of 300 minutes was used.

Each workshop explored a different pattern of organization in its general structure as well as in particular paragraphs present in the text and was intended to explore a

different element in reading comprehension such as lexical aspects, capacity of generating conclusions and inferences,etc in order to see the extent of the students ability of analysis of texts. Some variations were made as interventions moved on with the aim of verifying that a different way of presenting a question led to the expected answers.

The questionnaires were carried out in 2017 during the second term of the year between the months of September and October.

6.6 Survey

According to Burns (1999) this instrument requires questions that can be interpreted independently as well as easily and unambiguously.

Purpose

A survey was made in order to have a second tool of data collection that was more compacted and easy to analyze than questionnaires were. Most of the information collected was quantitative.

The place

Participants were taken to a computer room to complete the survey online.

The moment

This activity was made by the end of the semester on the first of November of 2017. The second part of the class was used to make sure that participants took the survey and also to make sure that they had the opportunity of asking the teacher any question in case they did not understand a question. It was decided to make the

survey after all questionnaires had been made to synthesize information from that experience.

The participants

15 participants were surveyed.

Length

25 minutes were given for the participants of the study to fulfill the survey.

Structure

The survey covered the compilation of aspects gathered along the questionnaires; information related to texts, information related to patterns of organization in action, information of details from the texts and information about the process in itself. The intention of the survey was to know the perception of the participants about the process and their partial reflections about the activities made.

Focus Group

According to Freitas (1998) this is a type of in-depth interview, during the data collection stage of a research project. The researcher invites informants whose characteristics represent those of the target research population, and collect data by engaging the participants in conversations. The focus or object of analysis is the interaction inside the group.

The reason

The focus group was carried out in order to disambiguate the findings obtained after having made a partial revision of the results obtained from the questionnaires and the survey and to go deeper into aspects necessary for having more detailed information. With this group interview the intention was to corroborate information, to revise if some of the answers provided corresponded to a clear understanding of the reading or to a matter of having selected randomly an option. In conclusion to discuss with participants their explanations concerning the results already obtained in order to achieve a more qualitative perspective of the study.

Participants

Only 9 participants were selected for this group. The primary idea was to have the ones that had participated in all or at least 85% of the questionnaires. In the end due to lack of attendance for this session only 7 participants who fulfilled this requirement were present for the interview. Two of them who had been part of the process but did not fulfill the requirement established were accepted in order to have more opinions about the process. This number was considered to be manageable, practical and representative. The participants were 01, 04, 05, 07, 09, 11, 15, 17, 18. As coded from the questionnaires.

6.7 Focus group

A focus group was made with the presence of these participants taking into account the purpose of this study. Time for classes and a pacing to be followed impeded having a different consideration about this particular. As with the previous data collection tools the focus group was carried out in an ordinary classroom where classes were usually held.

The moment

This group interview was made by the end of the semester.

The context

Students had been previously informed about this final activity with respect to the study. They knew that by the end of the class this activity would be carried out and an invitation to ice cream had been proposed as a reward for their cooperation. The ones selected would be announced on the day of the interview. Only the ones called after the first hour of class would remain in the classroom while the rest of the group would be allow to dismiss. Some students who were expected to be part of the activity did not show up that day. The end of the semester is a complicated moment for some students to deal with all of their university duties.

The predisposition

Finally when the group was set participants were a little concerned about how the activity would go. A general relief was expressed when they were told that Spanish would be the language spoken in order not to have any kind of misunderstanding from their part or any difficulty when trying to explain themselves.

The length

32 minutes were assigned to the group interview.

The setting

Participants were asked to sit in a semi-circle in order to get closer to each other. The researcher sat in front of them and got closer as well. The surrounding area to the classroom did not present any sign of disturbance. A professional digital recorder was started and the recorder of a cellphone too to have two recording devices.

Methodology

Participants were told about the purpose of the interview and were explained about the relevance of obtaining their comments, listening to their opinions and points of view during the activity. They were also told that after being asked a question they should raise their hands before answering it, that they should pay attention and concentrate in order not to repeat the same answers and that they should take turns to speak. It was explained that after answers were given the interviewer would ask if there was anything else to add before moving to the next question.

Outcome impressions

Most of the discussion was organically led by a reduced number of participants who openly and freely participated. For some of them their participation was limited to a line or two all along the interview. In several occasions a question had to be contextualized and explained in different ways so that discussion was fostered. Forcing participation from the part of all the participants was avoided with the intention of keeping a natural flux of comments.

7. RESULTS OF THE READING COMPREHENSION QUESTIONNAIRES APPLIED IN CLASS

Workshop 1 based on the Non-authentic reading passage "Barbara's Blog"

Graphic 1. shows the quantity of correct answers provided by the 9 participants who took the questionnaire. The bars in red represent the questions related to details or scanning questions. The bars in light blue represent the questions related to inference. The bars in light green represent the questions related to patterns of organization and the bars in brown correspond to the category of giving personal opinion or supporting questions.
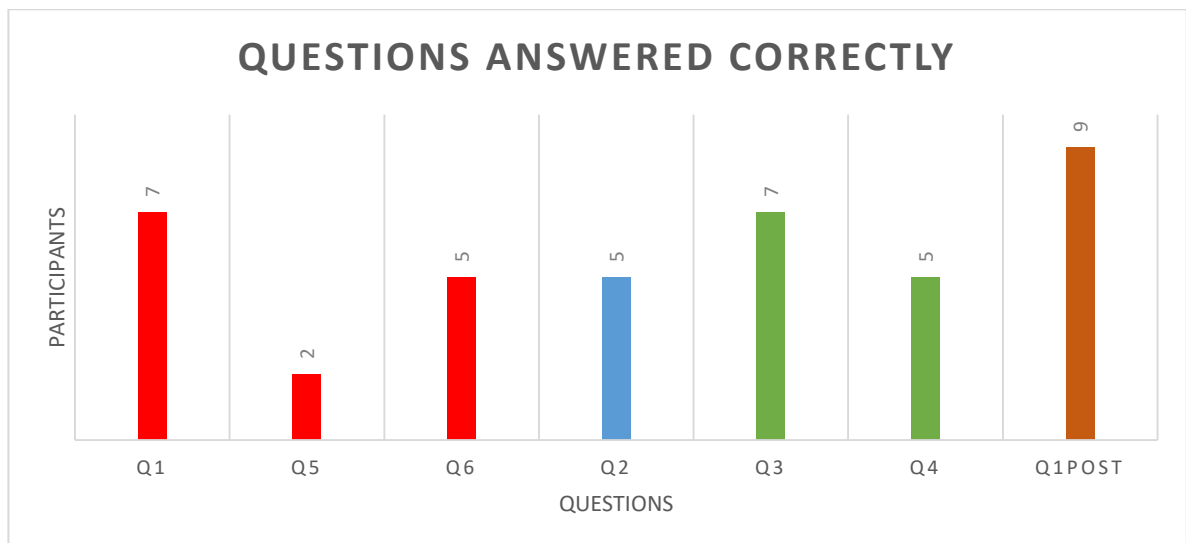
Graphic 1.

Based on this information It can be said that question number 5: **What argument can you give to support this phrase: Barbara and her siblings were cooperative**. Was the most difficult for the participants to respond correctly. This indicates that most of them did not understand the word cooperative which was not in the text in a literal way but in a metaphoric one or that since they did not find it

they did not know how to answer it. Some of them wrote that the information for answering this question was not provided in the text. Here the understanding of Barbara and her siblings helping out with the dishes or setting the table was key for making the association with cooperating.

With respect to the patterns of organization although 7 participants answered correctly question 3 only five of them were capable of supporting their responses (question 4). At this point it seems not to be easy to associate a specific word with a particular pattern of organization.

Question number 6 is deeply related to the patterns of organization. **6. According to Barbara, children getting better grades and feeling less stressed is an effect of what?** It was a priority here that participants focused on the word EFFECT in order to look for the cause that made it. Only 5 out of 9 participants managed to answer correctly. Most of them were in the right specific part of the text which means the scanning was proving right but the required information was not easy to obtain for them. Some participants even gave the opposite argument expected and wrote that it was an effect of family having little time together. Answer which shows that whether they did not understand the question or did not really understand what they answered.

Preliminary comments

So far it can be said that in this first intervention the interpretation that can be made is that most of the participants were not really capable of identifying the predominant pattern of organization in the text. 7 participants out of 9 apparently did but when they had to support their choice only 5 out of 9 did correctly. Now in terms of having used the pattern of organization of cause-effect not only to identify the general structure of the text but within a particular passage to get to particular information it is shown that the pattern here did not reach that extent. Identifying one pattern seems to be accessible but explaining its parts in detail so that the counterpart can be explained does not seem so. **Participants could at some extent identify the**

pattern of cause-effect but when they were asked to explain the effect of something they did not manage to explain the cause. They knew where the information was but did not explain it correctly.

Workshop 2 based on the authentic reading passage "Family life was simple back then"

Graphic 2. shows the quantity of correct answers provided by the 12 participants who took the questionnaire. The bars in red represent the questions related to details or scanning questions. The bars in light blue represent the questions related to inference. The bars in light green represent the questions related to patterns of organization and the bars in brown correspond to the category of giving personal opinion or supporting questions.

QUESTIONS ANSWERED CORRECTLY
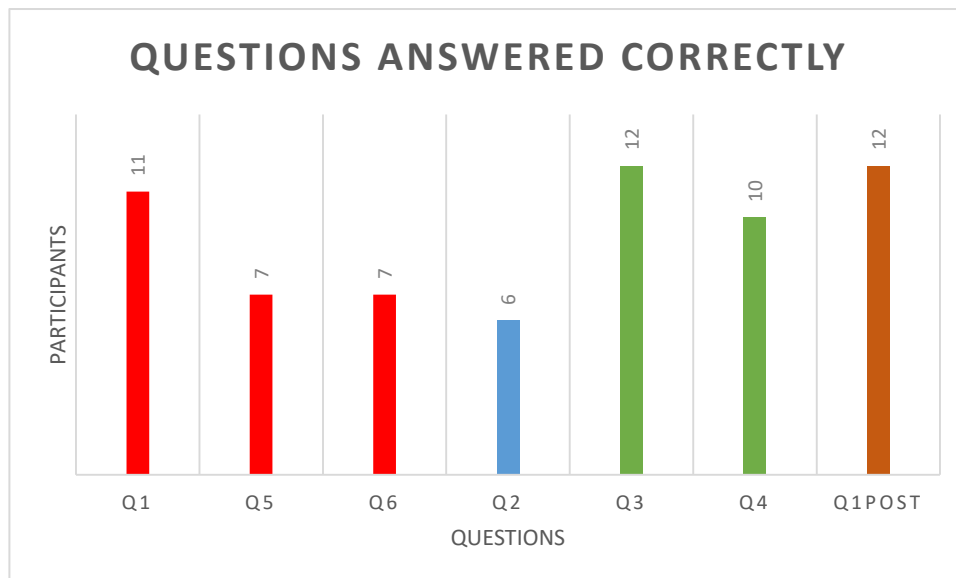
Graphic 2.

Based on the information obtained it can be said that participants were more accurate identifying the predominant pattern of organization. Probably the fact that

the key words BACK THEN were in the title helped them to support that choice. For some of the students this was their first participation in the study. The coherence between the pattern selection and the corresponding word to support the choice rose to a higher percentage compared with the previous workshop, only 2 participants selected incorrect words associated with this pattern of comparison-contrast.

Most of the participants had problems answering the question about supporting the fact that Radio was more important than T.V. Question 5: **What argument can you give to support this sentence: Radio was more important than TV**. Most of them started the answer by writing about the T.V instead of mentioning the pros, advantages or strengths of the radio.

66% of the participants who answered this workshop had already answered the previous one. Not much advantage for the fact of having read a similar text which should have helped them in theory to understand more is evident here (the concept that states that in order for reading comprehension to be possible it is necessary to know about the topic).

The inference question Q2: **In paragraph 5 the intention of the author is to:** obtained the fewest correct answers. In this multiple choice question the problem seems to have been the understanding the difference between the words regret and agreement as the starting point for the right inference.

Workshop 3 based on the authentic reading passage "The world's best street food"

Graphic 3. shows the quantity of correct answers provided by the 12 participants who took the questionnaire. The bars in red represent the questions related to details or scanning questions. The bars in light blue represent the questions related to inference. The bars in light green represent the questions related to patterns of organization. The bars in brown correspond to the category of giving personal opinion or supporting questions and the bars in black correspond to the application of the patterns in writing.

QUESTIONS ANSWERED CORRECTLY
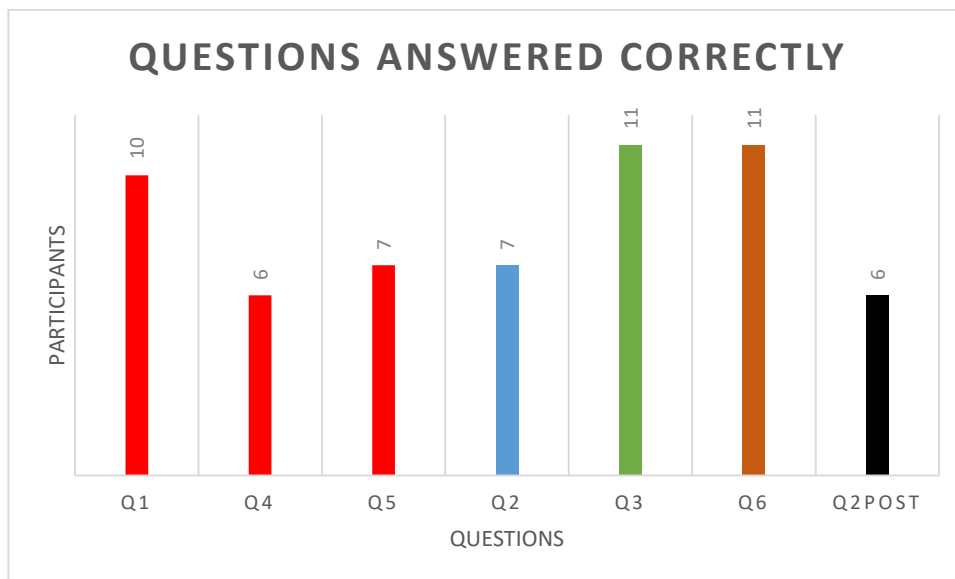
Graphic 3.

Based on the answers from the workshop it can be said that participants had some trouble obtaining information to answer the multiple choice question number 4. **"What piece of information is not provided in the text *Daulat ki chaat*?"** The particularity with this question was that 3 statements were given and only one of them corresponded to what the text said. Participants had to understand very well the statements and search if the information they synthesized was presented in the text to make their choice. Not only scanning was implied here but also associations.

Participants had a better performance with patterns identification. Here the difference with previous questionnaires consisted of making combinations. Not only one pattern was presented as an option but a combination of two of them that were presented in a particular segment of the reading.

The most remarkable difference with respect to previous questionnaires is that not only the opinion of the participants was requested but also the application of patterns of organization through writing. Most of them failed in that question because they did not define the product they had selected at the beginning of the workshop in the pre-reading section. The main aim here was to see if participants were

influenced by the definition structure proposed in the text and were capable of replicating that and use it for their own writing not just for identifying it when reading.

Workshop 4 based on the non-authentic reading passage "The world's favorite snacks"

Graphic 4. shows the quantity of correct answers provided by the 13 participants who took the questionnaire. The bars in red represent the questions related to details or scanning question. The bars in light green represent the questions related to patterns of organization.
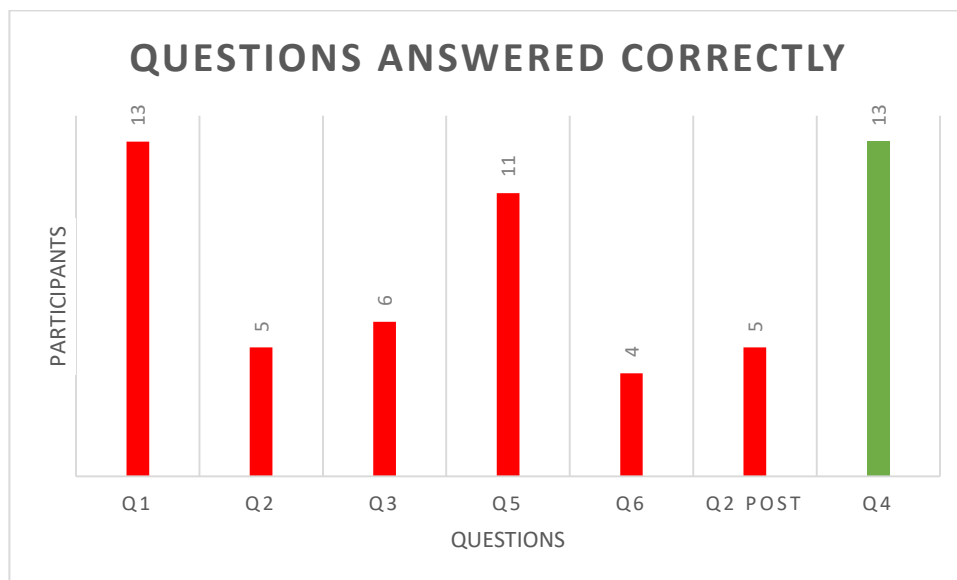
Graphic 4.

Considering the answers it can be said that it was easy for students to identify the pattern of organization. However the identification and understanding of particular definitions along the text in order to respond correctly was a big problem for them. For question 2.

The apparent answer was option (a), but the text presents a specification with respect to the meaning of the word MOCHI in Japanese. The key word was exactly to establish a difference between option A and B. Participants took the easy way and did not analyze the options nor the tricky statement provided.

The lowest rate of correct answering can be seen on question 6 about what snack text was more interactive. The expected answer was the one that asks the reader a direct question. Some students wrote that they did not interact with the text or understood that the idea was to answer what snack was more interactive.

Another aspect that can be seen in this workshop is that most of the participants did not answer correctly question 2 of the section after reading. There were two questions to be answered and they just answered the first one.

Workshop 5 based on the non-authentic reading passage "The Art (and Science) of Doing Less and Achieving More"

Graphic 5. shows the quantity of correct answers provided by the 13 participants who took the questionnaire. The bars in red represent the questions related to details or scanning questions. The bars in light blue represent the questions related to inference. The bars in light green represent the questions related to patterns of organization. The bars in brown correspond to the category of giving personal opinion or supporting questions.
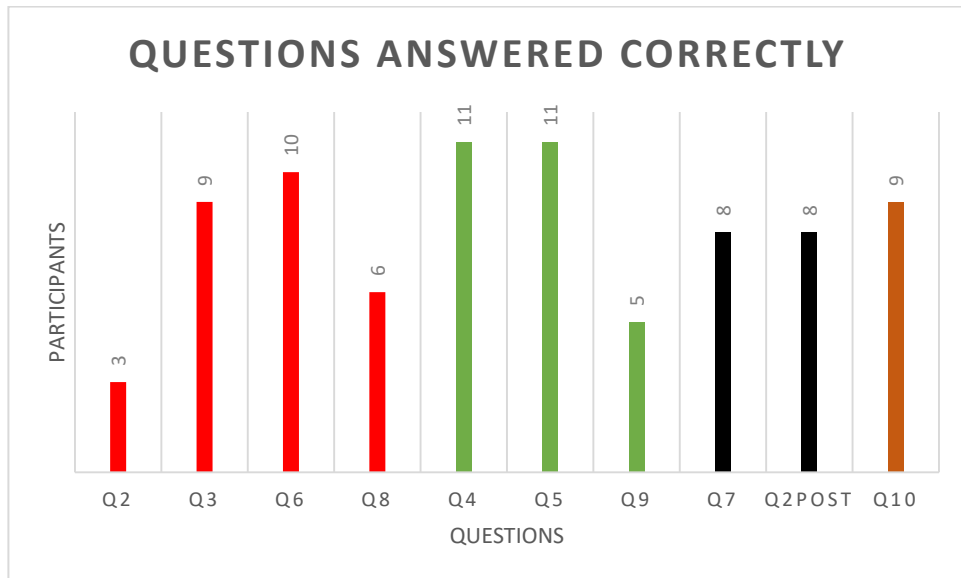
QUESTIONS ANSWERED CORRECTLY
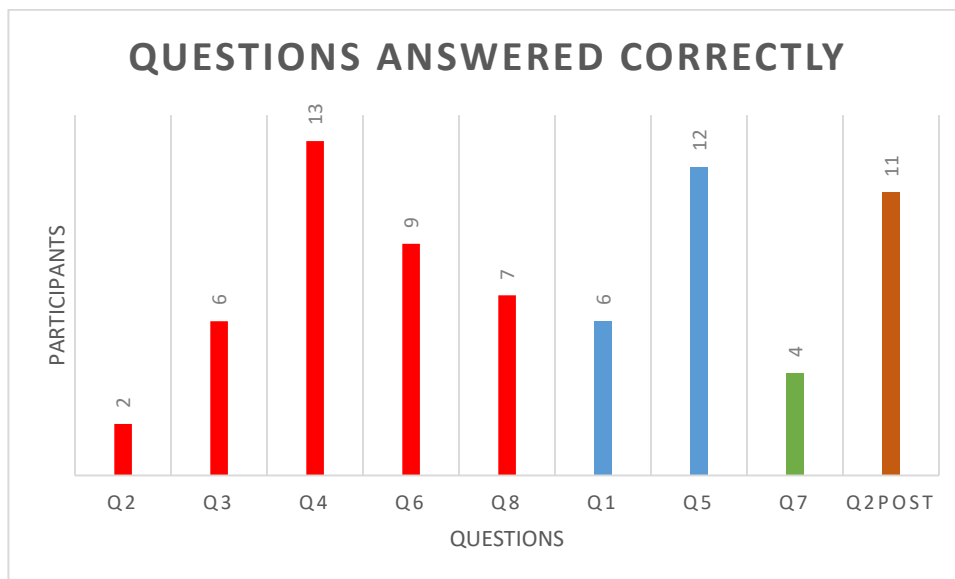
Graphic 5.

Based on the results obtained it can be said that few participants managed to answer correctly questions such as number 8**. Describe the effects mentioned by the author** in which apart from doing scanning it was required to apply the pattern of description to answer the question by mentioning EFFECTS. The main question on patterns of organization was number seven and only four students out of thirteen answered correctly. For having worked on a sequence of questionnaires this result does not show much advance. In fact, this workshop shows to be the least successful in terms of identifying patterns of organization within a paragraph.

Workshop 6 based on the authentic text "Multitasking is actually kind of a problem-for kids and adults"

Graphic 6. shows the quantity of correct answers provided by the 11 participants who took the questionnaire. The bars in red represent the questions related to details or scanning question. The bars in light green represent the questions related to

patterns of organization. The bars in black correspond to the application of patterns of organization and the bars in brown correspond to personal opinion.

QUESTIONS ANSWERED CORRECTLY

Graphic 6.

For question 2. **What is the argument that Tsukayama presents as the reason that facilitates multitasking?** in which only 3 participants out of 11 answered correctly it can be said that most of the participants did not identify the reason that allows users to do multi- tasking which is basically the advent of new technologies. The relation that needed to be established was between the word FACILITATES and EASIER in order to get to the information required. Most students just referred to the examples provided by the author which corroborate the different activities that all of us in general are capable of doing at the same time. Considering the pattern of organization of cause-effect would have been useful in this situation to understand what facilitates what. New technologies as the generality that allows us to chat and take calls at the same time.

It can also be said that at this stage of the process it turns out peculiar that for question 9 in which participants had to write the name of the pattern of organization of a sentence presented in the workshop some of them wrote options such as: problem and definition, contraction, problem. Categories which do not exist at all.

8. TRIANGULATION

According to Burns (1999) this is one of the most commonly used and best known ways of checking and enrich conclusions in order to have more robust data and in turn a richer analysis. The aim of triangulation is to gather multiple perspectives on the situation being studied. This technique was used in order to combine the results of the previous tools used to obtain more concrete information in the study.

A survey was used to find out aspects related to the process of answering the questionnaires.It was   conducted with the purpose of obtaining information correspodning to the objectives of the study, that is to say the aspects related to the comprehension of the texts, the aspects related with the lexical components and the aspects that have to do with obtaining more details whether from the authentic or non-authentic texts.

Scale items as well as multiple choice options and open questions were developed with the aim of corroborating, obtaining and clarifying the impressions of the participants on the main aspects presented in the questions of the questionnaires; how detailed information was obtained, how they did inferences, What helped them with the identification of patterns of organization, how they felt when giving their personal opinion The survey was administered online in one of the class sessions and lasted no more than 40 minutes.

-As a final tool a **focus group** was made with the aim of having a third tool of data collection. A session was conducted in order to disambiguate,to go deeper,to widen

and to clarify the crossed results from the questionnaires+individual survey previouly done.

9. ANALYISIS AND CONCLUSIONS

9.1 On authentic and non-authentic texts

The quantitative perception of difficulty from the part of the participants on both types of texts used in the study was measured on a scale from 1 to 5 with 1 being not difficult at all, 2 being a little difficult, 3 being difficult, 4 being very difficult and 5 being extremely difficult. **Table 1**. (See the tables for each questionnaire with the responses from all the participants to this question on appendix K in order to understand the origin of the figures presented below)

Table 1. On the perception of difficulty on texts from the part of the participants.

Type of text	Level of difficulty for the first questionnaires	Level of difficulty for the second questionnaires	Level of difficulty for the third questionnaires	Total level of difficulty
Non-authentic	2.3	2.2	3	2.5
Authentic	2.3	3	3.4	2.9

The quantitative data taken from the survey and the questionnaires show that the perception of difficulty towards texts has the lowest peak (easier to understand) in the non-authentic text 2 "*The world's favorite snacks*" (see Appendix D) with the numerical value 2.2 level of difficulty, and the highest peak (hardest to understand) in the authentic text 3 "*Multitasking is actually kind of a problem-for kids and adults*." (see appendix F) with the numerical value 3.4 level of difficulty.

From the electronic survey (see appendix G) in question 1 "I obtain and understand information from texts from the book Touchstone 3" from the section *Questions about the text,* 71% of the participants agreed very much with this statement (numerical value 4 on a scale from 1 to 5). This tilts the scale to say that for the majority of the participants it is easier to obtain and understand information in an easier way than it is from authentic texts. 57% of the participants agreed (numeric value 3 on a scale from 1 to 5) with the statement in question 2 from the same section "I obtain and understand information from different sources" At this point it can be said that it was the expected perception from my part since based on my teaching experience participants tend to be more used to non-authentic texts along their learning process at the university. Qualitative evidence to add to this tendency can be found in the comment made by participant 05 who in the focal group (see appendix H) said: "..*los textos que eran del libro eran como de temas académicos acordes a un tema que se estuviera estudiando y manejaba como un mismo cierto tema de gramática, de contexto…"* participant 01 added the next: "…*entonces el libro nos tiene que dar ciertas ventajas por decirlo así para que podamos comprender bien la situación, en cambio los textos (los auténticos) no se dan esas ventajas porque el texto no está hacia esa dirección por decirlo así, entonces va es más hacia una dirección informativa y no una educativa.* These comments seem to favor a statement made by Nation (2009) when he says that simplified texts are essential to meet the conditions needed for learning from extensive reading at a variety of levels of proficiency. In spite of this, sometimes quantitative figures such as the ones from the questionnaires can show that the perception on both texts authentic and non-authentic is just the same or just slightly different as can be seen above on the results of comparative Table 1.

In order to cover another aspect that might have influenced the perception of the texts no matter if they were authentic or non-authentic the element of interest was included in this study. Participants were asked which topic from the ones read in the

texts they considered more interesting (question 4 in the electronic survey. See appendix G) the most given answer was Multitasking. When this topic is checked again in the focus group (see appendix H) by asking why they thought most of them had given that response, participant 01 said: "*Porque es algo que nos ocurre a todos"* this topic was coincidentally the one that caused them more difficulty in terms of understanding. It can be said that empathy or interest with the topic does not necessarily translates into easiness of understanding. Further considerations will be presented next to see how patterns of organization can help or not to enhance understanding in readers and if they have or not an influence on the perception of the text in itself at first sight.

9.2 On patterns of organization

During most of the study (questionnaires 1 to 4 out of a total of 6) the multiple choice question "What is the predominant pattern of organization in the text?" was a constant. It did not go until the end due to the fact that the two last questionnaires belonged to the same pattern of organization and because their purpose was to focus on patterns of organization within paragraphs. Based on the information obtained from questionnaires the patterns of organization which were easier to identify as the predominant pattern in a text, that is to say the pattern under which a text is structured were **comparison-contrast** found in Authentic text 1 (see appendix B) with 100% of positive identification from the part of the participants and **definitions** from Non-authentic text 2 (see appendix D) with the same percentage. Nevertheless most of the time the recurrent following question was to select the word that had helped associate participants the pattern already selected. Here the answers did not always match. Let's analyze one example from workshop 2 based on the text "*Family life was simple back then.*" (See appendix B) All of the 12 participants selected the correct answer with respect to the predominant pattern of organization which in this case was comparison-contrast, but when the time came

for the selection of the key word that led them to that choice participant 08 selected the option: "For me" instead of "Back then" which established the contrast between past and present in family life. At this point it can be said that by mere correct identification of a particular pattern only a general first advance has been achieved in the process of seeing how by using patterns of organization reading comprehension may or may not be affected.

It is clear that one thing is to know that a text is ruled by the pattern of definitions and one different thing to understand those definitions. On the previous particular example what can be concluded is that the participant did not pay attention to the title of the reading in itself which had a clue to make the association with the pattern; *Family life was simple back then*. The lowest percentage of identification of patterns occurred with **Definition, chronology and sequence** found the Non-authentic text 3 *The Art (and Science) of Doing Less And Achieving More. (*See appendix E) with just a 30% of correct identification of patterns. This indicates that when patterns are mixed within a text their identification turns a little bit complicated.

On the electronic survey (See appendix G) one of the questions related to patterns of organization was question *5. Which pattern of organization was the easiest for you to remember?.* The most given answers were **problem-solution** and **cause-effect.** It was just these texts: *Family was simple back then* (ruled by cause effect) and *The Art (and Science) of Doing Less and Achieving More* (ruled by problem-solving) the ones in which participants had some difficulties when answering reading comprehension questions. A particular thing here is that the patterns which participants mentioned as the ones that are easiest to remember are among the ones that Hess (2006) groups as top level structures which require a more holistic understanding of ideas presented. Only the patterns of contrast and comparison located in third position for answering question 5 coincide with the ones that were easier to identify from the quesionnaires. Definitions seem to be so obvious to identify that is not necessary to think too much of them.

Another aspect mentioned on the survey has to do with participants requiring some time for them to recognize the patterns of organization when reading no matter the type. When being asked about text pattern signals (words to be associated with a specific pattern of organization) a statement lights the way on the particular. Participant 05 says "… *uno se basaba era mirando en el contexto de lo que estaban hablando y uniendo párrafos con párrafos uno veía que esto vá dirigido a tal lado, me está dando cierta información que puede ser que el texto sea así pero ya de tener eso más claro fue falta de conocimiento de asociar palabras exactas con lo que quiere decir el texto que tipo de texto era*" revising this comment we can conclude that logic and associations were also used to determine the structure of a text. It makes sense and it is understandable that not all the pattern signals were recognized at first sight because in the first place not all of them were exhaustedly taught and because the list is too long as to concentrate on all of them. Moving back to participant 05 almost all of his answers with respect to patterns of organization identification and support along all of the 5 questionnaires he responded are right but when explaining the procedure used in this task he goes more with logical associations than with particular key words or at least that is the explanation he poses for the usual lack of correspondence between one point and the other.

9.3 On patterns of organization from general to specific

An attempt to take advantage of patterns of organization was made not only at a general level in order to foster familiarity, recognition and a structure that helped the participants to predict where the text was leading them but also at a micro level within paragraphs with the intention of structuring particular answers following the same patterns. Let's consider question number 6 from the first workshop based on the text *Barbara's blog. According to Barbara, children getting better grades and feeling less stressed is an effect of what?* The pattern of organization of cause-effect was the

one to be applied here by considering the word *effect* in the question and then finding the Cause which was "Having regular meals with their families" Few correct answers were given by the participants. Participant 03 for example wrote: "*Families that don't eat together*" after checking the original text it was found that one line before the location of the correct answer there was this line saying "It seems that families have little time together, especially at mealtimes." Participant 01 wrote that the information was not provided in the text to answer that question. Based on this result it can be said that after having tried to enhance reading comprehension by using a pattern of organization to obtain information for a specific question participants did not profit from it. The reflection that can be made is that more work on generalities, that is to say the general structure of the text has to be done before trying to focus on particularities. Participant 05 evidences this type of blurry image of the picture when referring to the particular; "..*entonces voy a ir al texto donde haya algo parecido a esto (referring to the question) y pongo lo que dice el texto pero no nos estamos basando en un contexto como tal.*" Some participants may identify a pattern, may be able to support the key words that classify them as such but they do not know how to determine the elements that compound them in this case which part of the text refers to the CAUSE and which part of the text to the EFFECT. A further attempt to involve patterns of organization in specific paragraphs was made in the last workshop (workshop number 6 out of 6. See annex) at that point the same pattern was used but this time the presentation of the question was made in a different way by specifying that the answer had to include the cause-effect pattern. Here the study is focusing on both capacity of the participant to understand part of the text and capacity of the participant to use a pattern of organization already seen and assessed in a piece of writing. Better results were obtained.

Only to identify the general structure of the text but within a particular passage to get to particular information it is shown that the pattern here did not reach that extent. Identifying one pattern seems to be accessible but explaining its parts in detail so that the counterpart can be explained does not seem so. **Participants could at**

some extent identify the pattern of cause-effect but when they were asked to explain the effect of something they did not manage to explain the cause. They knew where the information was but did not explain it correctly.

It seems that working with patterns of organization can help students first at a macro level using them to identify the general structure of the text. Once this has been done in several occasions they could be used to work at micro levels within passages of the text. Trying to combine both levels at first seems to be confusing for participants who have been recently exposed to patterns of organization.

9.4 On questionnaires and reading comprehension

In order to begin the analysis of this matter we will have to consider three aspects that were required for a successful outcome in the responses of the questionnaires. In the first place understanding of the text. In the second place, understanding of the questions made in the questionnaires, and finally the ability to relate text and question into a correct answer. The level of difficulty for the last point varied a little going from short answers to more elaborated ones. In workshop 1 one of the after reading questions was: "Do you agree with Barbara's point of view? Why?" while on the last workshop one of the questions of the same section was: "Explain in your own words why multitasking is actually kind of a problem-for kids and adults (Use the pattern of Cause-effect in your writing" Taking into account answers 2 and 5 about reading comprehension from the survey (see appendix) most of the participants claim they understood the questions made in the questionnaires and most of them disagree with the fact of having difficulties using their own words to respond to answers, however, when the topic came into discussion during the focus group different comments were made. On the particular participant 01 said: *Pues yo pienso que es más por lo general que uno no comprende bien la pregunta porque las preguntas muchas veces son demasiado puntuales*. Sometimes it is difficult to establish whether the problem in Reading comprehension is in the part of the

Reading of the text or in the part of the Reading of the question. Sometimes it is possible that readers understand both parts individually, the questions and the information required to answer them, but when the time comes for combining the two of them the expected result is not the one provided. With respect to the participants impression of having no difficulty whatsoever to respond answers the next comment from participant 17 contradicts it openly: *"Yo creo que a veces uno se queda como corto de palabras, como que uno quiere decir mucho y sale diciendo poco porque no sabe cómo decirlo"* participant 09 adds "*O sea es dificultad a la hora de argumentar*" Based on these comments it can be said that in different occasions short answers did not necessarily meant that they had not understood the text but simply that sometimes participants did not know how to put in English what they wanted to say.

In terms of how participants used to deal with the reading comprehension questions proposed in the questionnaires the survey on point 2 of reading strategies compiles that most of the participants used to read first the whole text and after that they would answer the questions. To go deeper into this methodology aspect participant 05 gives his reply to the question of the focal group: "*Cúales serían los pasos para que un lector que apenas está comenzando inglés 2 entendiera mejor un texto utilizando los patrones organizacionales, ustedes que le dirían? "Desde mi punto de vista yo lo que hago es como primero leerlo todo no como voy a buscar la primera (refiriéndose a la pregunta 1 del taller) sino como que leo todo y veo qué es lo que me quiere decir el texto, qué es lo que me quiere decir el autor y a qué quiere llegar allí me voy dando cuenta una idea de si empezó hablando digamos de una comida la explicó y como de qué era ah listo! Una definición, o si me está hablando de un problema y después empieza a dar una solución entonces como ya leí todo entonces digo es problema solución más o menos de esa forma*" Based on the data obtained it can be concluded that patterns of organization used in the study may have a positive effect in helping the reader getting a more structured idea of what is going on in the text and that by exposing readers to patterns of organization in the

Reading comprehension process it is expected that students skills will gradually improve. In the survey more than 60 percent of the participants stated being more competent in reading. This supports what Hess (2006) says about patterns of organization "an understanding of various text structures and their purposes enhances student's ability to comprehend what is read.

10. CONCLUSIONS

1. Patterns of organization can affect reading comprehension, but there is not enough evidence to determine if they improve reading comprehension skills

2. In spite of the researcher's thought that non-authentic texts would be easier for participants to understand, evidence in this study shows that the difference is not really significant with authentic texts.

3. Although the patterns of Comparison-Contrast and Definitions were the ones which participants managed to identify and associate easier with key words, it cannot be concluded that they facilitate reading comprehension.

4. The fact of showing enthusiasm towards a topic does not necessarily mean that the reading comprehension of the text will be easier. Most of the students expressed their preference for the topic of multi-tasking among the topics seen on the readings by saying that it was something familiar to them (In question 4 of the electronic survey 64% of the participants selected this topic) but their performance on the workshop showed that interest was not a determinant factor to overcome reading comprehension hurdles. The figures show that the participants' performance when answering correctly questions on details based on readings from this topic was on the same average of texts which topics were food.

11. LIMITATIONS TO THIS STUDY

- No parallel group, nor controlled group was used in order to establish a point of comparison along the process. The logistics for that would have required the participation of more teachers to make a study at a larger scale.

- Not all interventions were carried out as expected In spite of the fact that attendance is mandatory since an established number of absences brings as a consequence the failing of the course, students get used to handle their absences right before they get to the limit, this fact added to the fact of students having to deal with all the rest of their academic responsibilities such as all the subjects which are part of their major, makes them establish priorities in the sense of choosing what is more urgent for them; whether attending English class in which a studying is being carried out or preparing a final presentation for a subject in which they are not doing very well.

12. RECOMMENDATIONS FOR FURTHER RESEARCH ON THE TOPIC

- To apply a diagnostic quiz using patterns of organization without previous explanation of the topic, and then at the end of the semester apply the quiz again and compare the results.

- The use of a control group in order to determine the real effect of patterns of organization.

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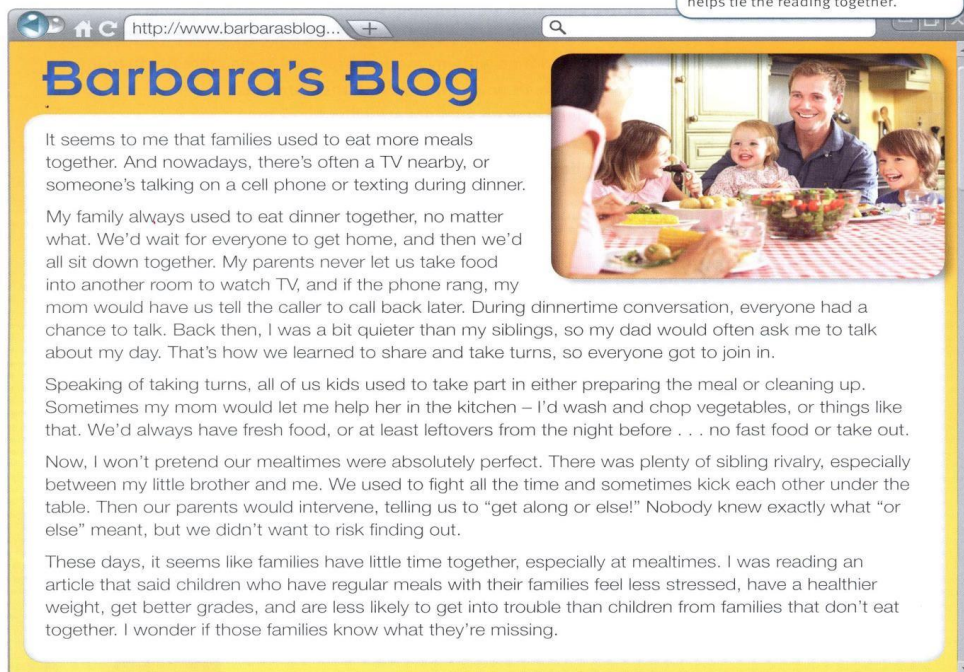
APPENDICES

Appendix A

Non-authentic text 1 and questionnaire

Lesson D — Family activities

1 Reading

Reading tip
Sometimes writers state similar ideas in the first and last paragraph. This helps tie the reading together.

http://www.barbarasblog...

Barbara's Blog

It seems to me that families used to eat more meals together. And nowadays, there's often a TV nearby, or someone's talking on a cell phone or texting during dinner.

My family always used to eat dinner together, no matter what. We'd wait for everyone to get home, and then we'd all sit down together. My parents never let us take food into another room to watch TV, and if the phone rang, my mom would have us tell the caller to call back later. During dinnertime conversation, everyone had a chance to talk. Back then, I was a bit quieter than my siblings, so my dad would often ask me to talk about my day. That's how we learned to share and take turns, so everyone got to join in.

Speaking of taking turns, all of us kids used to take part in either preparing the meal or cleaning up. Sometimes my mom would let me help her in the kitchen – I'd wash and chop vegetables, or things like that. We'd always have fresh food, or at least leftovers from the night before . . . no fast food or take out.

Now, I won't pretend our mealtimes were absolutely perfect. There was plenty of sibling rivalry, especially between my little brother and me. We used to fight all the time and sometimes kick each other under the table. Then our parents would intervene, telling us to "get along or else!" Nobody knew exactly what "or else" meant, but we didn't want to risk finding out.

These days, it seems like families have little time together, especially at mealtimes. I was reading an article that said children who have regular meals with their families feel less stressed, have a healthier weight, get better grades, and are less likely to get into trouble than children from families that don't eat together. I wonder if those families know what they're missing.

40

Note:Taken from the course book *Touchstone 3 second edition. McCarthy, McCarten, Sandiford. Cambridge University press 2005.*

Reading Comprehension[1] – Unit 4

Student's name	
Date	

Pre- reading Activity

Based on the picture from the text, **what do you think the text will be about?**

_____
_____

Reading Activity **Complete the information**

Name of the text:

_____

Source:

_____

Author:

_____

Date of publication: _____

After reading the text "Barbara's Blog", Tick (✓) the correct option

1. Barbara learnt to take turns because….

a. of her siblings ☐   b. she was quieter than her siblings   ☐
c. her father often asked her to talk about her day ☐

2. The intention of Barbara's parents' phrase *"Get along or else!"* **is:**

a. To persuade them to continue fighting ☐   b. to persuade them to behave during the mealtime   ☐

c. to persuade them to speak properly ☐

3. The predominant pattern of organization in the text is:

a. Chronological ☐   b. Classification ☐   c. Cause-effect ☐

4. One word that helps you to identify the predominant pattern of organization in the text is:

a. Then ☐   b. so ☐   c. and ☐

---

[1] Reading passage taken from: Touchstone 3 second edition. Cambridge University press. 2005

5. What argument can you give to support this phrase: *Barbara and her siblings were cooperative*

_____
_____
_____

6. According to Barbara, children getting better grades and feeling less stressed is an effect of what?

_____

After reading Activity

1. Do you agree with Barbara's point of view? Why?

_____
_____
_____

2. *In a scale from 1 to 5, check (✓) your comprehension of the text (1 being not difficult at all, 2 being a little difficult, 3 being difficult, 4 being very difficult and 5 being extremely difficult)*

1	2	3	4	5

Note: The format as presented to students was altered in order to fit the parameters of Word.

Appendix B

Authentic text 1 and questionnaire

Family life was simple back then

JIM FORD   Jan 4, 2014

f   y   ✉   🖨   🔖

One of my Register essays of a couple of years ago was about the "good old days" — the days of my adolescence, teens and young adulthood in Napa — and how I missed them. Many of my seasoned citizen readers agreed with me.

I recently re-read that piece and it caused me to reflect on what family life, in general, was like back in the 1940s and '50s. After some serious thought, it is apparent that the lifestyle of the average American family has changed dramatically over the past six or seven decades.

To begin with, back then, families consisted of a mother and father who were married and their children. What we now refer to as "living together" was not only frowned upon, it was, in some communities, illegal. Today, cohabitating adults only consider marriage as an option.

During the 1940s, the family probably rented their home and, if they owned a car, it was of pre-World War II vintage. In the 1950s, the economy had improved from that of the war years and, thanks to the GI Bill for military veterans, more families were able to buy a home.

Back then, most mothers of the day did not work outside the home. Life for most or many of the families went something like this: Mom cooked breakfast, made lunches, cooked dinner, did laundry, cleaned the house, did the shopping, attended PTA meetings and did a lot of other things. For Mom, keeping busy was not a problem.

Dad worked.

After Mom fixed breakfast for the family, she saw Dad off to work and the kids off to school. She was there when the kids came home from school and made them go outside and play. When Dad came home, the whole family sat down for dinner — which Mom fixed.

After dinner, if the kids were old enough, they did the dishes while the parents went to the living room to finish their coffee and listen to the news on the radio. Later, the whole family gathered and listened to Kay Kyser and his College of Musical Knowledge, Jack Benny, Bob Hope, Fibber McGee and Molly and other popular weekday radio programs of the day. A favorite on Saturday night was "Your Hit Parade," which presented the top 10 songs of the week and, for a period of time, featured Frank Sinatra as the lead singer.

TV did not actually play a role in the lives of most families until the 1950s. Once a family could afford a television, they substituted watching TV shows like "I Love Lucy," "Texaco Star Theater with Milton Berle" or "What's My Line" for their radio programs.

The social life, such as it was, was simple and probably took place on Saturday night. An occasional family movie or friends and neighbors dropping by was normal. Calling ahead of an intended visit was not required. Folks just dropped by.

If friends and relatives came calling, the adults would gather around the kitchen table and discuss the issues of the day or play cards while the kids played games like kick-the-can outside or board games inside.

For most people, alcohol was expensive and, during World War II, it was rationed, so, instead of cocktails, they drank coffee. There was always a pot of coffee on the stove.

Compared to today's family life, life in the old days was simple. It was a lot like that of the Cleavers, as depicted on TV's "Leave It to Beaver" or the Nelsons in "The Adventures of Ozzie and Harriet."

For me, my assessment from the prior piece is still valid. Those were the "good old days" — and I still miss them.

Email Jim Ford at jwford571@gmail.com.

Reading Comprehension[1] – Unit 4

Student's name	
Date	

Code

Pre- reading Activity

Based on the title of the text, **what do you think the reading will be about?**

_____

Reading Activity *Complete the information*

Name of the text _____

Source:_____

Author:_____

Date of publication:_____

After reading the text "Family life was simple back then", Tick (✓) the correct option

1. Why more people were able to buy their homes?

a. The economy was vintage ☐ b. They received their GI bill ☐
c. They owned a car ☐

2. In paragraph 5 the intention of the author is to:

a. Criticize the role of the mother ☐ b. show his agreement on the mother's role ☐

c. Regret on the fact that women didn't work ☐

3. The predominant pattern of organization in the text is:

a. Compare and contrast ☐ b. Problem solution ☐ c. Cause-effect ☐

4. One word that helps you to identify the predominant pattern of organization in the text is:

a. If ☐   b. For me ☐   c. Back then ☐

5. What argument can you give to support this sentence: Radio was more important than TV

_____

_____

6. What argument can you give to support this sentence: "Living together" was not considered OK

_____

_____

1   http://napavalleyregister.com/lifestyles/real-napa/columnists/jim-ford/family-life-was-simple-back- then/article_d52b63d0-74f8-11e3-97cd-0019bb2963f4.html

After reading Activity

1. *In a scale from 1 to 5, check (✓) your comprehension (1 being not difficult at all, 2 being a little difficult, 3 being difficult, 4 being very difficult and 5 being extremely difficult)*

1	2	3	4	5

2. *Do you agree with Jim's position on the old days? Why?*

_____

_____

_____

Note: The format as presented to students was altered in order to fit the parameters of Word.

Appendix C

Authentic text 2 and questionnaire

The world's best street food

In this extract from Lonely Planet's The World's Best Street Food, we bring you the pick of street eats across the globe. Plus foodie **Richard Johnson** tells you where to find them in the UK

Mohinga, Burma

What is it? This comforting noodle soup exemplifies the earthy flavours of the country's cuisine. It is fish broth thickened with rice or bean powder, and typically containing a combination of shallots, the crunchy edible core of the banana tree, thin round rice noodles and chopped coriander.

Origin *Mohinga* is made from almost exclusively indigenous ingredients, suggesting that the dish has native origins; most south-east Asian noodle dishes can be traced back to China.

Tasting Mohinga is sold in just about every town in Burma, typically from mobile carts and baskets, or basic open-fronted restaurants. Mohinga vendors are most prevalent in the morning. Ordering is simple, as the only optional ingredient is *akyaw* (crispy fritters of lentils or vegetables). The thick broth has flakes of freshwater fish (typically snakehead fish), a yellow/orange hue due to the addition of turmeric, and a light herbal flavour, thanks to the use of lemongrass.

Finding it in Burma ... If you're in Rangoon, head to Myaung Mya Daw Cho (118A, New Yae Tar She Lane, Bahan Township) where a bowl will set you back K5 (50p).

And in the UK ... There is no Burmese street food in the UK. The Mandalay (mandalayway.com/restaurant/index.html) is a Burmese restaurant on London's Edgware Road. Its fritters and *ohn no khao swe* (coconut chicken noodles) are pretty authentic. Mohinga is on the menu, spelt *mokhingar*.

Daulat ki chaat, Delhi, India

Photograph: Greg Elms/Lonely Planet

What is it? This sweet, delightful treat is as light as air and as heavenly as moonlight. Sweetened, whisked milk is decorated with saffron, giving it an appealing orange-and-white tint. On to this is sometimes added a layer of edible silver leaf called *varq*. Although it's little more than insubstantial froth, it has a unique taste. It's a popular Old Delhi street snack in winter.

Origin It's possible that Mughal emperors were among the first to savour this treat.

Tasting The first taste imparts a hint of butter, then the tongue detects the subtle flavour of saffron, followed by the pistachios, unrefined sugar and dried condensed milk sprinkled on top. The initial impression soon fades to leave behind a hint of creamy sweetness. It's a touch of the divine, a contrast with the noisy bustle of the bazaars where it's usually found. Because *daulat ki chaat* would collapse in high temperatures, it's only prepared in the cooler months.

Finding it in Delhi ... There are usually one or two vendors in the Kinari Bazaar near Chandni Chowk metro station. A serving costs R10 (12p).

And in the UK ... Manjit from caterer Manjit's Kitchen (manjitskitchen.com) in Leeds says: "It really needs buffalo milk to get it going, which takes hours to froth up." Refrigeration rules here make it difficult to sell on the street, but Manjit is happy making it for clients at home.

Reading Comprehension – Unit 5

Student's name	
Date	

Code

Pre- reading Activity
Based on the title of the text, write the name of the first food product that comes to your mind (use Spanish in case you do not know how to say it in English)

_____

Reading Activity **Complete the information**
Name of the text:

_____

Source:

_____

Author:

_____

Date of publication: _____

After reading the text "The world's best street food", Tick (✓) the correct option

1. ***Which descriptions are made in the text titled Mohinga?***

a. The comfort it provides and the japanese origin of the dish ☐
b. Why Mohinga has a light herbal flavour and who invented it ☐
c. The typical locations where Mohinga is sold and how easy it is to order ☐

2. ***What is the correct inference based on the text titled Mohinga?***

a. There are Street foods of different nationalities in the UK ☐

b. You can negotiate the cost of a bowl of Mohinga if you are in Rangoon ☐

c. There is a Brumese restaurant on London's Edgware road ☐

3. ***The predominant pattern of organization in the text Daulat ki chaat is:***

b. Definition-contrast ☐   b. Definition-sequence ☐   c. Definition-chronology ☐

4. ***What piece of information is not provided in the text Daulat ki chaat?***

a. A particular characteristic of the flavour of saffron ☐

b. The name of the silver leaf that goes on saffron ☐

c. How to eat the Daulat ☐

5. *Why the consideration of WHEN to consume the Dualat ki chaat is important?*

_____

_____

_____

6. Which of the two treats mentioned in the text would you like to try right now? Explain

_____

_____

_____

After reading Activity

1. *In a scale from 1 to 5, check (✓) your comprehension (1 being not difficult at all, 2 being a little difficult, 3 being difficult, 4 being very difficult and 5 being extremely difficult)*

1	2	3	4	5

2. *Write the definition, the description and the place where you can find in your city (in the street) the food product you wrote in the pre-reading section*

_____

_____

_____

_____

_____

Note: The format as presented to students was altered in order to fit the parameters of Word.

Appendix D

Non-authentic text 2 and questionnaire

Lesson D — **The world's favorite snacks**

1 Reading

Reading tip

Writers sometimes start a sentence with a short description of something before they name it. **Originally from Spain**, *empanadas are baked or deep-fried pastries. . . .*

http://www.snacksaroundtheworld...

SNACKS AROUND THE WORLD

BAOS

Baos are delicious steamed or baked buns with a variety of fillings such as spicy meat, sweet bean, pickles, or custard. A favorite in many Asian countries, they are delicious at any meal – even breakfast. Although they have been popular for over 2,000 years, people are still coming up with new ideas for fillings – like scrambled eggs or coconut!

MOCHI ICE CREAM

In the 1980s, a Japanese company showed the world a great new way to eat ice cream. They wrapped little ice cream balls in colorful sheets of sticky rice called *mochi*. You can hold these little treats in your hand as you eat them, and the ice cream won't melt on your fingers! Now popular in many countries, frozen mochi ice cream comes in flavors like green tea, chocolate, and mango.

DOLMA

Popular throughout Mediterranean countries, *dolma* are particularly popular as a snack food in Turkey. The best-known dolma are grape leaves stuffed with tasty ground-meat fillings or rice with herbs and spices and a few nuts. (In Turkish, *dolmak* means "stuffed.") Freshly steamed, dolma are delicious with yogurt.

FLAVORED POPCORN

People never get tired of popcorn. Native Americans first ate popcorn over 2,000 years ago, and people around the world still love it today! Buy it ready-made or cook it in a little oil until it "pops." Or make your own microwaved popcorn, and add your own flavors. How about a little cheese, chocolate, or caramel on yours? Some even more creative flavors are baked potato, curry, and taco. What new popcorn flavor can you think of?

EMPANADAS

If you're in Latin America, and you're looking for a quick snack, chances are you're not far from an *empanada* stand. Originally from Spain, empanadas are baked or deep-fried pastries that have a variety of different fillings depending on the region. Traditional fillings often have meat and potatoes or meat with spices, chopped onion, egg, olives, and raisins. In southern Europe, they often have a fish filling. They make a great snack at any time of the day.

50

Note: Taken from the course book *Touchstone 3 second edition. McCarthy, McCarten, Sandiford. Cambridge University press 2005.*

Reading Comprehension – Unit 5

Student's name	
Date	

Code

Pre- reading Activity
*Based on the pictures of the text, **which snack you find more delicious?***

_____

Reading Activity **Complete the information**
Name of the text:

_____

Source:

_____

Author:

_____

Date of publication: _____

After reading the text "SNACKS AROUND THE WORLD", Tick (✓) the correct option

1. *What kind of information is not provided about Baos?*

a. Where they are considered favorite ☐   b. Time they have been popular ☐
c. Price of the snack ☐

2. *What exactly is MOCHI:*

a. The little ice cream balls ☐   b. Colorful sheets of sticky rice ☐

c. A Japanese Company ☐

3. *They are considered a snack food that goes perfect with a dairy product:*

c. Baos ☐   b. Dolma ☐   c. Mochi Ice cream ☐

4. *The predominant pattern of organization in the texts is:*

a. Cause- effect ☐   b. Definitions ☐   c. Compare Contrast ☐

5. *Why popcorn is called like that?*

_____
_____
_____
_____

6.What snack text is more interactive? Explain.

_____
_____
_____

After reading Activity

1. *In a scale from 1 to 5, check (✓) your comprehension (1 being not difficult at all, 2 being a little difficult, 3 being difficult, 4 being very difficult and 5 being extremely difficult)*

1	2	3	4	5

2. *What did you learn about Empanadas? Did you read the reading tip?*

_____
_____
_____
_____
_____

Note: The format as presented to students was altered in order to fit the parameters of Word.

Appendix E

Non-authentic text 3 and questionnaire

Lesson D / **Less is more**

1 Reading

Reading tip
Writers often ask the reader questions to raise topics and organize their ideas.

Read the blog. What does it say about multitasking?

http://www.theartandscienceof...

The Art (and Science) of Doing Less and Achieving More

"To do two things at once is to do neither." – Publilius Syrus, Roman philosopher, 100 BCE

Multitasking: An Effective Solution?
With the introduction of various technologies into our everyday lives, multitasking has become a normal feature of our busy days. Doing more tasks ought to mean that we get more done. But does it really? Take this example from a typical day at my job.

Last week, during a meeting, I decided to send a quick email to a client. A minute later, I had to send another email with the attachment I had forgotten. In my third email to him, I had to apologize for sending the *wrong* attachment. When I eventually focused on the meeting, I realized someone was asking me a question, but because I wasn't paying attention, I couldn't answer it and I had to ask him to repeat it. Embarrassing.

Sound familiar? Don't worry – you're not alone. Research shows that when we multitask, we are actually playing a trick on ourselves. We *think* we're doing more, but actually we're not. In fact, multitasking can lead to a 40 percent drop in productivity. Researchers say that we don't really multitask at all; we "switch-task," and when we switch from one thing to another, we're simply interrupting ourselves to do something else.

An Alternative Approach
I did some thinking about all of this and decided to do some research for myself. For one week, I would make an effort *not* to multitask. During that week, I discovered two surprising things.

First, I made great progress on challenging projects. I stayed with each project when it got hard, and it really made a difference. Now, I no longer avoid tough assignments, I don't get distracted by other things, and I finish one job before I go on to another – even if the job is driving me crazy!

Second, my stress levels dropped dramatically. Research shows that multitasking isn't just inefficient, it's stressful, and I found that was true. It was actually a relief to finish one thing before going on to the next. So how can we change our multi-tasking ways?

A Cure for Multitaskers
First, get rid of interruptions. I now know that when I'm working, I should resist the temptation to check email, and I make sure my phone is turned off.

Second, set yourself a tight deadline. If you think you have to give a presentation in 30 minutes, you might not want to answer that interrupting phone call! Single-tasking to meet a tight deadline will also reduce your stress levels – as long as you meet it, of course!

My experiment convinced me that I don't have to accept multitasking as a way of life. If you make up your mind to avoid distractions and concentrate on one job at a time, you really can achieve more.

60

Note:Taken from the course book *Touchstone 3 second edition. McCarthy, McCarten, Sandiford. Cambridge University press 2005.*

Reading Comprehension[2] – Unit 6

Student's name	
Date	

Code

Pre- reading Activity
In daily life can you do three things at the same time? If the answer is positive write the activities

_____
_____

Reading Activity ***Based on the reading "The art (and Science) of Doing Less and Achieving More" complete the next points:***
1.The author probably works as a _____ because he
_____

2.The author _____an effort to stop multitasking. He _____some research for himself

3. Based on the section ***An Alternative Approach*** what two options are correct to_ write in English the word "Enviar" _____ and _____

4. Write the two words the author uses to refer to himself in the section ***An Alternative Approach***

_____

Tick (✓) the correct option

5. The intention of including Syrus' quotation in this text is to:

a. Demonstrate the importance of Roman philosophers ☐
b. Support the author's point of view with respect to the topic   ☐
c. Support the advantages of multitasking ☐

6. The problem expressed by the author in the last sentence of paragraph 2 in the section *"Multitasking: An effective Solution?" is* :

a. Not to be able to answer a question ☐   b. Not to be able to repeat a question   ☐   c. Not to be able to pay attention ☐

---

[2] Reading passage taken from: Touchstone 3 second edition. Cambridge University press. 2014.

7. The patterns of organization present in the paragraphs 1,2,3 of "*"Multitasking: An effective Solution?"* are:

    d. Definition, chronological, listing ☐   b. Contrast, chronological, cause-effect ☐   c. Cause-effect, chronological, contrast ☐

8.   Describe   the   effects   mentioned   by   the   author:

_____
_____
_____

After reading Activity

1.In a scale from 1 to 5, check (✓) your comprehension (1 being not difficult at all, 2 being a little difficult, 3 being difficult, 4 being very difficult and 5 being extremely difficult)

1	2	3	4	5

2. Do you agree with the conclusions of the author? Explain

_____
_____
_____
_____
_____

Note: The format as presented to students was altered in order to fit the parameters of Word.

The Switch

Multitasking is actually kind of a problem — for kids and adults

By Hayley Tsukayama May 4, 2016

Parental advocacy group Common Sense Media came out with a new study Tuesday that looks at how parents and their children view their own media habits — and whether they feel as if they're "addicted" to their screens.

But it also takes aim at another common modern behavior: multitasking.

Chances are that we all multitask. (Case in point: In the course of writing this post, I have taken four calls for three stories, sent seven emails and participated in two work chats.) It has become easier than ever with the advent of new technologies that let us juggle screens -- and even multiple things on each of those screens.

But Michael Robb, the group's director of research, said multitasking should no longer be seen as "some desirable trait that makes you the best 21st-century worker." For the Common Sense study, Robb not only oversaw the survey on technology behavior but he also authored a literature review on how multitasking affects children and adults. Of the more than 1,200 parents and teens surveyed, 48 percent of parents and 72 percent of teens said they felt the need to respond to texts and notifications immediately, almost guaranteeing distractions throughout the day.

Multitasking is a problem in a couple of ways, Robb said, citing recent neuroscience research on the practice. "Many people think multitasking does not hamper your ability to get things done," he said. "But multitasking can decrease your ability to get things done well, because you have to reorient. That causes a certain level of cognitive fatigue, which can slow the rate of work."

It makes a certain amount of sense if you think about it, Robb said. After all, you never get something for nothing, and it makes sense that splitting your focus wouldn't be great for improving your productivity.

> Or, perhaps more tellingly, your child's productivity. Previous research from Common Sense found that more than half of teens watch television while they do their homework and that 60 percent say they text while they are studying. And most — 64 percent — say that multitasking does not hurt their work.

"You're not encoding memories in the way you should be" when multitasking, Robb said. "If I'm browsing on Facebook while a lecturer is talking, I'm not forming memories that I need to retrieve later. "

Yes, even digital natives, the review finds, have problems with multitasking. The review included a 2009 paper that looked at 262 college students and found:

> Heavy media multitaskers had a harder time filtering out irrelevant information. In other words, they may have developed a habit of treating all information they came across with equal attention instead of allotting steady attention to a particular task.

But looking at what's out there, there seems to be some strong suggestion that while all this multitasking is helping us feel productive, it's not actually letting us be that productive.

Reading Comprehension – Unit 6

Student's name	
Date	

Code

Pre- reading Activity (without using the text)

1. Do you think multitasking is a problem only for adults? Explain

_____

_____

Reading Activity *Answer the questions based on the text* Multitasking is actually kind of a problem-for kids and adults

2. What is the argument that Tsukayama presents as the reason that facilitates multitasking?

_____

_____

3. Are you part of the 48% surveyed or of the 72% surveyed? Explain

_____

_____

Make a Tick on the correct option (✓)

4. The paragraph that begins with "Multitasking is a problem…" presents a:

a. Comparison ☐   b. Definition ☐   c. Listing ☐

5. Support your previous answer (the evidence you have to support your selection of point number 4)

_____

_____

6. Based on the text a synonym for the word "research" is:

  a. Habit ☐   b. Investigation ☐   c. Report ☐

7. On the previous text (from intervention 5) "**The Art (and Science) of Doing Less and Achieving More"** the author expressed his point of view with respect to the topic. Does the same occur in this text? Explain.

_____
_____
_____

*Complete the spaces **based** on information provided in the text*

8. In conclusion the text says that _____ is a modern behaviour that splits your focus and will not _____your productivity.

9. What type of organization pattern presents the previous conclusion (point 8)?

_____
_____

10. Do you agree with the affirmation about digital natives that appears on the last page of the reading?

Explain

_____
_____
_____

Post reading Activity

1. ***In a scale from 1 to 5, check (✓) your comprehension (1 being not difficult at all, 2 being a little difficult, 3 being difficult, 4 being very difficult and 5 being extremely difficult)***

1	2	3	4	5

2. Explain in your own words Why multitasking is actually kind of a problem-for kids and adults (Use the pattern of Cause-Effect in your writing)

   _____
   _____
   _____
   _____

Note: The format as presented to students was altered in order to fit the parameters of Word.
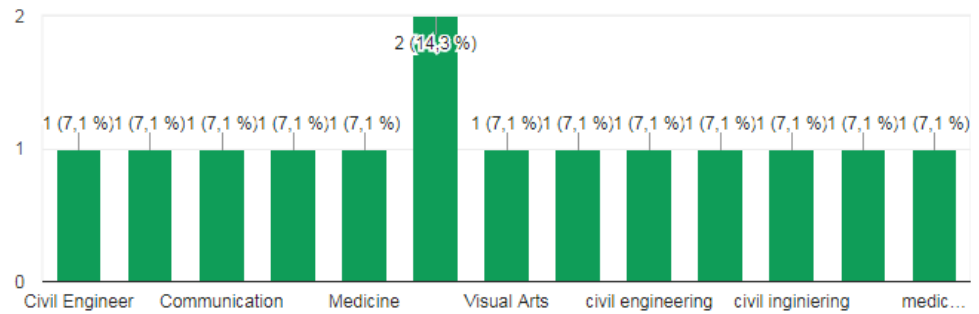
Appendix G
Results of Electronic Survey

Objective of the survey: To obtain information from the participants of the study regarding the interventions (workshops) previously done. November 2017

Ethnographic data

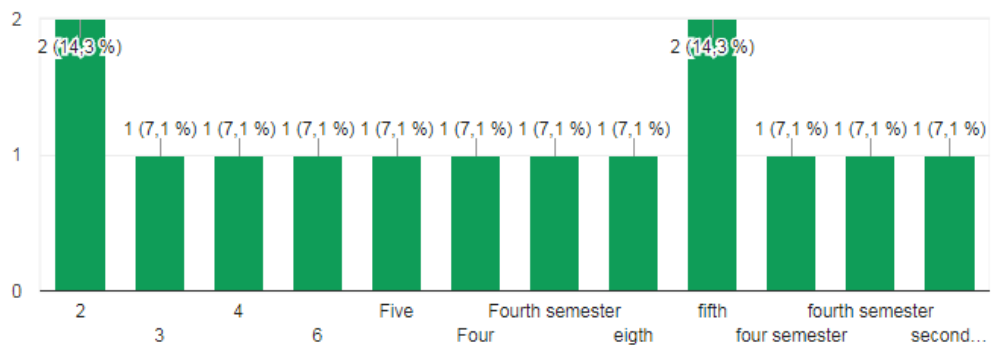## 1. Name of the program of study

14 respuestas

2. Semester in which you are registered

14 respuestas

3. Age

14 respuestas

- between 16-20
- between 20 and 25

35,7%

64,3%
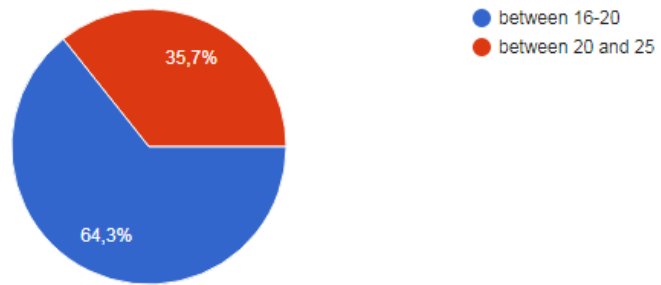
4. Sex

14 respuestas

- Femenine
- Masculine

71,4%

28,6%

1. I obtain and understand information from texts from the book touchstone 3.
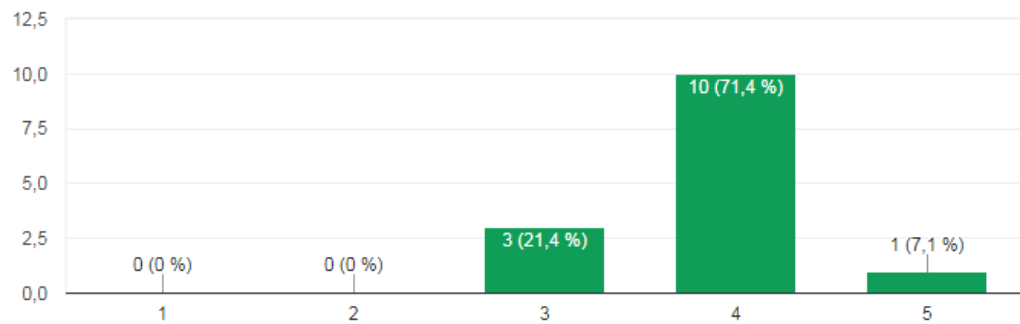
14 respuestas

2. I obtain and understand information from texts from sources different from the book touchstone 3.

14 respuestas

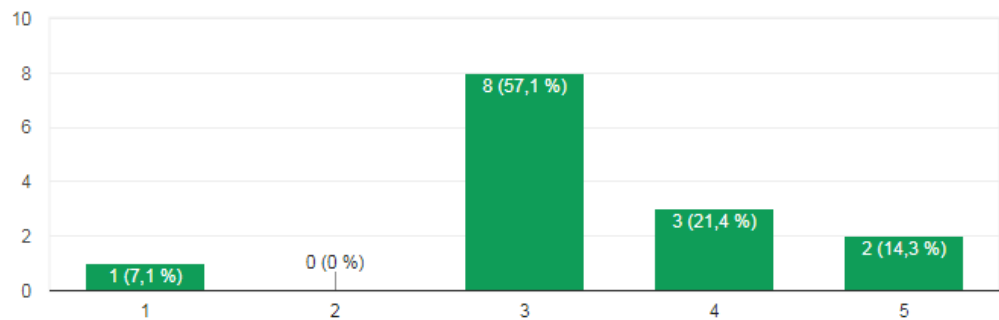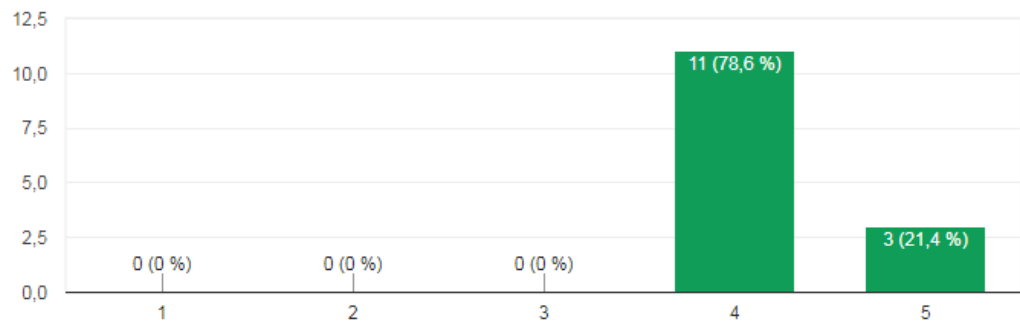## 3. Images/pictures are relevant to help you understand the information provided in a text.

14 respuestas

4. From the four general topics you read about (the way life used to be, food, multitasking and online dating) which one you consider more interesting and why? (Open question)

14 respuestas

Multitasking was the most interested text, becouse I dont know the concept, and makes me refletion abaout that problem

i found multitasking more interesting because its something that we as young people and students of medicine do very frecuently and its something we must take care of

multitasking, because is a popular topic that is always in discussion

For me the most interesting is the food, because the food is a general topic and in this topic I can express what I like or dislike, so I love the food.

Multitasking because is a problem that afect me, and is comun in my entorn

multitasking and online dating, because is the topics that i know best

I liked the "multitasking" text because it is more interesting for me since the content is related to my daily life.

the most interestin is the food because i love the food and i am interested in knowing diferent food in the world.

the multitasking because its a reallity that happen in our day to day

to me is more interesting the food because i learn diferents word´s about food, also it was more interesting than the another topic´s.

the food, for personal taste, I like to try new foods for that reason I find it interesting to read about them, without leaving aside the other texts.

The topic that I consider more interesting is "multitasking", because I learned a few about of problem, that this can produce in the people and in his daily life.

the multitasking because it has pro and cons that can generate debates.

Online dating because it is a very usual activity in this moment so it is interesting to read about this

Multiple choice. Select the option that best corresponds.

5. I recognize the patterns of organization (comparison contrast, listing, problem solving…) present in a text while I am Reading the text.

14 respuestas

- a. Very easily
- b. Easily
- c. Sometimes it takes me time
- d. It is really hard

78,6%

21,4%
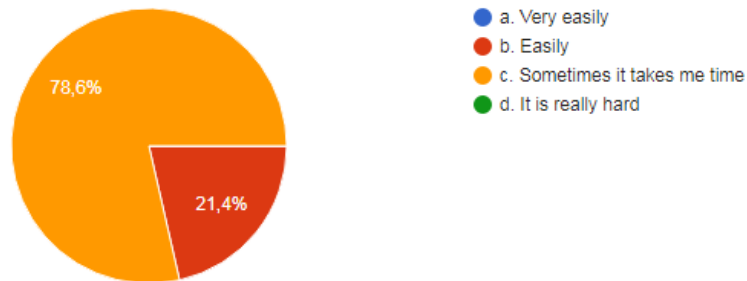
6. When you did not understand a word from the texts you:

14 respuestas

- a. Continued Reading to understand it by context
- b. Established an organizational pattern to help you understand it
- c. Tried to associate it with another word
- d. Just skipped it

14,3%

14,3%

71,4%
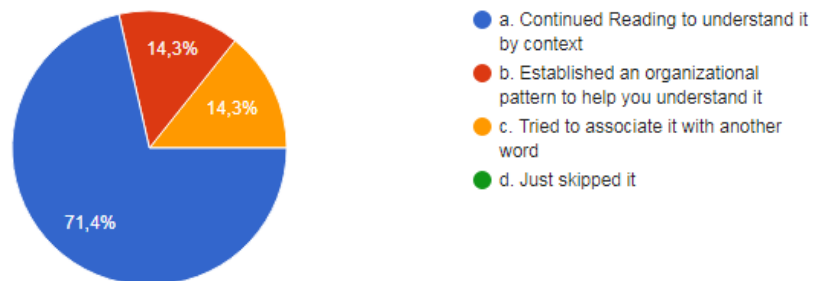
1. I clearly understood the points proposed in the workshops.

14 respuestas

- a. Totally disagree
- b. Disagree
- c. Agree
- d. Totally agree

14,3%

7,1%

78,6%
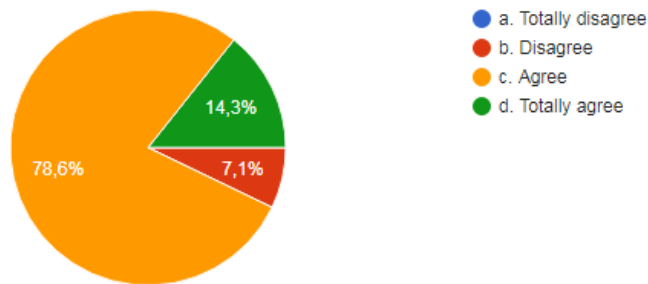
2. Workshop after workshop it was easier for me to respond the points

14 respuestas

- a.Totally disagree
- b. Disagree
- c. Agree
- d. Totally agree

85,7%

14,3%
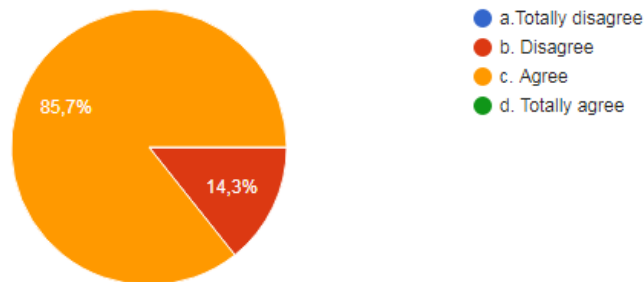
3. It was easy for me to identify where the information for the answers was located.

14 respuestas

- a. Totally disagree
- b. Disagree
- c. Agree
- d. Totally agree

14,3%

71,4%

14,3%
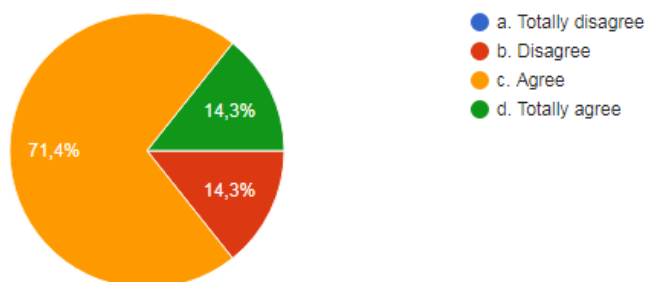
4. It was difficult for me to respond questions using my own words.

14 respuestas

- ● a. Totally disagree
- ● b. Disagree
- ● c. Agree
- ● d. Totally agree

21,4%

7,1%

71,4%
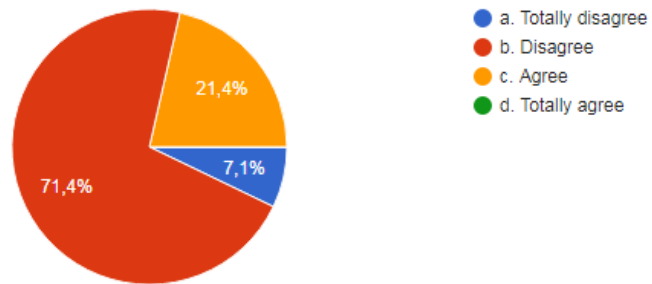
5. What is a pattern of organization that you remember easily?

14 respuestas

| cause and effect |
| cronological- and problem solution |
| cause-effect |
| Problem and solution |
| contrast, problem, solution |
| listing |
| problem- solving |
| comparison contrast |
| problem solving |
| cause and effect |
| comparison and listing |

| cause-effect |
| cause, effect |
| A pattern of organization helps you understand the structure of the text and helps you understand the order of ideas in the text (comparison contrast, listing, problem solving) |

6. What word(s) can help you to identify the pattern of organization?

14 respuestas

then, beferore...

solution, repare, issue, dates

it makes that/ became a/ turns into

After, so, because.

Them, also, but, there,

and...

solution, when, but, is,..

than, but, at least

so, then, also, why

generates

in comparison: "but","other", in listing numeration or then or finaly or first etc

I don´t remember in this moment

in consequence, finally, on the other hand, the problem is,

why-so

7. What did you learn from the Reading comprehension activities?

14 respuestas

I learn abaout diferents kinds of food, moderns problems like multitaskin and other things

i think it helped us to get deep on the páterns and know new information and vocabulary

how to identify a pattern of organization

I did learn that I should read and understad the context.

I learn to red in order, and red with pattern of organization for red more easily

i dont't remember

I learned to contextualize what I did not understand, depending on what was easy for me to understand

i learn better the structure of the text and recognize the others words

i learn to read fast and i improve my comprehension

i learn about diferents topic´s and i get more understanding in the text´s

more information about terms of texts and more about reading comprehension strategies

I learned to identify the text and his information also to have a best idea.

I learned to identify the organization of a text

The activity helped me understand the pattern of organization.

8. What strategy did you use when you did not understand something during the Reading process?

14 respuestas

- a. Translation
- b. Inference
- c. Leave the point in blank
- d. Nothing
- e. Other option

35,7%
14,3%
42,9%
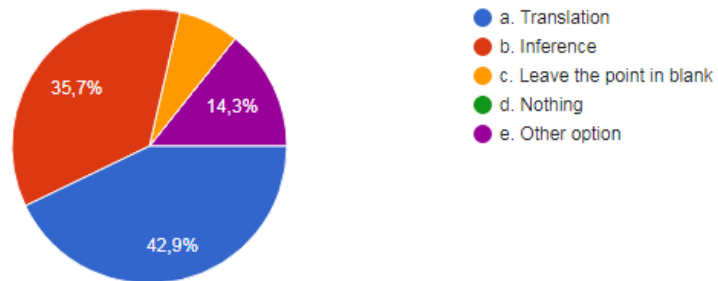
9. What type of points where more difficult for you?

14 respuestas

a. Wh questions — 0 (0 %)
b. Complete the space — 7 (50 %)
c. Make the inference — 4 (28,6 %)
d. Support your answer based on the text — 4 (28,6 %)
e. Multiple choice selection — 1 (7,1 %)
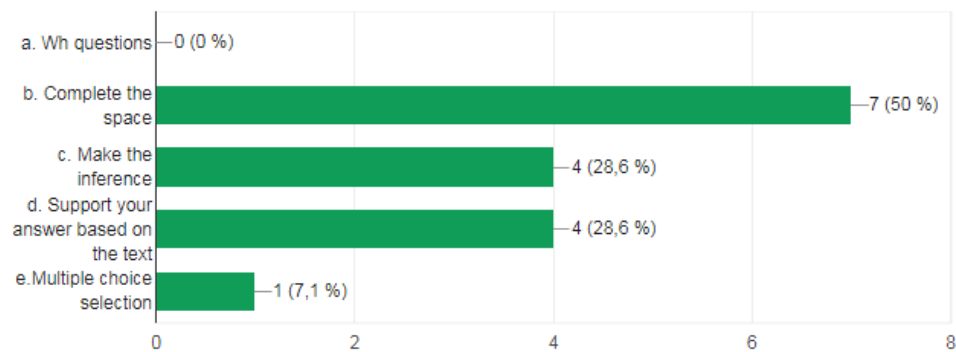
10. How did you respond the workshops?

14 respuestas

- a. First I read the full text and then I answered each point.
- b. I read the points and then I looked for the information to answer them.
- c. I read one part of the text and then I started answering the points then I continued Reading and answering.

28,6%
21,4%
50%

11. I understood when more than one answer was required in the workshops.

14 respuestas

- ● a. Always
- ● b. Almost always
- ● c. Sometimes

35,7%

7,1%

57,1%
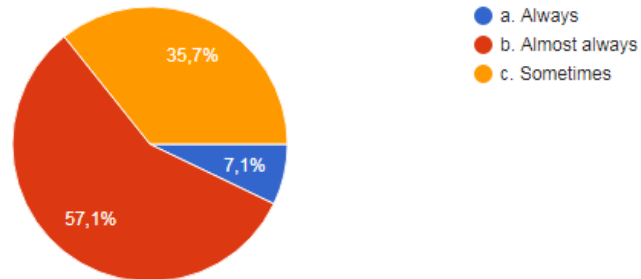
Questions about the process in itself.

---

1. I felt comfortable doing the activities.

14 respuestas

- ● a. Totally disagree
- ● b. Disagree
- ● c. Agree
- ● d. Totally agree

35,7%

7,1%

57,1%

---
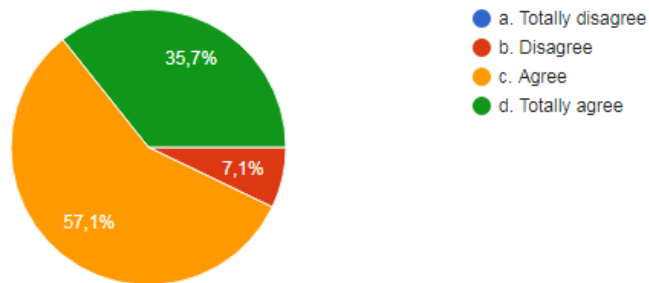
2. I am a more competent reader in English than I was at the beginning of the course.

14 respuestas

- ● a. Totally disagree
- ● b. Disagree
- ● c. Agree
- ● d. Totally agree

35,7%

64,3%
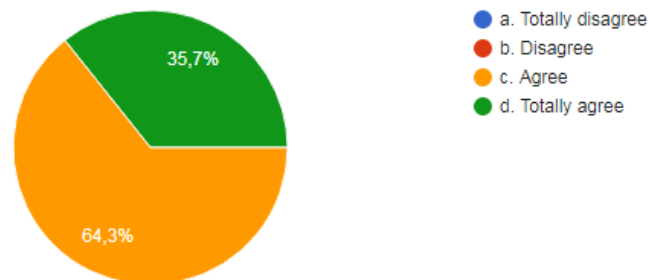
3. I always did my best to answer the points as well as possible.

14 respuestas

- a. Totally disagree
- b. Disagree
- c. Agree
- d. Totally agree

42,9%

57,1%
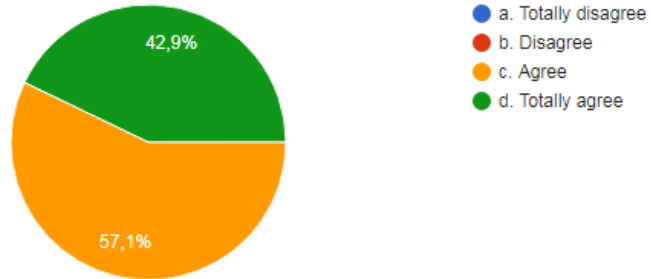
4. I think that Reading comprehension in English is difficult because it is in English.

14 respuestas

- a. Totally disagree
- b. Disagree
- c. Agree
- d. Totally agree

35,7%

64,3%
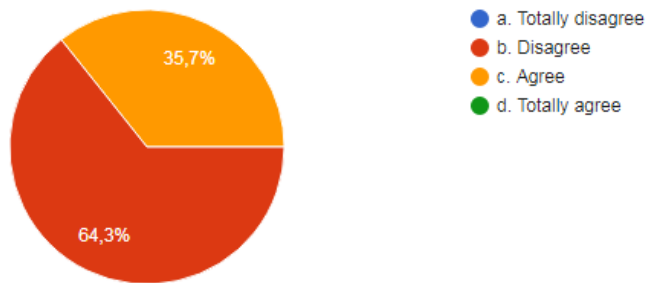
5. I think that Reading comprehension is easier in Spanish.

14 respuestas

- a. Totally disagree
- b. Disagree
- c. Agree
- d. Totally agree

35,7%

21,4%

42,9%
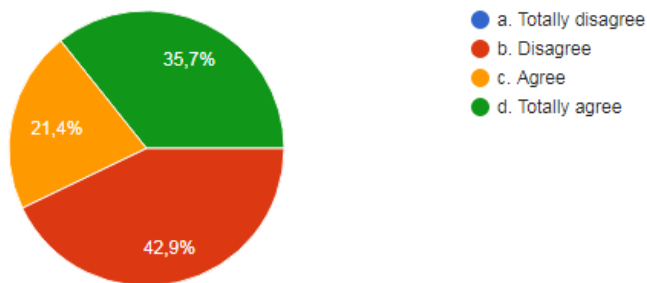
Appendix H
Focal group Transcription

Profesor: Sesión de grupo focal Universidad Javeriana Cali… miércoles 08 de noviembre de 2017 comenzamos a las 5 y 08 de la tarde con nueve participantes.

Pregunta #1: ¿Cuál es la principal diferencia entre los textos sacados del libro y los textos de otras fuentes que utilizamos en los talleres? Había unos que salían del libo y otros que tenían una fuente como *The Guardian* o una fuente externa. ¿Cuál era la diferencia principal entre texto A y texto B?

Participante 11.Yo creería refiriéndome al texto B como el de los de *Guardian* y toda esa cosa sacada de periódicos utilizaban un poco… unas palabras como más… no sé…   más desconocidas dentro como del lenguaje que trataba el libro, **libro era un poco más fácil, más fluido uno podía entender** más en cambio *The guardian* tenía como palabritas o expresiones que dificultaban un poco más como la comprensión del texto.

Participante 18: Yo diría que además yo supongo que si son de periódico debe ser algo más real ¿no? lo de aquí era como un blog de alguien que escribía y era como algo más podría ser más imaginario ¿no? diría yo, que alguien lo podría decir.

Participante 05: Complementando eso **los textos que eran del libro eran como de temas académicos acordes a un tema que se estuviera estudiando y manejaba como un mismo cierto tema de gramática, de contexto** y acá eran más amplios y con más variedad de temas y de contexto por así decirlo.

Profesor: ¿Misma opinión? ¿Con respecto a la forma…?

Participante 05: ¿La estructura?

Profesor: Síi. ¿Cuáles les parecieron más largo más cortos?

Participante 01: Pues es básicamente lo mismo o sea el libro los textos que están fuera del libro tienden a ser más estructurados y tienden a ser más amplios porque pues se supone que estamos en un proceso de aprendizaje entonces el libro nos tiene que dar, nos tiene que dar ciertas ventajas por decirlo así para que podamos comprender bien la situación en cambio en **los textos (los auténticos) no se dan esas ventajas porque el texto no está hacía esa dirección por decirlo así entonces va es más hacía una dirección informativa y no una educativa.**

Profesor: OK, listo. ¿Algo más para ese punto? Segundo punto. Teniendo en cuenta las encuestas la mayoría dijo haber entendido más al leer los textos del libro… porcentaje mayoritario fue, no pues si, los textos del libro se entienden más

sin embargo uno de los textos que terminó siendo considerado como el de más alto grado de dificultad fue uno de esos.

P 11: ¿Del libro?

¿Cuál es? ¿Cuál fue?

Profesor: El de multitareas

P 11: ¿Sí? ¿Lo tenés allí profe?

Profesor: ¿Por qué creen que arrojó ese resultado? (teacher stands up to look for the text)

P 11: Es que habían como tres de multitareas, o dos.

P. 01: Pues si ¿no? habían como dos no?

P 11: Eran dos

P 01: Mejor dicho ¿el primero de multitareas o el segundo?

Profesor: El de multitareas (En efecto fueron dos textos del mismo tema como en todo el desarrollo de los talleres)

P 01: Es que había uno que decía que era multitareas y todo este cuento

Profesor: Ese

P 11: Y había otro que era como psicológico

Profesor: El que tenía como una cita, ese.

P 11: Ah El de los porcentajes.

Profesor: El de un tipo en una oficina

P 11: Sí. Uh sí!. Ese fue una…

Profesor: ¿A ti ese te pareció complicado?

P 15: Sí

Profesor: ¿Por qué?

P 15: Yo pienso que porque pues el tema del libro era como las frases que explícitamente no querían decir eso, tenían otro significado y muchas frases en el texto estaban relacionadas pues eran así las frases y yo pienso que por eso se nos complicó más porque no era, no era como sacar el significado de la frase explícitamente sino lo que decía implícito.

P 07: Y también había **muchas inferencias sobre lo que quería decir el autor** entonces pues en inglés es como complicado eso, como uno tratar de pensar en qué está diciendo el autor.

P 05: Sí yo creo que también el texto era como de tipo lo que pensaba el autor lo que quería dar a entender entonces como no es algo tan informativo tan directo de que define algo esto es esto sino que eran como ajá como propia opinión del autor como hacer querer ver algo entonces como no ser tan directo y como es en inglés entonces se complica más.

P 17: Es más fácil identificar cuando hay una definición o algo así a cuando es un pensamiento porque la persona con el pensamiento hable de muchas formas.

P 07: Pues que como además el autor como que trataba de no ser… cómo lo digo o sea como de ser neutro entonces se vuelve más complicada la cosa porque no sabemos si él está de acuerdo si está de acuerdo con lo que están diciendo si no.

Profesor: Pero ese particularmente dice que no estaba de acuerdo con la multitarea había hecho un ejercicio y había llegado a la conclusión de que su vida iba mejor sin la utilización sin la realización de multi tareas…. ¿algo más?

¿Por qué creen que en general la mayoría dijo que el texto más interesante fue el texto, el tema de multi tareas?

P 01: Porque es algo que nos ocurre a todos.

P 17: Porque es algo que pues hacemos día a día y lo tenemos como identificado o uno lo hace prácticamente en todo momento ve el celular y está uno en clase y uno no se da cuenta uno no se da cuenta de lo hace y pues allí uno le parece interesante porque allí si no lo haces te fue mucho mejor y uno la piensa mucho mejor lo que el señor está ocupado en una sola cosa y ya.

Profesor: Listo. Con respecto a los patrones organizacionales eeeeh… en ocasiones parecía que identificaban el patrón predominante en un texto pero a la hora de asociar ese patrón con palabras clave no siempre tenían éxito. ¿Por qué creen que pasaba esto? Por ejemplo con el primer con este texto (profesor muestra el texto Barbara's blog) todos dijeron ha sí eso es causa y efecto pero a la hora de responder qué palabra clave se asociaba con causa y efecto no todo el mundo llegaba a la conclusión a la palabra correcta.

P 09: Yo creo que es porque cuando estábamos viendo la clase donde usted nos explicó cada patrón de organización y todo eso nos centramos más en cómo era de forma global para identificar el patrón y no en las palabras clave que podían ofrecer el texto para identificar dicho patrón entonces fue por eso más que se nos facilita identificar el patrón de forma global pero a la hora de decir que esta palabra se refiere a ese patrón no tenemos ni idea.

P 18: Lo de causa efecto era leyendo gran parte por ejemplo al principio uno miraba eran como oraciones una palabra que te identificara como que eso era causa efecto.

P 05: Si, yo opino lo mismo **porque uno se basaba era mirando en el contexto de lo que le estaban hablando** y uniendo párrafos con otros párrafos y uno veía como ha! esto va dirigido a tal lado me está dando cierta información que puede ser que el texto sea así pero ya de tener eso más claro fue falta de conocimiento de asociar palabras exactas con lo que quiere decir el texto que tipo de texto era.

Profesor: Vamos a hacer este pequeño ejercicio yo les digo una palabra y entonces en grupos de a tres me van a decir a qué patrón organizacional cree que corresponde. Comencemos por acá. Si aparece "De otra parte" Están leyendo y aparece la palabra "De otra parte"

P 01: Contraste

Profesor: ¿De acuerdo?

Si aparece: "por esta razón"

P 11: Causa y efecto

Profesor: Ustedes tres. Para resolver esto…

P 09 y 05: Problema resolución

Profesor: Problema solución

¿Primero?

P 01: Cronológico

Profesor: Una razón

P 15: Definición. No, eso es causa efecto

Profesor: De hecho uno de los puntos que pregunté fue diga cuál es una de las razones que da el autor para tal cosa con respecto a este punto. Ya vamos para allá.

Profesor: Siguiente pregunta. ¿En su opinión qué es entender un texto? (silencio por parte de los participantes) O sea ustedes leen un texto en inglés y les preguntan: ¿entendieron? Ustedes cuándo dicen: Si entendí o ¿qué es entender un texto?

P 09: Pues en mi opinión es cuando al terminar de leer un texto así no haya entendido todas las palabras de lo que quiere decir el texto logró comprender lo que quería el autor con lo que escribió, decir.

P 07: Y cuando uno es capaz como de… o sea así uno no tenga el vocabulario usted es capaz como que de lanzar las palabras y sacar pues la idea… general.

P 15: Yo creo que al final entender el contexto y no sé, como sacar una idea principal de lo que….del capítulo.

Profesor: Sí, en el taller de Bárbara (profesor muestra el texto) primero. Algunos contestaron mal a la pregunta sobre cuál era la causa de que los niños mejoraran las notas y que se sintieran más… que se sintieran menos estresados. eee… muchos, algunos identificaron dónde estaba la información pero no fueron capaces de contestar bien. ¿Por qué creen que pasó eso?...(silencio)

O sea hubo respuestas como por ejemplo: ee, el efecto de que… o sea los niños tienen mejores notas porque el efecto de que la familia tiene poco tiempo junta (profesor leyendo una copia de una de las respuestas a una de las preguntas del taller) fue una respuesta.

P 09: ¿Cuál era la pregunta allí? ¿Acerca del texto?

Profesor: La pregunta era…

P 11: ¿Por qué cree que los niños tienen menos notas? A qué se debe que los niños…

Profesor: La pregunta más o menos era: ¿A qué se debe que los niños tengan mejores notas y se sientan menos estresados?

P 05: Yo creo que porque uno asumió que tenía claro como esa palabra significa eso en español esa significa esto pero al ponerlo en contexto no nos ubicamos bien como hacer bien la clara diferencia de q**ue me quieren preguntar para así yo responder entonces cuando son tres palabras que uno diga ah ok** entonces voy a ir al texto donde haya algo parecido a esto y pongo lo que dice el texto pero no nos estamos basando en un contexto como tal.

Profesor: Ok, o sea sencillamente el planteamiento fue otra forma de preguntar a qué se debe que pase esto, o sea hay una causa que es A y un efecto que es B y cuando pregunté por A muchas personas pusieron una información que tenía el contexto pero no respondía la pregunta.

Listo. Ah!. En ese mismo texto de Bárbara, la mayoría 8 de 12 personas contestó bien a la pregunta a qué se refería Get along or else! ¿Se acuerdan? ¿Cómo hicieron para responder esa pregunta? ¿Adivinaron? o se sustentaron en algo?

P 11: Yo te pregunté: ¿Qué significaba?

Profesor: Yo no te dije. No te pude haber dicho.

P 07: Porque es que en el texto como que decía algo parecido a la frase Get along y decía que más o menos que los niños que no querían saber qué significaba eso para ellos o sea que ellos simplemente como que obedecían entonces eso le daba como una inferencia a uno de lo que querían decir porque como que ellos no querían saber qué significaba eso que los padres les estaban diciendo.

Profesor: ¿Tu cómo hiciste para responder esa?

P 01 15: 30…..Yo no me acuerdo. Solo me acuerdo del texto

P 11: También salía en un examen de Blackboard

Profesor: Si, pero el detalle está que en el mismo texto la frase no se explica. No se explica literalmente hay que revisar por contexto y llegar a la conclusión de que el señor decía eso para que dejaran de comportarse mal. Listo

En el texto de comidas callejeras ese que tenía las fotos bonitas a color que unos dijeron no que texto tan difícil. A la mayoría se le dificultó escoger la respuesta correcta en el punto, en unos puntos que decían: Cuál de estos enunciados es correcto. Qué información es posible sacar del texto ¿Por qué creen que se les dificultó esa parte?

P 01: Qué información ¿qué?

Profesor: O sea salían tres enunciados y solamente uno correspondía… se podía… se podía sacar del texto los otros dos no.

P 07: Yo creo que había una que era la verdadera y había otra que el, o sea como que el contenido hacía parte del plato …. entonces pues por eso yo por ejemplo la coloqué verdadera porque es que… o sea.. el plato estaba conformado por algo que decía la respuesta.

Profesor: Ah!.. ese es otro punto más adelante que tiene que ver con una definición, la definición de Mochi. Entonces todo el mundo puso definición, listo, esa parte les quedó buena pero un punto antes a ese se preguntaba por exactamente qué significaba tal cosa y algunos pusieron, no la respuesta correcta que era con una palabra japonesa, sino que pusieron la palabra el término general. Entonces ¿qué dificultades se presentan con las definiciones?

P 09: Pues yo pienso que algunos no entendieron pues, no comprendimos el texto puede ser más por eso, porque al leerlo no comprendimos muy bien el texto no saben leer bien la pregunta con referencia al texto y de pronto muchos adivinaron por que no sabían qué responder.

P 01: **Pues yo pienso que es más por lo general que uno no comprende bien la pregunta**. Entonces es más fácil no comprender la pregunta que no comprender

el texto me parece a mí. Porque las preguntas muchas veces son demasiado puntuales entonces como no entiendes una pregunta hay cosas que por algún motivo, o sea una palabra que puede parecer pero que a la final no lo es porque no es lo que preguntan las preguntas a veces son muy puntuales y no la terminamos de comprender.

Profesor: En el texto de multitareas solo cinco personas de diez y seis identificaron correctamente los patrones organizacionales dentro de unos párrafos específicos que se decía el párrafo uno corresponde a tal, el párrafo dos corresponde a tal y el párrafo tres tiene una prelación de tal tipo de patrón organizacional. ¿Por qué creen que pasó eso?

P 18: Yo por ejemplo me equivoqué era porque estaba yo Identifiqué fue como el como uno general entonces no como que leí un párrafo y me pasé al otro y comencé y por allí me enredé no entendí tanto el contexto y además de que allí si tocaba como que tener claro las palabras clave creo entonces…

Profesor: Ok, Mas o menos la misma dificultad de si es global a si es en un párrafo en particular porque a veces en un mismo párrafo puede haber dos pero entonces digamos hay uno que es menos predominante que otro.

¿Por qué en ocasiones cuando se pedía más de una respuesta sólo ponían una?

Por ejemplo se decía: Diga las razones (énfasis en la S) y había como dos líneas y ponían que sabe rico. Cuando se estaba pidiendo por razones.

P 05: Yo creo que es más porque uno omitía. Como que… o sea como que dicen razones y uno decía pues ah pongo una y paso a la siguiente. Pero no era con el propósito de.. Más bien porque uno se saltaba el entender que eran varias. No a conciencia de que no es no más una.

Profesor: Entonces allí digamos hubiera sido necesario especificar. Ponga cuatro razones (?)

P 05: Si. Entre paréntesis.

P 11: Más obligatorio.

Profesor: Pero lo mismo pasó por ejemplo con unas que… ¿qué opina sobre tal cosa? Explique. Y muchos: tal cosa ¿y la explicación?

P 17: **Yo creo que a veces uno se queda como corto de palabras como que uno quiere decir mucho y sale diciendo poco porque no sabe como cómo decirlo.**

Profesor: O sea que en muchas ocasiones el hecho de que las respuestas fueran cortas no quiere decir que no hubieran entendido el texto.(?)

P 09: O sea es dificultad a la hora de argumentar.

Profesor: ¿Y por qué creen que no respondían por ejemplo en español?

Ps: Uyy nooo porque…(varios al tiempo expresando un no)

Profesor: Pero como quien dice: yo sé, yo entiendo . Yo la voy a poner en español.

P 09: Yo creo que como es un documento en inglés en una clase de inglés que alguien coloque la parte en español…

P 11: Es como decir… como incoherente.

P 09: Yo pensaría pues que me bajaría más colocar la parte en español

P 01: En ocasiones uno pone una palabra que no conoce. Uno la pone entre paréntesis o la pone entre comillas. Pero una palabra, no una respuesta completa.

P 17: (entre murmullos) Yo busco otra.

Profesor: Listo. Siguiente pregunta ¿Cómo se sintieron al hacer la corrección de sus compañeros al terminar los talleres?

P 05: ¿Sentirnos en qué sentido?

P 11: Igual eso a mi… en el colegio pues a mí casi siempre esa era una dinámica.

Profesor: No, o sea si se sentían como que Ha! Esa me quedó mala. Me la está corrigiendo otro

P 07: Uno se da cuenta como que ah la embarré!

Profesor: ¡Ahora entiendo la pregunta!

P 01: Hubo ocasiones en las que respondía mal porque no había entendido la pregunta y uno como que ha! Y no era lo que puse.

P 05: Si, porque uno al ver digamos de que uno estuvo mal porque ve que otra persona respondió bien entonces uno allí como que cae en la cuenta de ah! sí era esta entonces yo creo que el ejercicio de calificar a otros si es productivo para corregir uno y aprender

P 17: Uno respondía como rápido, no se tomaba el tiempo de leerla dos veces en cambio vos ya la calificas y vos la volvés a leer y como que ah! Entendí más o algo así.

P 18: Además porque uno también discutía entre nosotros, pero mira que y a vos por qué no y entonces el profesor y uno profe y ¿por qué no se puede? Como que uno aprendía más y usted le hacía el resumen y le explicaba por qué no en cambio

si usted lo calificaría pues se lo llevara y recibíamos entonces la nota y ya yo por ejemplo la guardaría.

Profesor: A ver siguiente, quedan tres preguntas. Si a ustedes les preguntaran: ¿Cuáles serían los pasos para que un lector que apenas está comenzando inglés 2 entendiera mejor un texto utilizando los patrones organizacionales ustedes que le dirían? Ve, primero hace esto segundo esto tercero esto. Alguien les dice ve! Ustedes que ya estuvieron en inglés 2 es que nos están poniendo unos ejercicios y es que se me dificulta leer. ¿Qué hago?

P 05: Desde mi punto de vista lo que yo hago es como primero leerlo todo no como voy a buscar la primera voy a buscar, **sino como que lo leo todo y veo qué es lo que me quiere decir el texto qué es lo que me quiere decir el autor y a qué quiere llegar allí me voy dando cuenta una idea de si empezó hablando digamos de una comida la explicó y como de qué era ah listo una definición. O si me está hablando de un problema y después empieza a dar una solución entonces como ya leí todo entonces digo es problema solución más o menos de esa forma.**

(Silencio grupal)

Profesor: Si, pero allí S (nombre de participante 05) sólo habló de problema-solución y definición. ¿Y los otros?... Los otros patrones organizacionales?

P 09: O sea yo pienso que para entenderlos sea cual sea el patrón de organización primero es fundamental lo que decía el compañero S de que entiendan el texto en sí a lo que se refiere y ya pues dependiendo de la pregunta que sea ya pueden enfocarse, ya sabiendo en qué significa el texto en identificar ya más el patrón.

P 12: Yo creería que según las palabras clave porque por ejemplo hay una palabra clave que identifica.

Profesor: Palabras clave. Entonces tu dirías, No, pues primero busque estas palabras claves y así sabe qué tipo de texto es (?)

P 12: A mí me parece más difícil identificar el contraste.. me pareció la más difícil de todas.

Profesor: ¿Pero allí el problema te parece más conceptual?

P 12: Sí

Profesor: La mayoría dijeron haberse sentido cómodos. ¿Por qué no totalmente cómodos al realizar la actividad?

P 04: Porque si hay mucho vocabulario desconocido entonces no poder comprender algo en su totalidad siempre genera impotencia.

P 17: Como estamos en inglés 2 no sabemos como todas las palabras todo, no sé, las organizaciones de las oraciones, no sabemos muchas cosas..

P 05: Pues además de responder uno sabía que a veces posiblemente le iba a quedar mal la respuesta porque uno no estaba entendiendo algo entonces uno decía bueno si no pude responder esta que me preguntaron pues no me siento cómodo porque no soy capaz de responder algo del texto porque no lo entendí en su totalidad.

Profesor: Y la última pregunta: mencione una fortaleza y una debilidad en su capacidad de comprensión lectora

P 15: Pues yo pienso que fortaleza es que pues sacaba la idea global del texto y debilidad también lo que dijo mi compañero como identificar patrones organizacionales de contraste pues que no entendía muy bien.

P 01: Pues yo pienso que una fortaleza mía podría ser que muchas veces intento.. o sea no se conoce siempre el vocabulario pero uno por contexto uno no puede desentrañar como tal la palabra y saber qué significa puntualmente pero uno puede determinar más o menos el significado contextualizándolo con el resto de las palabras y debilidad… no sé... que hay frases es que hay frases que no se terminan de entender muchas veces son frases compuestas entonces puedes conocer el significado de las dos palabras pero cuando se unen las dos palabras es una idea completamente distinta.

P 04: Yo creo que la fortaleza es que digamos que me puedo hacer una idea general del texto y la idea es que por leer rápido tiendo a perder lo importante.

P 11: Yo creo que una fortaleza mía es que reconozco como rápidamente palabras clave sobre todo como el contexto y también creo que la debilidad es reconocer algunas palabras también que también dificultan por allí la comprensión más como todo expresiones como palabras compuestas es lo que más me dificulta.

Profesor: ¿Mismas?

P 07: Ah no, pues fortaleza mía pues que más o menos el vocabulario entiendo un poco el vocabulario, pero también a la vez de que entiendo pues trato de inferir mucho las cosas, entonces pues a veces me equivoco haciéndolo, porque pues a veces no me tomo como el tiempo de pensar todo antes por ejemplo de escribir o de hacer entonces por ejemplo la embarro a veces.

P 05: Yo pienso que una cualidad al leer es que pues yo puedo también como identificar el texto hacia dónde va pues que me quiere decir por el vocabulario que uno conoce pero entonces por eso mismo tengo la debilidad de que no sé muy bien la gramática del texto entonces puedo decir ah! esta frase me quiere decir tal cosa pero como no me sé la gramática entonces pongo una cosa totalmente diferente.

P 18: Yo tengo una debilidad y es cuando yo traduzco algunas palabras es como muy centrado en lo que hemos visto no lo veo en otro contexto sino que lo que creo que significa entonces como muy centrado entonces a veces se me dificulta.

P 17: Yo pienso que una debilidad mía es que yo trato de entender todo o sea muchas personas tratan como de traducirlo al español yo trato de entenderlo en inglés y si no entendí una parte entonces lo que hago es volver a revisar lo que no entendí y una desventaja que a veces me falta como vocabulario.

P 09: Pues muy parecido a lo de los compañeros. ¿Lo digo igual?

Profesor: Si.

P 09: Pues que una fortaleza mía es que soy capaz de comprender a lo que se quiere referir el autor con el texto pero y la debilidad que tengo es que me falta mucho mucho vocabulario también cuando las palabras tienen contracción o llevan apostrofe y cosas así también no logro entender bien entonces…

Profesor: Para concluir, ¿ustedes consideran de que el hecho de que el texto sea en inglés hace que sea más complicada la comprensión lectora? ¿O sería lo mismo si fuera en español?

P 09: Yo pienso que el texto sea en inglés para mí hace que el texto sea mucho más difícil de entender y de todo porque como ya lo decían mis compañeros no es la lengua materna de uno entonces uno no entiende   gran cosa en cambio un texto en español puede que hayan palabras que uno no entienda pero la gran mayoría del texto lo comprende uno.

P 07: Pero a veces también uno por ejemplo en la lengua materna de uno uno entiende pero no está interiorizando lo que está leyendo en cambio pues uno en inglés al saber que es otro idioma pone como más atención, a la lectura.

Profesor:¿Listo?

Appendix I

Format of consent from the part of the participants in the study. Original formats are at the discretion of the reader when necessary.

<div align="center">

UNIVERSIDAD ICESI

MASTER'S PROGRAM IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

INVESTIGADOR JOSÉ MANUEL MENESES

CONSENTIMIENTO PARA PARTICIPAR EN INVESTIGACIÓN

TÍTULO DEL PROYECTO:

Estudio sobre el alcance de los textos auténticos y no auténticos en la comprensión lectora por medio de patrones organizacionales

</div>

PROPÓSITO DEL ESTUDIO

Investigar los alcances de dos tipos de texto en el contexto del curso inglés 2 en la Pontificia Universidad Javeriana Cali para realizar el trabajo de grado que otorga el título de Maestría en Enseñanza de Inglés como lengua extranjera de la universidad ICESI

TIEMPO DE DURACIÓN

El estudio tiene una duración de dos meses comprendidos entre septiembre y diciembre de 2017

PROCEDIMIENTO

Durante el tiempo que dure el estudio se llevan a cabo las siguientes actividades:
Intervenciones de comprensión de lectura en inglés
Grupo focal (grabación en audio)

El grupo focal al cual será invitado a participar se realizará con algunos estudiantes del curso los cuales serán elegidos teniendo en cuenta la participación de los talleres. Esta actividad tendrá lugar en tiempo de clase. Conjuntamente con usted estableceremos la fecha según su conveniencia.

CONFIDENCIALIDAD
Se identificará a los participantes del estudio con códigos para proteger su identidad de los participantes. Los datos que se recojan servirán exclusivamente para propósitos de la investigación.

DIVULGACIÓN DE RESULTADOS
Contaremos con su autorización para la utilización de la información producto de su

entrevista grupal.

PARTICIPACIÓN
Su participación es totalmente voluntaria. No habrá una calificación por la realización de las actividades referentes al estudio.

BENEFICIOS
Se espera que sus procesos de comprensión lectora sean puestos a prueba, que se genere una reflexión con respecto a qué factores facilitan este proceso, familiarizarse con textos auténticos y no auténticos en inglés al igual que con diferentes tipos de preguntas que expanadan sus horizontes cognitivos.

Cordialmente,
José Manuel Meneses
Jose.meneses@javerianacali.edu.co
316 342 23 38

Sus datos a continuación:

Nombre_____

Programa de estudio:

_____Correo

electrónico:_____No. de

teléfono de contacto: _____Firma:

_____

Fecha:_____

Appendix J
Consent form from the director of the department of the university

Pontificia Universidad
JAVERIANA
Cali

con Acreditación
Institucional
de Alta Calidad
por **8** años

Santiago de Cali, noviembre 2017

Señores Universidad ICESI
Maestría en Enseñanza de Inglés como Lengua Extranjera

Por medio de la presente doy constancia de estar al tanto del estudio que el profesor José Manuel Meneses está llevando a cabo en la Pontificia Universidad Javeriana Cali con el título *"The effect of authentic and non-authentic texts in Reading comprehension through the use of patterns of organization"* con propósitos académicos, para alcanzar su título en la Maestría de Enseñanza de Inglés como Lengua Extranjera que cursa en su institución. El profesor Meneses cuenta con la autorización de la Dirección del Departamento de Comunicación y Lenguaje para la culminación de su estudio; se ha comprometido a cuidar todos los aspectos éticos que esta metodología de investigación debe involucrar, y cuenta con el consentimiento informado de 19 estudiantes del grupo G de la asignatura English 2, en el semestre 2017-2. De esta intervención tiene

conocimiento la profesora Adriana Valencia, Coordinadora Académica del nivel English 2, quien recibirá el reporte pertinente para su socialización en el equipo de profesores.

Cordialmente,

Ricardo Rodriguez Quintéro
Director
Departamento de Comunicación y Lenguaje

Copia: Profesora Adriana Valencia, área de Idiomas, Departamento de Comunicación y Lenguaje.

Facultad de Humanidades y Ciencias Sociales

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Appendix K

Tables to measure the perception of difficulty from the part of the participants with respect to each questionnaire. Quantitative evidence.

Table 1.1 Based on Workshop 1 from the Non-authentic reading passage "Barbara's Blog"

Participants	Level of difficulty of the text
01	2
02	2
03	4
04	2
05	2
08	3
10	1
11	2
12	3
Avg Result	2.3

Table 1.2 Based on Workshop 2 from the authentic reading passage "Family life was simple back then"

Participants	Level of difficulty of the text
02	2
03	4
04	3
05	2
08	4
10	1
11	2
12	3

15	2
17	2
18	-
19	3
Avg Result	2.3

Table 1.3 Based on Workshop 3 from the authentic reading passage "The world's best street food"

Participants	Level of difficulty of the text
01	3
02	2
03	5
04	4
08	4
10	2
11	4
12	4
15	3
17	2
18	2
19	2
Avg Result	3

Table 1.4 based on Workshop 4 from the non-authentic reading passage "The world's favorite snacks"

Participants	Level of difficulty of the text
01	3
02	2
03	5
04	4
05	4
08	2
10	4
11	4
12	3
15	2
17	2
18	2
19	3
Avg Result	2.2

Table 1.5 based on Workshop 5 from the non-authentic reading passage "The Art (and Science) of Doing Less and Achieving More"

Participants	Level of difficulty of the text
01	4
02	1
03	5
04	2
05	2
08	3
10	1
11	2
12	4
15	4
17	4
18	4
19	4
Avg Result	3

Table 1.6 based on Workshop 6 from the authentic text "Multitasking is actually kind of a problem-for kids and adults"

Participants	Level of difficulty of the text
01	4
02	2
04	5
05	3
08	4
10	2
11	4
15	3
17	3
18	5
19	3
Avg Result	3.4